Professional Development Portfolio
Appendix
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*Click here to access the PDP Guide.*

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# Professional Development Portfolio Guide

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# Contacting CDR

The Commission on Dietetic Registration will always be the best resource for information regarding the PDP process and its requirements. CDR also urges learners to contact CDR regarding the quality of CPE encountered in CDR's CPE database. This includes activities offered by CDR's Accredited Providers and those activities which have been prior-approved. To contact CDR regarding activities which you have completed but feel do not meet CDR's Standards for continuing education, please express your concern in writing by emailing QualityCPE@eatright.org. Please include the title and provider information and confirm completion. For all other inquiries, feel free to contact us in one of the following manners:

Phone: 1-800-877-1600, x5500  
Web: [www.cdrnet.org](http://www.cdrnet.org)  
Email: cdr@eatright.org  
Fax: 312-899-4772  
Mail: Commission on Dietetic Registration  
120 South Riverside Plaza, Suite 2190  
Chicago, IL 60606-6995
Appendix A

Instructions for Online Entry

Learning Plan

Step 1

Go to www.cdrnet.org and select “myCDR login.”
**Step 2**

Login to myCDR account using your username and password.

**Helpful Tips:**

- Your login information is the **same** as your Academy login.
- Your username is typically your **ID number**. Start with the first number after R00’s (ex. 456789).
- **Forgot** your password? Select the **Forgot Password** link. Follow the appropriate prompt to either reset password or have the system email your website login.
Step 3

Enter the Professional Development Portfolio by selecting “PDP” from the Credential Dashboard.

Step 4

Access your Learning Plan by selecting “Click here to access your PLAN.”
Step 5

If this is not your first portfolio cycle, you will see multiple cycle dates. Click “Select” next to your current 5-year recertification cycle.

Helpful Tip: The most current cycle is listed first.

Step 6

“What’s new?” will appear, read the text, and then select “Continue” at the bottom of the page.

What’s new?

The Professional Development Portfolio is now founded on a competency-based PDP process. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in an individual. An important resource that explains the competency philosophy, and that provides a practical guide to learning the details about competencies and performance indicators, is the Essential Practice Competencies for CDR Credentialed Nutrition and Dietetics Practitioners which defines the knowledge, skill, judgment and attitude requirements throughout a credentialed practitioner’s career, across practice settings, and within focus areas.

To complete Step 1: Learning Plan, CDR has developed an online Goal Wizard tool, which uses a decision algorithm to assist credentialed practitioners in identifying essential practice competency goals and performance indicators relevant to their RDN or RD, or NDTR or DTR practice. Practitioners personalize their Learning Plan by adding or deleting practice competencies and performance indicators.

What does this mean?

The Goal Wizard assists you in the development of your Learning Plan. You will be asked to answer a series of questions based upon your practice status, your day-to-day professional activities, and current and future learning needs. If you are not practicing, the Goal Wizard will assist you in identifying areas where you may need to update or maintain your knowledge base.

Your responses to these questions will aid in formulating your personalized Practice Competency Profile that will help you select essential practice competencies and performance indicators that will comprise your finalized Step 1 Learning Plan.
Step 7

Read the instructions and then select, “Let’s Get Started” to begin the Goal Wizard.
Step 8
You will be asked a series of questions.

Topics of questions you can expect to see:
• Practice status
• Positions held in your previous or current practice
• Day-to-day activities
• Skills, knowledge, and judgment needed for day-to-day activities
• Interests and future work
• Anticipated changes in current role or position
• Mandatory learning
• Ethics and professionalism

Helpful Tips:
• The questions have no right or wrong answers. They are just to get a sense of your background, interests, etc.
• Select all answers that you feel apply.
• You can always update your Learning Plan should your situation change.
Step 9

After you have answered all questions, you will view your personalized Practice Competency Profile by selecting “Display my Profile.”
Step 10

Review Competencies **suggested** by the Goal Wizard based on the questions answered. You can save and finish later.

Here is your Practice Competency Profile, based on your responses selected using the Goal Wizard.

