CDR's Professional Development Portfolio Process and the Essential Practice Competencies

Lifelong Professional Development

and Dietetics

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

Part 1

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

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



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?

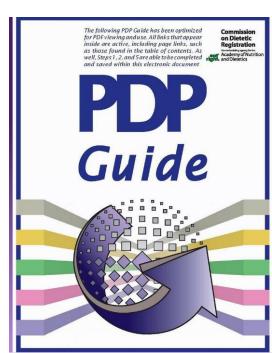


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Recertification: Professional Development Portfolio

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



Examples

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



Conscious Competence Model

Consciously Consciously Competent **Incompetent** Unconsciously Unconsciously Competent Incompetent

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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.



Example

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

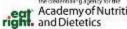
2.1.10 Applies relevant legislation and organization policies when communicating using all forms of media



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

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delivery of food and nutrition The Scope of Practice for the tered Dietitian is used in cor with the Academy's Scope of P Nutrition and Diesetics,3 the 20 dards of Practice in Nutrition the Standards of Professiona mance for Registered Dietini. Standards of Practice address related to direct patient and cl The Standards of Professiona mance address behaviors refaprofessional role of RDs. The dards reflect the minimum or level of dietetics practice an sional performance for RDs. A ion document addresses the Practice for the Diesetic Te Registered.1

RDs are committed to optim nation's health and advancing fession of nutrition and through safe, person-centere ally competent, quality food a tion services. Food and nutri vices provided by RDs assist in and populations in develor maintaining eating and lifesty iors that enhance health and life. RD services span a continincludes nutrition care, for systems and food systems

doc 10.1016/j.jend.2012.12.008

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Standards of Practice for Regist Standard 1: Nutrition Assessme

FROM THE ACADE

The registered dietition (RD) uses Rationales

Nutrition assessment is the first of obtaining, verifying, and interpre problems. It is initiated by referra

Nutrition assessment is conducte standards as documented in the the Nutrition Core Process IIDNTI collection, but also reassessmen diagnosis, the second step of the

Refer to the IDNT reference many

Indicators for Standard 1: Nutritic Each RD:			titio	
			tion	
1.1	Assesse	pometric assessme es anthropometric partem indices/p	The mer	
1.2	Biochemical data, medica Assesses laboratory profil essential fatty acid, gastri protein, urine, and vitami		for refl the reco	
13	Nutrition-focused physica Assesses findings from e- nals, signs of edema, suc		con sen	
1.4	Food and nutrition-relate Assesses the following:		niny	
	1.4A	Food and nutr snack patterns	nes T	
	1.48	Food and nutr	Ted	

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Figure 1. Standards of Practice for

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This document describes t Practice for Dietetic Techni tered. DTRs are educated at

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PURPOSE

2 JOURNAL OF THE ACADEMY OF NUTRITION AND DIETETICS

Standards of Practice for Dietetic Technicians, Registered in Nutrition Care

Standard 1: Participates in Nutrition Screening and Provides Support to Nutrition Assessment The dietetic technician, registered (DTR) participates in the nutrition screening of patients/clients and populations and obtains and verifies relevant data and information for support of nutrition assessment under the supervision of the registered dietitian (RD).

FROM THE ACADEMY

Nutrition screening is the preliminary step that precedes the first step of the Nutrition Care Process—nutrition assessment. Although nutrition assessment and reassessment is the responsibility of the RD, the DTR takes an active role in obtaining and verifying relevant data and information for the RD to complete the assessment.

