

2009 Jurisprudence Knowledge and Assessment Evaluation Results

A comprehensive report on the evaluation of the 2009 administration of the *Jurisprudence Knowledge and Assessment Tool* is presented here. We invite all members to view these important findings.

506 members were required to complete the JKAT in 2009. 457 (90.3%) members completed the JKAT in 2009 and the rest were deferred to 2010 for various reasons. Of the members who completed the JKAT, 148 (29.3%) completed the JKAT evaluation.

Members who completed the evaluation proportionately represented the areas of practice and work settings of the general membership. This, coupled with the 29.3% response rate, allows CDO to rely on the results of this evaluation.

Results

Table 1: Areas of Practice of members who completed the evaluation (2008 data included for comparison)

Answer Options	2008 n=1008	2009 n=148
Clinical nutrition or one-on-one client intervention	67.1% (676)	72.3% (107)
Food and nutrition management	8.0% (81)	4.7% (7)
Sales, Communication & Marketing	5.0% (50)	2.0% (3)
Policy Development & Program Planning	13.8% (139)	16.2% (24)
Clinical Nutrition Management	6.1% (61)	2.0% (3)
Education & Research	14.1% (142)	12.2% (18)
Other (please specify)*	14.8% (149)	17.6% (26)

*(See Appendix A for areas of practice identified by members who selected other)

Table 2: Primary Practice Settings of members who completed the evaluation (2008 data included for comparison)

Answer Options	2008 n=1008	2009 n=148
Business and industry	5.7% (57)	4.1% (6)
Hospital or other care facility	46.1% (465)	35.8% (53)
Home Care (CCAC case management or in-home service)	4.1% (41)	1.4% (2)
Community Health Centre/Health Service Organization	6.3% (63)	12.2% (18)
Long term care home	11.2% (113)	10.1% (15)
Family Health Team or Family Health Network	4.7% (47)	13.5% (20)
Education Institution	4.5% (45)	5.4% (8)
Diabetes Education Centre	10.0% (101)	8.8% (13)
Private Practice – (Primary Care)	6.7% (68)	4.7% (7)
Public Health Unit	11.2% (113)	12.2% (18)
Government	3.5% (35)	3.4% (5)
Other	1.9% (19)	
Other (please specify)*	6.1% (61)	6.8% (10)

*(See Appendix B for practice settings identified by members who selected "other")

Table 3: Member’s perception of change in knowledge about laws, standards and guidelines as a result of completing the JKAT (2008 data included for comparison)

Answer Options	2008 n=1007	2009 n=148
1 - Not improved	0.5% (5)	0
2 - Improved somewhat	15.0% (151)	16.2% (24)
3 - Stayed the same	3.1% (31)	8.1% (12)
4 – Improved	62.6% (630)	62.2% (92)
5 - Improved significantly	18.9% (190)	13.5% (20)

Table 4: Members who reported making change to their practice or their intention to make changes to practice as a result of completing the JKAT (2008 data included for comparison)

Answer Options	2008 n=1005	2009 n=147
Yes	66.9% (672)	62.6% (92)
No	33.1% (333)	37.4% (55)

Table 5: Members report of changes or planned changes were related to...(2008 data included for comparison)

Answer Options	2008 n=999	2009 n=142
Professional Obligations ¹	23.6% (236)	23.2% (33)
Requirements under the Regulated Health Professions Act (RHPA) ²	16.6% (166)	15.5% (22)
Privacy and Confidentiality ³	31.2% (312)	30.3% (43)
Conflicts of Interest ⁴	13.3% (133)	14.1% (20)
Boundary Issues ⁵	13.7% (137)	9.9% (14)
Scope of Practice ⁶	18.5% (185)	21.1% (30)
Consent to Treatment ⁷	20.4% (204)	19.7% (28)
Record Keeping ⁸	37.0% (370)	40.1% (57)
I do not plan to make changes	27.5%	30.3% (43)

¹ Obligations related to the Code of Ethics, role as an advocate, use of the RD title, scope of practice, responsibility to: clients, society and the profession; and CDO Quality Assurance obligations.

² Duty to warn, college complaints process, RHPA mandatory reporting requirements and cooperating with the College

³ The lock box provision, health information custodian responsibility, need for privacy policy, handling complaints regarding breach of obligations under the privacy legislation, access to health records, consent to access health records including role of substitutes for access to health records, circle of care concept, permission to use of health information for purposes other than health care, role of privacy commissioner, correction of records and disclosure requirements when there is a breach.

⁴ Conflict of interest, avoiding conflicts and managing conflicts.