These are competencies selected by your responses with the wizard. Note that you are required to have at least one competency from Sphere 1 (Ethics and Professionalism). Sphere 1 directly corresponds to LRK’s ethics requirement (at least 1.0 CPEU per five-year cycle). Upon completion of an ethics-related activity, you will be linking the activity with a competency from Sphere 1 on your Learning Plan to indicate your fulfillment of the requirement.

**Competencies selected by your responses**

- **Sphere 1 Ethics Professionalism**
  - 1.1 Identifies with and adheres to the code of ethics for the profession.
  - 1.2 Works within personal and professional limitations and abilities.
  - 1.3 Applies customer-centered principles in practice.
  - 1.4 Adheres to confidentiality and privacy legislation, standards and policies.
  - 1.5 Adheres to and models professional obligations defined in legislation, standards and organization policies.
  - 1.6 Responsibly applies the principles of financial stewardship and/or management.
- **Sphere 2 Communications**
  - 2.1 Utilizes appropriate communication methods and skills to meet the needs of various audiences.
  - 2.2 Collaborates with others to achieve common goals and to optimize delivery of services.
  - 2.3 Employs strategies and facilitates team-building skills.
- **Sphere 3 Leadership and Advocacy**
- **Sphere 4 Critical Thinking and Decision Making**
- **Sphere 5 Informatics**
- **Sphere 6 Research, Evidence-Informed Practice, and Quality Improvement**
- **Sphere 8 Food, Nutrition and Diatetics and Physical Activity**
- **Sphere 9 Education and Counseling**
- **Sphere 10 Business, Industry and Product Development and Marketing**
- **Sphere 14 Organization Management**

**Helpful Tips:**
- **You cannot** delete any of these competencies.
- **You do not** need to include all competencies selected by the wizard on your Plan. You will select which competencies you'd like on your plan in a future step.
- To view competencies that were not selected by the Goal Wizard select “**Next**.”
Step 11

Review competencies not selected by the Goal Wizard. If you would like to add a competency to your Profile, click on each competency you’d like to add. Once complete, select “Show my Profile.”

Helpful Tip: Once you select a competency to be added to your profile, it will disappear from the list and be added to your profile (on the next page).
Step 12

You will see the final version of your Practice Competency Profile. When you are done reviewing, select “Create Your Learning Plan.”

Please Note: This is not your final learning plan. You will use these competencies to build your plan in a future step.

Helpful Tips:

• You do not need to include all competencies selected by the wizard on your Plan. You will select which competencies you’d like on your plan in the next step.

• You may print out your Practice Competency Profile at this point if you wish; however, you may also print it at the end of the Goal Wizard process.
Step 13

Review the introduction to the Learning Plan and select, “Next.”

Create your Learning Plan -

As part of the Professional Development Portfolio process, you are required to complete a Learning Plan. Creating your Learning Plan includes:

- assessing your learning needs; and
- selecting competencies and performance indicators (previously known as Learning Need Codes).
Step 14

Select the competencies suggested by the Goal Wizard that you would like to have as a goal on your learning plan. Click the green arrow to the right of each competency to add a competency as a goal to your Learning Plan.

Once you’ve selected all the competencies you’d like, select “Next.” Once a competency is added to your Learning Plan, it will appear on the right.

Helpful Tips:
- You are not required to have a certain amount of competencies on your Learning Plan. You must have at least one.
- You are not required to do a CPEU for each competency selected.
- If you do not want a competency on your plan, do not select the green arrow.
- If you would like your plan to be broad, select all or majority of the competencies.
Step 15

You will now choose performance indicators for every goal. To choose Performance Indicators, click on “Select Performance Indicators” to the right of each goal.

You must choose performance indicators for all goals on your Learning Plan. In order to move onto the next step, you must have a green check next to every box.

Select Performance Indicators

Here is your Learning Plan. I have listed the competencies you selected as goal(s). For each goal, you will need to select Performance Indicators.

Performance Indicators replace Learning Need Codes. When you enter learning activities on your Step 2 Activity Log each activity will be mapped to a specific performance indicator.

