Step 1: Professional Self-Reflection

Purpose

In this step consider what external factors or trends are affecting your professional practice. The outcomes are your short-term (1 to 3 years) and long-term (3 to 5 years) goals.

Reflect on where you are in your career and where you would like to be in the future. This becomes a critical first step in planning for continuing professional development and career management.

Self-reflection will clarify where you are now and where you want to go. You can then position yourself to achieve your desired level of proficiency through establishing short-term and long-term goals.

Process Requirements

This worksheet is for your personal use. It serves as the basis for completing the Step 3: Learning Plan. It is recommended that you complete this worksheet before the start of your five-year recertification cycle. The minimum number of goals you must identify is one, but the appropriate number will depend on your personal/professional situation. Note that it is not a requirement to reach each goal in order to receive CPE credit or to recertify. Any goals not reached in a given 5-year cycle can be used as a basis for self-reflection in the next recertification cycle. If your professional situation changes, you may revise your goals as needed.

What are my current practice area(s) and/or professional interests?

Identify your work setting (e.g., acute care hospital), position (e.g., clinical manager) and/or practice area (e.g., pediatric nutrition, public health, management, sales/marketing, performance improvement, wellness). Be as specific as possible. If you work in multiple practice settings or practice areas, list all of them. If you are not currently employed, you may wish to indicate your professional interests.

Clinical nutrition for general medicine, renal patients and a very small number of outpatients

Within my area(s) of practice and/or professional interests, what roles or responsibilities do I perform now?

Indicate what it is that you do in your current practice areas. Sample questions could include:

—Do you teach?
—Do you conduct research?
—Do you assess nutritional status?
—Do you manage staff?

It is important to look at your major responsibilities because those are areas in which you will need to keep current. You can also describe any volunteer work you do or other connection with the dietetics profession that you have. This last point may be especially relevant for those not currently employed.

Nutrition assessment and intervention, nutrition education, quality improvement, data collection.

What external factors or trends (professional, societal, environmental) are affecting or will affect my professional practice?

Consider factors or trends that may impact the dietetics profession. Examples include changes taking place in healthcare, community outreach efforts, payer demands for documented outcomes, lifestyle changes, and changes in family demands. Record those factors that are pertinent to you.

Emerging information technologies, government involvement in health care, aging population, managed care, integrated delivery system, sedentary lifecycles.

What areas of my profession do I enjoy?

Consider and list what it is that you like to do. Examples could include public speaking, writing, working with people, or other personal interests that relate to professional growth.

Nutrition counseling, working on multidisciplinary care pathways, providing nutrition care to renal patients.

What are my current leadership responsibilities?

List leadership positions you currently hold and responsibilities that you have. Leadership positions can be in either a volunteer or employment setting.

As a Seminar Chairperson, I am responsible for program planning, implementation, budget planning and responsibility, committee management and site coordination.
What do I want my future practice area to be?

Identify a work or volunteer setting (e.g., acute care hospital), a position (e.g., clinical manager) and/or practice area (e.g., pediatric nutrition) you hope to obtain in the future. Be as specific as you can. If you anticipate working in multiple practice settings or practice areas, list all of them.

Maintain position working with general medicine, but with emphasis on medical nutrition therapy for patients with renal disease.

What are my professional strengths? What are my professional areas for improvement?

Considering your responses to the questions so far, determine your strengths and professional areas for improvement.

To answer this question, it may be beneficial to gather information from a variety of sources. Components might include:

—formal evaluations, including peer review, annual performance appraisal or regulatory surveys
—customer feedback, e.g., surveys, compliments and complaints
—practice outcomes, e.g., client/patient success from planned interventions, contributions to teams and completion of identified objectives
—peer review and discussions with colleagues
—review and appraisal of prior learning activities, and
—awards, recognition certificates.

Strengths—Communication Skills
—Reliability
—Keeping abreast of healthcare for chronic disease conditions
—Improvement—Collaboration
—Understanding of managed care
—Identifying opportunities to provide cost-effective care.

What are my professional goals?

Based on the professional self-reflection you have just completed, develop and prioritize your professional goals, both short-term (1 to 3 years) and long-term (3 to 5 years). List as many goals as you want to, but be realistic in your expectations. These are the goals you will submit on your Step 3: Learning Plan.

