

Welcome to this program on CDR's Professional Development Portfolio and the essential practice competencies.

The goal (following all three parts) is that you will understand the purpose and specific requirements of CDR's recertification process, including the integration of the essential practice competencies to support your lifelong professional development as an RDN or RD, and NDTR, or DTR.

*Note for presenter. Please see the individual objectives if presenting the individual parts.

Objectives

- Understand the rationale for RDN or NDTR participation in ongoing Professional Development
- Illustrate the depth and breadth of the essential practice competencies for CDR credentialed practitioners
- Explain CDR's Professional Development Portfolio process and requirements

The overall presentation objectives are for you to:

Understand the rationale for RDN or NDTR participation in ongoing professional development

Illustrate the depth and breadth of the essential practice competencies for CDR-credentialed practitioners

Explain CDR's Professional Development Portfolio process and requirements

[the presentation content can be delivered as one presentation or divided into three parts]

Part 1

Understand the Rationale for RDNs/NDTRs to Participate in Ongoing Professional Development

Part One of this lesson is to

- Explain the expectation and practitioner responsibility for recertification, lifelong learning, and public protection.
- Describe the strength of competency-based learning vs. knowledge-based learning for public protection and professional development.
- Understand the relationship of competencies to Scope of Practice/Standards of Professional Performance.

Being a Credentialed Practitioner



- Increase in respect and credibility for the profession
- Increase in confidence in the profession among the public and employers
- A competitive edge over other unregulated nutrition professionals
- Reassurance that RDNs or RDs and NDTRs or DTRs also maintain the ongoing knowledge, skill and judgment

There are many privileges as a regulated professional:

- There is an increase in respect and credibility as a nutrition and dietetics professional.
- There is an increase in confidence in the profession among the public and employers.
- There is a competitive edge when compared to other unregulated nutrition professionals who do not necessarily have the education and/or practice experience.
- With this privilege comes responsibility and accountability, not only for ensuring the competence, knowledge, skill, and judgment necessary for initial certification as an RDN or RD, or NDTR or DTR but reassurance that RDNs or RDs, and NDTRs or DTRs engage in a professional development plan and active lifelong learning throughout a career.
- RDNs or RDs, and NDTRs or DTRs are expected to be competent in, and accept accountability and responsibility for, ensuring safety and quality in the services they provide.

Certification and Recertification

What reassurances do an employers, regulatory bodies and the public have that RDNs or RDs and NDTRs or DTRs are competent to practice?



[Reflective question] What reassurance do the public have that RDNs or RDs and NDTRs or DTRs maintain the ongoing knowledge, skills, and judgment for safe and competent practice?

[Answer] The Commission on Dietetic Registration has two requirements to help reassure the public, employers, and regulatory bodies of the knowledge, skills, and judgment of RDNs or RDs, and NDTRs or DTRs:

The first requirement is the registration exam to enter the profession. This is central to our mission as educators, helping you achieve a standard for competence at entry-level practice.

Beyond entry, the second requirement is your responsibility to complete the CDR's Professional Development Portfolio for recertification every 5 years. This entails reflection on what you know and what you need to know, and development of a learning plan with continuing professional education to meet your learning needs.

Some states recognize nutrition and dietetic practitioners (e.g., licensure, certification, or another designation), so depending on where you practice, you may have requirements at the state level as well.

**Commission
on Dietetic
Registration**
the commission is open to the
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and Dietetics

Recertification: Professional Development Portfolio

Used by RDNs (or RDs) and NDTRs (or
DTRs) to:

- Identify learning needs
- Guide continuing professional development and ongoing competence
- Assist in career progression and professional development
- Communicate the role and competence of practitioners to stakeholders



Research shows that participation in CPE activities and knowledge attainment are not sufficient to ensure competence. This is the reason that the Professional Development Portfolio process was developed.

As learners, you use the Professional Development Portfolio to:

- Help you identify your learning needs that are applicable to your practice in addition to being relevant to your areas of interest
- Guide your professional development
- Assist you as your career progresses and changes
- Help illustrate your competence to important groups, such as your employer and the public

Later in the presentation [OR in a different lesson] we will discuss the specific steps and requirements in the PDP.

Examples

- Electronic health record privacy legislation
- Evidence Analysis Library ® updates, for example, nutrition in athletic performance



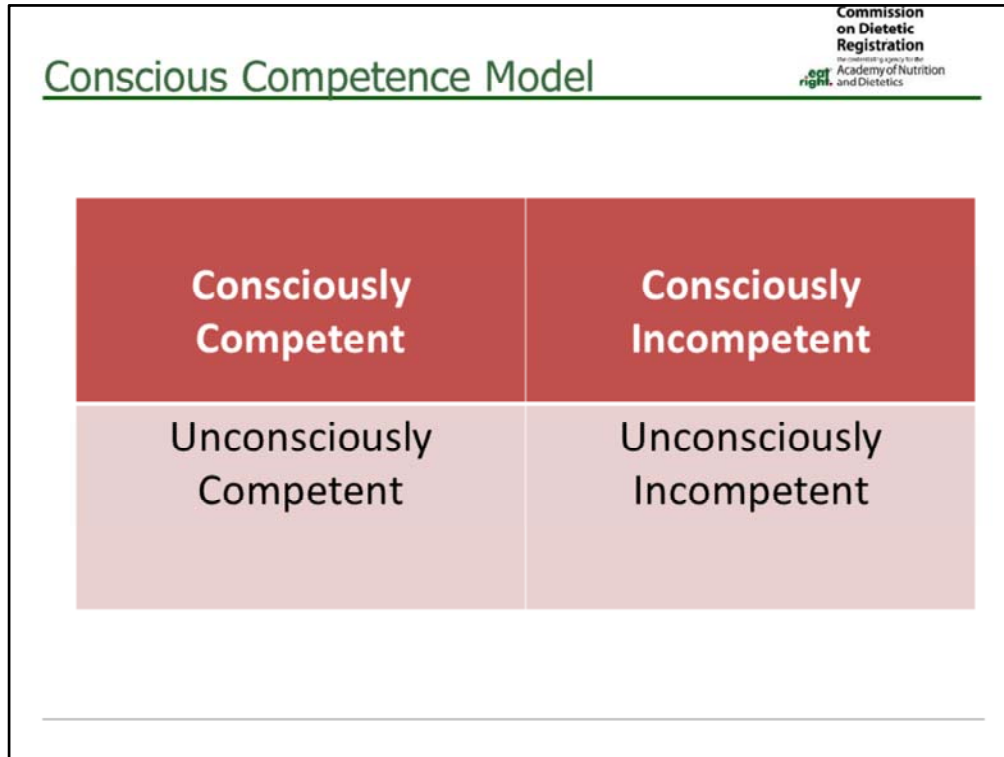
It is possible, however, that practitioners may not know their personal gaps in knowledge and skills.

