

GLOSSARY

Best Practice

A written or unwritten standard of performance that would be accepted by a randomly selected group who practice in the particular scope of practice area as reasonable, current, research-based and appropriate.

Client

An individual, family and/or substitute decision maker, group, agency, employer, employee, organization, contract holder, or community who is a potential or an actual recipient of dietitian services. Clients are unique and diverse in needs, culture, motivations, resources, religion, and perceptions of wellness.

Client-centered Approach

The use of collaborative and partnership approaches where the client's own experiences and knowledge are central to client-professional partnerships. Mutual respect, trust, and shared objectives are fundamental.

Code of Ethics

A statement of ethical principles and standards. The CDBC Code of Ethics forms Schedule A of the CDBC bylaws and describes the minimal acceptable levels of behaviour expected of Registered Dietitians.

Competence

Competence involves the interaction, synthesis, and integration of knowledge, critical thinking, judgement, attitudes, skills, values, and beliefs. Competence in professional practice is more than the accomplishment of discrete and isolated tasks.

Critical Thinking

Critical thinking is characterized by reflective thought where information from multiple sources is compiled, analyzed, and synthesized to inform decisions for appropriate action given the circumstances.

Ethics

Ethics are the rules of conduct related to a particular class of human actions or a particular group, culture, etc. Ethics for professional practice are stated in federal, provincial, municipal and agency documents including but not limited to the CDBC Code of Ethics, Canadian Charter of Rights and Freedoms, guidelines for conducting human and animal research, confidentiality policies and pertinent agency policies.

GLOSSARY - *continued*

Indicator

Indicators illustrate how a Standard can be demonstrated in practice.

Interpretive Guidelines

Interpretive Guidelines are tools to aid interpretation of specific aspects of legislation. They are published by the CDBC to clarify the intent of federal or provincial legislation with the aim of promoting RDs' shared understanding about an issue to improve dietetic practice.

Learning Activity

Learning activities may be formal such as a university or self-directed course or informal such as a discussion with colleagues or creating a new resource for your clients. Refer to the Professional Development Plan Guidelines for specific examples.

Learning Goal

A learning goal is an outcome statement that captures specifically what knowledge, skills and attitudes learners should be able to exhibit after completing learning activities. A learning goal should relate to one topic or one area of practice and be SMART = Specific, Measurable, Attainable, Relevant and Time-bound.

Manage

Refers to a broad spectrum of activities including planning, organizing, utilizing resources (human, fiscal, and physical), guiding, directing, and evaluating to ensure progress toward objectives.

Measurable

A comparison of practice against stated standards through the observation of processes or their outcomes. Measurement is generally made over a period of time although a one-time occurrence may be assessed/measured particularly if the occurrence deviated significantly from stated standards.

Others

May include but not limited to individuals, family members, groups, agencies, dietitian colleagues, other health professionals, care aides, foodservice workers, resource people, suppliers and partners in industry.

Outcomes

Refer to the consequences of an action or inaction within the context of a professional service.

GLOSSARY - *continued***Practice Guidelines**

Practice guidelines are tools for improving the quality, consistency, and cost-effectiveness of health services. They describe best practice and evidence-based approaches/strategies that are associated with optimal outcomes.

Professional Practice

Professional practice is practice within professional, legal, and ethical standards, and that is monitored according to those standards. Professionalism is inherent within all areas of dietetic practice.

Professional Service

Refers to activities performed within the scope of professional practice.

Professional Standards

The broad set of standards for professional practice that, in BC, are established in provincial legislation (Standards of Practice, Code of Ethics, Practice Guidelines, etc). They describe minimal acceptable levels of behaviour and competence of a professional.

Public

Refers to society at large, other health professionals, government regulators, and any clients.

Research-based

Refers to guidelines/approaches to practice that are derived through systematic and rigorous study.

Standards

Standards are minimum levels of performance against which actual performance can be compared. Standards state minimal levels below which performance is unacceptable.

Standards of Practice

Standards of Practice describe minimal acceptable levels of safety and competence.

CDBC's Standards of Practice are based on the Integrated Competencies for Dietetic Education and Practice by the Partnership for Dietetic Education and Practice (PDEP), approved by the CDBC Board of Directors in 2013.

The Standards of Practice form Schedule B of the CDBC bylaws.