It may be helpful to distinguish between professional goals and learning goals. A professional goal may consist of an overall professional objective, (e.g., “I want to become a Board Certified Specialist in Pediatric Nutrition,” or “I want to become elected as the state president of my dietetic association,”) whereas a learning goal might support a professional goal (e.g., “I want to learn more about pediatric nutrition,” or “I want to learn more about
verbal communication, leadership or organizational structure.”). For the most part you may want to focus more upon learning goals when submitting your Step 3: Learning Plan.

**Short Term: (1-3 years)**

1. Maintain nutrition expertise for general medicine population.

2. Increase knowledge of outpatient self-management training.

**Long Term: (3-5 years)**

1. Become a Board Certified Specialist in Renal Nutrition.

2. Learn about the structure of various health systems and the payment mechanisms.
# Step 2: Learning Needs Assessment

## Instructions

Review the list of Learning Need Codes (LNCs) below, darkening in the circles to the left of each Learning Need Code which will help you achieve the professional goals you set in Step 1.

## General Learning Need Codes

To simplify learning need code selection in specific areas, note that you can use up to 4 general learning need codes (the first code listed in each category, ending in “000”). If a general learning need code is selected, you can get CPE credit for activities matching any learning need code in that category (e.g., if you select 5000 Medical Nutrition Therapy, you can get credit for CPE activities matching 5190 Diabetes Mellitus, 5250 HIV/AIDS, 5380 Wound Care, etc.). You may select a maximum of 4 general learning need codes.

<table>
<thead>
<tr>
<th>General Learning Need Codes</th>
<th>Specific Learning Need Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 PROFESSIONAL SKILLS</td>
<td>1130 Verbal communication skills, presentations</td>
</tr>
<tr>
<td>1010 Career planning, Standards of Practice, Standards of Professional Performance, Scope of Dietetics Practice Framework</td>
<td>1140 Written communication skills, publishing</td>
</tr>
<tr>
<td>1020 Computer, electronic technology</td>
<td>2000 SCIENCE OF FOOD AND NUTRITION</td>
</tr>
<tr>
<td>1030 CPR</td>
<td>2010 Botanicals, phytochemicals</td>
</tr>
<tr>
<td>1040 Cultural sensitivity</td>
<td>2020 Composition of foods, nutrient analysis</td>
</tr>
<tr>
<td>1050 Ethics</td>
<td>2030 Food preservation, additives, irradiation</td>
</tr>
<tr>
<td>1060 Foreign language, cultures</td>
<td>2040 Food science, genetically modified food</td>
</tr>
<tr>
<td>1065 Informatics</td>
<td>2050 Genetics</td>
</tr>
<tr>
<td>1070 Leadership, critical and strategic thinking</td>
<td>2060 Immunology</td>
</tr>
<tr>
<td>1080 Legislation, public policy</td>
<td>2070 Macronutrients: carbohydrate, fat, protein, fiber, water</td>
</tr>
<tr>
<td>1090 Media skills</td>
<td>2080 Microbiology, food toxicology</td>
</tr>
<tr>
<td>1100 Photography, video and graphic production</td>
<td>2090 Micronutrients: vitamins, minerals</td>
</tr>
<tr>
<td>1110 Risk taking</td>
<td>2100 Nutritional biochemistry</td>
</tr>
<tr>
<td>1120 Time and stress management, life balance</td>
<td>2110 Physiology, exercise physiology</td>
</tr>
</tbody>
</table>
2

3000 NUTRITION ASSESSMENT & DIAGNOSIS
   3005 Nutrition Diagnosis
   3010 Assessment methodology
   3020 Assessment of target groups, populations
   3030 Anthropometrics, body composition
   3040 Food consumption, fluid balance
   3050 Feeding, swallowing, dentition
   3060 Laboratory tests
   3070 Pharmacological, drug/nutrient, herbal interaction
   3080 Physical: blood pressure, pulse, bowel sounds
   3090 Screening parameters, methodology, and surveillance
   3100 Supplemental nutrients, botanicals
4000 WELLNESS AND PUBLIC HEALTH
   4010 Community intervention, monitoring, and evaluation
   4020 Community program development
   4030 Dietary guidelines, DRIs, Choose My Plate, food labeling
   4040 Disease prevention
   4050 Epidemiology
   4060 Exercise, fitness, and sports nutrition
   4070 Food security and hunger
   4080 Government-funded Food & Nutrition Programs
   4090 Health behaviors: smoking cessation, stress management
   4100 Social Marketing
   4110 Vegetarianism
   4120 Life Cycle