They may not realize that they need permission, for example, to release personal health information from a client, if they are not familiar with privacy legislation or if they don't know that if such legislation even exists.

How would they know to focus learning on the use of new technology if they don't know the types of technology and systems used in the practice setting?

The same is true for resources published in the Academy's Evidence Analysis Library ®.

Some resources undergo periodic updates. For example, the 2007 nutrition and athletic performance resources were revised in 2014. If you are new to practicing in this area, you may not know that this resource exists.



Therefore, to help all practitioners meet the public need for safe and competent practice, CDR has a *competency-based* PDP process that goes beyond *knowledge* obtainment and emphasizes ability to meet a standard for competence. This is a minimum standard rather than a maximum standard.

Naturally, we want all practitioners to be competent, but what does that mean?

- [Reflective question] Tell me what a practitioner who is consciously competent is like?
- [Answer] Someone who demonstrates the knowledge, skill and judgments needed for practice *and* reflects on his or her practice, uses critical thinking and asks what he or she would do differently.
- [Reflective question] Tell me about a practitioner who is unconsciously competent. What is this person like?
- [Answer] This practitioner demonstrates the knowledge, skill and judgments but does not necessarily reflect on his or her practice and actions.
- The unconsciously incompetent practitioner does not know what are his or her gaps in knowledge and skills. Furthermore, he or she demonstrates incompetence.
- The consciously incompetent practitioner is not competent and knows it.

Essential Practice Competencies

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.

Essential Practice Competencies define the knowledge, skill, judgment and attitude requirements throughout a registrant's career, across practice, and within focus areas.



To achieve conscious competence, however, requires two things: that you know what you need to know to be competent and reflect on these needs.

Competencies provide a structure enabling identification, evaluation and development of the behaviors needed by individuals.

The Essential Practice Competencies for CDR-Credentialed Practitioners define not only the knowledge you need, but the skills, judgment, and attitude requirements that you will need throughout your career as a credentialed dietetics practitioner.

These are practice competencies for all practitioners, across practice and within focus areas. We will cover the essential practice competencies in more detail in this presentation [a future lesson].

Example

2.1 Utilizes appropriate communication methods and skills to meet the needs of various audiences.


2.1.10 Applies relevant legislation and organization policies when communicating using all forms of media



So, let's return to an example mentioned earlier. There is a specific practice competency for RDNs or RDs, and NDTRs or DTRs related to privacy and communications.

- Through validated research, the essential practice competencies state that dietetics practitioners need minimum competence of:
 - *Utilizing appropriate communication methods and skills to meet the needs of various audiences.*
- The specific action statement or performance indicator that demonstrates this competency is 2.1.10: Applies relevant legislation and organization policies when communicating using all forms of media.
- Since this is the action statement that demonstrates your competency in this area, this is where you will focus your learning if you identify this competency as a learning need.
- Your future employer may have a policy regarding communications via specific types of media. It may be your learning goal to understand the methods of communication permitted as media options expand. Furthermore, you may wish to learn about and participate in a revision of the organization's policy.

Comprehensive Scope of Practice Resources for the RDN or RD and NDTR or DTR



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PROFESSIONAL

Academy of Practice for 1

The Academy Quality Manager

THE ACADEMY OF NUTRITION AND DIETETICS (AND) is the world's largest organization for credentialed dietitians and nutritionists and the professional organization for registered dietitians (RDs), dietetic technicians, registered dietitians (RDTRs), and nutritionists (NDTRs). The Academy's mission is to advance the profession of dietetics and to ensure the highest quality of care for the public. The Academy is committed to the highest standards of practice and to the highest standards of professional performance for its members. The Academy is committed to the highest standards of practice and to the highest standards of professional performance for its members. The Academy is committed to the highest standards of practice and to the highest standards of professional performance for its members.

FROM THE ACADEMY

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www.eatright.org/scope

Thus far, I have highlighted the PDP process for recertification and the essential practice competencies, which detail the knowledge, skills and judgments needed for safe, competent practice. There are additional tools and resources for determining your competence and advancing you practice.

- **Scope of Practice in Nutrition and Dietetics**—provides an overview describing components of Scope of Practice in Nutrition and Dietetics and assists with RDN or RD and NDTR or DTR scope of practice decision making.
- **Scope of Practice for the Registered Dietitian Nutritionist**—describes the roles and activities within which the RDN performs. For RDNs, scope of practice focuses on food and nutrition and related services that are developed, directed, and provided by RDNs to protect the public, community, and populations; enhance health and well-being of patients/clients; and deliver quality products, programs, and services including medical nutrition therapy.
- **Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian**—reflect the minimum competent level of nutrition and dietetics practice and professional performance for RDNs.
 - The Standards of Practice in Nutrition Care and Standards of Professional Performance provide a rationale for the standards, detail quality indicators and review the role delineation and relationship between the RDN (or RD) and NDTR (or DTR).
- **Scope of Practice for the Nutrition and Dietetics Technician, Registered**—describes the roles and activities within which the NDTR performs. For NDTRs, scope of practice focuses on food and nutrition and related services provided by NDTRs and DTRs who work under the supervision of an RD or RDN when in direct patient/client nutrition care, and who may work independently in providing general nutrition education to healthy populations; consulting to food service business and industry; conducting nutrient analysis, data collection, and research; and managing food and nutrition services in a variety of settings.
- **Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Dietetic Technicians, Registered**—reflect the minimum competent level of nutrition and dietetics practice and professional performance for NDTRs. The Standards of Practice in Nutrition Care and Standards of Professional Performance provide a rationale for the standards, detail quality indicators and review the relationship between the RDN and the NDTR.
- These documents are all necessary for your future career. Although it may not be evident now, your career will evolve as you practice.
 - If you work with patients, new advances in therapies will emerge that will require your understanding.
 - If you are in foodservice, new equipment and new profit streams will be used.
 - If you are in public health, new research tools and tests will be used to identify and characterize nutrition problems.

