

CCP Self-Assessment

Self-assessment plays a vital role in identifying learning needs for the upcoming licensing year. The self-assessment is a mandatory component of the CCP that must be completed at the beginning of the competency cycle, as it highlights areas for knowledge and competency development that aligns with the Standards of Practice.

The Standards of Practice are based on the assumptions that they:

- Support NSCDN's primary professional obligation to protect and serve the public interest according to legislative requirements.
- Apply to the diverse professional roles of dietitians including but not limited to: assessment of nutritional requirements of individuals/groups; management of nutrition goals for population health, disease management and prevention; management of food nutrition services/programs; education of clients and others; development of nutrition related tools/communications; employment in industry and business; and contribution to research. The standards are applicable to all dietitians regardless of their roles, responsibilities, and practice context.
- Represent the minimum practice performance of dietitians in delivering safe, competent, ethical services.
- Outline the mandatory performance expectations which must be adhered to by dietitians.
- Are one element of a continuum of documents such as legislation, codes of ethics, practice guidelines, and competency profiles that shape and guide the practice of the profession.

Self-Assessment Notes:

1. *The term “client” refers to an individual, family, substitute decision-maker, team members, group, population, agency, government, employer, employee, business, organization, or community, who is the direct or indirect recipient of the dietitian’s skill and knowledge.*
2. *Some indicators within the Standards of Practice have been removed as they are not applicable to setting learning goals. Refer to Appendix B for a list of indicators that have been removed from the CCP Self-Assessment.*

Instructions:

For each indicator within the self-assessment, reflect honestly and identify if it is either an *area for development and learning* or *not identified for learning at this time*.

An area for development and learning signifies an area where dietitians recognize the need to enhance understanding and knowledge in dietetic practice, benefiting both practice and clients. Conversely, *not identified for learning at this time* indicates a comprehensive understanding of these standards within their specific practice areas or that the indicator is not applicable to their practice.

Upon completion, review the assessment results and select indicators to designate for development of learning goals. While goals may relate to the same indicator, two distinct goals are required.

