



NOVA SCOTIA COLLEGE OF
Dietitians AND
Nutritionists

FEBRUARY 6, 2024

PURPOSE OF THE CONTINUING COMPETENCY PROGRAM

- The CCP was developed to reflect NSCDN's vision, mission, and values. It is a regulatory tool to support dietitians to maintain their competence to practice dietetics. The CCP does not determine whether a dietitian is competent; the Program is a proactive approach to continuing competence to promote safe, ethical and competent practice through lifelong learning.
- The CCP benefits the public interest by providing assurance to the public that dietitians are continuously maintaining and enhancing dietetic competencies and professional practice standards. All active practice licensees must participate in the program.

FORMAT OF THE CONTINUING COMPETENCY PROGRAM

- The College recognizes that dietitians are already involved in several learning activities as part of their personal ongoing professional development. The CCP enables dietitians to formalize, reflect on, and report these learning activities.
- The CCP is made up of two parts.
- Part 1: Jurisprudence Quiz
 - Aims to support dietitians in maintaining a current understanding of the regulatory, provincial, and federal requirements related to dietetic practice.
 - The quiz contains 12 questions. Each dietitian has unlimited attempts to achieve a passing score of 80%.
- Part 2: Learning Log
 - Captures learning goals and identifies the learning activities used to achieve them, and the impacts of the learning activities.
 - Learning Goals: Each dietitian should set two new learning goals every year.
 - Learning Activities: A minimum of nine learning activities is suggested; three learning activities related to each goal, and three 'other' learning activities related to neither goal.
 - Learning Outcomes: Dietitians must identify how learning impacted practice or will be integrated into practice.

EXAMPLES OF SPECIFIC LEARNING GOALS

- By January 2025, I will increase my knowledge of personal health information legislation and how this impacts my role as a health care professional.
- Between March 2024 and February 2025, I will learn about the components of interprofessional collaboration and how these are best implemented into my employment setting in primary care.
- This year I will develop an understanding of the evidence and guidelines for wound healing within a long term care setting.

EXAMPLES OF INAPPROPRIATE GOALS

- This year, I am going to take a Dietetic Intern.
 - Learning Goal: I will increase my knowledge and skills in preceptorship and mentoring by September 2024.
- I am going to create a new dining standard in a continuing care setting.
 - Learning Goal: This year, I will learn about best practices in dining standards for a continuing care setting, including national standards and recent research in this area.
- To keep up with changes in practice, I want to learn about fad diets.
 - Learning goal: I will enhance my knowledge about the ketogenic diet between March 2024 and February 2025
- In 2024, I will pass the CDE exam.
 - Learning Goal: Between July and November 2024, I will update my knowledge on the current diabetes clinical practice guidelines and diabetes education standards in Canada.
- I will obtain CSEP certification to become a personal trainer. This certification will help me counsel my clients better on their physical activity goals.
 - Identify a learning goal related to dietetic practice.

LEARNING ACTIVITIES

- Activities undertaken to reach each learning goal.
- Potential learning activities:
 - conferences/workshops
 - webinars
 - courses
 - lectures
 - research for delivery of presentations
 - learning materials
 - reputable podcasts/videos
 - journal articles/books

LEARNING OUTCOMES

- The dietitian should ask themselves:
 - What was accomplished in completing this activity/What knowledge was gained?
 - **What was the outcome or impact on practice/How was learning applied/How has practice been affected or enhanced?**
 - Those that are not practicing should specify how their practice will be affected or enhanced in the future.

LEARNING OUTCOME EXAMPLES

Date: 2023-10-16

Learning Activity: Toolkit for Custodians: A Guide to the Personal Health Information Act (2013); NS Department of Health and Wellness;
<https://novascotia.ca/dhw/phia/documents/PHIA-complete-toolkit.pdf>

Related To: Goal #1 (By January 2024, I will increase my knowledge about personal health information and related legislation.)

Learning Outcome: This toolkit provided general commentary, templates and resources for custodians of personal health information in Nova Scotia. It increased my understanding of my duties as a custodian under PHIA. As a result, I have written a personal health information retention and destruction schedule for my private practice.

Date: 2024-01-22

Learning Activity: A Patient Resource: Eating Well for Wound Healing, by Ellen Mackay; Wound Care Canada Magazine,
<https://www.woundscanada.ca/docman/public/wound-care-canada-magazine/wcc-2022-v20-n1/2576-wcc-summer-2022-v20n1-final-p-46-51-eating-well/file>

Related To: Goal #2 (This year I will develop an understanding of the evidence and guidelines for wound healing within a long term care setting.)

Learning Outcome: This resource, intended for patients, provides information on using nutrition for wound healing. Topics include calories, protein, fluid, and supplements. Using the information in this article, I have developed a series of one-page documents for patients to keep following our discussions around wound healing.

AUDIT

- Fifteen percent of learning log submissions are audited annually through random selection and based on screening for satisfactory completion.
- Two auditors review each submission. Auditors are NSCDN dietitians who volunteer to audit. All auditors are trained on how to complete the audit.
- If the one or both auditors deem the learning log unacceptable, the submission is sent to the Continuing Competency Committee (CCC) for review and a final audit.
- Feedback is be sent to all dietitians who have had their CCP learning log submission audited indicating the overall quality of their submission.
- If unsuccessful, the dietitian is encouraged to meet with the Practice Advisor. Their next submission will be audited, and renewal will only be processed upon submission of a successful learning log. Option to resubmit their learning log by July 30.

NON-TRADITIONAL RD EXAMPLE

- **Goal:** Between August and November 2023, learn about evidence-based and best practices for writing exam questions
 - This goal relates to Standard 7b: Evaluate their own practice and participate in continuing professional development to identify and address learning needs; Standard 10b: Incorporate current evidence, using critical thinking and professional judgment, when providing professional services; ICDEP 2.09: Employ an evidence-informed approach to practice; and ICDEP 4.06: Foster learning in others.
- **Learning Activity:** Designing Multiple-Choice Questions. University of Waterloo Centre for Teaching. <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/designing-multiple-choice-questions>
- **Learning Outcome:** This guide for designing multiple choice questions provides general guidance on writing questions as well as specific information on writing the question (stem) and answers (alternatives). Based on what I learned from this guide, I began writing questions with only three alternatives and have eliminated the use of "all of the above" and "none of the above" options.

QUESTIONS?

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