




Knowledge-based to Competencies-based:  
**New Horizons**  
Leanne Worsfold, Sebastian Orr, Grady Barnhill



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**Learning Objectives**

- Understand what competencies are, and how they're different from knowledge or task statements
- Understand the similarities and differences between a traditional job analysis and a competencies study



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**Learning Objectives**

- Understand the steps involved in developing and implementing a study of practice competencies
- Understand some of the practical realities of establishing program “buy-in” from various organizations



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**How familiar are you with competencies?**

- A - Not really sure, here to learn
- B - Generally familiar, like to learn more
- C - We're considering integrating competencies into our program
- D - We currently use competencies as part of our program
- E - We use competencies and performance indicators in our program

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**For those using competencies, in what country are you located?**

- A - Canada
- B - Ireland
- C - UK
- D - US
- E - Other

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**Essential Practice Competencies**

- *Essential Practice Competencies* define the knowledge, skill, judgment and attitude requirements throughout a registrant's career, across practice, and within focus areas.



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### Practice Competencies

Competency	Performance Indicator	Practice Illustration
10.2 Implement the nutrition care process to ensure individual health goals are established, monitored and achieved adhering to the Standards of Practice in Nutrition Care for RDNs	10.2.1 Identifies and selects valid and reliable nutritional assessment tools to conduct a comprehensive assessment	<ul style="list-style-type: none"> <li>•Uses comparative standards to estimate energy, fat, protein, carbohydrate, fiber, fluid, vitamin, and mineral needs as well as recommended body weight, BMI, and desired growth patterns.</li> </ul>
	10.2.2 Analyzes and synthesizes the assessment data to establish nutrition problems following the Standards of Practice in Nutrition Care for RDNs.	<ul style="list-style-type: none"> <li>•Takes into consideration blood laboratory values and test results.</li> <li>•Determine if adaptive equipment is required (i.e. grip on food utensils) and makes referrals.</li> </ul>

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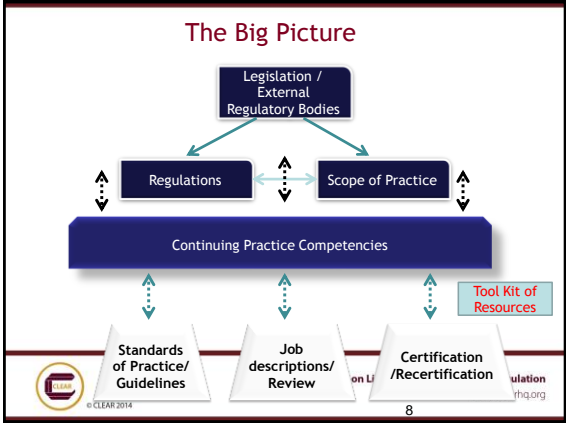
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### Competencies From Around the World

DAA  
Dietitians Association of Australia

College of Dietitians of Ontario

Dietitians NZ  
Dietitians of New Zealand

THE BRITISH DIETETIC ASSOCIATION  
DIMEG is a specialist group of the British Dietetic Association  
www.bda.uk.com

Commission on Dietetic Registration  
the accrediting agency for the Academy of Nutrition and Dietetics

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### Competencies vs. Tasks

Competencies help you consider not only *what* you know and do, but *how* you demonstrate competence, professional judgment, critical thinking and attitudes in every-day practice.

Competencies are supported by a validated measurement of the performance indicators.



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### Task Statements vs. Competencies

Practice Analysis	Competency	Performance Indicators
Performs quality assurance improvement activities	6.1 Leads, manages and/or participates in quality improvement and customer satisfaction activities to improve delivery of services.	6.1.1 Recognizes and identifies systems errors and risk reduction measures.
		6.1.2 Formulates a clear understanding of the nature of problems or need for improvement to achieve desired outcome.
		6.1.3 Establishes goals for improving quality of services provided.
		6.1.4 Collects qualitative and quantitative data using mixed methodologies and interprets information.
		6.1.5 Reviews reports to identify trends and improvements.
		6.1.6 Develops and implements strategies, techniques and tools for process improvement in consultation with others.
		6.1.7 Evaluates, documents and communicates quality improvement outcomes.



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### Could competencies enhance your credentialing programs?