Resources: Throughout Your Career

- Feedback from your employer, peers and learning assessments
- PDP process with the essential practice competencies
- Academy Scope of Practice and Standards of Professional Performance



- Presently, while you are undertaking formal education to become a credentialed dietetics practitioner, there are numerous learning assessments and guidance tools to help you work toward your intended credential.
- When you are a credentialed professional, you accept a new responsibility for your own professional development.
- Fortunately, there are many resources to guide your practice:
 - Feedback from peers, your employer and learning assessments that you select for professional development
 - *You*, your reflection, which is in the Professional Development Portfolio process to help you know what you know and identify the competencies that may be applicable to your practice.
 - Continuing professional education, which is also part of the PDP and includes the essential practice competencies, so you can be sure to focus your learning on what will help you practice safely and competently.
 - The Academy Standards of Practice and Standards of Professional Performance companion documents that will help you guide your practice.

Part 2

Illustrate the Depth and Breadth of the Essential Practice Competencies for CDR Credentialed Practitioners

The purpose of Part 2 is to illustrate the depth and breadth of the essential practice competencies for CDR-credentialed practitioners.

I will:

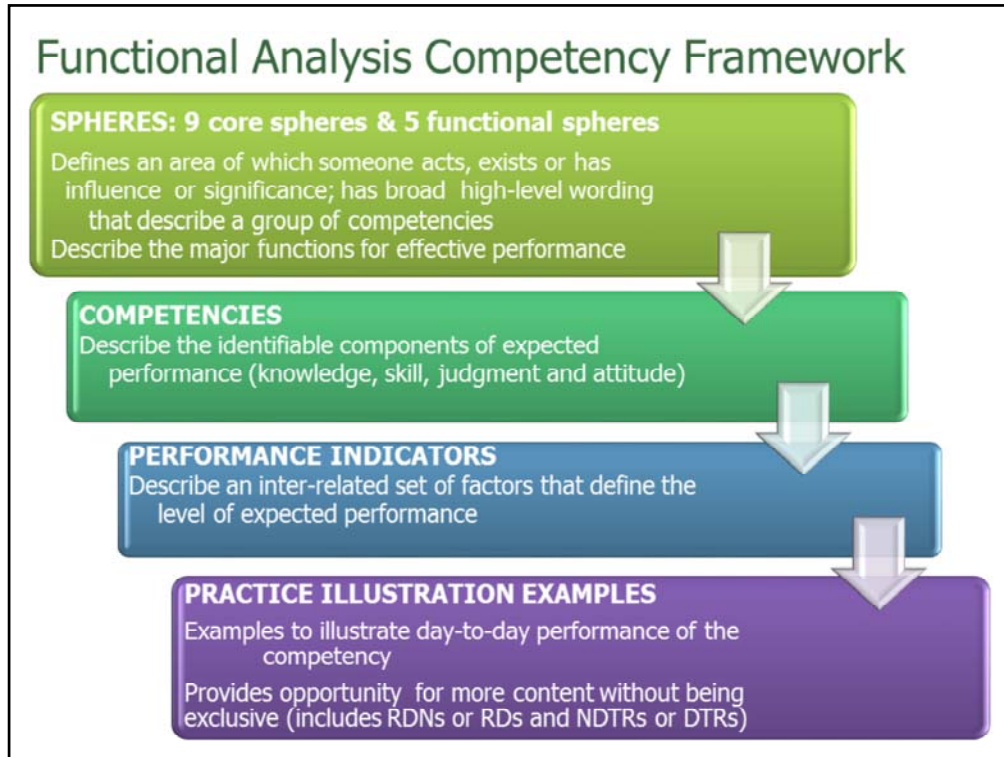
- Explain the essential practice competency framework
- Distinguish between core and functional essential practice competencies
- Describe the competencies and competency profile, performance indicators, and practice illustrations
- Show sample learning plan examples

Essential Practice Competencies

Define the essential knowledge, skill, judgment and attitude requirements throughout a credentialed dietetics practitioner's career, across practice, and within focus areas.



- Essential practice competencies define the essential knowledge, skill, judgment and attitude requirements throughout a credentialed dietetics practitioner's career, across practice and within focus areas that are required for the nutrition and dietetics profession.
- These are statements that were validated by research by more than 12,000 practitioners and that are integrated into the Professional Development Portfolio process that you need to complete every 5 years for recertification as an RDN or RD, or NDTR or DTR.
- Since these statements will be used throughout your career, let's take a moment to reflect on this definition:
 - Essential practice competencies encompass not only knowledge but also *skills, judgment* and *attitudes*
 - These are also statements that are applicable throughout your career
 - These are applicable across practice—so this includes practice areas from foodservice to long-term care to neonatal practice.
 - These are also applicable within focus areas, such as clinical care and organization management.
- So let's begin to look at the essential practice competencies, how they are structured and what they specifically entail.



The framework used for the essential practice competencies is a functional analysis framework with four hierarchy levels.

- **Spheres** define the area in which someone acts, exists or has influence or significance. This is a group of competencies in a given focus area and describes the major functions to achieve effective performance.
- **Competencies** describe knowledge, skills, judgment and attitudes necessary for competent, ethical and safe practice.
- **Performance indicators** Describe an interrelated set of factors that define the level of expected performance. These are action statements that demonstrate the competency in practice.
- Finally, the framework offers examples of how the competencies could be demonstrated day-to-day in the **practice illustrations**.

Competency Framework for RDNs or RDs and NDTRs or DTRs

Core Essential Practice Competencies

- 1) Ethics and Professionalism
- 2) Communications
- 3) Leadership and Advocacy
- 4) Critical Thinking and Decision-making
- 5) Informatics
- 6) Research, Evidence Informed Practice and Quality Improvement
- 7) Safety and Risk Management
- 8) Food, Nutrition and Dietetics and Physical Activity
- 9) Education and Counseling

Functional Essential Practice Competencies

- 10) Clinical Care
- 11) Business Industry and Product Development and Marketing
- 12) Community and Population Health
- 13) Foodservices Management
- 14) Organization Management

How are the Practice Competencies organized?

