

Commission on Dietetic Registration

the credentialing agency for the



Academy of Nutrition
and Dietetics

CONTINUING PROFESSIONAL EDUCATION PROVIDER ACCREDITATION

HANDBOOK AND APPENDIX

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Handbook / Appendix

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CDR's Mission Statement

The Commission on Dietetic Registration (**CDR**) is the *credentialing agency* for the Academy of Nutrition and Dietetics. CDR is guided by its mission of protecting the public through credentialing processes of CDR Credentialed Practitioners and by establishing and enforcing certification and recertification Standards for the dietetics profession.

Intent of CPE Provider Accreditation Program

The intent of the Continuing Professional Education Provider Accreditation Program is to recognize Continuing Professional Education (**CPE**) Providers that have met CDR's CPE Standards. This Handbook and Appendix provides information on the benefits, Standards, and requirements of CDR's CPE Accredited Provider Program. Information about the Professional Development Portfolio, CPE activities, and additional resources are also included.

Continuing Professional Education Accredited Provider status **does not** constitute endorsement by CDR of a Provider, activities, or materials. The Provider is responsible for the content and quality of any CPE activities / materials provided under their assigned Provider number.

CDR Contact Information

If you have any questions / comments about CDR's Continuing Professional Education Provider Accreditation Program please contact:

Commission on Dietetic Registration
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Phone: (800) 877-1600 ext. 5500
cdr@eatright.org

CPE Provider Accreditation Program Applicant Eligibility

Only applicants headquartered within the United States will be considered for the CPE Provider Accreditation Program through the Commission on Dietetic Registration. However, CDR will accept Prior Approval Requests from international providers.

Benefits of Becoming a CPE Accredited Provider

The intent of the Continuing Professional Education Provider Accreditation Program is to recognize CPE Providers that have met CDR's CPE Standards.

Recognition

by CDR, dietetics professionals, and state dietetic licensure agencies as a Provider that meets CDR's Standards for Continuing Professional Education.

Enhanced Practitioner Satisfaction

by targeting activities to address practitioners learning interests, which will be identified and given to CPE Providers in a complimentary annual report.

by offering certificates of completion, which meets state licensure and CDR recertification requirements.

Marketing Opportunities

with exposure to a market of over **90,000** CDR Credentialed Practitioners.

through promotion of individual CPE activities in the CDR CPE Database, which is searchable to CDR Credentialed Practitioners online. (www.cdrnet.org/go/and/cdr/cpe_search.cfm)

as a CPE Accredited Provider on CDR's website.

by approval to use the CDR CPE Provider Accreditation Logo while marketing CPE activities and materials.

Streamlined Process

with a brief CPE Provider Accreditation Renewal Application process only every **three (3) years**.

by eliminating the requirement to submit individual CPE activities by CDR Prior Approval Requests.

CPE Provider Accreditation Program Standards

There are **twelve (12)** Standards that CPE Providers must meet to be awarded CPE Provider Accreditation status with the Commission on Dietetic Registration. A New Provider Application for Accreditation can be found by the link below.

www.cdrnet.org/accredited-provider-information

As an Accredited Provider, you have agreed to offer Continuing Professional Education activities that comply with the CDR Provider Accreditation Program Standards.

I. The mission of the CPE Provider is consistent with CDR's content criteria for Continuing Professional Education.

Definition and Philosophy

CDR defines CPE as education beyond that required for entry into the profession, as defined in the CDR Dietetics Practice Audit. The CDR Credentialed Practitioners engages in lifelong learning to maintain and improve knowledge and skills for competent practice.

Content Criteria and Requirements for Maintaining Registration

CPE involves endeavors that exceed usual or routine employment responsibilities and are designed to accomplish the following four goals:

1. Facilitate lifelong learning by updating, enhancing, or assessing knowledge and skills
2. Implement an individual Learning Plan
3. Relate to the conceptual framework of the dietetics profession
4. Provide outcomes that apply to practice

CDR requires CPE Activities Pertain to Dietetics

Dietetics related is defined as the integration, application, and communication of principles derived from food, nutrition, social, business and basic sciences to achieve and maintain optimal nutrition status of individuals through the development, provision and management of effective food and nutrition services in a variety of settings.

