

# **The Future of Dietetics Professionals**

## *Competency and Skills*

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# Objectives

- Participants will be able to:
  - Discuss the challenges and benefits of nutrition professionals in the future
  - Identify 3 ways to improve staff competency and skills assessment
  - Identify new ideas for enhancing problem-solving skills

# BENEFITS OF DIETETICS

## WE CHANGE LIVES



## WE AFFECT ALL AGES



# CHALLENGES

## LACK OF TRUST



## LACK OF RESPECT



# What is The Recipe: Job Failure vs Success?



Symptoms



Warnings



Active  
Ingredients



End Results

# Pre-Test Question 1

What do managers want most in their employees?

- A. Critical thinking skills
- B. Problem-solving skills
- C. Communication skills
- D. A and C only
- E. All of the above

# What Do Employers Want?

CORRECT ANSWER: E

93% of employers agree

- From: *It Takes More than a Major: Employer Priorities for College Learning and Student Success*. 2013. Washington, DC: Association of American Colleges and Universities and Hart Research Associates.

# Pre-Test Question 2

- Why does **competency** matter?
  - A. The employer requires it
  - B. It builds trust and increases productivity
  - C. It means more to the employee
  - D. It always prevents job failure



# Why Does Competency Matter?

- CORRECT ANSWER: B
- Builds trust
- Guides direction
- Employees will know what is expected

# COMPETENCY

# Competency Definitions

- Origin: from the Latin word *Competere*, meaning “to be suitable”
  - **Competency:** Minimum requirement an employee must meet to deliver specific outcomes at a predefined standard
  - **Threshold:** basic competency level; does not differentiate between high and low performers
  - **Differentiating competencies:** behavioral characteristics that distinguish high performers

# Competence vs Competency

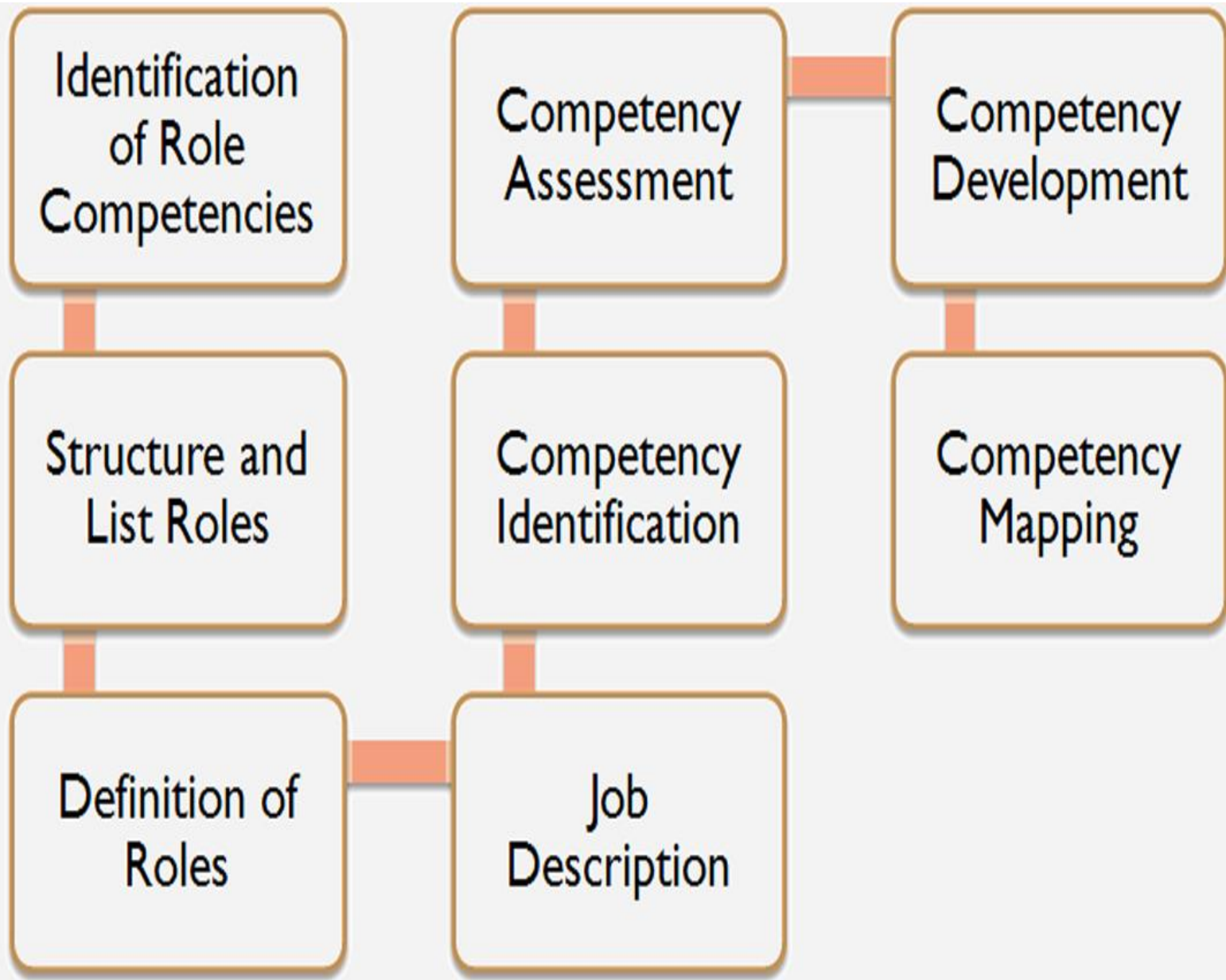
- **Competence** describes knowledge, skills; **what** has to be done to perform the job, but not how
- **Competency** is a set of fundamental characteristics which result in effective or superior performance on a job (the **how**)