- The framework separates the practice competencies into core spheres and functional spheres.
- The nine core competencies apply to all dietetics practitioners, across the profession.
- Five of the spheres are functional competencies from practice focus areas such as clinical care, business and industry or organization management. Depending on the role, the knowledge, skills, judgment and attitudes needed for the functional area is directly applicable to that defined role.

Practice Competencies

A total of 14 spheres, 59 competencies and 329 performance indicators were developed.

Core Spheres

Sphere 1: Ethics and Professionalism

Sphere 2: Communications

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 7: Safety and Risk Management

Sphere 8: Food, Nutrition and Dietetics and Physical Activity

Sphere 9: Education and Counseling



- This slide shows the core practice competencies.
- Core sphere competencies are those that apply to all practitioners, across the profession. Some of these core practice competencies are also practice competencies for other health care professionals who have identified competency initiatives, such as nurses.
- These practice competencies apply to every RDN, RD, NDTR, and DTR to some degree.
- How specifically these practice competencies apply will be determined by each practitioner individually.

Functional Spheres

Sphere 10: Clinical Care

Sphere 11: Business, Industry and Product Development and Marketing

Sphere 12: Community and Population Health

Sphere 13: Foodservice Management

Sphere 14: Organization Management



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- Practice focus areas such as clinical care and organization management have specific, associated functional competencies.
- These do not apply to all RDNs or NDTRs, only those who practice in these areas.
- These functional competencies are in addition to the core practice competencies.
- So, let's see some examples.

Sphere 2 Communications

Competency	Performance Indicators	Practice Illustration
2.3 Employs strategies and facilitates team-building skills.	2.3.1 Applies the principles of collaboration and negotiation in teamwork.	<ul style="list-style-type: none">• Models active listening techniques.• Collaborates with team members to determine team goals.• Respects the ideas and contributions of others.• Gives credit to team members for their contributions.• Adapts personal approach to each team member and situation.• Engages others in decision making and problem solving.
	2.3.2 Incorporates team members' knowledge, expertise and personal skills into team processes.	
	2.3.3 Models behaviors that maximize group participation by consulting, listening and communicating clearly.	

- In sphere 2, the focus of the competencies is within the realm of communications. Communications is a *core* competency.
- This slide highlights Competency 2.3: Employs strategies and facilitates team-building skills, which is the third of three competencies in this sphere.
- This is one example of an essential practice competency where the competency and its performance indicators are the same for RDNs/RDs and NDTRs/DTRs.
- Practice illustrations are also included with each competency to show an example of how this competency might be evident in day-to-day practice.
- It is easy to see the applicability of this sphere to all nutrition and dietetics practitioners.

Sphere 8 Food, Nutrition and Dietetics and Physical Activity

RDN Competency	Performance Indicators
8.1 Interprets and applies current food and nutrition science and principles in dietetics practice.	8.1.1 Interprets and applies evidence-based comparative standards for determining nutritional needs.
	8.1.2 Applies knowledge of food and nutrition as well as the biological, physical and social sciences in practice
	8.1.3 Integrates knowledge of macronutrients and micronutrients for absorption, digestion and metabolism throughout the life span in practice.
NDTR Competency	Performance Indicators
8.1 Applies current food and nutrition science and principles in dietetics practice.	8.1.1 Uses evidence-based information and standards to determine nutritional needs.
	8.1.2 Applies knowledge of food and nutrition as well as the biological, physical and social sciences in practice
	8.1.3 Demonstrates knowledge of macronutrients and micronutrients for absorption, digestion and metabolism throughout the life span in practice.

- Many, but not all, of the practice competencies and performance indicators are the same for both RDNs or RDs and NDTRs or DTRs.
- In this example, the practice competency expectations are different for RDNs or RDs and NDTRs or DTRs.
- In Sphere 8, Food, Nutrition and Dietetics and Physical Activity, the competency *and* the performance indicators are different.
- Variations in competencies and performance indicators are based on the differences in the foundational (or education and training) knowledge for RDNs or RDs and NDTRs or DTRs.

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Sphere 10 Clinical Care

Competency	Performance Indicators	Practice Illustration
10.4 Applies knowledge of the interrelationship and impact of pharmacotherapy, dietary supplements, functional foods and nutrients on health and disease in accordance with Scope of Practice and Standards of Professional Performance for RDNs.	10.4.1 Collects information related to the patient's use of pharmacotherapy and dietary supplements.	<ul style="list-style-type: none"> Communicates to the appropriate person the potential for drug-nutrient interactions. Provides educational materials to the patient when a drug-nutrient interaction is identified. <p>In addition, the RDN:</p> <ul style="list-style-type: none"> Makes recommendations for dietary supplement use and modification to diet due to a noted drug-nutrient interaction. Develops educational materials to increase awareness of the appropriate use of vitamins and supplements and drug-nutrient interactions.
	10.4.2 Applies knowledge of pharmacotherapy and its effect on nutrient absorption, utilization and metabolism when developing and/or revising the plan of care.	
	10.4.3 Evaluates, educates and counsels on the interrelationship and impact of pharmacotherapy on nutrient absorption.	

- The sphere of clinical care is a functional essential practice competency. This is one of the role-specific competencies.
- In this example, you can see some of the depth of the essential practice competency.
- [Reflective question] Can you identify how this example illustrates an increasing level of complexity?
- [Answer] The first performance indicator begins with “collects information.” In the next two performance indicators, the performance expectation increases to application of the practitioner’s knowledge of pharmacotherapy and its impact on nutrient absorption, utilization and metabolism and then increases further to patient evaluation and counseling on the interrelationships.
- Depending on the practitioner’s learning needs and individual scope of practice, performance indicators for this competency begin at a basic level with collection of information related to the patient’s use of pharmacotherapy and dietary supplements.
- Also depicted here are practice illustrations that are specific to the RDN.

Choose Practice Competencies That Are Relevant To YOU



- As you practice, you will prioritize the practice competencies and select which competencies you want to focus on now and which ones should be future goals.
- These practice competencies will be the foundation of where you will focus your learning.
- To support you, CDR created the Professional Development Portfolio process to help you
 - Reflect on your practice needs
 - Identify the relevant practice competencies and performance indicators that are relevant to your practice
 - Identify learning needs and interests
 - Link you to learning activities to address your needs



Pamela is an RDN with two part-time jobs in the public health setting, Head Start and a community health center program with focus on elderly adults. Her learning plan includes public health and life cycle elements.

