

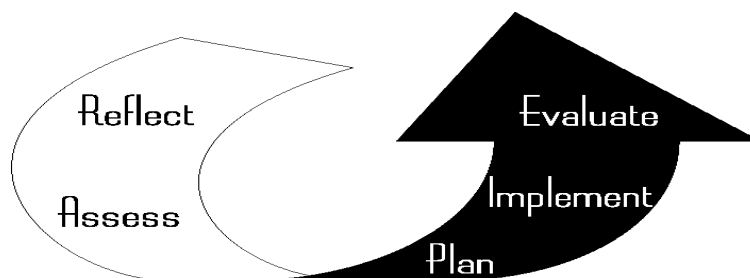
***PROFESSIONAL DEVELOPMENT PORTFOLIO: GUIDING AND DOCUMENTING  
PROFESSIONAL DEVELOPMENT***

For the past 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.

The *Portfolio* builds on the value of CPE and includes the following steps:



## ***PROFESSIONAL DEVELOPMENT PORTFOLIO STEPS***

### **Step 1: Professional Self-Reflection**

This first step in the process is to reflect on professional practice in order to establish professional goals in dietetics.

### **Step 2: Learning Needs Assessment**

The second step is to conduct a learning needs assessment. Needs assessment helps identify what practitioners know now and what they need to know to reach their goals. Given rapid technological and research developments, a goal may be to maintain expertise in an area of practice.

### **Step 3: Learning Plan Development**

The third step is to develop an individualized learning plan to map out or develop a blueprint for reaching goals. A learning plan may be focused on a specific content or area of practice, or on broad-based areas as determined by individual needs and goals.

### **Step 4: Implementation of the Learning Plan**

The fourth step is to implement the learning plan through participation in professional development. This step includes the maintenance of a log of these activities as part of the *Portfolio*. RDs must achieve seventy-five (75) Continuing Professional Education Units (CPEUs) and DTRs must achieve fifty (50) CPEUs during a five-year reporting period, with one (1) CPEU equaling one (1) contact hour of an activity in most cases.

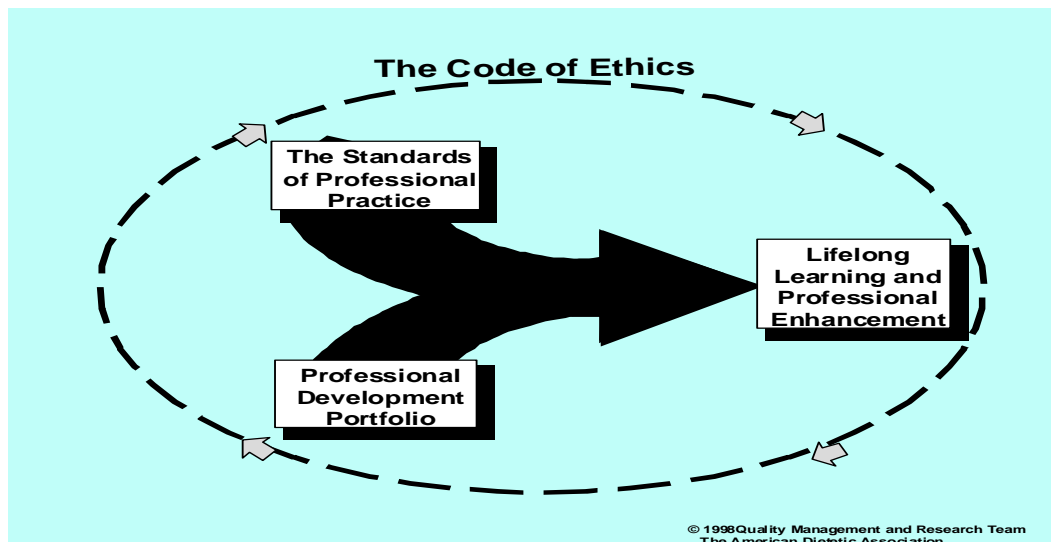
### **Step 5: Evaluation of Learning Plan Outcomes**

The fifth step is to evaluate the learning plan outcome and application to practice. The *Portfolio* documentation, submitted to CDR before the end of the five-year recertification period, includes the learning plan and a log of the completed CPE activities.

CPE remains an integral part of the *Portfolio* process; however, the additional steps—reflection, learning needs assessment, learning plan development, and learning plan outcomes evaluation—strengthen CPE and the recertification process.

## PROFESSIONAL ACCOUNTABILITY

How does the *Portfolio* enhance accountability? The *Portfolio* works in conjunction with the *Code of Ethics for the Profession of Dietetics*<sup>1</sup> and the *Standards of Professional Practice*<sup>2</sup> to improve dietetics practice and to promote professional competence through personal accountability. The *Portfolio* supports the dietetics professional taking responsibility for his or her own professional development.



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.

<sup>1</sup>Code of Ethics for the Profession of Dietetics. *J Am Diet Assoc.* 1999; 99:109-113.