- A - Not sure I see the utility at this point...
- B - Would need more information to decide
- C - Looks promising, will need to investigate
- D - We are planning a competencies validation
- E - We have conducted a competencies validation



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### Task Statements vs. Competencies

Practice Analysis	Competency	Performance Indicator
Conducting research	6.3 Participates in and/or leads research initiatives following ethical and professional research methodology.	6.3.1 Uses established benchmarking and best practices to inform practice.
Review research literature		6.3.2 Conceptualizes and formulates research hypotheses.
Develops a hypotheses for research study		6.3.3 Obtains approval for research initiatives and follows established research code of ethics and policies.
Design research studies		6.3.4 Defines and establishes appropriate measurements and evaluations.
Develop research proposals		6.3.5 Identifies and designs appropriate research instruments or tools.
		6.3.6 Using the scientific process, systematically investigates and searches for information from a wide variety of sources.
		6.3.7 Interprets data to make recommendations and to form realistic and valid conclusions.

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- ### Benchmark: Core Competencies
- Foundational Competencies:**

  - Professionalism
  - Reflective practice
  - Scientific knowledge and methods
  - Relationships and human caring
  - Communications skills
  - cultural diversity and sensitivity
  - Leadership
  - Ethical and legal standards
  - Interdisciplinary systems
  - Advocacy

**Functional Competencies:**

  - Assessment
  - Intervention / treatment
  - Consultation
  - Research and evaluation
  - Supervision
  - Management
  - Teaching
  - Administration
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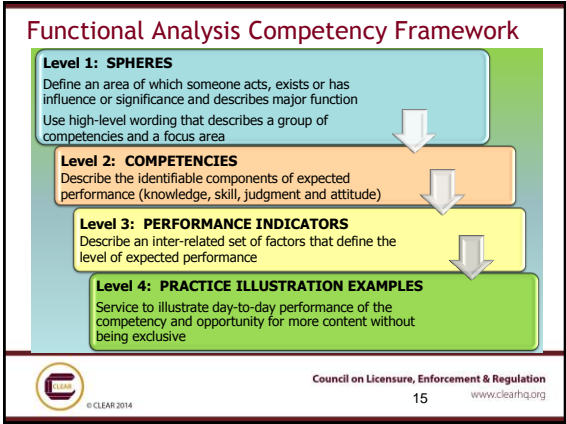
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### Competencies

- A total of 14 spheres, 59 competencies and 329 performance indicators were developed.
- **Core Spheres (9)**
- **Functional Spheres (5)**





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### Framework

Functional Spheres	Clinical Care	Public Health/Community	Business, Industry and Product Development and Marketing	Management of Organizations	Foodservices Management
Core Spheres	Ethics and Professionalism Communications and Collaboration Leadership and Advocacy Critical Thinking and Decision-making Informatics Research, Evidence Informed Practice and Quality Improvement Safety and Risk Management Food, Nutrition, Dietetics and Physical Activity Education and Counseling				
One Profession, Two Professionals	Registered Dietitian or Registered Dietitian Nutritionist		Dietetic Technician, Registered		



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### Development Steps

- 1) Literature review and global environmental scan of RD and DTR competencies;
- 2) Development of the competency framework and outline with 78 practitioners;
- 3) Competencies writing session with 19 RDs, RDNs, and DTRs;
- 4) Stakeholder consultation;
- 5) Mapping of the competencies to the CDR Professional Development Portfolio Learning Need Codes (LNCs);
- 6) National validation study of the essential practice competencies;
- 7) Finalization and CDR Commissioner approval.



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### Key Steps: Outline

Sphere	Outline	Practice Examples	Mapping of Learning Codes	Mapping of SOBs/SOPs
Professionalism Accepts accountability and responsibility for providing competent, ethical, customer-centered nutrition and dietetic services.	Code of Ethics Respect, transparency, Integrity Conflict of interest Professional accountability Accepts accountability for actions and decisions Professional boundaries Informed consent Follows organizational ethical framework and requirements Accepts accountability for actions and decisions Giving back to the profession/ actively engaged.  Managing Ethical Issues Recognizing and managing ethical situations Advocating for you what you believe in, versus the needs for program	Professional boundaries - include use of social media end of life care respect patient rights product endorsement follow code of ethics	1050 Ethics	1.3 Adheres to sound business and ethical billing practices applicable to the setting 2.1 Adheres to the Code of Ethics 2.4 Assumes accountability and responsibility for actions and behaviors

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### Key Steps: Min. Standards