- There are 12 practice competencies that are identified for her practice area, but she narrows these to focus on five competency goals. Here are two of these goals:
 - **Goal (1) 8.1**, Interprets and applies current food and nutrition science and principles in dietetics practice.
 - Performance Indicator: 8.1.2 Applies knowledge of food and nutrition as well as the biological, physical and social sciences in practice.
 - **Goal (2) 8.2**, Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group, community and population in practice.
 - Performance Indicator: 8.2.3 Implements individualized services to reflect customer-centered approach as it pertains to the customer’s physical, social, cultural, institutional and economic environment.
- In addition to these two topics that she will focus her learning on, there are three additional practice competency goals in Pamela’s learning plan for the duration of her 5-year recertification period.



- Leanne is an NDTR with full-time employment in the clinical setting at a small hospital. Her learning plan is a general, clinical plan with inpatient and quality improvement elements.
- Although there are 12 practice competencies that are identified for her practice area, she narrows these to focus on five competency goals. Following are two of these goals:
 - **Goal (2) 9.4 Provides nutrition and lifestyle education to healthy individuals and groups or— under the supervision of the RDN—to individuals with more complex health issues.**
 - Performance Indicators: 9.4.4 Under supervision, delivers an individualized teaching plan in order to promote, maintain and enhance nutritional health and learning *and* 9.4.5 Uses socially and culturally appropriate strategies in order to respect diverse cultures and values.
 - **Goal (3) 6.1 Participates in quality improvement and customer satisfaction activities to improve delivery of services.**
 - Performance Indicators: 6.1.7 Evaluates, documents and communicates quality improvement outcomes *and* 6.1.8 Monitors quality of own work and engages in continuing education and professional development to enhance practice knowledge.
- Five complete sample Learning Plans for newly credentialed practitioners are available on the CDR website .

Moving Forward

Practice competencies help you consider not only what you know and do, but how you demonstrate competence, professional judgment, critical thinking and attitudes in every-day practice.

Competencies provide a validated measurement through the performance indicators.



- The essential practice competencies are integral to the Professional Development Portfolio process.
- Practice competencies help you consider not only what you know and do, but how you demonstrate competence, professional judgment, critical thinking, and attitudes in everyday practice.
- They also provide a validated measurement through the performance indicators.

Part 3

Explain CDR's Professional Development Portfolio Process and Requirements

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Part 3

The purpose of this presentation is to describe CDR's Professional Development Portfolio recertification process and the requirements for RDNs, RDs, NDTRs, and DTRs, including the three steps. [Explain how the first step is accomplished with the assistance of a Goal Wizard, list the learning activities approved by CDR and state the logistical requirements for recertification]. During your education, we have focused on the educational competencies to prepare you for entry into the nutrition and dietetics profession.

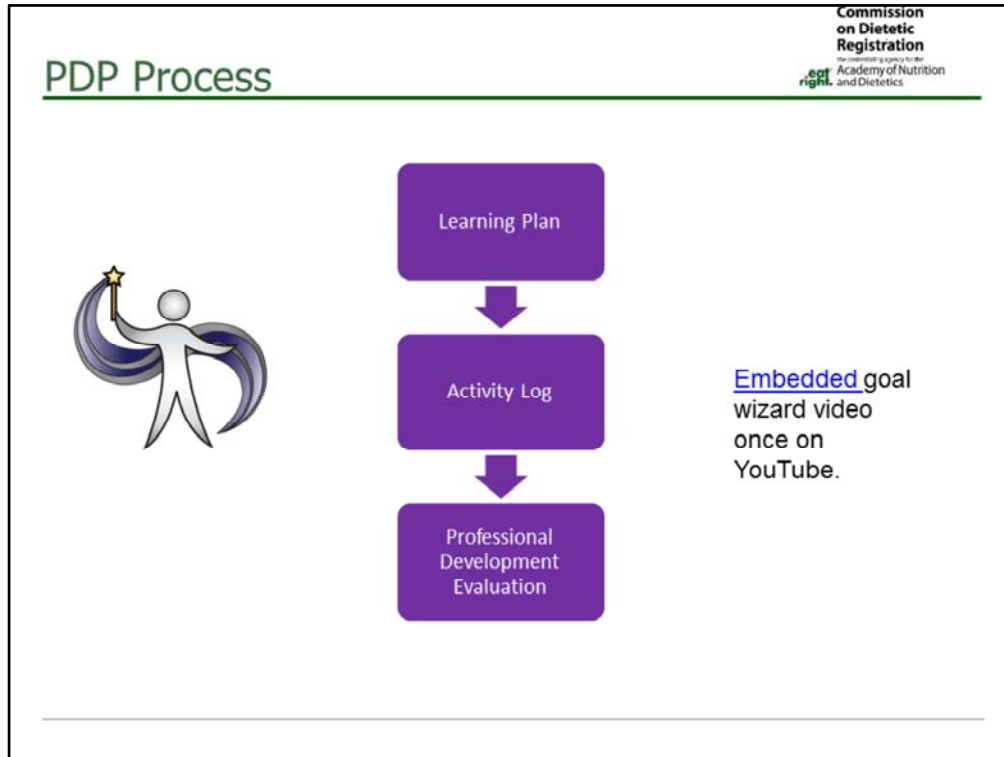
But the Commission on Dietetic Registration has not one but two requirements to help reassure the public that RDNs, RDs, NDTRs, and DTRs have the appropriate knowledge, skills and judgment:

The first requirement is the registration exam to enter the profession. This is central to our mission as educators, helping you achieve a standard for competence at entry-level practice.