4100 Pregnancy
   4140 Lactation
   4150 Infancy & Childhood
   4160 Adolescence
   4170 Men’s health
   4180 Women’s health
   4190 Elderly nutrition
5000 MEDICAL NUTRITION THERAPY
   5010 Acute
   5020 Ambulatory
   5030 Home care
   5040 Long-term, intermediate, assisted living
   5050 Rehabilitation
   5060 Neonates
   5070 Pediatrics
   5080 Adolescents
   5090 Adults
   5100 Elderly
   5110 Allergies, sensitivities
   5120 Autoimmune diseases, arthritis, lupus
   5125 Bariatric Surgery
   5130 Bone diseases, osteoporosis
   5140 Burns
   5150 Cancer
   5160 Cardiovascular disease
   5170 Critical care, trauma
   5180 Developmental disorders
   5190 Diabetes mellitus
   5200 Disordered eating
   5210 Dysphagia
   5220 Gastrointestinal disorders
   5230 Hematological disorders, anemia
5240 Hepatic disorders
5250 HIV/AIDS
5260 Hypertension
5270 Infectious diseases
5280 Nutrient deficiencies, Failure to thrive
5290 Metabolic disorders, Inborn errors
5300 Neurological: stroke, Alzheimer's, dementia, Parkinson's, spinal cord injuries
5310 Pregnancy complication
5320 Psychiatric disorders, anxiety
5330 Pulmonary diseases
5340 Renal diseases
5350 Substance abuse, alcoholism
5360 Transplantation
5370 Weight management, obesity
5380 Wound care
5390 Care planning, documentation, and evaluation
5400 Case management
5410 Client protocols, clinical guidelines
5420 Complementary care, alternative therapies
5430 End of life care
5440 Enteral and parenteral nutrition support
5450 Feeding equipment, tube placement, adaptive utensils
5460 Self-care management
6000 EDUCATION, TRAINING, AND COUNSELING
6010 Behavior change theories, techniques
6020 Counseling, therapy, and facilitation skills
6030 Education theories and techniques
for adults
6040 Education theories and techniques for children and adolescents
6050 Instructional materials development
6060 Learning needs assessment, learning plan development, & evaluation
6070 Interviewing and listening skills
6080 Training, coaching, and mentoring
7000 BUSINESS AND MANAGEMENT
7010 Business plan development
7020 Conflict management
7030 Contract management
7040 Consultation
7050 Customer focus
7060 Emergency and disaster management
7070 Entrepreneurship, private practice
7080 Financial management
7090 Human resources management, labor relations
7100 Institution/regulatory policies and procedures, HCFA,OBRA, Joint Commission, NCQA, OSHA, USDA
7110 Legal issues, malpractice
7120 Marketing
7130 Managed care
7140 Materials management
7150 Negotiation
7160 Quality management
7170 Reimbursement, coverage
7180 Strategic planning
7190 Supervision, crisis management
7200 Team building
7210 Sales, merchandising

Professional Development Portfolio Guide
8000 FOOD SERVICE SYSTEMS AND CULINARY ARTS
  8010 Child and adult food programs
  8015 Cultural/ethnic food and culinary practices
    8018 Environmental, agricultural & technologic influences on food systems
  8020 Equipment management
  8030 Facilities layout, planning and design
  8040 Food safety, HACCP, and sanitation
  8050 Food distribution and service
  8060 Culinary skills and techniques
  8070 Food production, quantity purchasing
  8080 Food styling and food presentation
  8090 Menu planning and development, nutrient analysis
  8100 Food and recipe development and modification
  8110 School foodservice
  8120 Sales, merchandising
    8130 Sensory perception and evaluation of foods and ingredients

9000 RESEARCH AND GRANTS
  9010 Data analysis, statistics
  9020 Evaluation and application of research
  9030 Outcomes research, cost-benefit analysis
  9040 Proposal development, grant applications
  9050 Publication, communications of research outcomes
  9060 Research development and design
  9070 Research instruments and techniques
You may enter your Learning Plan on the CDR website at www.cdrnet.org. Please print in capital letters using a black pen.

