

Your credential: Evolving with practice competencies

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and Doris Derelian
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DISCLOSURE

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No disclosure

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OBJECTIVES

- Identify the Essential Practice Competencies for CDR Credentialed Nutrition and Dietetics Practitioners framework.
- Recognize the impact of the practice competencies to future CDR credentialing.
- Describe the interconnection with the scope of practice, standards of practice and standards of professional performance.

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Polling Question 1

- What year are you in for your Professional Development Portfolio (PDP) recertification cycle?
- A. Year 1
B. Year 2
C. Year 3
D. Year 4
E. Year 5
F. Not sure

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Polling Question 2

- How relevant do you find the Professional Development Portfolio (PDP) learning codes when mapping them to your Continuing Professional Education (CPE) activities?
- A. I can always match and/or select a learning code to an activity.
- B. Sometimes its is difficult to match and/or select the learning codes to an activity.
- C. I struggle with matching and/or selecting a learning code to an activity.

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Polling Question 3

- Do you know what competencies are?
- A. Yes
B. Not sure

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Polling Question 5

- Is your performance review based on competencies?

- A. Yes
- B. No
- C. Not applicable, or I don't not know

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PROJECT GOALS

- Develop and validate national practice competencies for integration into the PDP – Professional Development Portfolio, as a component of the recertification process for RDs or RDNs and DTRs.



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CAP and QMC Workgroup

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- Terri J. Raymond, MA, RD, CD
- Darrin W. Schmidt, DTR
- Kathleen Niedert, PhD, MBA, RD, CSG, FADA
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- Margaret J. Tate, MS, RD
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Defining Competencies-DRAFT

- A competency is a synthesis of knowledge, skills, abilities, behaviors and other characteristics an individual must demonstrate in order to perform work roles or occupational functions successfully.

Reference:
Office of Personnel Management
<http://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/>
Accessed October 8, 2013.



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Competency Example

Sphere: Communications

1.0 Communicates and interacts effectively with individuals and groups in the provision of professional services.

Competency	Performance Indicator
1.1 Utilizes effective information gathering skills.	1.1.1 Determines the purpose and objectives of information gathering activities.
	1.1.2 Develops, plans and gathers accurate, comprehensive, relevant information. (may include: client interviews, focus groups, meetings)
	1.1.3 Builds trust and rapport with others to facilitate the information gathering process.

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How are Competencies Applied?



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Changing Jobs?

John, RD accepted a position as a consumer nutrition educator at a supermarket. John worked the last 7 years in an acute care hospital.

How can competencies support John in this new endeavor?



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Returning to practice?

Karen, DTR is returning to work after spending the last four years at home with her children. Karen recognizes that many things have changed since she was last employed, including the use of technology.

How can competencies support Karen in determining her learning needs for returning to her role as food and nutrition service manager?



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Business Practice

Keisha works as a dietitian in the marketing department of a corporate food manufacturer. Keisha has difficulties determining if the PDP is relevant to her professional growth.

How can the competencies support Keisha's efforts in selecting PDP learning activities?



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PDP application of practice competencies

Learning Need Codes will transition to Competencies

Will make PDP more useful/relevant to RDs or RDNs and DTRs, employers, external accreditor(s)



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How Do Competencies Apply to Me?

- Transition to competencies does not mean retaking the registration exam
- Provide direction for future PDP resources to help registrants measure competence



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The Big Picture

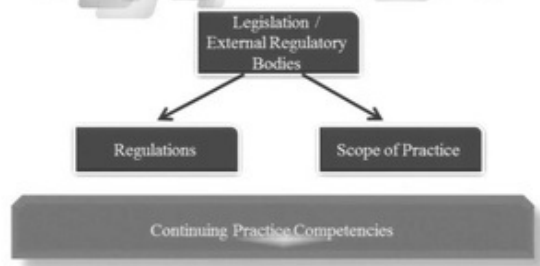
The Big Picture



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The Big Picture



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Increase Awareness for Scope and Standards of Practice

There is an expected cut-back in the facility and lay-offs may be occurring. Sharon and Jean recognize the need to educate their employer on the role of RDs and DTRs to encourage efficient utilization of staff.

What resources can Sharon and Jean share with their employer?



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Sources of Professional Direction

• Professions develop documents or statements about what the members feel are important in order to:

- Guide their practice,
- Establish control over practice, and
- Influence the quality of that practice.



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Examples of Documents or Statements

- social policy statements
- scope and standards of practice
- code of ethics
- state boards that operate under a practice act detailing regulations to protect the health and safety of the public

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Competencies Source Documents

- Interconnectivity to the Academy Standards of Practice (SOP) and Standards of Professional Performance (SOPP)



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Comprehensive Scope of Practice Resources for the RD or RDN and for the DTR

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The Scope of Practice Decision Tool is an...