Checklist for Continuing Professional Education Activities That You Provide

- Facilitate lifelong learning by updating, enhancing, or assessing knowledge and skills outlined in the essential practice competencies
- Help you implement an individual Learning Plan
- Are dietetics related
 - Dietetics related means: The integration, application, and communication of principles derived from food, nutrition, social, business, and basic sciences to achieve and maintain optimal nutritional status of individuals through the development, provision, and management of effective food and nutrition services in a variety of settings and as defined by the essential practice competencies*
- Are targeted academically to beyond entry-level dietetics professionals and provide learning outcomes that apply to professional practice or intended practice
- Are developed by instructors or individuals who have appropriate academic training, certification, or demonstrated expertise to present or develop materials in a particular subject area
 - Academic degrees should be relevant and from a US regionally Accredited institution. Foreign academic degrees Accredited by foreign equivalent institutions are accepted on the condition that they have been verified by one of the agencies listed on the Independent Foreign Degree Evaluation Agencies list in the Professional Development Portfolio Appendix. Publications in scientific, peer-reviewed professional journals or presentations at scientific, peer-reviewed conferences may also be used to help establish expertise*
- Demonstrate that content, quality, and scientific integrity of the activities and materials are maintained
- Presentations and materials that are clinical in nature are evidence-based. A balanced discussion of the topic, including risk versus benefit information where appropriate, is ensured. Controversial or disputed issues are presented as such and supported by documentation from current and reputable, refereed, scientific journals
- Disclose potential conflicts of interest, including commercial bias
- Are (typically) a minimum of one (1) contact hour in length. Exceptions include professional reading, poster presentations and exhibits, and self study activities, which can be a minimum of 0.5 CPEUs

II. Prior Approval requests submitted from other organizations must be directed to CDR.

As an Accredited Provider, you are not authorized to review, approve, or charge a fee for prior approval requests that may be submitted to you from other organizations. Accredited Providers are strictly limited to creating and approving their own activities that comply with the Commission on Dietetic Registration's CPE Guidelines and Accredited Provider Standards. If Accredited Providers are approached about approving prior approval requests from other organizations, they will immediately direct these inquiries to the Commission on Dietetic Registration.

III. The activities are based on an identified learning need of CDR Credentialed Practitioners.

Each year CDR CPE Accredited Providers will receive a complimentary annual report of CDR Credentialed Practitioner's learning interests. Use of the data in planning CPE activities / materials meets this Standard. Providers are also encouraged to collect and utilize the learning interest data to develop CPE activities / materials.

IV. Explicit educational objectives or intended learning outcomes are prepared.

Educational objectives or learning outcomes will be clearly stated and measurable. The number of educational objectives or learning outcomes will be appropriate for the type and length of the CPE activity.

V. Qualified personnel plan and conduct CPE activities of high quality.

Instructors or Individuals Mandatory Qualifications for Developing CPE Materials

Be competent in the subject matter.

Instructors or individuals that develop CPE materials will have appropriate academic training, certification or demonstrated expertise to present or develop materials in a particular subject area. Academic degrees should be relevant, and from a US, regionally-Accredited institution. Publications in scientific, peer-reviewed professional journals or presentations at scientific, peer-reviewed conferences may also be used to help establish expertise.

Present information based on scientific principles and current information.

The Provider is responsible for the content, quality, and scientific integrity of the activities. ***Potential conflicts of interest, including commercial bias will be disclosed.*** A balanced discussion of the topic, including risk versus benefit information where appropriate, will be ensured. ***Controversial or disputed issues must be presented as such, supported by documentation from current and reputable refereed scientific journals.***

Be knowledgeable and skilled in instructional methods appropriate for adults.

The Professional Development Portfolio recertification process for CDR Credentialed Practitioners is grounded on the principles of adult learning. It is essential that instructors or individuals that develop CPE materials are familiar with instructional methods appropriate for adults. Materials are provided in the Appendix of this Handbook to give to instructors or individuals who develop CPE materials to assist in meeting this aspect of the Standard; however, Providers may use other approaches to ensure that these individuals are knowledgeable and skilled in instructional methods appropriate for adults.

Utilize instructional methods appropriate to meet the educational objectives or learning outcomes.

Not only is it important to use instructional methods appropriate for adults, the instructional methods should be congruent with the objectives or outcomes. For example, if the objective or outcome is to measure body fat using a skin fold caliper, learners should be given an opportunity to practice this skill.

VI. Content and instructional methods are appropriate for the educational objectives or learning outcomes.

The content will directly relate to the outcome of the activities / materials. Each individual has a unique preference for learning. The Portfolio process embraces diversity in learning style preferences. Therefore, Providers will incorporate a variety of learning experiences in educational activities / materials.

