Table of Contents

Appendices

Click here to access the PDP Guide.

A: Instructions for Online Entry: Learning Plan/Activity Log/Audit Upload .................................. 2
B: Sponsored Independent Learning Contract .......................................................... 31
C: Approved Certification Program Information .......................................................... 33
D: Resources for PDP Process Development .......................................................... 37
E: Visioning Report & Workforce Demand Study ..................................................... 39
F: Independent Foreign Degree Evaluation Agencies ................................................. 41

Professional Development Portfolio Guide

Professional Development Portfolio Principles .......................................................... 2
Essential Practice Competencies .............................................................................. 3
Continuing Professional Education Information .................................................... 4
13-point Content Criteria Checklist for CPE Activities ............................................. 6
Required Ethics CPE Activity ................................................................................. 7
CPEU Head Start Program .................................................................................... 8
Continuing Professional Education Activity Types .................................................. 9
Step 1: Learning Plan using the Goal Wizard Tool .................................................. 21
Step 2: Activity Log ............................................................................................. 24
Step 3: Professional Development Evaluation ...................................................... 27
Portfolio Audit Procedures ................................................................................. 29
Definitions of Terms ......................................................................................... 31

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
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](http://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.

![myCDR Credential Dashboard]

- **Submit a Learning Plan**: The first step is your Learning Plan, where you will take the long view on the coming 5-year cycle to better direct your education.
- **Record your Activities**: Once you've created your Learning Plan, you will record continuing education activities you've attended in the Activity Log.
- **Submit your Activity Log**: When you have completed the minimum CPE requirements, you will submit the Log to CDR for approval.

Step 4
Access your Learning Plan by selecting “Click here to access your PLAN.”

![Credential Information]

- **Current Recertification Cycle Start**: 08/26/2016
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.

**Selected Credential**  
Registered Dietitian Nutritionist or Registered Dietitian

**Current Cycle Start Date** 6/01/2019  
**Current Cycle End Date** 5/31/2024

<table>
<thead>
<tr>
<th>Cycle Start Date</th>
<th>Cycle End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/01/2019</td>
<td>5/31/2024</td>
</tr>
<tr>
<td>6/01/2014</td>
<td>5/31/2019</td>
</tr>
<tr>
<td>6/01/2009</td>
<td>5/31/2014</td>
</tr>
</tbody>
</table>

**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.

Introduction

Hi there! I'm the Goal Wizard. I'm here to help you reflect on your practice and/or future direction in dietetics and nutrition, assess your learning needs, and create a learning plan.

The Goal Wizard assists you in completing Step 1 of the Professional Development Portfolio process. As you work through the steps of the Goal Wizard, you will:

- Develop a Practice Competency Profile, and then
- Prepare and Create a Learning Plan

Practice Competency Profile

The Practice Competency Profile is a self-reflection and assessment tool used to identify competencies that are relevant to your past, current and future role and interests in dietetics and nutrition. The Profile serves as the basis for completing your Learning Plan.

Learning Plan

The Learning Plan is based on your personalized Practice Competency Profile. All your Profile, you will choose performance indicators that relate to each of your career practice needs and interests in order to create a Learning Plan that best fulfills your current practice needs and interests.
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.

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 LDK’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.

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.

### 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 the 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 Goal</th>
<th>Goal</th>
<th>Sphere/Selected Competency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1</td>
<td>Sphere 1: Ethics Professionalism</td>
<td>1.1: identifies with and adheres to the code of ethics for the profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1.4 Adheres to and models professional obligations defined in legislation, standards and organization policies.</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3.2 Advocates and challenges others to take action to advance the profession.</td>
<td>No performance indicators selected</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Sphere 4: Critical Thinking and Decision Making</td>
<td>4.2 Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sphere 5: Informatics</td>
<td>5.4 Demonstrates the ability to store and retrieve data using the Nutrition Care Process Terminology (NCPT) and other standardized languages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sphere 1: Business, Industry and Product Development and Marketing</td>
<td>11.3 Incorporates key sales principles while maintaining integrity of self, the organization and the nutrition and dietary profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sphere 14: Organization Management</td>
<td>14.1 Employs principles of productivity to optimize safe, ethical and efficient resource utilization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sphere 4: Critical Thinking and Decision Making</td>
<td>8.1 Demonstrates sound professional judgment and strategic thinking in practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sphere 9: Education and Counseling</td>
<td>9.6 Uses effective counseling and coaching skills and strategies in practice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Instructions for Online Entry: Learning Plan

**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.”

---

### Goal Wizard

<table>
<thead>
<tr>
<th>Goal</th>
<th>Competency</th>
<th>Competency Description/Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Identifies with and adheres to the code of ethics for the profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.1 Accepts own responsibility and accountability for actions and decisions related to customers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.4 Practices with honesty, integrity, transparency and fairness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.6 Recognizes and manages situations with ethical implications.</td>
</tr>
<tr>
<td>2</td>
<td>1.5</td>
<td>Adheres to and models professional obligations defined in legislation, standards and organization policies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5.1 Stays current of, complies with and models national, state and local legislation, policies and standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5.3 Reports unsafe, unethical or incompetent practice or behaviors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5.4 Models a professional image as defined within organization policy and code of ethics.</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Advocates and challenges others to take action to advance the profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2.2 Participates in professional and personal development activities for career growth and skill enhancement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2.5 Educates the employer and the public on the role and the benefits of receiving care or services from RDN and NDTR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2.6 Communicates with policymakers to influence decisions that impact advancement of the profession.</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2.3 Demonstrates insight into personal expertise and limitations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2.7 Integrates relevant information with previous learning, experience, professional knowledge, and current practice models.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2.9 Evaluates the effectiveness of a plan, and identifies required future actions.</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
<td>Demonstrates the ability to store and retrieve data using the Nutrition Care Process Terminology (NCPT) and other standardized languages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...Performance Indicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4.2 Uses standardized terminology to describe nutrition assessment data, nutrition diagnoses, nutrition interventions, and nutrition monitoring and evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4.3 Queries databases composed of standardized terms to retrieve customer information for practice.</td>
</tr>
</tbody>
</table>

### 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.
Instructions for Online Entry: Activity Log

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.
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.
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.
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.
Once uploaded you will select “Save Document.”

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: __________________________________________

Spheres/ Competencies

Which spheres/ competencies 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: ____________________________________________________________________________
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

***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
nbnsc@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.
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.
**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](http://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.
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.

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.

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.

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.
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.

Increased Competition

Competition for dietetics roles and jobs comes from several sources. Included in these ranks are practitioners academically prepared in other health-related professions whose scopes of practice blur into the dietetics practitioner’s role. In addition, graduates of Didactic Programs in Dietetics who do not complete dietetic internships to become credentialed professionals often want to work in the dietetics profession. Another source of competition is individuals without academic preparation or credentials but who identify themselves as nutrition and health experts.

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.ierf.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