# Competency Simply put...

The ability to do something successfully or efficiently

Competency =  
knowledge + skill +  
right attitude





# Competency Mapping

## Competency Mapping

- Identifying the job and behavioral competencies of an **individual** in an organization
  - What are the **gaps** between the organization's needs and that person's **capabilities**?

## The Process

- Job analysis
- Competency based job description
- Performance Evaluation
  - Strengths
  - Weaknesses and competency gaps
- Staff development
- Re-assessment

# 3 Points in Job Success

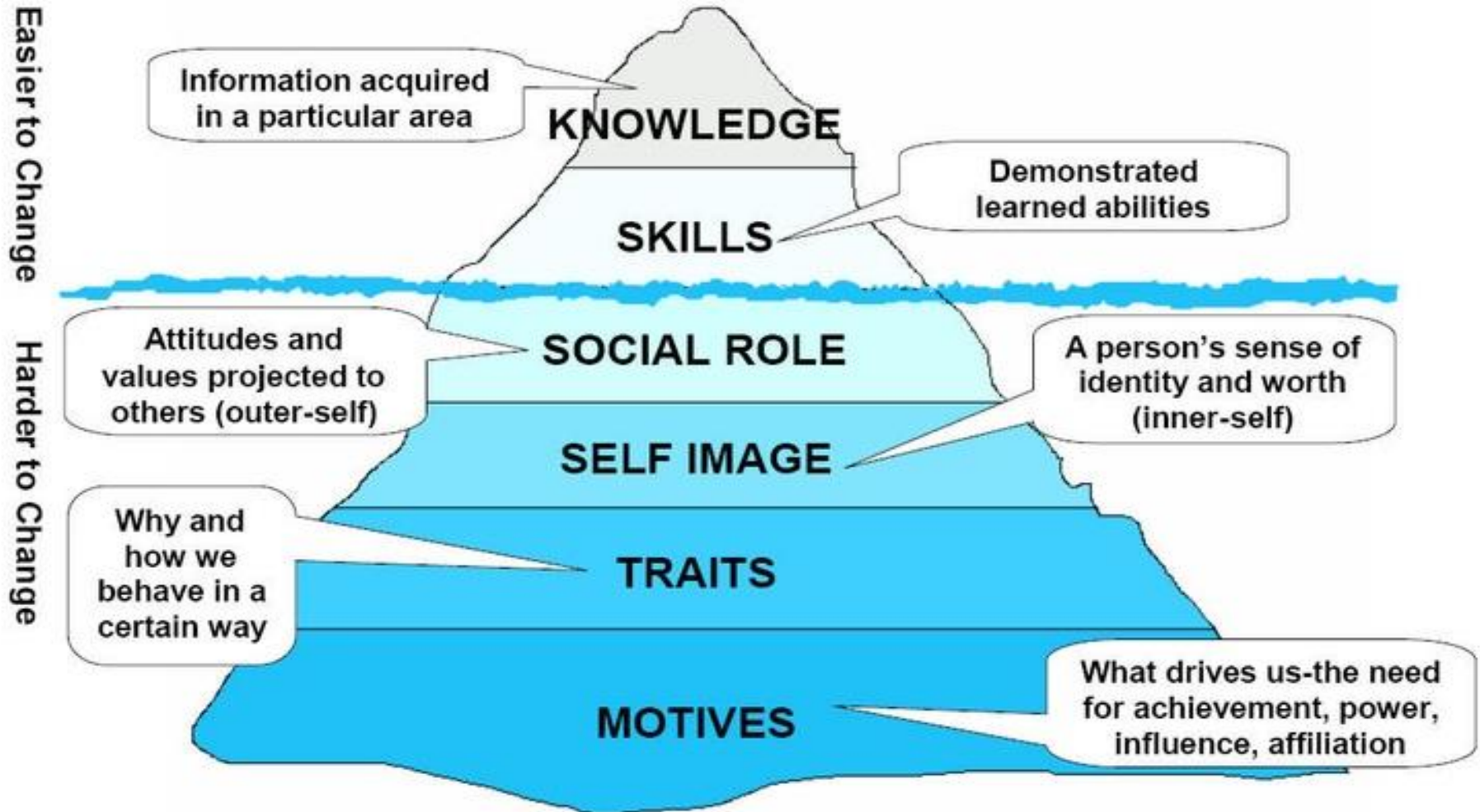
**Human performance is based on a mix of capabilities.**

**The competencies underlying performance are not always obvious.**

**Sometimes lower or even negative capabilities are important for success.**



# ICEBERG MODEL OF COMPETENCIES



Bassi LJ, Russ-Eft DF. Assessment, Development and Measurement. American Society for Training and Development. 1997

S Escott-Stump

# Building Competency

- Self - traits, motives, self-concept, attitudes, values, social roles – ***inner core***
- Declarative knowledge – ***know that***
  - *Content (facts)*
  - *Interpersonal (social cues)*
- Procedural skills – ***know how***
  - *Cognitive (covert – deductive or inductive reasoning)*
  - *Behavioral (active listening during an interview)*