**Registration No:** 85001234

**Last:** Smith

**First Name:** John

**CDR Credential:** (select only one) ☐ RD or ☐ DTR

- This is the FIRST Learning Plan for this recertification cycle, OR
- This is a REPLACEMENT of a Learning Plan submitted earlier (You must submit a complete Learning Plan. The plan you submit now will replace, not add to the Learning Plan you submitted earlier)

**Middle Initial:** J

**Daytime Telephone:** 1173 123 4567

Mail this form to CDR or enter this information on the CDR website at www.cdrnet.org. If you enter the information on the website, do not mail this form to CDR. Keep a copy for your records for 1 year beyond the end of your recertification cycle. See Professional Development Portfolio Guide for specific requirements.

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**APPROVED TYPES OF CONTINUING PROFESSIONAL EDUCATION (CPE) ACTIVITIES:**

Darken circles corresponding to the types of activities you plan to use to meet your learning needs. You may use any of these, even if you do not select them at this time. A summary of this information will be shared with CPE providers.

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Certification</th>
<th>Pre-approved Self-study</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 100 Academic Coursework</td>
<td>☐ 335 CDR - CSG</td>
<td>☐ 700 Audio-based</td>
</tr>
<tr>
<td>☐ 110 Case Presentations</td>
<td>☐ 337 CDR - CSO</td>
<td>☐ 710 Computer-based</td>
</tr>
<tr>
<td>☐ 120 Certificate Program</td>
<td>☐ 340 CDR - CSP</td>
<td>☐ 720 Printed</td>
</tr>
<tr>
<td>☐ 130 Exhibits</td>
<td>☐ 380 CDR - CSR</td>
<td>☐ 730 Video-based</td>
</tr>
<tr>
<td>☐ 140 Experiential Skill Development</td>
<td>☐ 385 CDR - CSSD</td>
<td>☐ 740 Web-based</td>
</tr>
<tr>
<td>☐ 150 Interactive Workshops</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>☐ 160 Journal Clubs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- In this step you develop a Learning Plan to meet your goals.

--Use the goals from the Professional Self-Reflection Worksheet, and the Learning Need Codes from the Learning Needs Assessment Worksheet to finish this form.

- It is recommended that you submit this Learning Plan by June 1 at the beginning of your recertification cycle.

--However, you must complete and submit this form to CDR no later than 120 days after the first CPE learning activity recorded on your log in this recertification cycle, and no later than May 31 of the last year in your recertification cycle.

- You must have a Learning Plan verified by CDR to receive credit for your CPE activities.

--You will probably list more, but you must indicate at least one goal and at least one learning need on your Learning Plan.

1. Record your goal number in the box provided, and your goal on the line provided.
2. Print learning needs that will support that goal on the lines provided.
3. For each learning need, print the Learning Need Code in the boxes provided with a black pen.

Enter this information online at www.cdrnet.org OR

**Date of this Submission:** 05/02/12

**Total # of Pages Submitted:** 03

---

**Mail** this original form to CDR at: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606.

**Questions? Email CDR at redesign@eatright.org,** or call CDR at 1-800-877-1600, ext. 5500.

9930219711

Revised 10/24/07
Make additional copies of this side if needed. Complete registration number and last name for each side completed. Provide Learning Need Codes supporting each goal in spaces below, using black pen.

**STEP 3 - LEARNING PLAN**

**Registration No:**
850001234

**Last Name:**
Smith

**Goal #: 01**
Maintain nutrition expertise for general medicine

- Med Nut Therapy
  - Print Learning Need
    - Learning Need Code: 6000
  - Diabetes
    - Print Learning Need
      - Learning Need Code: 5190

**Goal #: 02**
Increase knowledge of out patient self management

- Ed, train, counseling
  - Print Learning Need
    - Learning Need Code: 6000

**Goal #:**
Become a Board Certified Specialist in Renal Nutrition -CSR

- Print Learning Need
  - Learning Need Code: 5340

Enter this information online at www.cdrnet.org, OR

Mail this original form to CDR at: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606.