Performance indicators have to be selected on all goals before you can proceed to next step.

<table>
<thead>
<tr>
<th>Delete</th>
<th>Goal</th>
<th>Sphere/Selected Competency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Sphere 1: Ethics Professionalism</td>
<td>Performance Indicators Selected</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Sphere 3: Leadership and Advocacy</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Sphere 4: Critical Thinking and Decision Making</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Sphere 5: Informatics</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Sphere 1: Business, industry and Product Development and Marketing</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Sphere 4: Critical Thinking and Decision Making</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Sphere 14: Organization Management</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Sphere 9: Education and Counseling</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Sphere 10: Counseling Skills and Strategies in Practice</td>
<td>No performance indicators selected</td>
</tr>
</tbody>
</table>

Previous | Save and complete later |
Step 16

Performance indicators must be selected for every goal. You can select all performance indicators or specific performance indicators. Once you’ve selected the indicators you’d like on your plan, select “Update Learning Plan.”

Want to select all performance indicators? Select the “Select all Performance Indicators” box.

Now select one or more performance indicators you want to focus on over the next 5 years. At least one performance indicator has to be selected for each goal.

After reviewing the Performance Indicators, you may decide to delete the competency as a goal.

**Sphere 1: Ethics Professionalism**

**Goal 2. Adheres to and models professional obligations defined in legislation, standards and organization policies.**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Keep this Performance Indicator?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1 Stays current of, complies with and models national, state and local legislation, policies and standards.</td>
<td>☒</td>
</tr>
<tr>
<td>1.5.2 Stays current of, complies with and models organization policies and standards.</td>
<td>☐</td>
</tr>
<tr>
<td>1.5.3 Reports unsafe, unethical or incompetent practice or behaviors.</td>
<td>☒</td>
</tr>
<tr>
<td>1.5.4 Models a professional image as defined within organization policy and code of ethics.</td>
<td>☒</td>
</tr>
<tr>
<td>1.5.5 Engages in national, state and district professional elections.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Helpful Tips:**

- You do not need to complete CPEUs for each performance indicator selected.
- You are required to have at least one performance indicator for each goal.
Step 17

Once you have selected the performance indicators for each goal, a green check mark should appear to the right of each goal. Select “I have finished creating my plan” to move on.

A green check mark must appear to the right of each goal before you can move on to the next step.

Helpful Tips:

- If you’d like to delete a goal, select the red X.
- You are not required to complete a CPEU for every goal and performance indicator selected.
- If you do not see the “I have finished creating my plan,” you may be missing a green check mark.
Step 18

Review your Learning Plan. Once you are done reviewing, select “Yes, Submit my plan.”

Want to print your Learning Plan? Select, “Print Learning Plan.”

Helpful Tips:

• Once you submit your plan, it is active. It does not need to be approved by CDR.

• You must select “Yes, Submit my plan” for the plan to be valid.
**Helpful Tips:**

- You can make edits to your Learning Plan throughout your 5-year cycle. Once you submit your plan or an edit, you must wait **24 hours** before making another edit.
- You do not need to complete a CPEU for each goal and performance indicator.
- When logging a credit, select the sphere and performance indicator that you think best fits the activity. There is not a right or wrong answer.
- Once you submit your learning plan, you can record credits completed **120 days prior to the submission date**. Need to calculate how far back you can go? [https://www.cdrnet.org/calculator?preview=true](https://www.cdrnet.org/calculator?preview=true)
- Want additional information on the PDP process? Check out our **Practice Competency Webinar**: [https://www.cdrnet.org/competencies-for-practitioners](https://www.cdrnet.org/competencies-for-practitioners)
- Have additional questions? Please contact CDR at 1-800-877-1600, x5500.
**Activity Log**

Log in to [www.cdrnet.org](http://www.cdrnet.org) and click PDP on the myCDR Dashboard page and click the button that says “Click here to access your LOG.”

Once you have selected your Log, proceed to select your current cycle.

To add an activity, click “Add an Activity.”
Enter all of the required fields from the top to the bottom of the page and click “Save” at either the top or bottom of the page.