# Pyramid of Competency



A blue pyramid divided into three horizontal sections. The top section is the smallest, the middle section is medium-sized, and the bottom section is the largest. Each section contains a level of competency in black, bold, sans-serif capital letters.

**DOES**

**KNOWS**

**INNER CORE**

# 6 Clinical Competencies (similar to medicine)

- Ethics/Professionalism
- Interpersonal and Communication skills
- Medical Nutrition Knowledge
- Scientific and Clinical Inquiry
- Patient Care
- Quality of Care



# Clinical Competency

## 1-Inner Core

- **Ethics/Professionalism**
  - Trustworthiness
  - Confidentiality
- **Interpersonal and Communication skills**
  - Cross-cultural positive regard
  - Interpersonal sensitivity
  - Written and oral communication

## 2-Knowledge

- **Medical Nutrition Knowledge**
  - Didactic knowledge
  - Assessment skills
  - Nutrition diagnostic skills
  - Food and nutrition delivery
- **Scientific and Clinical Inquiry**
  - Research application (EAL, Evidence-based guidelines, research protocols)

# Clinical Competency

## 3-Professional Competency

- **Patient Care**
  - Education, Counseling skills
  - Coordination of care
  - Practicing competencies in multiple situations for a variety of patients/clients
- **Quality of Care**
  - Continuous Improvement
  - Reflective Practice
  - Adaptability and flexibility in applying skills in new and changing situations

All 3 levels are needed...