Questions? Email CDR at redesign@eatright.org. or call CDR at 1-800-877-1600, ext. 5500. Revised 10/24/07
### STEP 3 - LEARNING PLAN

**Registration No:** 65001234  
**Last Name:** Smith

#### Goal #: 04  Learn more about the structure of various health systems and payment mechanisms

<table>
<thead>
<tr>
<th>Institution, Policy,</th>
<th>Reimbursement</th>
<th>Managed Care</th>
<th>Print Learning Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
</tr>
</tbody>
</table>

#### Goal #: 06  Increase technology skills to create an interactive website for the renal population

<table>
<thead>
<tr>
<th>Computer/Electronic Tech.</th>
<th>Media Skills</th>
<th>Print Learning Need</th>
<th>Print Learning Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
<td>Print Learning Need</td>
</tr>
<tr>
<td>Learning Need Code: 1020</td>
<td>Learning Need Code: 1090</td>
<td>Learning Need Code:</td>
<td>Learning Need Code:</td>
</tr>
</tbody>
</table>

#### Goal #: [Blank]

<table>
<thead>
<tr>
<th>Print Learning Need</th>
<th>Print Learning Need</th>
<th>Print Learning Need</th>
<th>Print Learning Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Need Code:</td>
<td>Learning Need Code:</td>
<td>Learning Need Code:</td>
<td>Learning Need Code:</td>
</tr>
</tbody>
</table>

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**Enter** this information online at www.cdrnet.org, OR  
**Mail** this original form to CDR at: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606.  
Questions? **Email** CDR at redesign@eatright.org. **Call** CDR at 1-800-877-1600, ext. 5500.  
Revised 10/24/07
**CERTIFICATION STATEMENT**

In addition to this Certification Statement:

- I am submitting **03** log pages, including this page totaling **36** CPEUs*

---

**In the last five years have you:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been convicted of a crime under the laws of the United States which is a felony or a misdemeanor, an essential element of which is related to the practice of the profession?</td>
<td><img src="Yes.png" alt="Yes" /></td>
<td><img src="No.png" alt="No" /></td>
</tr>
<tr>
<td>Been disciplined by a state, and at least one of the grounds for the discipline is the same or substantially equivalent to the principles of the Code of Ethics for the Profession of Dietetics?</td>
<td><img src="Yes.png" alt="Yes" /></td>
<td><img src="No.png" alt="No" /></td>
</tr>
<tr>
<td>Had any professional license, certification or registration denied, revoked or suspended by a state?</td>
<td><img src="Yes.png" alt="Yes" /></td>
<td><img src="No.png" alt="No" /></td>
</tr>
<tr>
<td>Committed an act of malfeasance which is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board or an agency of a governmental body?</td>
<td><img src="Yes.png" alt="Yes" /></td>
<td><img src="No.png" alt="No" /></td>
</tr>
</tbody>
</table>

---

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

**Signature:**

- **John Smith**

**Print Name:**

- **John Smith**

**Date Step 4 - Learning Activities Log Submitted:**

- 12/01/13

---

6190340553 When you have 75 CPEUs (50 for DTRs) **ENTER** this information online at [WWW.CDRNET.ORG](http://WWW.CDRNET.ORG) or **MAIL** this form to CDR at: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Questions? Call CDR at 1-800-877-1600 ext. 5500 or **EMAIL** CDR at redesign@eatright.org

**Page:** 1
In this step you document your participation in Continuing Professional Education (CPE) activities that support your learning plan. For each of your CPE activities completed in this recertification cycle:
1. Print the Learning Need Code in the boxes provided. (see your Step 3 - Learning Plan for Learning Need Codes)
2. Print the CPE Activity Type code in the boxes provided (see Learning Plan or PDP Guide for CPE Activity Type codes).
3. For each CPE activity, print the required activity description. (For #s 2 and 3, see "Approved CPE Activities" section of the Guide)
4. Print the number of CPE Units in the boxes provided.
5. Print the date the CPE activity took place.
6. Indicate how you did (or will) use the knowledge or skill gained.
7. When you have recorded 75 CPEUs (50 for DTRs), send the completed form to CDR. Partial submissions, or logs that do not meet the minimum 75 CPEUs (50 for DTRs) requirement, will not be accepted.