Standard	Indicator	Area for development and learning	Not identified for learning at this time
Standard 1: Advertising	a. Ensure that advertising is an honest and fair representation of professional services and/or products offered.	<input type="checkbox"/>	<input type="checkbox"/>
	b. Adhere to NSCDN’s Code of Ethics for Registered Dietitians and refrain from using advertising that directly or indirectly: <ul style="list-style-type: none"> <li data-bbox="604 570 1367 602">i. creates unjustified expectations about the results; <li data-bbox="604 618 1346 683">ii. compares the ability, quality, and/or cost of professional services with that of other dietitians; <li data-bbox="604 699 1339 764">iii. takes advantage either physically, emotionally or financially of clients; <li data-bbox="604 781 1398 911">iv. endorses, promotes or recommends exclusive use of a product/brand used/sold as a component of professional services, unless supported by evidence; and, <li data-bbox="604 927 1329 992">v. uses client testimonials to endorse professional services and/or products. 	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Assessment and Interventions	a. Obtain client consent for professional services.	<input type="checkbox"/>	<input type="checkbox"/>
	b. Obtain, review, and interpret relevant assessment data	<input type="checkbox"/>	<input type="checkbox"/>
	e. Monitor, evaluate, and document the impact of interventions in achieving identified outcomes, proposing alternative interventions if goals have not been achieved.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3: Boundaries	a. Be sensitive to their position of relative power or influence in professional relationships and not use this status to take physical, emotional, sexual, financial, or other types of advantage of clients and team members.	<input type="checkbox"/>	<input type="checkbox"/>
	c. Respect, establish, and manage effectively, the boundaries that separate their personal and professional relationships/roles in all contexts (e.g., face-to-face, virtual dietetic practice, social media).	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Client- Centred Services	a. Acknowledge and respect the rights, dignity, and uniqueness of each client (e.g., ethnic/cultural background, religion, age, gender, social status, marital status, sexual orientation, political beliefs, physical/mental ability, corporate mission, and values).	<input type="checkbox"/>	<input type="checkbox"/>
	b. Collaborate with clients to identify and develop goals, plans, and interventions to meet their unique needs.	<input type="checkbox"/>	<input type="checkbox"/>
	c. Acknowledge and respect clients' rights to autonomy and decision making over their own health.	<input type="checkbox"/>	<input type="checkbox"/>
	d. Advocate the client's behalf when required.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Collaborative Practice	a. Contribute professional knowledge to discussions and interactions with clients and team members.	<input type="checkbox"/>	<input type="checkbox"/>
	c. Respect clients' and team members' perspectives and responsibilities, while acknowledging overlapping roles and scopes of practice.	<input type="checkbox"/>	<input type="checkbox"/>
	e. Effectively manage conflict with clients and team members.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6: Communication	a. Be clear and respectful in all verbal, nonverbal, and written communication.	<input type="checkbox"/>	<input type="checkbox"/>
	b. Maintain clients' privacy and confidentiality in all forms of communication.	<input type="checkbox"/>	<input type="checkbox"/>
	c. Use strategies to promote effective communication (e.g., active listening, empathy).	<input type="checkbox"/>	<input type="checkbox"/>
	d. Adapt communication to the needs of clients and minimize barriers by incorporating relevant supports as available (e.g., interpreters, visual aids, technology, appropriate language, culturally appropriate resources).	<input type="checkbox"/>	<input type="checkbox"/>
	e. Use strategies to facilitate clients' comprehension and learning (e.g., opportunity for questions, teach back, appropriate literacy levels).	<input type="checkbox"/>	<input type="checkbox"/>
	f. Communicate with professional integrity and maintain appropriate boundaries in all communication formats at all times.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Competence	b. Evaluate their own practice and participate in continuing professional development to identify and address learning needs.	<input type="checkbox"/>	<input type="checkbox"/>
	d. Maintain competence in the present area(s) of practice, incorporating evidence into professional services.	<input type="checkbox"/>	<input type="checkbox"/>
	e. Acquire the knowledge and skills to practice competently in emerging practice areas as required.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 8: Conflict of Interest	a. Recognize any situations in which a conflict of interest could have an impact on their professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>
	d. Document any conflict of interest, the efforts to manage it, and the outcome(s).	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Consent	a. Provide clients with complete and objective information regarding the risks, benefits, and options for treatment and/or professional services.	<input type="checkbox"/>	<input type="checkbox"/>
	b. Obtain client consent prior to the provision of services and document as required.	<input type="checkbox"/>	<input type="checkbox"/>
	d. Respect clients' rights to: make choices, consult, and request additional information; refuse proposed interventions; and withdraw previously provided consent at any time.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10: Evidence- Informed Practice	a. Access and critically appraise current and applicable evidence.	<input type="checkbox"/>	<input type="checkbox"/>
	b. Incorporate current evidence, using critical thinking and professional judgment, when providing professional services.	<input type="checkbox"/>	<input type="checkbox"/>
	d. Maintain comprehensive records regarding the delivery of professional services and/or sale of products.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 12: Privacy/ Confidentiality	a. Ensure client consent is obtained prior to collecting or disclosing personal, organizational, and/or business information, unless duty to report obligations is required.	<input type="checkbox"/>	<input type="checkbox"/>

	b. Access and collect only the client information that is essential to carry out the delivery of safe, competent, ethical services.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 13: Professional Practice Obligations	a. Accept as their primary professional obligation, to protect and serve the public interest according to the NSCDN Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 14: Record Keeping	d. Maintain complete and accurate financial records for all relevant professional services.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 15: Safety and Risk Management	a. Comply with occupational health and safety legislation, best practices in infection prevention and control, and organization/employer policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>
	c. Contribute to and comply with risk management activities/requirements to promote a safe environment (e.g., working alone, environmental hazards, threats to personal safety).	<input type="checkbox"/>	<input type="checkbox"/>
	e. Comply with food safety standards in the delivery of professional services.	<input type="checkbox"/>	<input type="checkbox"/>