CDR Practice Competencies - Standard Setting Exercise

Scope of Practice/ Complexity level	Description
1	Broad knowledge, performs with direct supervision or consultation
2	Deeper comprehension, uses standardized templates, forms and protocols, seeks referral or guidance when needed
3	Has extensive knowledge and skill, independently applies critical thinking and professional judgment

CONTENT AREA Category of Professional	COMPLEXITY LEVEL	
	RDs/ADNs	OTRs
1. Professionalism		
1.1 Code of ethics	1,2	1,2
1.2 Ethical issues/dilemmas	2,3	1,2
1.3 Competence and refer when out of scope or competence	1,2	1,2,3
1.4 Person (client) centered principles	2	2
1.5 Principles of cultural sensitivity and diversity	1,2	1,2
1.6 Principles of confidentiality and privacy	2	1,2
1.7 regulations/policies/guidelines/policies/SOP and SOPs / practice setting specific policies, requirements	2	1
1.8 Social responsibilities	1,2	1,2
1.9 Financial stewardship	1	1,2
1.10 Evidence-based practice	2,3	1

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### Key Steps: Min. Standard

Bloom's Taxonomy

Domain	Complexity	Verbs
Cognitive (knowledge)	level 1	describe identify recognizes understands keeps abreast chooses
	level 2	compare contrast explain summarize investigates modifies integrate calculate determine address apply assess
	level 3	incorporate interpret differentiate analyzes synthesizes communicate

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### National Validation

- **RDs**
  - 18,934 login to the survey (14,891 started)
  - 12,173 respondents (as few as 250 RD respondents in a subgroup)
- **DTRs**
  - 1,349 login to the survey (937 started)
  - 772 respondents (as few as 69 DTR respondents in a subgroup)





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### Reliability

Internal Reliability Estimates

DTR- Frequency Scale	0.91
DTR- Importance Scale	0.87
RD-Frequency Scale	0.97
RD-Importance Scale	0.98

Confidence Level

Category	Confidence Level	Margin of Error
DTR	0.95	5%
RD	0.99	1.7%



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### Professional Development Portfolio for Recertification

Used by RDs, RDNs, and DTRs to

- identify learning needs;
- guide continuing professional development and ongoing competences;
- assist in career progression and professional development; and
- communicate the role and competence of practitioners of the profession to stakeholders (i.e. employers, external accreditation bodies, public).



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**PDP Goal Wizard**



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The membership authority for the  
**rd** Academy of Nutrition and Dietetics

Introduction **Goal Wizard** Professional Development Activity Log FAQ


Hi Michael, I'm the **Goal Wizard**. I'm here to help you develop and prioritize your learning goals and objective for your Professional Development Portfolio.

The **Goal Wizard** is a five step process:

1. Answer the goal wizard questions
2. Save, delete and prioritize selected competencies
3. Add competencies as goals in your Learning Plan
4. Finalize your learning plan
5. Submit plan to the CDER.

It will take you approximately 15 minutes to answer my question and generate your goals and learning objectives. You may also choose to create your own learning goals from scratch without any assistance.

Do you want my help?



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Introduction **Goal Wizard** Professional Development Activity Log FAQ

Okay, tell me what position you hold in your current employment setting.  
If you work in multiple roles or settings, consider all your roles, full-time, regular or casual part-time or volunteer work.

- Clinical Care
- Director of a program, facility, unit, department (Senior Leadership, Executive officer, Corporate director)
- Manager of a program, unit or department
- Food service manager (school system, foodservice, cafeteria, long-term care facility, hospital etc.)
- Business and Industry (Marketing, PR, Communications, Contract Food Service, sales, nutrition science, consumer testing, entrepreneur, pharmaceutical or nutrition products manufacturer, distributor, or retailer)
- Author, writer
- Consultant
- Researcher

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the credentialing agency for the  
**RD** **RDH** **RDN**  
Academy of Nutrition and Dietetics

Print    Exit

Introduction    Goal Wizard    Professional Development    Activity Log    FAQ

Now consider specific skills, knowledge and judgment you need to demonstrate in your practice.

- Communications (written and/or verbal)
- Computer skills
- Critical thinking, problem solving
- Facilitation
- Team collaboration
- Informed consent
- Confidentiality and privacy
- Conflict resolution
- Managing ethical situations
- Leadership
- Project management
- \*Webinar Activities

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### Response Mapping

Goal Wizard Response    Sphere    Competency

or competence in which of the following would enhance your current and/or your future practice? Select all that apply.

