

# Critical Thinking Self-Study Evaluation Tool: An Introduction

## Background and Rationale:

The Commission on Dietetic Registration's (CDR) Competency Assurance Panel (CAP) has recently revised its long standing policy requiring that all CPE activities must be beyond entry level and replaced it with all CPE activities are required to be relevant to knowledge, skills, behavior and attitudes of professional dietetics practice.

Across all professions critical thinking is an essential component of evidence-based competent practice. CDR has designed the attached critical thinking tool template to assist CDR credentialed practitioners in reflecting on their new learning and its application to their practice competency while completing self-study products. This critical thinking tool is intended to be an additional evaluation and reflective component of a self-study and should not be viewed as a substitute for any evaluation forms that are currently used by you as product improvement tools. CDR credentialed practitioners must also retain one copy of the completed tool for each self-study product completed for their records to be submitted to CDR if audited. The original is to be submitted to the self-study provider in order to receive the provider issued certificate of completion.

Critical thinking can be defined as the objective analysis, interpretation and evaluation of a topic or issue in order to form a judgment. Good critical thinking can draw reasonable conclusion from a set of information and discriminate between useful and less useful details to solve a problem or make a decision. (1)

Evidence-based dietetics practice involves the process of asking questions, systematically finding research evidence, and assessing its validity, quality, applicability and importance to food and nutrition practice decisions; and includes applying relevant evidence in the context of the practice situation and the values of clients, customers and communities to achieve positive outcomes. (2)

Evidence based practice considers the best available evidence and the strength of the evidence.

This tool has been created to help the CDR credentialed practitioner utilize essential critical thinking skills as they apply to evidence-based practice.

1. *Health Sciences Reasoning Test with Numeracy (HSRT-N) and the California Critical Thinking Disposition Inventory (CCTDI).*  
<https://www.insightassessment.com/Products/Products-Summary/Critical-Thinking-Attributes-Tests/California-Critical-Thinking-Disposition-Inventory-CCTDI>
2. *The Academy of Nutrition and Dietetics Quality Management Committee. Definition of terms. 2017.*

# Critical Thinking Evaluation Tool For Self-Study Programs

## Process

These questions must be completed by all CDR credentialed practitioners upon completion of a self-study CPE product and returned to the provider prior to receiving a certificate of completion. A copy of this form should also be kept by the CDR credentialed practitioner. CDR credentialed practitioners must have the form and the certificate in their files should they ever be audited. Failure to include both certificate and completed tool will result in a failed audit and loss of the CPE credit.

Carefully reflect upon the learning that has occurred as a result of the completion of the self study and answer the following questions that will be used to assess elements of essential critical thinking. Responses should be written in complete sentences and where appropriate refer to the relevant section of the self-study material.

*If you are not currently practicing, please reflect on your past or future practice.*

Name:

Name of Self-Study Completed:

1. Did you find the education valuable?

Yes

No

*If yes, what aspects of the education was valuable?*

*If no, why not?*

2. Did you or will you change your practice(s) based on what you learned in the program?

Yes            No

*If yes, what change do you intend to make?*

*If no, why not?*

3. What barriers or limitations do you anticipate when trying to implement this new information into your practice?

4a. What are the strengths and limitations of the information presented?

4b. What are the identified gaps in the information provided? (Ex. outcomes that apply to a specific patient/client population; limited data in gender, age, other races, etc.)