

## 1. SELF ASSESSMENT

Self assessment provides registrants with a systematic way to compare their practice to CDBC Standards of Practice and help identify areas where they perform well, as well as others they want to maintain, develop or enhance. Completing this process is the first step towards identifying continuing education goals.

The self assessment process is made up of two components.

### 1. Professional Portfolio (optional)

### 2. Self Assessment Relative to Standards of Practice



### 1. Professional Portfolio (optional)

#### Actions

Registrants:

- Prepare a *Professional Portfolio*

Preparing a *Professional Portfolio* is highly recommended. A *Professional Portfolio* provides a record of a registrant's practice, and makes it easier for registrants to assess their employment and professional activities and to plan their professional development.

The Portfolio may have other uses (e.g., preparing for job/promotion interviews). Once established, a Portfolio is readily maintained and updated.

A *Professional Portfolio* may include, but is not limited to:

- a current résumé or curriculum vitae
- job description(s) or brief summary(ies) of the responsibilities of a position or positions held
- professional performance assessment(s) from employer(s), colleague(s), client(s), mentor(s), etc.
- letters of thanks or support from students, colleagues, or clients/clients' families
- letters of reference
- resources developed
- policies and procedures to standardize practice
- announcements of or handouts or citations of proceedings from presentations at professional meetings
- announcements of or handouts from presentations to colleagues about conferences attended
- copies of published journal or professional newsletter articles
- evidence of professional volunteer service (e.g., Board, committee or working group participation)
- evidence of awards, certificates, diplomas and degrees conferred
- formal education transcripts for baccalaureate and post baccalaureate studies
- evidence of completion of dietetic internship and/or professional certificate programs
- journaling, scrapbook or other documentation outlining search for or pursuit of areas of interest to explore
- completed *Professional Development Plans* and,
- other documents of personal relevance.

## SELF ASSESSMENT - *continued*

### 2. Self Assessment Relative to Standards of Practice (forms on pp. 11-15)

#### Actions

Registrants:

- Complete their *Self Assessment Relative to Standards of Practice* annually
- Retain a copy of their *Self Assessment* in the event of document review following audit of reports submitted every three years, and to inform preparation of future learning plans.

*Self Assessment* is a systematic way for registrants to compare their practice to CDBC Standards of Practice. Working through the *Self Assessment* can help registrants identify their strengths and professional development goals to maintain or develop their knowledge and skills.

Registrants can complete the *Self Assessment* independently or with mentors, colleagues or peers (collective input can help identify professional development options and opportunities).

The seven Standards of Practice\*<sup>2</sup> are:

#### Standard 1

A Registered Dietitian assumes accountability and responsibility in the provision of competent, safe, ethical, and professional practice.

#### Standard 2

A Registered Dietitian communicates and interacts clearly and effectively with individuals and groups.

#### Standard 3

A Registered Dietitian applies current research and best practice findings when delivering services.

#### Standard 4

A Registered Dietitian provides effect direct client care services to achieve appropriate goals.

#### Standard 5

A Registered Dietitian provides effective food and nutrition initiatives to meet the community and population health needs of individuals and communities.

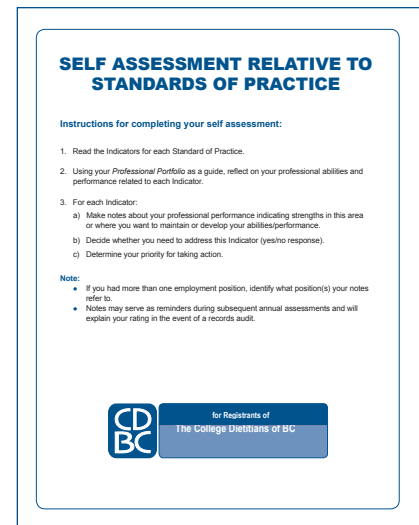
#### Standard 6

A Registered Dietitian manages foodservice systems in an effective and efficient manner.

#### Standard 7

A Registered Dietitian applies effective and appropriate of organization management systems and principles.

Each Standard of Practice has several Indicators illustrating how the Standard can be applied.



#### \*Note:

Standards 1, 2 and 3 are applicable to all registrants. Standards 4 to 7 are applicable to registrants practicing in specific scope of practice areas.

<sup>2</sup> The CDBC Standards of Practice were developed through registrant, Board, and committee adaptation of the Essential Competencies for Dietetic Practice produced by the Alliance of Canadian Dietetic Regulatory Bodies (2006).


**Example**

- You decide to improve **Standard 3** (*A Dietitian applies current research and best practice findings when delivering services*), **Indicator 2** (*Acquires and applies new knowledge, skills and abilities to all areas of practice*)
- You indicate “yes” that you want to address this standard/indicator through your learning, noting that you wonder how to improve the process of collecting client feedback information to improve your counselling approach and client return rates.
- You decide that you want to learn about developing forms to adequately survey clients and ways to improve client return rates.

## SELF ASSESSMENT - *continued*

### Completing the *Self Assessment Relative to Standards of Practice*

#### Step 1

Registrants carefully review the Standards of Practice and Indicators (forms at the end of this section).

#### Step 2

For each Indicator under all Standards that apply to their area of practice, registrants make notes about their professional performance indicating strengths or where they want to maintain or develop their abilities/performance.

#### Step 3

Registrants indicate with a “yes” or “no” if they need to take action to address the Indicator.

**Note:** Registrants can decide which of the areas requiring action have priority to plan their learning goals.

Refer to Appendices 1 through 5 for examples of completed *Self Assessment Relative to Standards of Practice* forms from clinical practice, community nutrition, foodservice management, clinical nutrition management, and nutrition consulting perspectives respectively.