# Begin with the End in Mind

**What You Measure...**



**Is What You Care About**



# Set the Goal and Key Result Areas First

[illegible]



# You Might Begin with Age-Related Competencies



# AGE-RELATED COMPETENCY DOCUMENTATION

Knowledge, skills and abilities demonstrated	PEDIATRICS Age 2-11	ADOLESCENTS Age 12-18	ADULT Age 19-64	OLDER ADULTS Age 65+
Assessment Method(s)				
Describes typical population groups admitted to unit(s)				
Identifies most common nutrients at risk for age group				
Calculates estimated needs for protein, carbohydrate and fat correctly for various age groups				
Able to discuss fluid requirements for various age groups (normal and illness)				
Describes common food preferences for age according to local and regional populations				
Completes menu planning for age group according to preferences and nutritional adequacy				
Communicates effectively with medical, nursing, family, dietary staff and patient as needed to solve problems				
Uses evidence-based guides, EAL, Nutrition Care Manual and Policy Manual for reference when needed				
Completes post-test with 85% accuracy				
Maintains RDN credential and Academy membership in selected relevant practice groups				

# Development Plans

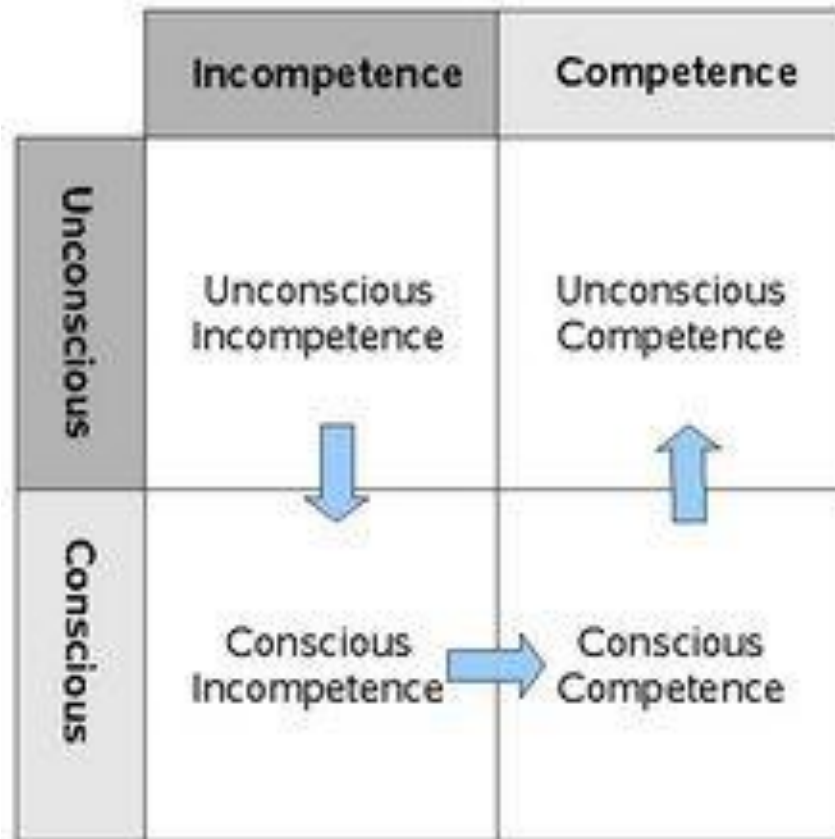
# Questions to Ask

How do we assure that dietitians are learning the skills necessary for success in today's dynamic and demanding workplaces?