VII. The level of the activity is identified, as described by CDR.

To assist CDR Credentialed Practitioners in selecting appropriate CPE activities and Providers for developing CPE activities, the following levels provide guidance for describing individual activities or materials:

- Level I:** Assumes that the participant has little or no prior knowledge of the area(s) covered. The focus of the activity is to increase the core knowledge of the participant.
- Level II:** Assumes that the participant has general knowledge of the literature and professional practice within the area(s) covered. The focus of the activity is to enhance knowledge and application of the participant.
- Level III:** Assumes that the participant has thorough knowledge of the literature and professional practice within the area(s) covered. The focus of the activity is synthesis of recent advances and future directions.

VIII. The educational objectives or learning outcomes of the activities are assessed.

Learners will be aware that the educational objectives or learning outcomes of the activity will be assessed. Examples of assessment of objectives or outcomes include, but are not limited to, case studies, role-play scenarios, test questions, or action planning.

IX. The activity is evaluated.

Providers will offer an opportunity for learners to evaluate the CPE activity. Further, Providers will regularly use this important feedback to continually improve the activities / materials offered.

Learners must also be notified that they may submit evaluations of the quality of activities / materials on the CDR website. This information will be transmitted to Accredited Providers. Poor evaluations of activities / materials may trigger an audit of the activities / materials by CDR. In addition, activities / materials may be randomly audited by CDR to determine compliance with the CPE Accreditation Standards.

X. A certificate of attendance or completion is provided to the learner and records of attendance are maintained for seven (7) years.

A certificate of attendance or completion will be provided for each individual who completes the education activity. Each certificate will include the following information:

The image shows a sample 'Continuing Professional Education Certificate of Attendance -Attendee Copy-' form. The form is framed in purple and contains the following fields and text:

- Commission on Dietetic Registration** logo (with 'eat right.' tagline) and 'the credentialing agency for the Academy of Nutrition and Dietetics' text.
- Continuing Professional Education Certificate of Attendance -Attendee Copy-** title.
- Participant's Name: _____
- Participant's Registration ID Number: _____
- Activity Title: _____
- Activity Number: _____ CPE Level: _____
- Date Completed: _____ Number of CPEUs Awarded: _____
- *Learning Need Code(s): _____
OR
*Performance Indicator(s): _____
- Provider Signature: _____
- Bottom right text: **RETAIN ORIGINAL COPY FOR YOUR RECORDS**
**Refer to your Professional Development Portfolio and Recertification Cycle*

A large, light gray 'SAMPLE' watermark is overlaid diagonally across the center of the form.

Records of activities / materials completion will be maintained for **seven (7) years**. Procedures will be in place so CDR Credentialed Practitioners can receive documentation, in a timely manner, of their attendance or completion of a CPE activity.

XI. Policies are established related to commercial support and full disclosure.

The Provider will have policies to disclose, in advance, any potential conflicts of interest including any source of compensation related to the activities / materials. These policies will extend to instructors or individuals developing CPE materials. A sample policy is included in the Appendix.

XII. Accreditation Standards are consistently followed.

CDR will monitor CPE Accredited Providers on an ongoing basis to ensure that the Standards are consistently met. Some of the ways Providers will be monitored include:

CDR Credentialed Practitioners will be encouraged to contact CDR if they feel a Provider is not meeting the CPE Provider Accreditation Standards.

CDR may periodically request activity attendance information to gather feedback from attendees on Provider performance in achieving the Standards.

CDR may also request activities / materials or attend activities to directly observe the CPE Accredited Provider activities.

Complaints or Concerns

If CDR receives a complaint or identifies through its monitoring that a Provider may not be in compliance with the Standards, CDR will contact the Provider in writing to request documentation for its investigation and request a response to the complaint or concern within ***thirty (30) business days***. If the Accredited Provider ***does not*** provide the requested documentation within ***thirty (30) business days***, CDR will consider the complaint substantiated, and may initiate actions up to and including revocation of Accredited Provider status. There are three possible outcomes of complaint investigations:

Complaint or Concern Not Substantiated

If CDR is unable to substantiate the complaint or concern identified and is satisfied that the Accredited Provider activities and products are of an acceptable quality, the Provider will be notified within ***fifteen (15) business days*** of this determination, and no further action is required.

Complaint or Concern Partially Substantiated

If, after investigation, the complaint or concern is not fully substantiated, yet CDR has developed concerns or reservations about the Accredited Provider activities or products then a letter of concern may be issued. The letter will identify the activity or product and the specific concerns. Suggested remedies may be included, up to and including a suggestion that the Provider voluntarily modify certain activities or withdraw certain products from future sales. The Provider will be notified within ***fifteen (15) business days*** of this determination. Provider Accreditation status will not be affected. The Provider will be informed that failure to comply with the suggested remedies may result in reconsideration of the matter.