⁵ Boundary crossing, avoiding boundary crossings and managing boundary crossings

⁶ Harm clause under the RHPA, controlled acts, exception to controlled acts, orders, directives, delegations and competence

⁷ Consent, implied consent, substitute decision maker, preferred substitute decision maker list.

⁸ What records need to be kept, content, for how long, destruction of records, confidentiality of records, what to do with records when you retire, keeping records outside of official chart/file,

Table 6: Members' perception that their knowledge about laws, standards and guidelines will have an impact on their practice and or clients (2008 data included for comparison)

Answer Options	2008 n=994	2009 n=139
1 – Disagree	2.0% (20)	2.2% (3)
2 - Somewhat Disagree	1.7% (17)	1.4% (2)
3 – Neutral	29.8% (296)	25.2% (35)
4 – Agree	59.4% (590)	62.6% (87)
5 - Strongly Agree	7.1% (71)	8.6% (12)

Qualitative comments related to results reported in Table 6.

Members provided 24 qualitative comments (Appendix C) on how the learning they experienced would impact their clients. Similar to the 2008 evaluation results, most of the comments related to an increased awareness and knowledge about the laws, guidelines and standards affecting practice rather than reporting on actual impact on clients. A few dietitians suggested that this was more or less a refresher for them, while others felt that their increased awareness and knowledge would ensure that their actions protect clients and self. A few comments suggested increased confidence with respect to decisions and respect for their position as Registered Dietitians.

Most of the action oriented comments were related to documentation and consent, for example, documenting information related to patients Power of Attorney and family member's wishes. Members reported that they would obtain consent and documenting consent more. Securing patient information and increasing diligence about confidentiality were also reported frequently.

Setting appropriate boundaries to protect and respect patients and the Registered Dietitian by not taking on an unrealistic case load was noted as one way learning would impact work and clients. Some RDs noted that they would review existing policies, advocate for new policies such as those related to confidentiality of records and privacy for their clients.

Table 7: Members' perception that completing the JKAT was of value to them (2008 data included for comparison)

Answer Options	2008 n=992	2009 n=139
1 - Disagree	1.6% (16)	1.4% (2)
2 - Somewhat Disagree	2.8% (28)	1.4% (2)
3 - Neutral	14.4% (143)	19.4% (27)
4 - Agree	65.7% (652)	63.3% (88)
5 - Strongly Agree	15.4% (153)	13.7% (19)

Qualitative comments related to the results reported in table 7.

Members provided 10 qualitative comments (Appendix D) about the value of completing the JKAT. As in 2008, while most of the comments described value that were in line with the comments they made about how the learning would impact their practice and clients (see previous section), some members noted that the value was limited because of their unique and non-traditional area of practice. Others felt that it was more or less a refresher as they had already read the Jurisprudence Handbook and or done the College's Stage One Practice Assessment.

Table 8: Members' perception that CDO supports them in my learning about laws, standards, guidelines and ethical principles related to the profession (2008 data included for comparison)

Answer Options	2008 n=990	2009 n=139
1 - Disagree	0.7% (7)	0
2 - Somewhat Disagree	0.9% (9)	2.2% (3)
3 - Neutral	11.1% (110)	8.6% (12)
4 - Agree	70.6% (699)	71.2% (99)
5 - Strongly Agree	16.7% (165)	18.0% (25)

Members provided 8 qualitative comments (Appendix E) under the general comments section. Most pertained to the nature of the questions and or the assessment content and process.

Appendices

Appendix A: Area of Practice

Other (please specify)
1. Currently not working
2. DC's EatRight Ontario
3. teacher
4. food manufacturer
5. consulting
6. public health
7. policy development, standards, performance measurement
8. hospital admin
9. I am retired, although I would like a PT job.
10. retired
11. strategic planning, performance measurement, stakeholder relations
12. Community Nutrition
13. Community nutrition programming and advocacy
14. private practice and consulting to industry
15. health promotion
16. Foodservices Management and Consulting
17. currently taking time off
18. management and quality improvement
19. group education of clients
20. group sessions
21. Community - one-on-one & group
22. Santé communautaire
23. Nutrition Internationale
24. Santé publique
25. sans emploi presentement
26. Recherche en chirurgie. Ne travaille pas en nutrition.