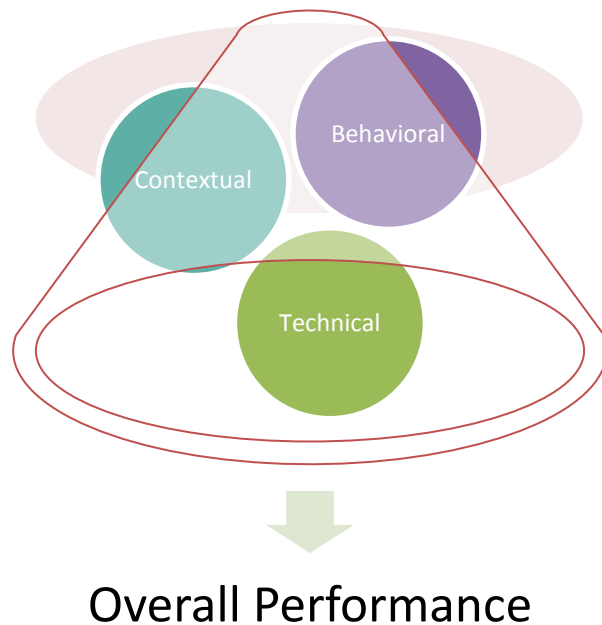
How do we assure that our expectations are robust?



# Competency Assessment



# Identify Key Learning Outcomes



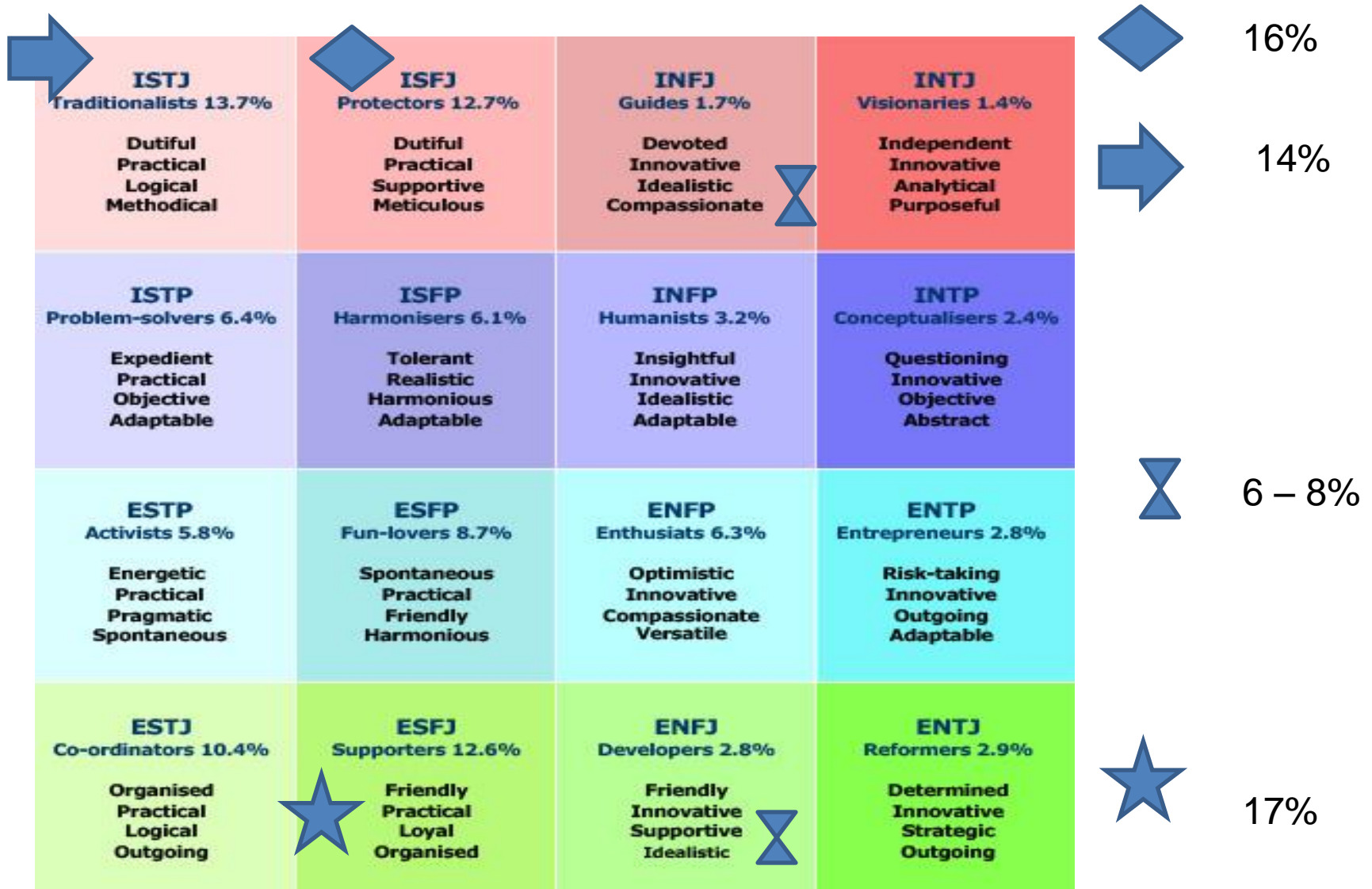
- Shore up any identified gaps
  - Positive changes in attitudes and values
  - Projects, team assignments
  - Self-tests, proctored testing