Complaint or Concern Substantiated or Documentation not Provided

If the complaint or concern is substantiated during the CDR investigation, or if the Provider ***does not*** submit requested documentation to CDR within ***thirty (30) business days*** of the request, CDR may issue one of the following:

Letter of Concern

A letter of concern to the Provider will identify the CDR finding and the activity or product and specific concerns. Suggested remedies may be included, up to and including a suggestion that the Provider voluntarily modify certain activities or withdraw certain products from future sales. Such a letter will be transmitted within ***fifteen (15) business days*** of this determination.

Sanctions

The letter will identify the CDR finding and the activity and / or product and specific concerns. Suggested remedies may be included, up to and including a requirement that the Provider modify certain activities or withdraw certain products from future sales. Such a letter will be transmitted within **fifteen (15) business days** of this determination. The Provider will be informed that failure to comply with the CDR requirements / remedies may result in probation or loss of Accredited Provider status.

Probation

The Provider will be notified in writing of being placed on probation for a specified period. If not already provided, CDR will request that the documentation for its investigation be submitted within **thirty (30) business days**, or additional information may be requested. The letter will identify the CDR finding and the activity and / or product and specific concerns. Suggested remedies may be included, up to and including a requirement that the Provider modify certain activities or withdraw certain products from future sales. If the requirements / remedies are successfully completed by the end of the probationary period, the probation will terminate. The Provider will be informed that failure to comply with the CDR requirements / remedies may result in continued probation or loss of Accredited Provider status.

Revocation

If, upon investigation, CDR feels that the continued Accreditation of the Provider would not benefit the dietetics profession or could constitute a threat to the public health, safety or welfare, the Accredited status can be revoked. The Accredited Provider will be notified via secure mail of the revocation, and informed of the appeal procedures. The yearly maintenance fee will not be refunded.

Appeals of Adverse Decisions

The CPE Provider may appeal an adverse decision related to Continuing Professional Education Provider Accreditation status. Please refer to the Appeal process on **page 9** of the Handbook.

CPE Accredited Provider Number

Each CPE Accredited Provider will be assigned a unique Provider number, and the Provider is responsible for the content and quality of any CPE activities / materials provided under their assigned Provider number. All activities / materials must cite the CDR Provider number. In addition, all correspondence with CDR will include the Provider number.

Marketing Opportunities

Becoming a CDR CPE Accredited Provider offers exposure to a market of over **90,000** CDR Credentialed Practitioners.

CDR will list all CPE Accredited Providers on CDR's website, www.cdrnet.org, along with contact information for reaching Providers.

Online Continuing Professional Education (CPE) Database

The Online Continuing Professional Education (CPE) Database provides an excellent opportunity for promotion of CPE activities. CPE courses offered by Accredited Providers are identified as such in the Database and CPE Accredited Providers are given mandatory access to the Database. Database instructions and login information are emailed to CPE Accredited Providers to allow input of pertinent CPE activity information. CDR Credentialed Practitioners will be able to locate activities by topic, location, provider, activity type, learning need, and date. **All CPE Accredited Providers are responsible for providing CDR's online CPE Database with the most current and accurate CPE activity information for ALL activity offerings for CDR Credentialed Practitioners.**

CDR Logo

CDR encourages CPE Accredited Providers to use the CDR CPE Accredited Provider Logo on all activities / materials related to continuing education.

Continuing Professional Education Accredited Provider status **does not** constitute endorsement by CDR of a Provider, activities / materials. However, to distinguish those Providers that have met CDR's Standards, Providers are permitted to use the following statement regarding Accreditation with CDR:

“(Provider's name) is a Continuing Professional Education (CPE) Accredited Provider with the Commission on Dietetic Registration (CDR). CDR Credentialed Practitioners will receive xx Continuing Professional Education units (CPEUs) for completion of this activities / materials.”

Restrictions

The CDR Logo and statement are reserved for CPE Accredited Providers only. The Logo can only be reproduced in black and white. The Logo and statement may not be used in the promotion of any other products and services.

Streamlined Process

Rather than completing CDR Prior Approval Requests for individual CPE activities, Providers complete the CPE Provider Accreditation Application process, eliminating the requirement for recurring paperwork during the **three (3) year** CPE Accreditation period. After every **three (3) year** period, Accredited Providers will receive a CPE Provider Accreditation Renewal Application along with their maintenance fee invoice.

