Your credential: Evolving with practice competencies

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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.

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

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 it 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.

Polling Question 3

- Do you know what competencies are?
  A. Yes
  B. Not sure
Polling Question 5

- Is your performance review based on competencies?
  
A. Yes  
B. No  
C. Not applicable, or I don’t not know

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.

CAP and QMC Workgroup

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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.

How are Competencies Applied?

Sphere: Communications

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

<table>
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<tr>
<th>Competency</th>
<th>Performance Indicator</th>
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| 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. |
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?

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?

Business Practice

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

How can the competencies support Koisha’s efforts in selecting PDP learning activities?

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 scorer(s)

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

The Big Picture
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?

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
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=18566 (non-members, Health Professionals WebPage)

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

Miller’s Assessment Pyramid

Performance assessment client and co-worker survey, Chart Review, Behavioral-based interview, direct observation

- Scenario Based Questions, essays
- Written exam


Interconnectivity to SOP/SOPP

- Knowledge → Standards
- Competencies → Rationale Statements
- Performance → Quality Indicators
- Action → Outcomes

Your Credential: Evolving with Practice Competencies

Outline

Core Systems
- 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

Management of Organizations

Business and industry management

Public Health/Community

Clinical Care

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

PDP Implementation

- CDR anticipates incorporation into the PDP process beginning with practitioners completing their 2018-2021 recertification cycle.

PRACTICE APPLICATIONS

- Visit the PDP Help Center or the CDR booth to obtain handouts.
- 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.

Questions