# Know Your Learning Style

- Learning styles
  - Visual
  - Auditory
  - Kinesthetic



# Personalities - Meyers Briggs

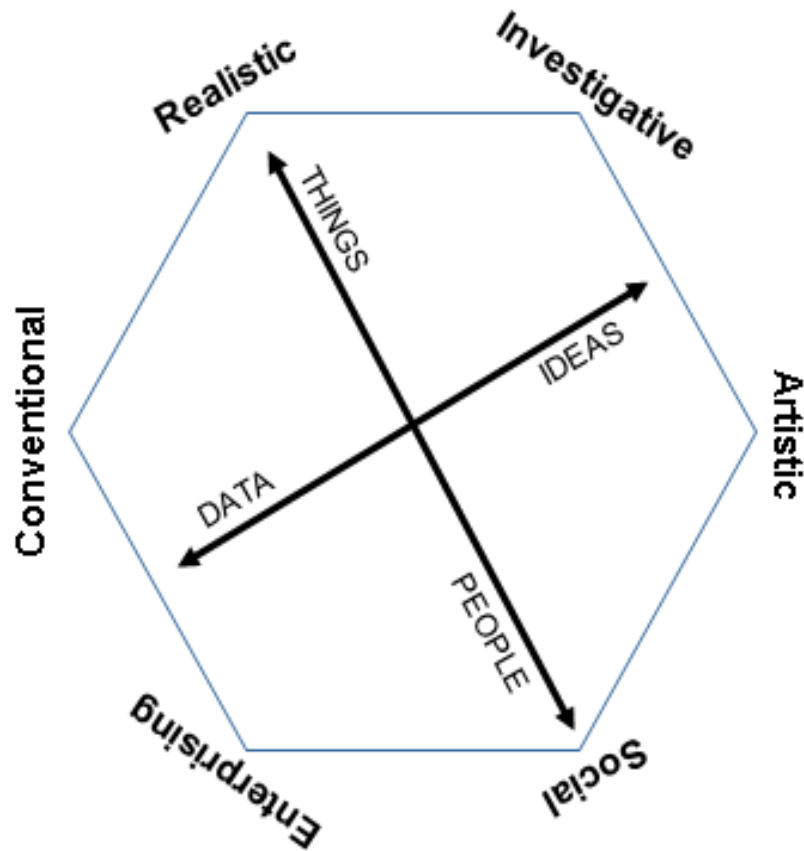




# Interests --Holland Codes: RIASEC



# Tailor Learning

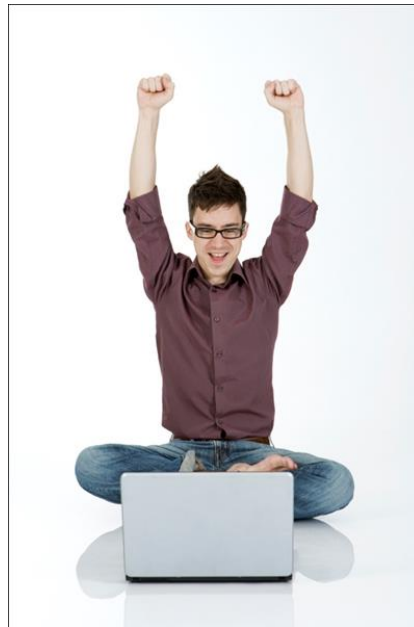


Choose activities that work adapt to your strengths and preferences

# Effective Training Designs

## Be organized

- Subject matter
- Objectives
- Materials
- Examinations
- Evaluation



## Effective Materials

- Current generation:
  - Very tactile
  - Interactive games are prevalent
  - VISUAL learning experiences
  - Objective tests and subjective/interactive projects with built-in self-assessment

# Types of Educational Opportunities

- In-service education or training
- Formal continuing education courses
- Courses leading to a degree or diploma
- Distance education
- Lectures
- Certificate training courses
- Seminars
- Conferences, Workshops
- Staff training
- Teleconferences, Video conferences
- Involvement in research
- Internet research and learning
- Teaching or lecturing
- Medical rounds
- Relevant journals, newsletters
- Certification
- Committee work
- Precepting students
- Mentoring new staff
- Observation with another health care professional

# Teaching-Learning Process

- Enhances critical thinking
- Promotes interaction, communication and negotiation skills
- Creates a team community, common goal
- Reinforces course material through “positive interdependence with individual responsibility”

# Competency-Based Activities

## **S-T-A-R Process**

- Situation involved
- Task required of you
- Action taken
- Results achieved

## **Competency-Based Role Play**

- Simulations
- Case studies
- Fact-Finding Discussion
- Timed Activity
- Formal Presentation to Group

# Self-Reflection

- Writing for 5 minutes about the content helps increase retention
  - Activate prior knowledge: “what do I know about...?”
  - Identify misunderstanding: a teachable moment