Length of Accreditation

Accreditation will be granted for **three (3) years** for Providers that meet the Standards. If at any time the Provider elects not to participate in the CPE Provider Accreditation Program, the Provider will notify CDR immediately and refrain from using the CDR CPE Accredited Provider Logo, statement, and number. **The Provider will also inform CDR Credentialed Practitioners of a change in its CPE Provider Accreditation status.**

CPE Provider Accreditation Program Fees

CPE ACCREDITED PROVIDER FEES / ACADEMY OF NUTRITION AND DIETETICS AFFILIATE FEES <i>(Accreditation is valid for three (3) years)</i>		
	CPE Providers	CPE Providers (Academy of Nutrition and Dietetics Affiliates)
Application Fee	\$250.00 (Non-Refundable)	No Charge
Annual Maintenance Fee <i>(If approved for accreditation)</i>	\$300.00 (Non-Refundable)	No Charge

CPE Provider Accreditation Program Appeals Process

This section sets forth the procedures for appeals of adverse decisions related to the Commission on Dietetic Registration's Continuing Professional Education Provider Accreditation.

An Appeal is defined as a written petition from an organization questioning the adverse decision of CPE Provider Accreditation. An organization may submit an appeal within **thirty (30) business days** after receipt of the initial notification of the adverse decision letter.

Procedures for Appeal

Subject of Appeal

An organization may appeal any decision of the Commission on Dietetic Registration which impacts the organization.

Appeal of CDR Decisions

1. An organization may appeal decisions regarding the CPE Provider Accreditation Program process by filing written notification of the intent to appeal and the basis of the initial appeal. Such written notification shall be filed with the Director of the Office on Dietetic Credentialing for the Commission on Dietetic Registration (the "Director") within **thirty (30) business days** after notification of an adverse decision.

The Director will refer the matter to the Chairman of the Appeals Panel of the Commission on Dietetic Registration, which will consider the appeal at its next regularly scheduled meeting.

2. The Director will notify the appellant of the decision of the Appeals Panel of the Commission on Dietetic Registration within **thirty (30) business days** of the decision. Notification of the decision will be sent by certified mail, return receipt requested.
3. Further written appeal and the basis for such an appeal of the decision of the CDR Appeals Panel shall be sent by the organization to the Director within **thirty (30) business days** after notification of the decision. The Director will refer the matter to the Chairperson of the Commission on Dietetic Registration for a hearing at the next regularly scheduled meeting of the Commission.
4. The Director will notify the appellant of the decision of the Commission on Dietetic Registration as soon as practicable after the Commission's decision. The notification will be sent by certified mail, return receipt requested.
5. If there is a disagreement with the decision by the Commission on Dietetic Registration, a final appeal may be filed with the ADA Appeals Committee.

Guiding and Documenting Professional Development

For the past **thirty (30) years**, the recertification process has been based on mandatory continuing education hour reporting. The value of continuing education is not disputed. It is estimated that the half-life of dietetics education is about **three (3) years**. CPE can keep practitioners abreast of changes in the field and can keep practice state-of-the-art. The Portfolio builds upon the value of CPE.

Effective CPE is more complex than information transfer. It requires such steps as: identifying what needs to be learned, using educational methods that optimize learning, developing strategies to implement what has been learned, and transferring new learning into practice.

What can CDR do to improve the effectiveness of CPE? The aim of the Portfolio is to foster and facilitate lifelong learning and to provide tools to assist in professional development. Responsible, lifelong learning is continuous learning that is self-initiated, self-directed, and self-evaluated, undertaken for the purpose of professional development, personal enhancement, or quality of care improvement. It is CDR's intent to strengthen the current system to improve the effectiveness of professional development through self-directed, lifelong learning.

[Click here for the Professional Development Portfolio](#)

With the transition from a knowledge-based to a competency-based PDP process, the PDP recertification process has become a more streamlined 3-step process that includes the following steps:

Step 1: Learning Plan

Formerly Step 3, this step entails completing a learning plan by using the Goal Wizard tool, which will help practitioners reflect on and assess their current and future professional learning needs and goals in order to first develop a personalized Practice Competency Profile that indicates competencies and performance indicators relevant to their practice. Practitioners then use the competencies and performance indicators that they select for this Profile to develop, complete, and finalize their Learning Plan.