The list of learning need codes that appear are based on your Activity Date Completed and the plan submission date as dictated by the 120 day rule.
Instructions for Online Entry: Activity Log

To edit an activity, click the “Edit” button from the PDP Log - Display Activities page.

Once the activity has been edited be sure to hit “Save” at the top or bottom of the screen to save any changes.
Instructions for Online Entry: Activity Log

You may upload documents by clicking the green “Upload” button to the right of the activity as listed on the PDP Log - Display Activities page.*

*Please upload only documents that qualify as CDR audit documents. Uploading only audit documents as you enter activities ensures that the document will already be there if you happen to be notified of audit once you have entered the minimum number of CPEUs and have logged an ethics credit.

You may select a document from a location on your computer by clicking the orange “Select a Document” button.*

*Permitted audit/upload document file types include pdf, doc, jpeg, png, and tiff.
Instructions for Online Entry: Activity Log

Once you have met the minimum requirements (50 CPEUs including 1 ethics credit for DTRs or 75 CPEUs and 1 ethics credit for RDs) you may click the blue “Finish – Submit Log for Approval” button.

Click “YES” if applicable.

To finalize submission, be sure to answer the four “Certification Statement” questions and click the “Submit Log for Processing” button.
Audit Upload

When the minimum requirements have been met (RD 75 CPEUs; DTR 50 CPEUs, including 1 CPEU in ethics) you will be notified that your activity log has been randomly selected for audit.

When you select “Upload” this window will appear. You will click “Select a Document” to upload the supporting documentation for the activity completed.
Instructions for Online Entry: Audit Upload

Once uploaded you will select “Save Document.”

To upload a new document, please click button to select document to upload. After selecting your document, select the document type and click Save Document button. Limit is two documents per activity.

The document will then be saved with the activity. Please select “Save” to complete the upload process.
Instructions for Online Entry: Audit Upload

Once the document is successfully uploaded, the green upload box will have a check mark.

If you do not have documentation of the activity completed, you will need to select “I do not have audit documents for this activity.”
Select “Yes” to acknowledge that if you do not have documentation the CPEUs for this activity will automatically be denied and the amount deducted from your CPEU tally.
Please select “Save.”

The activity has been denied based on no supporting documentation and the CPEUs have been deducted from your total.

If you are able to find documentation for the activity later you may select upload again and switch the “I do not have audit documents for this activity” back to off and you will then be able to upload a certificate of completion/agenda.
You must upload a document for each activity logged or select the “I do not have audit documents for this activity” button for the “Finish - Submit Log for Approval” button to become available.
Select “Yes” to confirm that you wish to submit for log for processing.

You are required to answer four certification questions and then select “Submit Log for Processing” to submit your log to CDR.

In the last 5 years have you:

- Been convicted of a crime under the laws of the United States which is a felony or a misdemeanor, an essential element of which is related to the practice of the profession?  
  - Yes ☐  No ☐

- Been disciplined by a state, and at least one of the grounds for the discipline is the same or substantially equivalent to the principles of the Code of Ethics for the Profession of Dietetics?  
  - Yes ☐  No ☐

- Had any professional license, certification or registration denied, revoked or suspended by a state?  
  - Yes ☐  No ☐

- Committed an act of misfeasance or malfeasance which is directly related to the practice of the profession as determined by court of competent jurisdiction, a licensing board or and agency of a government body?  
  - Yes ☐  No ☐

I certify that the information provided here and in subsequent documentation is true, correct, and accurate to the best of my knowledge. Persons certified by the Commission on Dietetic Registration must comply with the Code of Ethics for the Profession of Dietetics. I understand that I must maintain a copy of my recertification forms and any required documentation for a period of two years beyond the end of my recertification cycle and that audits of the information I provide and any subsequent documentation I provide may be conducted on a random and triggered basis. CDR has the right to verify the information presented.
Appendix B

Sponsored Independent Learning Contract

To be completed only by those participating in 220: Sponsored Independent Learning activities. (See instructions in the Professional Development Portfolio Guide.)