<sup>2</sup>The Academy of Nutrition and Dietetics Standards of Professional Practice for Dietetics Professionals. *J Am Diet Assoc.* 1998; 98:83-87.

## MORE INFORMATION

For additional information on the *Portfolio*, refer to CDR's Web site, [www.cdnet.org](http://www.cdnet.org).

<p>CPE Accredited Provider</p> <hr/> <p>Commission on Dietetic Registration</p> <p><small>the organizing agency for the Academy of Nutrition and Dietetics</small></p>	<p><b>COMMISSION ON DIETETIC REGISTRATION CONTINUING PROFESSIONAL EDUCATION PROVIDER ACCREDITATION HANDBOOK CONTINUING PROFESSIONAL EDUCATION</b></p>
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**SEE ENCLOSED CONTINUING PROFESSIONAL  
EDUCATION GUIDELINES**

<p>CPE Accredited Provider</p> <hr/> <p><b>Commission on Dietetic Registration</b></p> <p><small>the credentialing agency for the Academy of Nutrition and Dietetics</small></p>	<p><b>COMMISSION ON DIETETIC REGISTRATION CONTINUING PROFESSIONAL EDUCATION PROVIDER ACCREDITATION HANDBOOK RESOURCES</b></p>
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**SAMPLE**

<p><i>Continuing Professional Education Certificate of Attendance</i></p> <p><i>-Name of Sponsor-</i></p> <p><i>-Name of Conference/Seminar/Event-</i></p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Individual Copy</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center; font-size: 1.2em;"><b>CPE Accredited Provider</b></p> <hr/> <p style="text-align: center;"><b>Commission on Dietetic Registration</b></p> <p style="text-align: center; font-size: 0.8em;"><small>the credentialing agency for the Academy of Nutrition and Dietetics</small></p> </div>	<p>Session Title - _____</p>
	<p>Participant Name _____</p>	<p>_____</p>
	<p>Date Completed _____</p>	<p>Session Number _____</p>
	<p># CPEs Awarded _____</p>	<p>Level _____ City/State _____</p>
	<p>CDR Accredited Provider # _____</p>	<p>_____ CDR Accredited Provider Signature</p>

## Self-Study Material - Subject Matter Expert Review Form

(to be used only by those reviewing/evaluating self-study materials)

	CPE Product Title:		Provider:
	Publication Date:		Review Date:
	Reviewer Name:		Reviewer Educational Qualifications:
	Demonstrated expertise in the content area:		
	CPE Level: <input type="checkbox"/> 1) Introductory <input type="checkbox"/> 2) General Knowledge <input type="checkbox"/> 3) Synthesis Level		
	Terminology clearly defined		
	Are references used : <input type="checkbox"/> primary? <input type="checkbox"/> appropriate? <input type="checkbox"/> current? <input type="checkbox"/> accurate? <input type="checkbox"/> secondary? <input type="checkbox"/> comprehensive? <input type="checkbox"/> cited properly?		
	Are course objectives <input type="checkbox"/> clearly stated? <input type="checkbox"/> met?		
	Is information presented accurate and up-to-date?		
	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 dietetics practitioner would take to complete this self-assessment product. _____ (in ½ hour increments)		
	Are the contents of this product evidence-based and if not, why?		

	<p>Would you recommend this product?</p> <p>For RDs?</p> <p>For DTRs?</p>
	<p>Confidential comments (for CDR review only)*:</p>
	<p>Comments/recommendations for author:*</p>

\*Attach additional comments as needed

\_\_\_\_\_  
Reviewer Signature

\_\_\_\_\_  
Date

**COMMERCIAL SUPPORT AND FULL DISCLOSURE POLICY**

**POLICY.** Potential conflicts of interest, including any source of compensation related to programs or materials, will be disclosed in advance.

***PROCEDURES:***

- A. Sources for funding of continuing professional education programs and materials will be acknowledged in advance in the educational handouts or materials without reference to specific products.
- B. Marketing materials for continuing professional programs and 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-program materials or publications.
- E. Instructors or developers of programs are not to exclusively support or promote a product or viewpoint in the content of a program or materials as a condition of financial support.
- F. When representatives providing funding for continuing professional education programs 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 ORGANIZATION**

**CORPORATE**

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.

Date \_\_\_\_\_ Signature \_\_\_\_\_

## ADULT LEARNING

The Commission on Dietetic Registration (CDR) has created a new recertification process for Registered Dietitians (RDs) and Dietetic Technician, Registered (DTRs), the *Professional Development Portfolio*. The aim of the *Portfolio* is to foster and facilitate lifelong learning and to provide dietetics professionals 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 dietetics professional taking responsibility for his or her own professional development.

An essential element of professional development for dietetics 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 dietetics professionals, 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<sup>1</sup>:

#### ❖ 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 dietetics practitioner 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.

<sup>1</sup>Baden 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 dietetics professionals 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 programs or 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.
Journal club	mentoring relationships)	

### **MORE INFORMATION**

For additional information on the *Portfolio*, refer to CDR's Web site, [www.cdrnet.org](http://www.cdrnet.org).

**FOR ADDITIONAL READING**

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