Step 2: Activity Log

Formerly Step 4, the Activity Log is designed for practitioners to document participation in activities that support their Learning Plan. Practitioners are required to update it on an ongoing basis and keep appropriate documentation of the activities completed. ***RDs / RDNs must achieve seventy-five (75) Continuing Professional Education Units (CPEUs) and DTRs / NDTRs must achieve fifty (50) CPEUs during a five-year reporting period.***

Step 3: Professional Development Evaluation

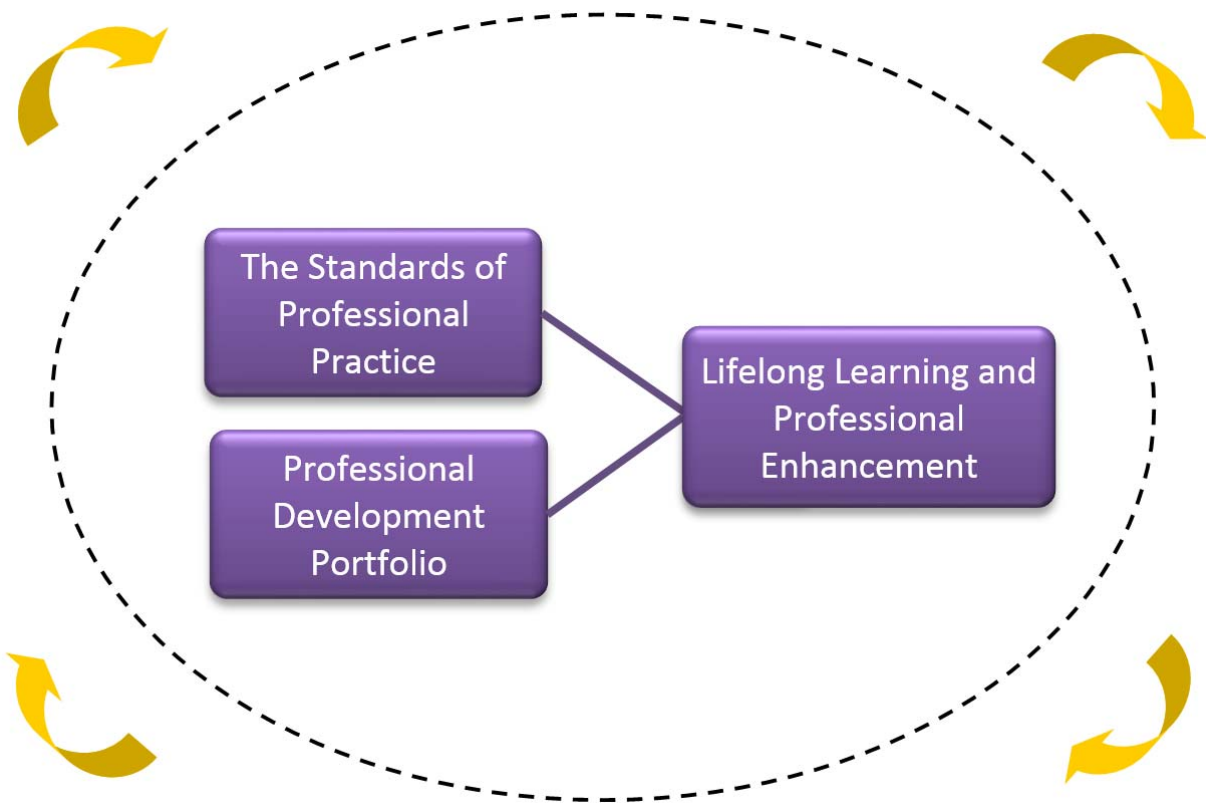
Formerly Step 5, the Professional Development Evaluation occurs at the end of the recertification cycle. Step 3 is a self-evaluation process that helps practitioners determine what goals and performance indicators they have met on their Learning Plan. The purpose of this step is to evaluate their level of competence in what they have learned and how they have applied this learning. The outcome is the completed evaluation of the effectiveness of their Learning Plan and CPE activities

Professional Accountability

How does the Portfolio enhance accountability? The Portfolio works in conjunction with the Code of Ethics for the Profession of Dietetics* and the Standards of Professional Practice* to improve dietetics practice and to promote professional competence through personal accountability. The Portfolio supports the CDR Credentialed Practitioners taking responsibility for his or her own professional development.

*Code of Ethics for the Profession of Dietetics. *J Am Diet Assoc.* 1999; 99:109-113.

*The Academy of Nutrition and Dietetics Standards of Professional Practice for Dietetics Professionals. *J Am Diet Assoc.* 1998; 98:83-87.



By grounding the process in professional practice, the professional assumes responsibility for selecting learning activities that have a direct relationship to that practice. CDR's role then shifts from approving or denying CPE activities to one of providing professionals with the tools for self-directed learning, verifying that each step in the process has been completed and meets minimum guidelines. In response to feedback from practitioners asking for enhanced accountability, Portfolios will be audited at random and by identified triggers.

