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

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What is The Recipe: Job Failure vs Success?

Symptoms

Warnings

Active Ingredients

End Results

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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

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

• 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.
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

DOES

KNOWS

INNER CORE

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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...

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Begin with the End in Mind

What You Measure... Is What You Care About
Set the Goal and Key Result Areas First

<table>
<thead>
<tr>
<th>Overall Goal</th>
<th>Key Result Areas</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
You Might Begin with Age-Related Competencies
# AGE-RELATED COMPETENCY DOCUMENTATION

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

<table>
<thead>
<tr>
<th>Unconscious</th>
<th>Conscious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incompetence</td>
<td>Unconscious Competence</td>
</tr>
<tr>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
</tr>
<tr>
<td>Unconscious Competence</td>
<td>Conscious Incompetence</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTJ</td>
<td>13.7%</td>
</tr>
<tr>
<td>ISFJ</td>
<td>12.7%</td>
</tr>
<tr>
<td>INFJ</td>
<td>1.7%</td>
</tr>
<tr>
<td>INTJ</td>
<td>1.4%</td>
</tr>
<tr>
<td>ISTP</td>
<td>6.4%</td>
</tr>
<tr>
<td>ISFP</td>
<td>6.1%</td>
</tr>
<tr>
<td>INFP</td>
<td>3.2%</td>
</tr>
<tr>
<td>INTP</td>
<td>2.4%</td>
</tr>
<tr>
<td>ESTP</td>
<td>5.8%</td>
</tr>
<tr>
<td>ESFP</td>
<td>8.7%</td>
</tr>
<tr>
<td>ENFP</td>
<td>6.3%</td>
</tr>
<tr>
<td>ENTP</td>
<td>2.8%</td>
</tr>
<tr>
<td>ESTJ</td>
<td>10.4%</td>
</tr>
<tr>
<td>ESFJ</td>
<td>12.6%</td>
</tr>
<tr>
<td>ENFJ</td>
<td>2.8%</td>
</tr>
<tr>
<td>ENTJ</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**ISTJ**
- Traditionalists
- Dutiful
- Practical
- Logical
- Methodical

**ISFJ**
- Protectors
- Dutiful
- Practical
- Supportive
- Meticulous

**INFJ**
- Guides
- Devoted
- Innovative
- Idealistic
- Compassionate

**INTJ**
- Visionaries
- Independent
- Innovative
- Analytical
- Purposeful

**ISTP**
- Problem-solvers
- Expedient
- Practical
- Objective
- Adaptable

**ISFP**
- Harmonisers
- Tolerant
- Realistic
- Harmonious
- Adaptable

**INFP**
- Humanists
- Insightful
- Innovative
- Idealistic
- Adaptable

**INTP**
- Conceptualisers
- Questioning
- Innovative
- Objective
- Abstract

**ESTP**
- Activists
- Energetic
- Practical
- Pragmatic
- Spontaneous

**ESFP**
- Fun-lovers
- Spontaneous
- Practical
- Friendly
- Harmonious

**ENFP**
- Enthusiasts
- Optimistic
- Innovative
- Compassionate
- Versatile

**ENTP**
- Entrepreneurs
- Risk-taking
- Innovative
- Outgoing
- Adaptable

**ESTJ**
- Co-ordinators
- Organised
- Practical
- Logical
- Outgoing

**ESFJ**
- Supporters
- Friendly
- Practical
- Loyal
- Organised

**ENFJ**
- Developers
- Friendly
- Innovative
- Supportive
- Idealistic

**ENTJ**
- Reformers
- Determined
- Innovative
- Strategic
- Outgoing

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Interests -- Holland Codes: RIASEC
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

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

People have and get Competencies (combinations of knowledge, skills, and abilities)

They apply these in the form of Behavior (actions, thoughts, feelings)

Their behavior produces Outputs (products and services)

How this is done yields Results (criteria for managing the prior three steps)

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!