Appendix B: Practice Setting

Other (please specify)
1. Currently not working
2. Long term care provider
3. At home
4. n/a
5. NGO
6. private counselling, media, consulting to industry
7. private clinic
8. Non-profit organization
9. Organisations Internationales
10. sans emploi presentement mais avant, je travaillais dans le domaine des soins de longue duree et avant ca dans un hopital pour soins continus

Appendix C: Qualitative Comments on how learning will impact work or clients

Response Text
1. I think that in the business of our day-to-day we can sometimes lose sight of the underlying rules and regulations that protect our practice! by participating in a tool like the JKAT, it's an excellent reminder and a chance to brush up on the standards that guide my actions. I think that in the end, my clients will benefit from knowing that we actively participate in ethical, lawful practice.
2. stick more to rules re charting
3. improved knowledge allows me to practice with an increases my professional practice.
4. increased awareness of areas to comply with clients will receive enhanced quality of service as a result and be even more protected
5. "will have an impact on my practice and or clients" ???
6. Many varied staff in different roles help to ensure that the laws, standards and guidelines of good practice are implemented each day. By reviewing those related to dietetics I help to increase the efficacy of that overall team effort.
7. Completing the JKAT did not increase my knowledge but it did help me confirm things I already knew. I was disappointed that questions were often phrased in such a way that they would be described as a "trick" question; rather than truly testing one's knowledge. I would hope this would change in any future JKAT test.
8. Confirmed that I was following guidelines and that my record keeping processes were appropriate.
9. I will work with my co-workers to ensure my workplace is following the laws, standards and guidelines.
10. Better quality of nutrition services. More confident at work.
11. will impact me but not so much my clients
12. My learning allows me to understand where to find information about laws, standards and guidelines. As a new RD it has allowed me to understand what to do in situations that I have not yet come across - I will be more mindful about how to handle situations as they arise as pertains to appropriate laws, standards and guidelines.
13. Makes me more mindful of appropriate practice and application of the concepts into day to day interaction with other staff members
14. more accountable and diligent with record keeping and more conscious of potential conflicts of interest
15. Learning has provided me with the back-up info to reinforce what I am doing and letting me know where to find info if questions about my practice arise.
16. By keeping personal files in a lock cabinet. By knowing that in the case a lawyer ask for information, I don't need the client consent.
17. will take the time to review and consult the laws, standard and/or guidelines as situations arise in my practice
18. My learning will impact a few areas related to what I am teaching students.
19. Watch for boundary not be too kind to patient> that can be interpreted as too personal
20. The laws/standards are kept more in mind when assessing/evaluating/planning for a client
21. As I am aware of the laws, std and guidelines, I can ensure that my clients will be treated in the proper manner in all situations
22. Although I have not experienced many of the cases presented, it made me more aware in the event I am faced with something similar.
23. Meilleures connaissances de mes obligations, des dispositions de la loi et de mon champs de pratique
24. Une gestion plus rigoureuse et sécuritaire des information personnelles des clients qui nous consultent sur notre ligne d'information.

Appendix D: Qualitative Comments about value of completing the JKAT

Response Text
1. Excellent tool.
2. Review of the jurisprudence is a must.
3. I do feel frustrated at times regarding the amount of time spent on tests and procedures. I understand and appreciate the value of these things; however, at times it is difficult and I feel somewhat unsupported regarding the impact this has on personal time.
4. it is toooooo long to do.
5. It is always necessary to know about legal regulations and laws on my practice areas.
6. I just completed internship ~10 months ago and wrote the entrance exam ~8 months ago, so everything was fresh in my mind. It would have been more valuable to write a year or two from now when a refresher might be needed.
7. After studying for and completing the CDO exam in November I did not find re-visiting the information present in Jurisprudence significantly changed my level of knowledge. This information was fresh. Perhaps when I next complete the tool after several years I will find it to be more beneficial.
8. It was hard work and took a lot longer than I thought, but I appreciated all the direct links that helped broaden awareness of content related to the questions, and also appreciated that it was challenging -ie. not so easy that anybody could have taken the test and passed.
9. Allowed me to take the time to focus on the standards, legal issues etc. which otherwise become to overwhelming to tackle on a daily basis. It forces you to find the time!
10. L'OAECJ apporte une réflexion sur les concepts de la jurisprudence qui n'est pas nécessairement aussi approfondie par la lecture seulement. De plus, il est plus motivant de devoir répondre aux questions sur la jurisprudence que de ne faire que la lecture des documents.

Appendix E: General Comments

Response Text
1. Workshops offered each fall
2. It was exceptionally easy to complete given that all the links were provided.
3. I found difficult to understand the acts. Even though I read it 3 times, I couldn't understand much. It would be more helpful to read documents that are for the general public, not for lawyers, because even though I read it, I finally didn't learn from it.
4. JKAT was a useful learning tool.
5. Need monthly news letter and more frequent updates and emails like DC
6. the tools and references were an immense help
7. but I do not agree with the College educating me on nutrition related issues to keep me current for example, the brochure you mailed me us last year about food safety. It is very expensive to reproduce and not the college's focus. Leave this to the RD for continuing education
8. It provides related learning materials.