

Dietitian Type

Clinical Dietitian- Example 1:

Standard 12: A dietitian provides quality professional services that reflect the unique needs, goals, values and circumstances of the client.

Indicator 5: Monitor client outcomes and adapt the service plan as clients' needs change.

SMART Goal: This year, I will increase my knowledge level regarding home blenderized tube feeds so as confidently aid appropriate home tube feeding clientele, who use commercially prepared tube feeding formula, but want to transition to blenderized tube feeding due to budgetary constraints.

Learning Activities:

- PEN access: Reviewed “The Use of Blended Diet with Enteral Feeding Tubes” (published Nov 2019) from BDA, the Association of UK Dietitians. This included considerations on food safety, jejunal vs gastric feeding differences, and involving other members of the healthcare team as well as members of the client’s support team in the blenderized tube feed care plan.
- Discussion with RD colleagues who have been working with home blenderized tube feeds to glean tips such as recipe modification/development to ensure that clients receive adequate macro/micronutrients and hydration.
- Attended education session that included pump training, including adjustment of pump settings and feeding bag modification.
- Literature review. A small example of literature reviewed:
 - a. Elizabeth Bobo, Reemergence of Blenderized Tube Feedings. Exploring the Evidence, *Nutrition in Clinical Practice*, 31,6 (730-735), (2016).
 - b. Claire Kariya, Katherine Bell, Celise Bellamy, Jason Lau and Kristy Yee, Blenderized Tube Feeding: A Survey of Dietitians’ Perspectives, Education, and Perceived Competence, *Canadian Journal of Dietetic Practice and Research*, 10.3148/cjdpr-2019-007, (1-5), (2019).
 - c. Teresa W. Johnson, D. L. Milton, Kelly Johnson, Holly Carter, Ryan T. Hurt, Manpreet S. Mundi, Lisa Epp and Amy L. Spurlock, Comparison of Microbial Growth Between Commercial Formula and Blenderized Food for Tube Feeding, *Nutrition in Clinical Practice*, 34, 2, (257-263), (2018).

Learning Outcome: I am confidently able to speak to the use of blenderized tube feeding as a viable, safe and appropriate alternative to using often expensive and difficult to access commercially prepared formulations. I have become a resource in my community and am able to share my information with other dietitians and healthcare providers in my small community who are looking to reduce the cost and improve the accessibility of appropriate home tube feeding.

Clinical Dietitian- Example 2:

Standard 10: A Dietitian contributes to the provision of quality professional services as a member of the clients' interprofessional team.

Indicator 4: Engage with team members to plan, coordinate and deliver quality professional services.

SMART Goal: In the coming year, I aim to improve my engagement with the team by increasing collaboration with other healthcare professionals and using best practice principles when transitioning patients from tube feeding to oral intake.

Learning Activities:

- Reviewed evidence-based processes and guidelines related to transition from EN to PO specific to my hospital setting.
- Liaised with my unit's speech language pathologist, other allied health and nursing staff regularly when patients were approaching appropriate timing for a swallowing assessment in order to provide continuity of care and timely service.
- PEN Access: Read "An Inter-professional approach to Malnutrition in Hospitalized Adults" (published June 2014 and accessed this past year) and discussed with colleagues at a Lunch and Learn session.

Learning Outcome: I improved my collaboration skills with staff on my unit while increasing my profile as the expert in nutrition intervention and transition to oral intake. I am confidently using best practice to ensure that my patients are transitioning to oral intake from enteral nutrition appropriately.

Clinical Dietitian- Example 3:

Standard 14: A Dietitian uses critical thinking to obtain assessment data, determine practice problems, plan, implement and evaluate professional services.

Indicator 3: Analyze/interpret data using critical thinking, professional judgement and best practice knowledge

SMART goal: Now that Soybean oil-Medium Chain Triglyceride (MCT oil)-Olive oil-Fish Oil (SMOF) lipids are available as an alternative lipid at my worksite, I will become comfortable within the next six months in assessing each appropriate nutrition support patient to determine whether SMOF can be implemented as the lipid formulation of my parenteral nutrition (PN) recommendations.

Learning Activities:

- Reviewed site-specific policies and procedures that were recently updated with information about SMOF lipid availability for nutrition support plans that include PN.
- Attended a lunch and learned hosted by a healthcare company regarding the literature available supporting the use of SMOF lipid products. Presentation included discussion of the benefit of transition to a 3-in-1 PN bag for potential future use at my worksite.
- Consulted a member of the PN resource dietitians in the first several PN nutrition assessments since undertaking the SMOF implementation to ensure that SMOF was appropriate, especially in circumstances where complex medical diagnoses and food allergies were present.

Learning Outcome: I am now able to write PN recommended orders with the knowledge and skill set to determine when SMOF lipid should be used versus when it is best to use Intralipid (the other lipid emulsion available to my worksite). I find I am now able to confidently advise other dietitians and dietetic students in my workplace who are looking for PN guidance in their practices.

Clinical Dietitian- Example 4:

Standard 3: A Dietitian maintains competence in their practice area.