- online, interactive tool that permits an RD or RDN and DTR to answer a series of questions to determine if a particular activity is within his or her scope of practice.

Scope of Practice Decision Tool



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Definition of Terms

- alphabetical list of definitions developed by the Academy
- broad based; have implications for use across the nutrition and dietetics profession
- consistent with the regulatory and legal needs of the profession
- www.eatright.org/scope (members)
- <http://www.eatright.org/HealthProfessionals/content.aspx?id=6866> (non-members, Health Professionals WebPage)

Term	Definition
Academy of Nutrition and Dietetics	The Academy of Nutrition and Dietetics is the national organization for the nutrition and dietetics professions. It is a non-profit organization that represents the interests of the public and the profession. The Academy is composed of several constituent organizations, including the American Dietetic Association, the American Nutrition Association, and the American Society for Clinical Nutrition.
Competency	A competency is a combination of knowledge, skills, and attitudes that enable a person to perform a specific task or function. Competencies are often used to describe the abilities of individuals in a particular field or profession.
Knowledge	Knowledge is the information and understanding that a person has about a particular subject or field. It is often acquired through education, training, and experience.
Skills	Skills are the abilities and techniques that a person uses to perform a specific task or function. They are often developed through practice and experience.
Attitudes	Attitudes are the feelings and beliefs that a person has about a particular subject or field. They can influence a person's behavior and performance.

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Knowledge vs Competencies-Based



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Continuing Professional Development

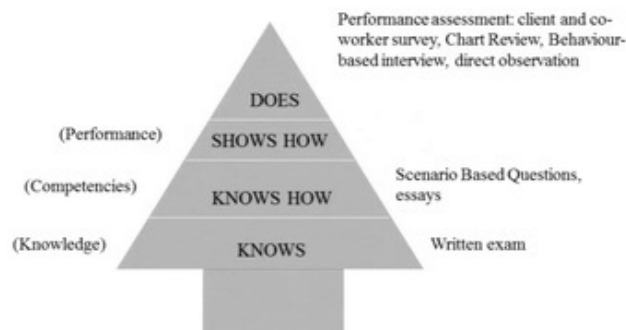
- Continuing Professional Education encourages ongoing learning
- Literature suggest that it does not ensure competence
- Demonstration of competencies encourages public trust and health care administration confidence



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Miller's Assessment Pyramid

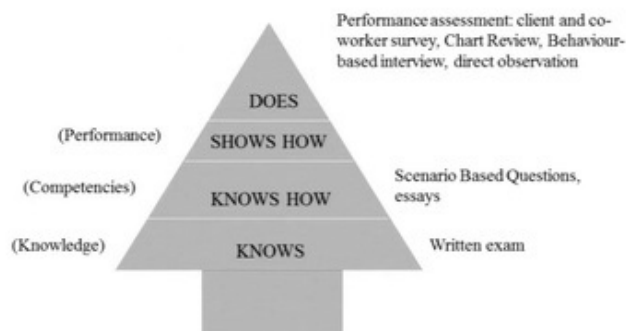


Norcini, J. J BMJ 2003;326:753-755

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Miller's Assessment Pyramid



Norcini, J. J BMJ 2003;326:753-755

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Interconnectivity to SOP/SOPP



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Conscious Competence Model

Consciously Competent	Consciously Incompetent
Unconsciously Competent	Unconsciously Incompetent

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Developing Performance Reviews

The human resource department is charged with developing performance review templates for all departments and has sought feedback from staff.

How can the dietitian manager support HR departments efforts?



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Functional Analysis Competency Framework

Level 1: SPHERES

Define an area of which someone acts, exists or has influence or significance
Broad high-level wording that describe a group of competencies and a focus area
Describe the major functions for effective performance

Level 2: COMPETENCIES

Describe the identifiable components of expected performance (knowledge, skill, judgment and attitude)

Level 3: PERFORMANCE INDICATORS

Describe an inter-related set of factors that define the level of expected performance

Level 4: PRACTICE ILLUSTRATION EXAMPLES

Examples to illustrate day-to-day performance of the competency
Provides opportunity for more content without being exclusive (includes both RDs or RDNs and DTRs)