Each D	TR:	9255 855 85A	
1,1	Conducts nutrition screening according to pre-established criteria and organization policy		
1.2	Obtains food and nutrient intake data		
	1.2A	Collects and reviews food and nutrient intake information (e.g. current and previous diets, diet precipitions, mail and snack patterns, nutritional supplements, typical foods and beverages, cultural and religious preferences, and food aftergies and inteferences.	
	1.28	Records food and nutrient intake data	
	1.20	Calculates food and nutrient intake	
	1.2D	Compares calculated intake to reference standards identified by the RD	
	1.2E	Summarizes food and nutrient intake information	
1.3	Conducts interviews and reviews records for the following data for patients/clients and populations		
	1.3A	Anthropometric measurements (eg. height, weight, weight history, body mass index, growth pattern indices/percentile ranks)	
	1.3B	Biochemical data, medical tests, procedures, and evaluations	
	1.3C	Personal, medical, family, and social history	
	1.3D	Medication data (eg. prescription, over-the-counter, and herbal medications; dietary supplements; medication and supplement allergies; potential for medication/food interaction; and adherence!	
	1.3E	Behavior, beliefs, knowledge, and attitudes of patient/client that influence nutrition	
	1.3F	Cognitive and physical ability leg, engage in self-feeding, activities of daily living, instrumental activities of daily living, and breastfeeding!	
	1.3G	Physical activity/exercise habits and restrictions	
	13H	Psychosocial, socioeconomic, functional, and behavior factors related to food access, selection, preparation and understanding of health condition	
1.4	Communicates results of nutrition screening to RD		
1.5	Documents and communicates		
	1, 5A	Date and time of intendew(s)	
	1.58	Date and time of records and data review	
	1.5C	Pertinent data (eg. food and nutrient intake, medical, social, behavioral)	

Figure 1. Standards of Practice for Eletetic Technicians, Registered, in Nutrition Care.

Month 2015 Volumess Numbers

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





Part 2

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



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.



Functional Analysis Competency Framework

SPHERES: 9 core spheres & 5 functional spheres

Defines an area of which someone acts, exists or has influence or significance; has broad high-level wording that describe a group of competencies

Describe the major functions for effective performance

COMPETENCIES

Describe the identifiable components of expected performance (knowledge, skill, judgment and attitude)

PERFORMANCE INDICATORS

Describe an inter-related set of factors that define the level of expected performance

PRACTICE ILLUSTRATION EXAMPLES

Examples to illustrate day-to-day performance of the competency

Provides opportunity for more content without being exclusive (includes RDNs or RDs and NDTRs or DTRs)

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

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

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





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. 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. 	 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.

Sphere 8 Food, Nutrition and Dietetics and Physical Activity

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



Sphere 10 Clinical Care

Competency	Performance Indicators	Practice Illustration
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. 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.	 Communicates to the appropriate person the potential for drug-nutrient interactions. Provides educational materials to the patient when a drug-nutrient interaction is identified. In addition, the RDN: 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 drugnutrient interactions.

Choose Practice Competencies That Are Relevant To YOU



How are Practice Competencies Applied?

Public Health Practice



Public Health Practice



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.



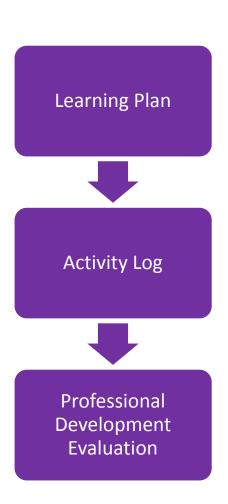
Part 3

Explain CDR's Professional Development Portfolio Process and Requirements

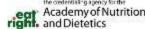


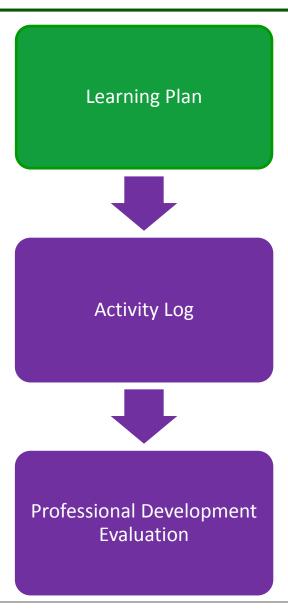






Embedded goal wizard video once on YouTube.