CPE Guidelines and Retention Documentation

The following information will help guide you in successfully offering Continuing Professional Education

Live Activity

Educational objectives, describing anticipated outcomes for each session.

A Timing outline, detailing all the time spent in sessions, meals, breaks, testing, etc. All hours are awarded for learning time only.

Information regarding the target audience (target audience cannot include the lay public).

Qualifications of speaker(s) / presenter(s). These should be a resume or Curriculum Vitae. CDR needs to be able to confirm this is developed by instructors or individuals that have appropriate academic training and/or demonstrate expertise to present or develop materials in this particular subject area.

Live Activity: Additional Guidelines for Study Group or Journal Club

The term "journal club" refers to a specific type of study group, i.e., one which restricts its resources to published journal articles. Study groups may, however, employ a broader range of resources: Self Study materials, audio-tapes, video-tapes, journal articles, books, published lectures, etc.

*The minimum number of CDR Credentialed Practitioners required for a study group or journal club is **three (3)**. Most study groups meet **once a month** for **1-2 hours** and thus enable their members to obtain **12-24 CPE hours a year**. You are free to tailor this to your own needs. As of **June 1, 2001**, Prior Approval is no longer required of study groups or journal clubs, however, CDR encourages that the activity for the entire year be pre-planned before the first meeting to ensure that any group which undertakes continuing professional education activities will establish a well-organized and well-designed activity.*

*It is encouraged that specific limited topics be selected for each planned meeting. A resource list should be identified at the onset. Specific resources need not be identified for each topic; the requirement is merely that the study group identify possible resources on which it will be drawing during the coming year. **Materials should not be older than five (5) years.***

Self Study Activity

Educational objectives, describing anticipated outcomes for each session.

A Timing outline, detailing all the time spent in sessions, meals, breaks, testing, etc. All hours are awarded for learning time only.

Information regarding the target audience (target audience cannot include the lay public).

Qualifications of speaker(s) / presenter(s). These should be a resume or Curriculum Vitae. CDR needs to be able to confirm this is developed by instructors or individuals that have appropriate academic training and/or demonstrate expertise to present or develop materials in this particular subject area.

Access to Self Study activities (either physical or electronic), including objectives of the activity stated in operational behavioral terms.

A bibliography for reference and further reading. Complete references must be cited. Controversial or disputed issues must be presented as such, with documentation from current and reputable refereed scientific journals.

***Three letters from content experts.** Letters should attest to the CPE content appropriateness for CDR Credentialed Practitioners with specific comments. The letters should also attest to the length of time required to complete the activity. **The content experts should not be associated with the Provider in any way.** A biography, resume, or Curriculum Vitae must be included for each content expert.*

Documentation of the background in test item development of the item writers (i.e., participation in class, workshop on item writing techniques including sponsoring organization's name).

**CONTINUING PROFESSIONAL EDUCATION
SELF STUDY MATERIAL
SUBJECT MATTER EXPERT REVIEW FORM**

TO BE USED ONLY BY THOSE REVIEWING / EVALUATING SELF STUDY MATERIALS

CPE Product Title:	Provider:
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Publication Date:	Review Date:
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Name of Reviewer:	Reviewer Educational Qualifications:
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Demonstrated Expertise in the Content Area:

Terminology Clearly Defined:

CPE Level: Level I: Introductory Level II: General Knowledge Level III: Synthesis Level

Course Objectives: Clearly Stated Met

References Used: Primary Appropriate Current Accurate
 Secondary Comprehensive Cited Properly

Recommended For: RD or RDN DTR or NDTR Other

Is information presented accurate and up-to-date?

TO BE USED ONLY BY THOSE REVIEWING / EVALUATING SELF STUDY MATERIALS

(Continued)

Are there editing problems? (incorrect spellings, capitalization, punctuation, spacing?) Is information presented clearly, at an appropriate reading level?

Is material presented objectively? Are all sides of controversial issues presented fairly?

Your estimate of the amount of time an average CDR Credentialed Practitioners would take to complete this self-assessment product.

_____ (in ½ hour increments)

Are the contents of this product evidence-based and if not, why?

*Confidential comments (for CDR review only):

*Comments / recommendations for author:

Signature

Date

*Attach additional comments as needed

Commercial Support and Full Disclosure Statement

Policy

Potential conflicts of interest, including any source of compensation related to activities / materials, will be disclosed in advance.