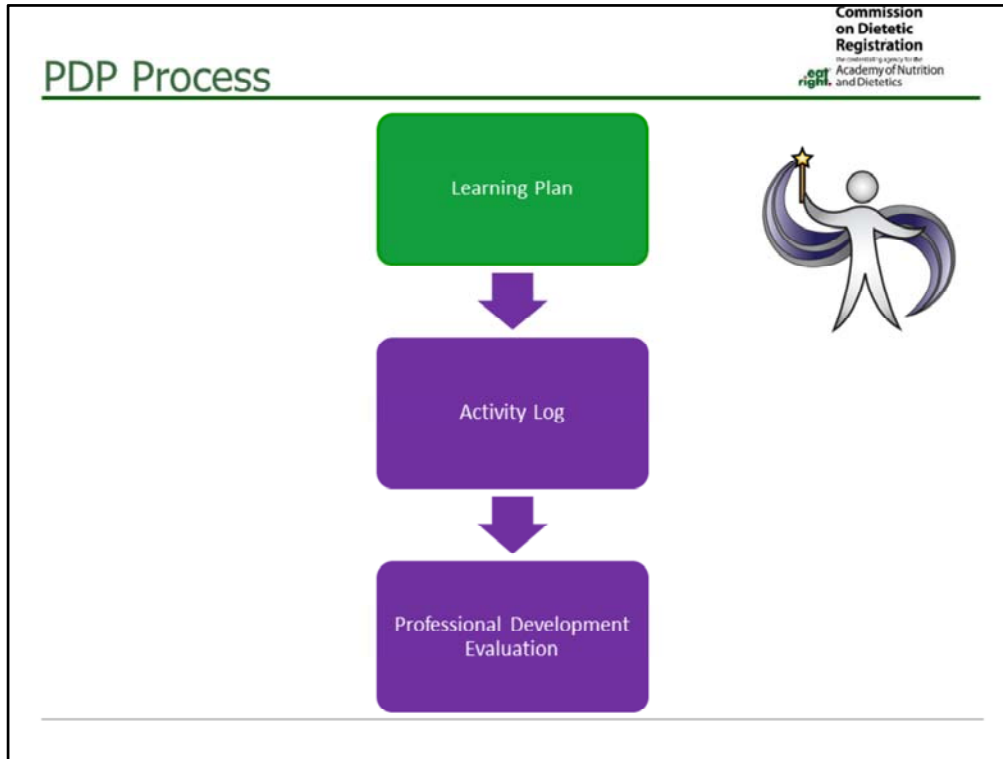
Beyond entry, the second requirement is your responsibility to complete CDR's Professional Development Portfolio for RDN or RD or for NDTR or DTR recertification every 5 years.

Recertification entails reflection on what you already know and what you need to know and development of a learning plan with continuing professional education to meet your learning needs.

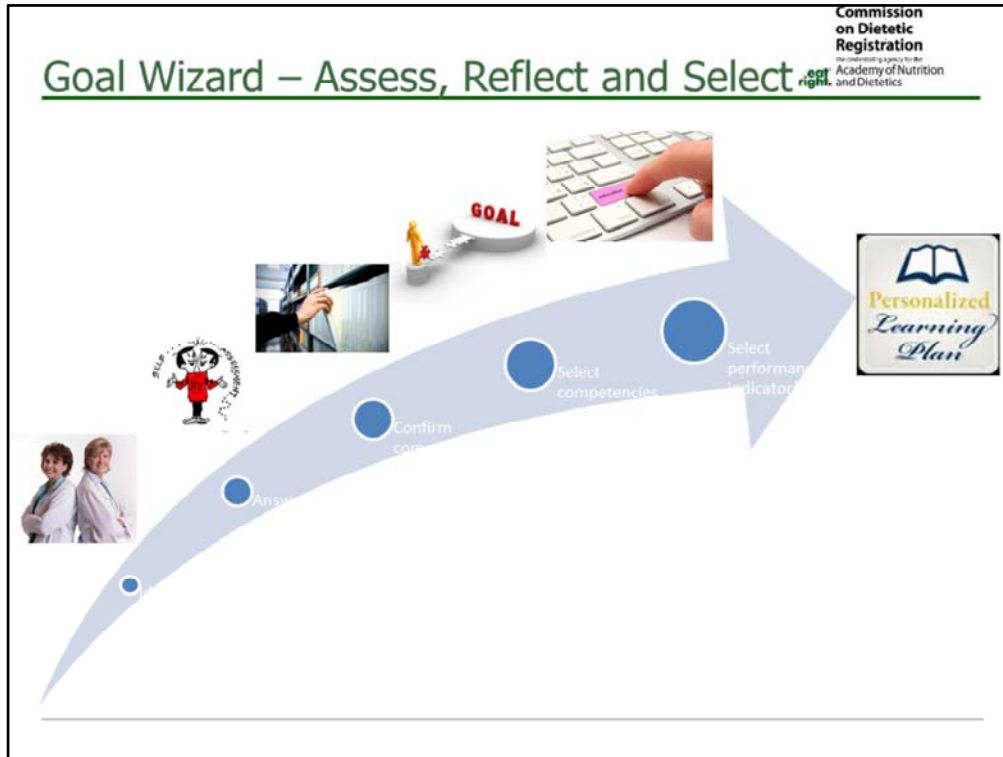
Some states recognize nutrition and dietetics practitioners (e.g., licensure, certification, or another designation), so depending on where you practice, you may have requirements at the state level as well.