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Sample Competencies

Competency	Performance Indicator	Practice Illustrate Example
5.2 Demonstrate a commitment to patient and workplace safety.	5.2.1 Adhere to policies, standards and procedures as it relates to patient and workplace safety.	<ul style="list-style-type: none"> Engages in work safety training session, for example: fire-drills. Demonstrates knowledge of legislation in terms of scope, material data safety sheets and labelling requirements for controlled substances. Integrates safety practices into daily activities. Monitors and responds to all vendor recalls and FDA alerts.
	5.2.2 Manage risk in the workplace to prevent and mitigate safety issues.	<ul style="list-style-type: none"> Demonstrates situation awareness by observing the environment, anticipating potential risks and seeking assistance when needed. Integrates infection and prevention measures. Takes appropriate actions to align consistency with practice environment and established policies, legislation and standards (for example, labour laws, safety legislation, industry standards). Advocates for changes when risks are identified by recommending interventions. Documents and tracks incidences. Participates in quality improvement initiatives. Ensures the premises do not represent a physical safety hazard.

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Outline

Core Spheres

- Professionalism
- Communications and collaboration
- Leadership and advocacy
- Critical Thinking and Decision-making
- Informatics
- Research and performance improvement
- Safety and public protection
- Food, nutrition and physical activity
- Education and Counseling

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Outline

Focus Area

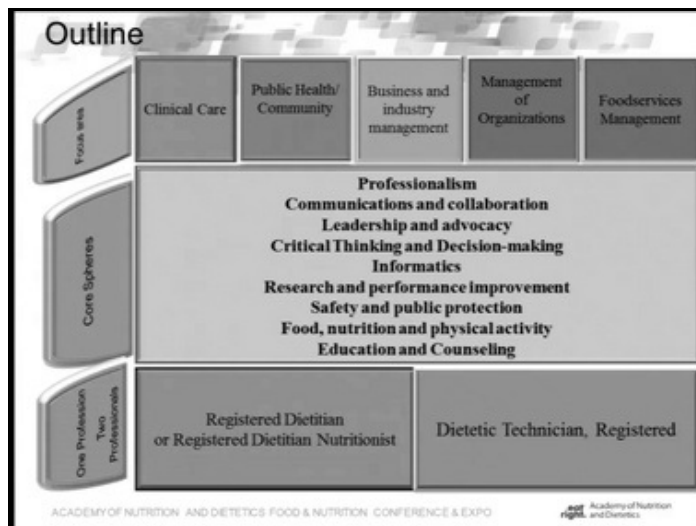
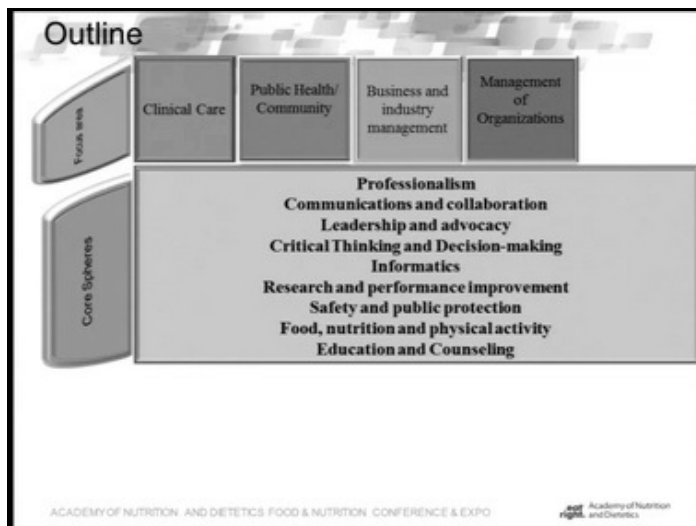
- Clinical Care
- Public Health/Community

Core Spheres

- Professionalism
- Communications and collaboration
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- Safety and public protection
- Food, nutrition and physical activity
- Education and Counseling

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- ## Project Task List
1. Environmental Scan
 2. Communications with key stakeholders
 3. CAP/QM working group develops framework and outline
 4. National webinars to validate outline and identify gaps
 5. CAP approve final outline
 6. Item writing session
 7. CAP/QM review of draft items
 8. National Validation Survey
 9. CAP/QM review of survey data
 10. Modifications based on survey feedback
 11. CDR Board review and approval
 12. Approval of final document and national adoption
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PDP Implementation

- CDR anticipates incorporation into the PDP process beginning with practitioners completing their 2016-2021 recertification cycle.

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- ## PRACTICE APPLICATIONS
- Visit the PDP Help Center or the CDR booth to obtain hand-outs.
 - Participate in the national validation survey when circulated in winter 2014
 - Inform others (members, employers, colleagues etc) of this CDR initiatives.
 - Monitor the CDR website to receive more information and updates.
 - Consider the competencies in day-to-day practice, when developing job descriptions and performance reviews and selecting learning activities.
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