Competency	Sphere	Competency
Communications (written and/or verbal)	Sphere 2: Communications	2.1 Utilizes appropriate communication methods and skills to meet the needs of various audiences.
Computer skills	Sphere 5: Informatics	5.1 Acquires knowledge of technology systems consistent with role and responsibilities. 5.2 Utilizes technology according to organization needs and workplace policies and procedures. 5.3 Demonstrates ethical and professional behavior when using technology. 5.4 Demonstrates the ability to store and retrieve data using the International Dietetics and Nutrition Terminology (IDNT).
Critical thinking, problem solving	Sphere 4: Critical Thinking and Decision Making	4.1 Demonstrates sound technical judgment and strategic thinking in practice. 4.2 Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.
Facilitation	Sphere 12: Community and Leadership	12.1 Advocates for health and disease prevention in the community.
Team collaboration	Sphere 2: Communications	2.1 Demonstrates and applies leadership skills.
Informed consent	Sphere 3: Leadership and Management	3.1 Employs strategies and facilitates team building skills. 3.2 Demonstrates and applies leadership skills. 3.3 Engages customer or substitute decision maker in the process.

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Introduction    Goal Wizard    Professional Development    Activity Log    FAQ

Now you get to decide if you want to save the competency as a goal in your plan right now, or save and consider this competency at a later time.

Prioritization	Selection Competencies	Add to my Plan	Save for Future Consideration
2	2.3 Employs strategies and facilitates team building skills.	<input type="checkbox"/>	<input type="checkbox"/>
1	5.2 Utilizes technology according to organization needs and workplace policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>
3	8.4 Demonstrates and applies knowledge of culinary practices and behavioral change principles, taking into consideration customer needs and demands.	<input type="checkbox"/>	<input type="checkbox"/>
5	13.1.4 Applies budgeting principles when ordering equipment.	<input type="checkbox"/>	<input type="checkbox"/>

Save this list and show me my learning plan.

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Goal  
1.1 Identifies with and adheres to the code of ethics for the profession.

Learning Objectives

Learning Objectives	Keep this Learning Objective?	Show me the list of learning activities available
1.1.1 Accepts responsibility and accountability for actions and decisions related to customers	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
1.1.2 Recognizes and manages conflicts of interest	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Performance Indicators

I want to create my own goal. I want to print my plan.  
Save and show me my next goal. I want to see my entire plan.  
Save and I will come back later. I'm finished creating my plan.

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### Recipe for Success

- Establishment of a strong working group
- Stakeholder consultations - MANY consultations!
- Time (2 years)
- Numerous revisions and mapping to existing documents
- “Incentives” for participation in webinars and validation study

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### Challenges

- Length of survey
- Undertaking two categories of members
- Measurement / assessment

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### Demonstration Matrix-Aspirational

Competencies Demonstration Matrix	Self-Certify	CDE Training for Competency-CDE Approved or Not CDE-Approved	Certification(s)	Competency Simulation	Knowledge Demonstrator	Supervisor Certification	360/Multi-Source Certification	Reflective Practice
Competency 11.0 Acts as a reliable source for current food and nutrition information								Link to Goal 2: Expand practice to under-served
11.3 Applies knowledge of nutrition requirements throughout the life cycle in practice.	P	170- Lectures at work				P	P	
11.4 Demonstrates knowledge of foods, cultural/religious foods, eating patterns and food trends in practice setting populations								Better relate with patients

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### Assessment Methods in Toolkit

- MSF/ 360 evaluation
- Portfolio
- OSCE
- Structured Written & Oral Exams
- Case Presentation
- Simulation/Role Play
- Competence Evaluation Rating Form
- Self-Assessment
- Ratings of live or recorded performance
- Standardized Client Interview
- Client/Patient Process/Outcome Measure
- Consumer Satisfaction Survey
- End of Rotation Performance Review

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### Mapping Competencies

- Not all assessments measure the same competencies
- Assessment should be multi-faceted with a triangulation of tools
- Applies to initial certification/recertification (continuing competence)



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How might you use competencies in your credentialing program?

A - Not sure at this point...  
B - I see value in this, but not sure how to implement  
C - Could use to enhance our next practice analysis  
D - Could use to enhance targeting of CE  
E - Could use to improve our recertification process



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Thank you for your attention...

Questions?



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