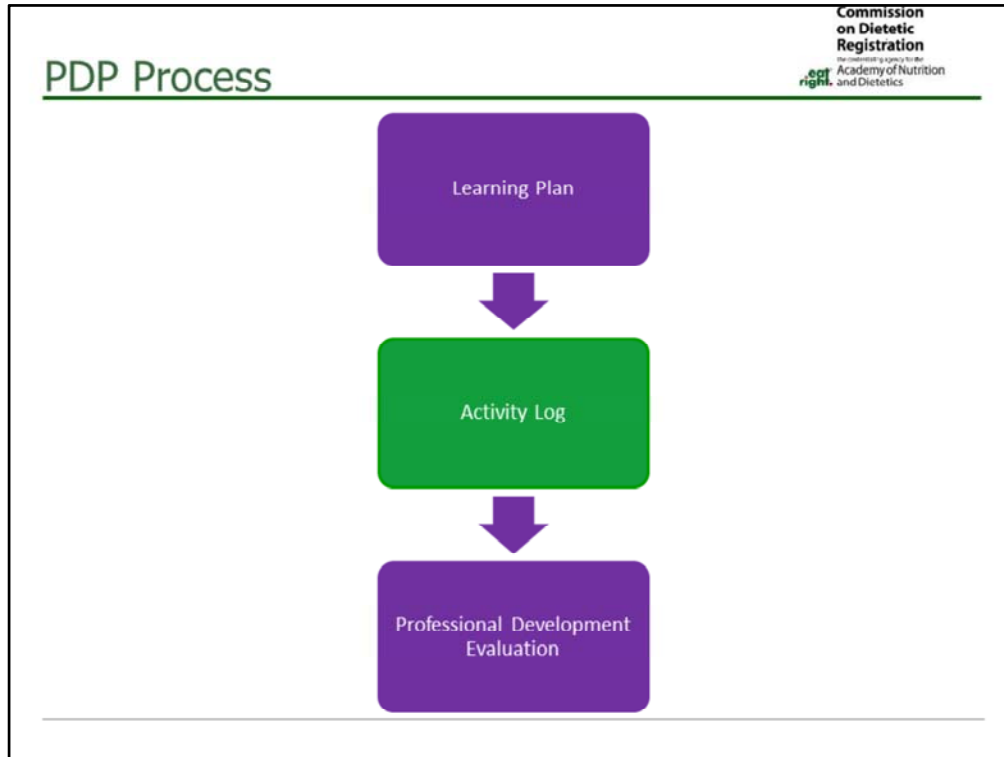
- There are three steps in the Professional Development Portfolio process.
- A new tool, called a Goal Wizard, makes Step 1 in the PDP process more relevant to the practice competencies necessary for dietetics and nutrition practice. At the same time, the Goal Wizard makes this step easier. Here is a brief video to introduce you to the PDP and Goal Wizard. [play video]
- As noted in the Goal Wizard YouTube video, the Goal Wizard is online; it is a tool that uses a decision algorithm based on your responses to a series of questions.
- One outcome of the Goal Wizard is a competency profile that lists the essential practice competencies specific to the roles and responsibilities and future direction you identify in your responses to the questions.
- Practitioners tailor their profiles by adding or deleting essential practice competency goals and performance indicators for the creation of their Learning Plan. The Learning Plan, the second outcome of the Goal Wizard, is the portion that is submitted to CDR.
- Although not credentialed, students have an opportunity to experience the Goal Wizard through a special, separate tool called the Dream Wizard. Using the Dream Wizard, you can create an ideal learning plan. The Dream Wizard is exactly like the actual Goal Wizard that you will use once you are credentialed.



- Step 1 is the Learning Plan. The purpose of this step is to reflect on the 'role' you created:
- [Reflective questions]. Are you working or volunteering in dietetics or nutrition? Not presently employed, newly credentialed? Consider the day-to-day activities and responsibilities of your role. Do you teach? Do you conduct research? Do you participate in quality improvement or food safety programs? Consider potential future changes in your professional status—for example, stay working in the same role or assume a new role or new responsibilities, change the setting from inpatient to catering or client population?
 - Remember—practice in dietetics and nutrition encompasses a number of unique roles in varied settings. [Answers are from students based on the role they developed in homework]
- This step also includes thinking about external factors or trends that may affect nutrition and dietetics practice. One trend might be the aging population.
 - [Reflective question] Can anyone think of other external trends? [Answers] Technology, involvement of government in health care, emphasis on value, emphasis on improved health outcomes, personal health records, others
 - [Reflective question] What type of learning needs will you have for safe, competent practice? [Answer] Knowledge, skill, judgment and attitudes to practice or essential practice competencies.
 - Your own self-reflection is one way to determine your learning needs.
 - [Reflective question] Can anyone list ways to gain insight on your learning needs? [Answers] Input from your manager, Input from colleagues and subject matter assessments. Note that CDR, for example, has an assessment series that practitioners can use to evaluate their knowledge, skills and abilities.
- One area of learning required in every 5-year recertification cycle is Ethics and Professionalism. Based on a recommendation from the Academy of Nutrition and Dietetics Board of Directors, in 2011 CDR voted to require that RDs/RDs and NDTRs/DTRs complete a minimum of 1 continuing professional education unit in Ethics and Professionalism. To ensure that practitioners do not inadvertently miss this requirement, the Goal Wizard will alert them that their Learning Plan needs at least one practice competency and at least one performance indicator in Ethics and Professionalism in order to be submitted to CDR.
- As was mentioned earlier, the Goal Wizard uses a decision algorithm based on your responses to a series of questions to create a competency profile that lists the essential practice competencies specific to the roles and responsibilities and future direction in your responses.
 - However, the competency profile is not your Learning Plan. You evaluate the essential practice competencies listed and determine if these are relevant to you.
 - You might find that the competency profile includes 12 or more practice competencies. This is a large number of competencies to focus on.
 - So this is where you refine your Learning Plan by adding or deleting essential practice competency goals.
 - You can designate some essential practice competencies for your Learning Plan now and save others for later.
 - Next you prioritize your Learning Plan essential practice competency goals. Which is most important? Which is less important?
 - This is also where you will add the performance indicators or action statements that demonstrate the competency in practice to your Learning Plan.



- After using the Goal Wizard, all credentialed dietetics practitioners will submit their Learning Plan and receive approval from CDR.
- [Reflective question] Does anyone know when in the 5-year cycle you need to complete the Goal Wizard and submit your Learning Plan?
- [Answer] Your Learning Plan must be submitted before you participate in CPE activities or no later than 120 days after completing your first CPE activity in your current recertification cycle.



- The Step 2 Activity Log is designed to document your participation in activities that support your Step 1: Learning Plan.
- You update the Activity Log online on an ongoing basis.
- When an RDN has logged between 30 and 74 CPEUs for RDNs or an NDTR has logged between 30 and 49 CPEUs, CDR will provide the opportunity for a one-time, midpoint review of that practitioner's Step 2: Activity Log. You will be able to see which activities were accepted and if any were denied. Once CPE activities have been approved, they cannot be edited or deleted.
- Once an RDN has logged 75 or more CPEUs or an NDTR has logged 50 or more CPEUs, that practitioner can submit them to CDR for final review.
- All CPE activities must be completed by May 31 of the fifth year of the recertification cycle, and your Step 2: Activity Log must be submitted to CDR by June 30 of the fifth year.
- On your Step 2: Activity Log, you describe the application of learning that was derived from each of your CPE activities. Use it to facilitate evaluation (Step 3) of your Learning Plan and the CPE activities in which you participated during this recertification cycle.