Submit this form to CDR by May 31 of the last year of your five year period. Maintain a copy of this form and all required documentation for two years beyond the end of your recertification cycle. See the "Approved CPE Activities" section of the Guide for the documentation you are required to retain.

<table>
<thead>
<tr>
<th>Learning Need Code</th>
<th>CPE Activity Type</th>
<th>Activity Description (Title and Provider/Source of CPE Activity)</th>
<th>CPE Activity Data</th>
<th>How did (or will) you use the knowledge or skill acquired from this learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1130 170</td>
<td>Title: Update on Reimbursement Coverage</td>
<td># CPE Units*: 01.0</td>
<td></td>
<td>Revised outpatient data collection form</td>
</tr>
<tr>
<td></td>
<td>Provider: State dietetic Association Annual meeting</td>
<td>Date CPE activity completed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title: Poster Session</td>
<td>MO</td>
<td>DAY</td>
<td>YR</td>
</tr>
<tr>
<td>5000 180</td>
<td>Provider: State dietetic Association Annual meeting</td>
<td># CPE Units*: 00.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total CPEUs this side: **01.5**  * Do not round up from .5
**STEP 4 - LEARNING ACTIVITIES LOG**

<table>
<thead>
<tr>
<th>Registration No:</th>
<th>Last Name: S M I T H</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Need Code</th>
<th>CPE Activity Type</th>
<th>Activity Description (Title and Provider/Source of CPE Activity)</th>
<th>CPE Activity Data</th>
<th>How did (or will) you use the knowledge or skill acquired from this learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1050</td>
<td>170</td>
<td>Title: Ethics, Provider: State Dietetic Association Annual Meeting</td>
<td># CPE Units*: 2.0</td>
<td>Remain up to date on ethical practices in dietetics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date CPE activity completed: 09/12/2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># CPE Units*:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># CPE Units*:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Date CPE activity completed:</td>
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<td></td>
<td></td>
<td># CPE Units*:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># CPE Units*:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
</tbody>
</table>

Total CPEUs this side: 2.0

*Do not round up from .5

When you have 75 CPEUs (50 for DTRs), ENTER this information on-line at WWW.CDRNET.ORG. OR MAIL this original form to CDR at: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Questions? EMAIL CDR at redesign@eatright.org, or CALL CDR at 1-800-877-1600, x5500. Revised 02/15/06
Step 5: Professional Development Evaluation

Purpose

The final step follows completion of the Step 4: Activity Log and occurs at the end of the recertification cycle. It is a self-evaluation of the degree to which you met your Step 3: Learning Plan. The purpose of this step 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: Professional Self-Reflection, of your next professional development cycle. In this way, the process becomes continuous improvement.

Requirements

The Step 5: Professional Development Evaluation worksheet is for your use in the evaluation of your continuing education. On your Step 4: Activity Log you described the application of learning that was derived from each of your CPE activities. Use it to facilitate evaluation of your Learning Plan and the CPE activities used during this recertification cycle.

What progress did I make toward accomplishing my professional goals?

Refer to your Step 3: Learning Plan and list your goals in the left-hand column. Reflect upon the progress you’ve made toward your goals and describe this progress in the right-hand column. The following may be useful:

- 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.
1. Maintained expertise for general medicine population.
2. Increased client referrals in the outpatient setting by 79%.
3. Improved outpatient counseling skills with improved clinical outcomes and customer satisfaction.
4. Understood the healthcare system my hospital joined and identified opportunity to expand nutrition services to the congestive heart failure rehabilitation patients at another facility in our system. Need a better understanding of capitation and its impact on providing nutrition services in the outpatient setting.
5. Passed exam for CDRS Board Certification in Renal Nutrition.