# WHAT SHOULD YOU GET?

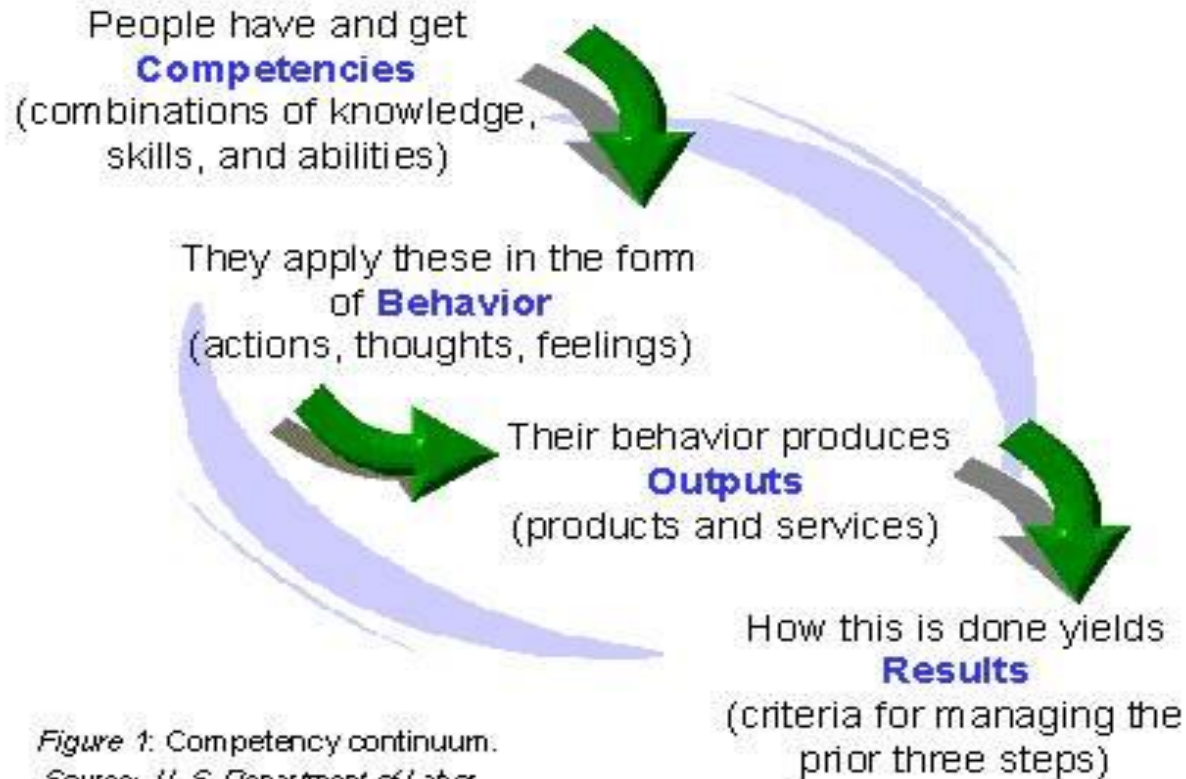


Figure 1: Competency continuum.  
Source: U. S. Department of Labor





# Goals?

## Trust and Autonomy



## Respect and Referrals

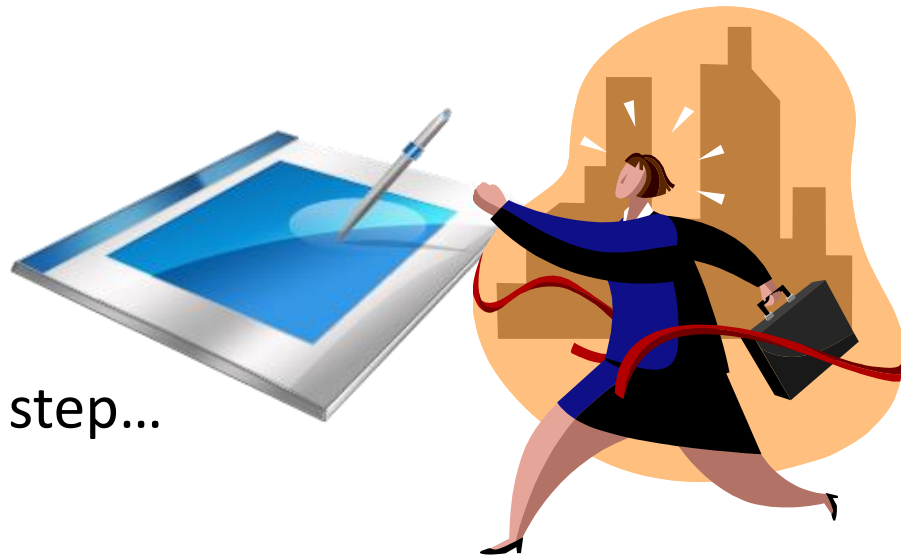


# SUMMARY

# Success?

- You have now completed an update on dietetics competency and skills assessment.

- Just one more step...



# YOUR Self-Assessment

- Jot down:
  - One new thing you learned about yourself today
  - One new idea for enhancing your own problem-solving skills

# Full Steam Ahead!



- You are never too old to set another goal or to dream a new dream.

-C.S. Lewis

## Thank you!