Procedures

- A.** Sources for funding of Continuing Professional Education activities / materials will be acknowledged in advance in the educational handouts or materials without reference to specific products.
- B.** Marketing materials for continuing professional activities / materials will indicate the sponsor or sources of funding without reference to specific products.
- C.** Commercial promotional materials or products will not be displayed or distributed in the same room immediately before, during, or immediately after a Continuing Professional Education activity.
- D.** Instructors or developers of materials with commercial support or other potential conflict of interest shall disclose this information to professionals prior to Continuing Professional Education activities in a statement or materials such as brochures, syllabi, exhibits, poster sessions, printed or electronic materials and also in post- activities / materials or publications.
- E.** Instructors or developers of activities are not to exclusively support or promote a product or viewpoint in the content of an activity or materials as a condition of financial support.
- F.** When representatives providing funding for Continuing Professional Education activities are present at activities, they will not engage in sales or promotional activities while in the room where the activity takes place.

SAMPLE DISCLOSURE STATEMENT

I hereby certify that, to the best of my knowledge, no aspect of my current personal or professional circumstance places me in the position of having a conflict of interest with this presentation.

I hereby certify that, to the best of my knowledge, neither I (including any member of my immediate family) nor any individual or entity with whom or with which I have a significant working relationship have (has) received something of value from a commercial party related directly or indirectly to the subject of this presentation.

The foregoing statements are true without exception.

The foregoing statements are true except as reported in detail below.

AFFILIATION / FINANCIAL INTERESTS

CORPORATE ORGANIZATION

Grants / Research Support

Consultant

Stock Shareholder Honorarium

Other Financial and Material Support

While an interest or affiliation with a corporate organization **does not** prevent you from making a presentation, the relationship must be made known to attendees. Failure to complete and return this form will require _____ to identify a replacement for your presentation.

Print Name

Title

Signature

Date

Adult Learning

The Commission on Dietetic Registration (CDR) has created a new recertification process for CDR Credentialed Practitioners the Professional Development Portfolio. The aim of the Portfolio is to foster and facilitate lifelong learning and to provide CDR Credentialed Practitioners with tools to assist in professional development.

CDR embraces the philosophy of lifelong learning encouraged in The Academy of Nutrition and Dietetics Standards of Professional Practice directed towards professional development, personal enhancement, and quality of care improvement. CDR believes that the Portfolio supports the CDR Credentialed Practitioners taking responsibility for his or her own professional development.

An essential element of professional development for CDR Credentialed Practitioners is involvement in Continuing Professional Education that reinforces the aim of the Portfolio. Therefore, as an instructor or individual that develops CPE materials for CDR Credentialed Practitioners, you are an essential part of their professional development.

Adult Learners

The literature is rich with information to assist in the development of learning opportunities for adults. The following are some aspects of adult learning that are important to consider:

Experience

Adult learners bring an array of experiences to learning, and these experiences should be an integral part of the learning process.

Readiness to Learn

Motivation and readiness to learn, in some cases, are related. The steps in the Portfolio facilitate self-reflection, learning needs assessment, and Learning Plan development. As a result, the CDR Credentialed Practitioners is prepared for learning with an individualized plan that provides a blueprint for reaching his or her goals.

Problem-Centered

Adult learners reflect on their experiences as they incorporate new learning. Adults often seek out learning experiences in response to a problem or situation. Learning experiences that provide an opportunity for individuals to apply the information will increase the likelihood that the new learning will be transferred into practice.

1Baden C. Adult learning in associations: Models for good practice. American Society of Association Executives, Washington, DC, 1998.

Self-Directed and Interdependent

The Portfolio is designed to assist professionals with becoming self-directed learners. Many traditional educational learning experiences, however, have been directed (i.e., lecture style teaching). Reinforcement strategies, such as collaboration in establishing the outcomes of learning and learning techniques such as discussion groups, help strengthen self-directed learning.

While adult learning is self-directed, it is also interdependent. Problems or challenges for practitioners occur in the work or volunteer environment that prompts them to seek out learning. Providing opportunities for CDR Credentialed Practitioners to collaborate with others to solve problems can be very valuable.

Learning style preferences

Each individual has a unique preference for learning. Some individuals prefer active learning, a hands-on approach. Others learn best by a passive role in learning. The Portfolio process embraces diversity in learning style preferences. Therefore, it is essential to incorporate a variety of learning experiences in educational activities / materials.

Learning Methods

In addition to lecture format, here are some different types of learning activities:

Coaching	Observation
Case Review	Role Play
Discussion or Study Group	Self-Assessment
Distance Education	Self Study
Experiential Skill Development	Seminar
Games	Sponsored Independent Learning (e.g. mentoring relationships)
Journal Club	

Additional Reading

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