Learner Name: ________________________________

CDR Credential:  □ RDN or RD  □ NDTR or DTR

Registration #: ________________________________

Sponsor Name: ________________________________

Title:  ______________________________________

Institution:  __________________________________

Phone Number: ________________________________

Performance Indicator(s)

Which performance indicator(s) from your Step 1: Learning Plan does this learning contract address? List all that apply.

______________________________________________________________________________________

______________________________________________________________________________________

Learning Outcome(s)

What do you intend to learn? Describe the learning outcomes (skills, knowledge, judgment, and attitude you will be able to demonstrate following completion of the activity described in this learning contract. The outcomes must be measurable or observable, clearly stated, and focus on what you will be able to demonstrate.

As a result of my learning, I will...

______________________________________________________________________________________

______________________________________________________________________________________

Learning Resources and Activities

How will you accomplish each learning outcome? Describe the resources (physical and/or electronic) you plan to use to achieve the learning outcome and the activities (techniques and/or tools) you will employ.

______________________________________________________________________________________

______________________________________________________________________________________
**Target Number of Hours Needed to Accomplish Learning Outcomes**

How much time will you devote to achieving each learning outcome through the activities described? List the hours you anticipate spending on each activity. You must keep track of these hours in order to receive CPEUs for the activities.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

**Target Completion Date**

By what date will your learning outcomes be met? ________________________________

**Evidence of Learning Outcome(s) Achievement**

How will you know if you have achieved the learning outcomes? List the evidence you will use to measure achievement of your learning outcomes. (Examples of evidence include peer audit, chart review, completion of a project, publication, self-assessment, question-and-answer session.)

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

**Sponsor and Learner Agreement**

We have discussed the Independent Learning Contract and agree to implement the activities outlined in this plan.

Signature of Learner: ________________________________

Date: ________________________________

Signature of Sponsor: ________________________________

Date: ________________________________

**Complete this section after learning outcomes have been demonstrated**

I verify that the learner has devoted _______ hours toward achieving the learning plan outcomes and produced evidence of such achievement.

Describe the evidence and attach documentation, if applicable.

Signature of Sponsor: ________________________________

Date: ________________________________
Appendix C

Approved Certification Programs

Approved Certification Programs
(for Consecutive Recertification Periods)

Board Certification as a Specialist in Dietetics (Gerontological Nutrition, Oncology Nutrition, Pediatric Nutrition, Renal Nutrition, and Sports Dietetics)*

Commission on Dietetic Registration
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Phone: 800-877-1600, ext. 5500
Fax: 312-899-4772
specialists@eatright.org
www.cdrnet.org
*RDN or RD only

Board Certified Advanced Diabetes Management*

American Association of Diabetes Educators
200 West Madison St., Suite 800
Chicago, IL 60606
Phone: 800-338-3633
bcadm@aadenet.org
www.diabeteseducator.org
*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

Certified Diabetes Educator***

National Certification Board for Diabetes Educators
330 East Algonquin Rd., Suite 4
Arlington Heights, IL 60005
Phone: 877-239-3233 or 847-228-9795
Fax: 847-228-8469
info@ncbde.org
www.ncbde.org
*RDN or RD only
**This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

Certified Nutrition Support Clinician*

National Board of Nutrition Support Certification, Inc.
8630 Fenton St., Suite 412
Silver Spring, MD 20910
Phone: 800-727-4567 or (301) 587-6315
Fax: 301-587-2365
nbnsnsc@nutritioncare.org
www.nutritioncertify.org
*RDN or RD only

Certified Personal Trainer*

National Council on Strength and Fitness
5915 Ponce De Leon Blvd., Suite 60
Coral Gables, FL 33146
Phone: 800-772-6273 Fax: 305-666-3482
info@ncsf.org
www.ncsf.org
*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.
Approved Certification Programs

International Board Certified Lactation Consultant* **

International Board of Lactation Consultant Examiners
6402 Arlington Blvd., Suite 350
Falls Church, VA 22042.
Phone: 888-994-2523 or 703-560-7330
Fax: 703-560-7332
iblce@iblce.org
www.iblce.org
*Available to RDNs or RDs and NDTRs or DTRS
** This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

Canadian Board Certified Diabetes Educator*

Canadian Diabetes Educator Certification Board
13909 Hurontario Street, North Suite
Caledon, ON L7C2C9
Phone: 905-838-4898
Fax: 905-838-4899
cdecb@cdecb.ca
www.cdecb.ca
*This organization provides for recertification by either examination or continuing professional education. You may use this credential for consecutive recertification periods only if recertification is by examination and not by meeting continuing education requirements.