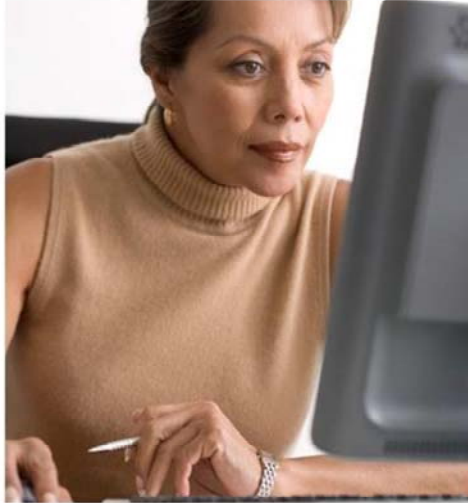
Continuing Professional Education

- Academic coursework
- Case presentations
- Certificate programs
- Exhibits
- Experiential skill development
- Interactive workshops
- Journal clubs
- Lectures/seminars/webinars/teleseminars
- Recorded pre-approved CPE
- Posters
- Professional leadership
- Professional reading
- Research
- Residency and fellowship programs
- Sponsored independent learning
- Study groups
- Certifications
- Pre-approved self-study materials

- In addition to conventional activities, such as seminars, workshops, journal clubs, and self-study, there are several types of activities approved as CPE, as you can see on this slide.
- Your CPE activities must be completed with the 5-year recertification period to be awarded CPEUs.
- RDNs must attain 75 CPEUs and NDTRs must attain 50 CPEUs directed toward their learning plan.

Continuing Professional Education Activities

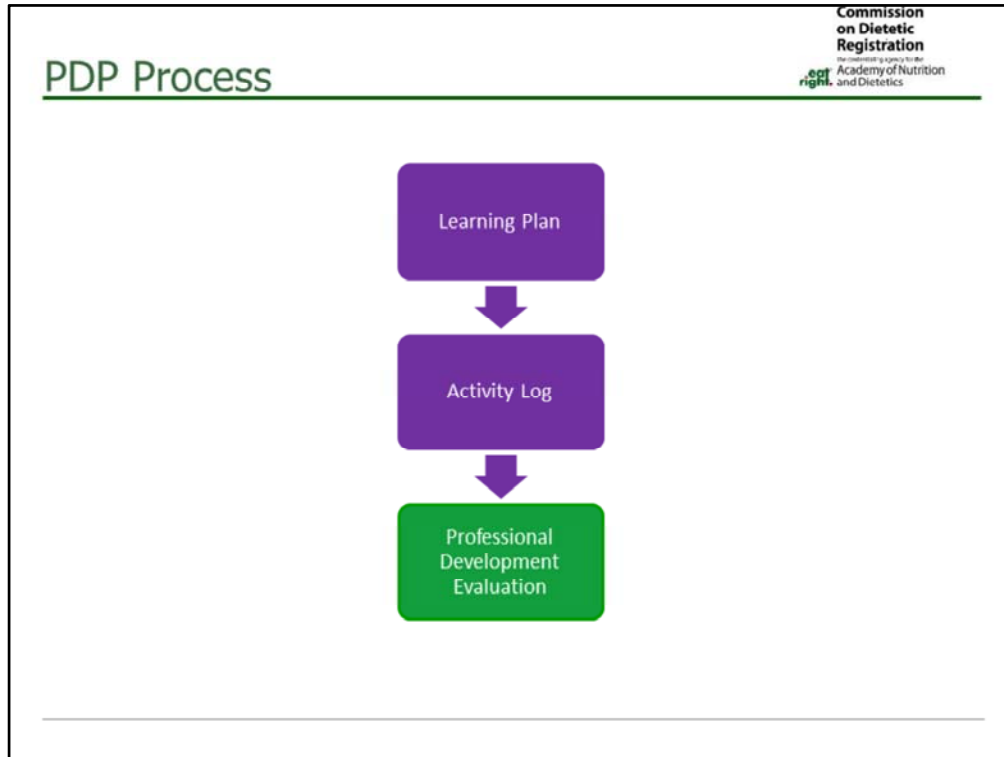
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CPE Database

- CPE Accredited Providers
- Linked to Competencies and Performance Indicators
- On CDR's website

- Fortunately, CDR has a database of activities that you can use to find learning activities that meet your Learning Plan competency goals.
- CDR also accredits providers of continuing professional education.
- These CPE providers are required to list the essential practice competency and performance indicators associated with each learning activity, making it easier to link them to your Learning Plan.
- This database is on CDR's website .
- Learning activities are also linked to the Goal Wizard. So, as you create your Learning Plan, you will be able to directly link to CPE activities that relate to your Learning Plan.



- The purpose of Step 3, the Professional Development Evaluation, is to evaluate what you have learned and how you have applied this learning.
- The outcome is the completed evaluation of the effectiveness of your Learning Plan and CPE activities.
- You may wish to use this information for the Step 1: Learning Plan of your next professional development cycle. In this way, the process becomes continuous improvement.
- During this step, you will consider:
 - How your level of knowledge or skill has changed as a result of your CPE activities.
 - Which kinds of learning activity types were more useful to you (do you have a preferred learning style?).
 - Which CPE providers did you find produced materials or activities that worked best for you?
 - Evaluate the impact of your learning activities on your professional practice.
 - Determine whether you have met each goal and whether you wish to use some of the same goals in your next 5-year recertification cycle.

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PDP Logistics Summary

Requirements


Learning plan

- Submission to CDR within 120 days

Activity log

- Approved learning activities
- 75/50 CPEUs
- Submission to CDR within 5-year cycle

Ethics and professionalism



- [Reflective question] What is the first item that needs to be submitted to CDR?
[Answer] Learning plan
- [Reflective question] When? [Answer] Submission to CDR within 120 days of the first CPE activity
- [Reflective question] What is the second item that needs to be submitted to CDR? [Answer] Activity log
- Your log must include only approved learning activities and 75 (RDNs)/50 (NDTRs) CPEUs and be submitted to CDR within the 5-year cycle. Technically, you can submit the Learning Plan through June 30 of the fifth year; however, you are advised to not wait.
- [Reflective question] Are there any required types of learning? [Answer] Yes. One CPEU regarding ethics and professionalism is required in every certification and recertification cycle.
- In fact, the Goal Wizard will not provide your final Learning Plan unless at least one practice competency and at least one performance indicator in Ethics and Professionalism has been selected.



Questions?

**Professional Development Portfolio
(recertification process for RDNs or RDs
and NDTRs or DTRs):**
Email cdr@eatright.org

Essential Practice Competencies:
Email competencies@eatright.org

If you have questions regarding the Professional Development Portfolio or the essential practice competencies, contact CDR by emailing your question to the correct email address.