Indicator 3: Determine new or anticipated areas of dietetic practice and acquire knowledge and/or skills needed to practice competently.

SMART goal: Now that I have begun working in a new clinical area, I anticipate the benefit of becoming registered with Restricted Activities. This year, I will undertake learning opportunities in order to be able to select the competencies that are required to become registered with Restricted Activity B in the next CCP cycle at the time of my next renewal.

Learning Activities:

- Completed site specific training on policies and procedures, including review of the formulary related to completing nutrition assessments and recommending PN by completing site-specific pre-printed orders.
- During my training at my new work location, I was able to shadow dietitians who work with patients requiring PN. I completed mock assessments and recommendations and was able to compare them to my preceptors' assessments and recommended orders.
- Completed the in-house dietitian developed PN course (and/or Basic 5 PN course) available, which included recommendations related to macro and micronutrient additions as well as lab work monitoring and tolerance follow-up.
- Learning Outcome: At the end of this CCP cycle, I am now ready to confidently apply for registration with Restricted Activity B.

Public Health Dietitian

Standard 9: A Dietitian communicates in a clear, concise and respectful manner.

Indicator 4: Adapt communications to the clients' level of understanding and cultural/ language needs, incorporating supports as needed to reduce comprehension barriers (interpreters, visual aids, etc.)

Standard 9.4 Learning Report

Goal: By the end of this CCP cycle, I would like to develop communication strategies to provide simpler and clearer information to my clients who have mental health and impaired communication capabilities, resulting in increased client satisfaction.

Learning Activities:

- Community Workshop: Vancouver Coastal Health Mental Health and Addiction (date: within the current CCP year)
- Lunch and Learn: SLP Strategies and Tools: Effective Communication with post stroke patients with comprehension and speech impairment (date: within the current CCP year)
- Collaboration with community SLP in my health unit to facilitate use of appropriate materials and strategies for communication, while also doing joint visits, where appropriate.
- Reading: Compensatory Behavioral Strategies in Brain Injury (date: within the current CCP year)
- Tracked statistics to demonstrate time spent on repeat visits for ongoing/static issues.

Learning Outcome:

Successfully developed Nutrition Care Plans for adult clients in home health, mental health and addictions outreach including those with impaired cognition and comprehension, hearing deficits, impaired speech. This was achieved by using simplified, practical and clear interventions developed from the resources available in the learning activities and

resulted in measurable changes in behaviour and satisfaction of RD services. I was able to demonstrate a reduced need to provide repeat education/intervention, based on my statistics.

Food Service Manager

Standard 16: A dietitian leads and organizes effective and timely delivery of services.

Indicator 3: Incorporate principles of financial management relevant to the organization, including cost awareness and service delivery budgeting, feeds and payment arrangements.

Standard 16.3: Learning Report

Goal: During this fiscal year, be able to successfully collaborate with the Health Authority in order to develop operational plans and terms of contracts that are patient-focused while being financially operationally responsible, by reducing costs by 2% as compared to last year.

Learning Activities:

- On the job training with site managers/supervisors to facilitate survey among residents, which provides insight into which recipes and “Pace Changers” are most enjoyed and accepted.
- Attended annual Canadian Society of Nutrition Management (CSNM) conference, specific topics included using technology to promote efficiency and cost reduction
- Review quarterly CSNM magazine
- BC Spring Workshop – Dietitians of Canada Gerontology Network
- Work with suppliers to procure cost-effective ingredients for lower cost and most enjoyed “Pace changers”.
- Attend monthly resident council meetings to gain perspective on resident food preferences.

Learning Outcome:

Learned strategies and developed relationships with colleagues to be able to reduce budgetary spending by 2% while providing culturally appropriate and acceptable meals that met the Health Authority and resident requirements.

Private Practice Dietitian

Standard 9: A Dietitian communicates in a clear, concise and respectful manner.

Indicator 5: Write client/client group education materials in an organized manner, using plain language.

Standard 9.5: Learning Report

Goal: My goal is to expand my private practice by the end of my fiscal year. By improving my social media content and thereby increasing traffic to my website and social media platforms, I will be able to expand my reach as a knowledgeable, evidence-informed private practice dietitian.

Learning Activities:

- Joined the DC Consulting Dietitians Network in the spring of this year and have been accessing collaborative dietitians’ practice resources such as infographics and patient education for use and adaptation for my practice area.
- Completed “Counseling Tips for Nutrition Therapists: Practice Workbook Series”, on my own time, over the course of the past six months, which provided examples of wording, expressions and dialogue for use in my practice and in my social media posts.

- Review of and connection with other local private practice dietitians and their social media content. This is ongoing as I find it useful to follow the trends in what dietitians are being asked about and what they are researching.
- Attended online workshop “Dietitian as a Writer: a workshop exploring words, health and connection” led by CDBC registrant in April of this past year.
- Review of College resources, bylaws and policies related to marketing and product endorsements.

Learning Outcome:

Traffic to my website and social media accounts increased by 20% as compared to last year. My business has grown by 8% over the same time period. I am feeling more confident in the nutrition information I put out in the public sphere and find I have the support to continue to grow my business.