This list will be updated on a periodic basis.
Visit www.cdrnet.org or contact CDR for a current list of approved certifications.
Approved Certification Programs

Certified Foodservice Professional*
North American Association of Food Equipment Manufacturers
161 North Clark St., Suite 2020
Chicago, IL 60601
Phone: 312-821-0201
Fax: 312-821-0202
info@nafem.org
www.nafem.org
*This is an approved certification or recertification for NDTRs and DTRs only

Certified in Family and Consumer Sciences
American Association of Family and Consumer Sciences
400 N. Columbus St., Suite 202
Alexandria, VA 22314
Phone: 800-424-8080
Fax: 703-706-4663
certification@aafcs.org
www.aafcs.org

Certified Health Education Specialist
National Commission for Health Education Credentialing Inc.
1541 Alta Dr., Suite 303
Whitehall, PA 18052-5642
Phone: 888-624-3248
Fax: 800-813-0727
nchec@nchec.org
www.nchec.org

Certified Personal Fitness Trainer
National Exercise and Sports Trainers Association
30021 Tomas, Suite 210
Rancho Santa Margarita, CA, 92688-2123
Phone: 877-348-6692
Fax: 949-589-8216
www.nestacertified.com

Certified Professional in Healthcare Quality
Healthcare Quality Certification Commission
8735 W Higgins Rd, Suite 300
Chicago, IL 60631
Phone: 800-966-9392 or 847-375-4720
Fax: 847-375-6320
info@cphq.org
www.cphq.org

Certified Strength and Conditioning Specialist or NSCA-Certified Personal Trainer
National Strength and Conditioning Association Certification Commission
1885 Bob Johnson Dr.
Colorado Springs, CO 80906
Phone: 800-815-6826 or 719-632-6722
Fax: 719-632-6367
nsca@nsca.com
www.nsca.com

Certified Eating Disorders Registered Dietitian**
International Association of Eating Disorders Professionals
PO Box 1295
Pekin, IL 61555
Phone: 800-800-8126 ext. 87
Fax: 800-800-8126
tammy@iaedp.com
www.iaedp.com
*This is an approved certification or recertification for the traditional route only, for RDNs or RDs only
**Please note that in order for CDR credentialed practitioners to be eligible to use the equivalency route CEDRD certification, existing or newly certified CEDRDs must successfully pass the initial certification exam on or after June 2, 2015.
Approved Certification Programs

Certified Food Science*
Institute of Food Technologists
525 W. Van Buren, Ste 1000
Chicago, IL 60607
Phone: 312-782-8424
Fax: 312-782-8348
info@ift.org
www.ift.org
*Available to RDNs or RDs and NDTRs or DTRS

NASM Certified Personal Trainer
National Academy of Sports Medicine
1750 E. Northrop Blvd., Suite 200
Chandler, AZ, 85286-1744
Phone: 800-460-6276
Fax: 480-656-3276
www.nasm.org

National Certified Counselor
National Board for Certified Counselors
3 Terrace Way, Suite D
Greensboro, NC 27403
Phone: 336-547-0607
Fax: 336-547-0017
nbcc@nbcc.org
www.nbcc.org

School Nutrition Specialist
School Nutrition Association
120 Waterfront St.
National Harbor, MD, 20745
Phone: 301-686-3100
Fax: 301-686-3115
servicecenter@schoolnutrition.org
www.schoolnutrition.org

This list will be updated on a periodic basis.
Visit www.cdrnet.org or contact CDR for a current list of approved certifications.
Appendix D

Resources for PDP Process Development

Background and Impetus for the Professional Development Portfolio Development


Self-Reflection


Learning Needs Assessment


Learning Plan Development and Implementation


Evaluation of Learning Plan Outcomes


Also refer to Atkins and Driscoll articles, listed under Self-Reflection.
Resources for PDP Process Development

Background and Impetus for the Essential Practice Competencies


Commission on Dietetic Registration. PDP Guide. Chicago, IL: American Dietetic Association; 2012.