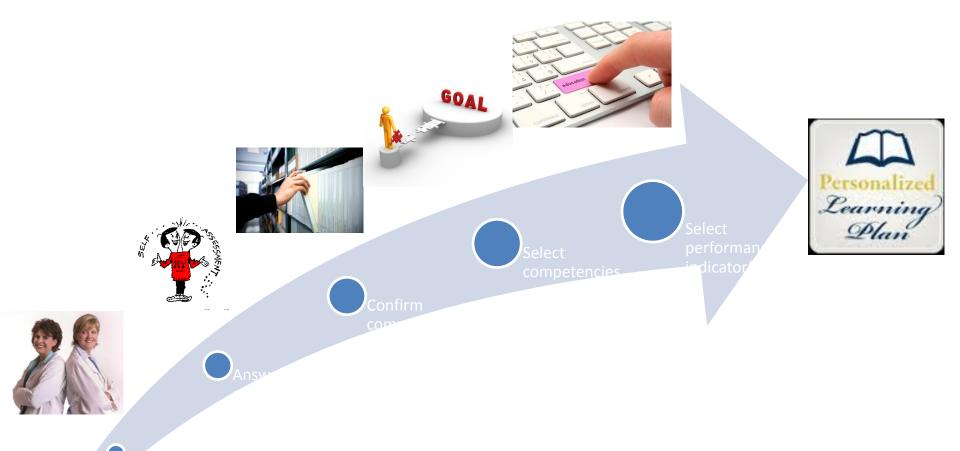




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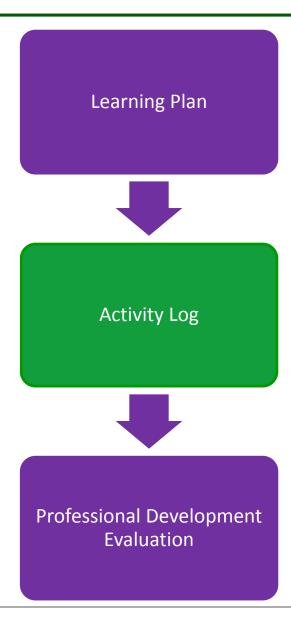
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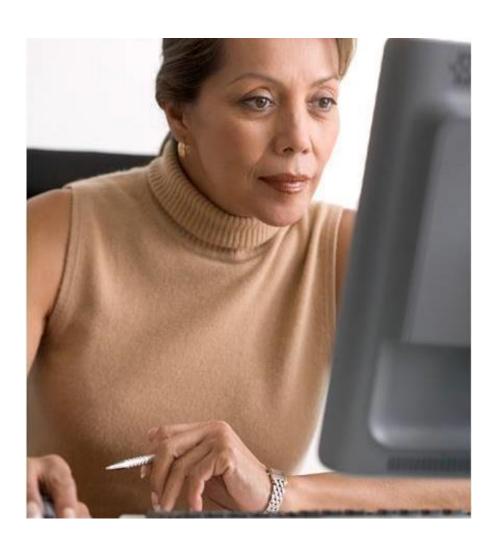


Continuing Professional Education

- 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

Continuing Professional Education Activities Academy of Nutrition and Dietetics

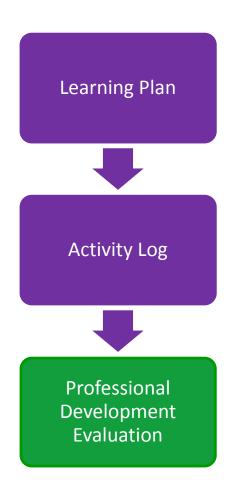


CPE Database

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

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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





Questions?

Professional Development Portfolio (recertification process for RDNs or RDs and NDTRs or DTRs):

Email cdr@eatright.org

Essential Practice Competencies: Email <u>competencies@eatright.org</u>