Charney PS. Critical Thinking Skills in Nutrition Assessment and Diagnosis. Chicago, IL: Academy of Nutrition and Dietetics; 2013.


Academy of Nutrition and Dietetics. Standards of Practice for Registered Dietitians. Chicago, IL: Academy of Nutrition and Dietetics.

Academy of Nutrition and Dietetics. Standards of Practice for Dietetic Technicians, Registered. Chicago, IL: Academy of Nutrition and Dietetics.


Appendix E

Visioning Report & Workforce Demand Study

Visioning Report: Moving Forward a Vision for the Continuum of Dietetics Education, Credentialing and Practice


The 2009–2011 Dietetics Workforce Demand Study

Included extensive literature reviews, futuristic visioning with expert opinion, public policy examination, analysis of numerous research surveys, and data-based modeling. So what do all of these documents and data reveal? Although all analysts approached workforce demand using different methodologies and perspectives, some common themes emerged.

Change

Probably the most compelling theme is that change is constant. It arises simultaneously from multiple sources and offers dietetics practitioners both challenges and opportunities.

Demographic Shifts and Population Risk Factors

There are dramatic demographic shifts underway in the age and racial/ethnic composition of the US population, affecting both the practice of dietetics and the dietetics workforce. The aging population increases the need for preventive care, wellness, and chronic-disease management. An aging population and increased cultural diversity will push dietetics practitioners to adapt existing programs and services as well as create new services. In addition, the incidence of overweight and obesity, which are associated with increased risk for chronic diseases such as cardiovascular disease and diabetes, will have a major impact on the dietetics profession. The aging of registered dietitians (RDs) also affects the profession.

With an average member age of 47 years, the lack of sufficient practitioners with the experience needed to fill positions opened by pending retirements will result in demand exceeding supply, especially in upper-level positions.

Legislation

Although the implementation details of the 2010 Patient Protection and Affordable Care Act have yet to be finalized, health care reform is a reality. Currently, nutrition services provided by RDs are not specifically mandated in the act. However, the opportunity exists to enhance professional presence and the provision of those services. Demonstrating the cost-effective benefits of RD services on patient and client outcomes will be critical.

Bifurcation of Health Care Labor Force

The trend of the health care labor force to bifurcate between technically prepared and advanced-level practitioners results in a practice model where advanced-level practitioners direct a cadre of health care providers with a technical or basic level of training. This model increases demand for practitioners at both ends of the education spectrum and gives impetus to the Academy of Nutrition and Dietetics emphasis on defining, recognizing, and supporting multiple levels of practice in a variety of practice areas.

Change Agents

On the whole, RDs have maintained only basic business skills, while medical nutrition skills have expanded. The resulting benefit is that the public has been protected by ensuring, through credentialing and/or licensure, that RDs are the providers of medical nutrition therapy in most states. However, the detriment is that the majority of dietetics practitioners serve in staff rather than leadership/management positions. As a result, leadership of food and nutrition services is often filled by other disciplines.
**Interdisciplinary Teams**

Interdisciplinary teaming offers challenges and opportunities for all medical professionals. The ability to cooperatively focus the expertise of diverse disciplines on the desired outcome for the patient, client, or project is critical. This trend offers opportunities to demonstrate expertise, effectiveness, and leadership. Rigorous scientific training positions RDs to be highly valued members of a medical interdisciplinary team. With additional leadership and business skills, RDs could lead these teams in many settings.

**Advanced Practice**

The percent of RDs who hold specialist credentials (15%) is higher than practitioners in other allied health and nursing professions, but differentiating specialist practice and advanced practice activities from general practice activities has been difficult. RDs who hold specialist credentials report personal benefits, but employers have yet to value and demand practitioners with specialist credentials in large numbers. There is currently no advanced practice credential (a different designation than specialist) available from the Academy, but this issue is being studied. Although recognition of both specialist and advanced practice skills will be important in the future, the future scan published in this Supplement also indicates that skilled generalists will have important roles to play in a fast-changing environment.

**Demand that Exceeds Supply**

The current projection is that by 2020, only 75% of the demand for dietetics practitioners will be met, unless the supply increases dramatically. This is both sobering and exciting news. The supply/demand gap might provide already credentialed dietetics practitioners with economic advantages in the short-term. However, this also provides competitors with opportunities for market positions. If RDs and dietetic technicians, registered, do not meet employment demand, competitors will fill the non-regulated positions and economic advantages for dietetics practitioners will quickly erode.

**Note:** The preceding information was reproduced with permission from “Implications of the Dietetics Workforce Demand Study,” an article from the March 2012 Supplement 1 of the Journal of the Academy of Nutrition and Dietetics.

Appendix F

Independent Foreign Degree Evaluation Agencies

As far as international presenters who are giving presentations at professional meetings, foreign academic degrees accredited by foreign equivalent institutions are accepted on the condition that they have been verified by one of the agencies listed below.

**Academic and Professional International Evaluation, Inc. (APIE)**
PO Box 5787
Los Alamitos, CA 90721-5787
Phone: 562-594-6498
apie@msn.com
www.apie.org

**Academic Credentials Evaluation Institute, Inc. (ACEI)**
PO Box 6908
Beverly Hills, CA 90212
Phone: 310-275-3530 or 800-234-1597
Fax: 310-275-3528
acei@acei1.com
www.acei1.com

**American Education Research Corporation, Inc. (AERC)**
PO Box 996
West Covina, CA 91793-0996
Phone: 626-339-4404
Fax: 626-339-9081
aerc@verizon.net
www.aerc-eval.com

**Center for Educational Documentation, Inc. (CED)**
PO Box 170116
Boston, MA 02117
Phone: 617-338-7171
Fax: 617-338-7101
www.cedevaluations.com

**Globe Language Services, Inc.**
305 Broadway, Suite 401
New York, NY 10007
Phone: 212-227-1994
Fax: 212-693-1489
info@globelanguage.com
www.globelanguage.com

**International Education Research Foundation (IERF)**
Credentials Evaluation Services, Inc.
PO Box 3665
Culver City, CA 90231
Phone: 310-258-9451
www.iern.org

**Foreign Educational Document Service**
PO Box 4091
Stockton, CA 95204
Phone: 209-948-6589
www.documentservice.org

**Foundation for International Services, Inc. (FIS)**
505 Fifth Avenue South, Suite 101
Edmonds, WA 98020
Phone: 425-248-2255
Fax: 425-248-2262
info@fis-web.com
www.fis-web.com
Independent Foreign Degree Evaluation Agencies

**International Consultants of Delaware, Inc. (ICDEL)**
3600 Market Street, Suite 450
Philadelphia, PA 19104
Phone: 215-222-8454, ext. 510
Fax: 215-349-0026
icd@icdel.com
www.icdeval.com

**Josef Silny & Associates International**
Education Consultants
7101 SW 102nd Avenue
Miami, FL 33173
Phone: 305-273-1616
Fax: 305-273-1338 or 273-1984
info@jsilny.com
www.jsilny.com

**SpanTran Educational Services**
7211 Regency Square Boulevard, Suite 205
Houston, TX 77036-3197
Phone: 713-266-8805
Fax: 713-789-6022
en.spantran-edu.com

**World Education Services, Inc. (WES)**
Bowling Green Station
PO Box 5087
New York, NY 10274-8057
Phone: 212-966-6311
Fax: 212-966-6100
info@wes.org
www.wes.org

**WES – Branch Offices**
Chicago: 312-222-0336
Miami: 305-358-6688
San Francisco: 415-677-9378
Washington DC: 202-331-2925