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.

Food Service Management

Patient care in a skilled nursing facility

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.

**Supervise kitchen staff**

**Budget**

**Project Food ordering needs**

**Train staff in customer service program**

**Lead department CQI activity**

**Technology**

**Up-skilling**

**Minimum wage employees**

**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.

**Projecting Food ordering needs.**

**Being creative.**

**Speaking one to one with residents and their families.**

**Teaching the customer service program.**

**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.

**Present at various workshops.**

**Train facility staff in the customer service program.**

**Chair the department COST committee.**

**Elected district dietetic association officer.**

**Managed care**

**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.

Professional Development Portfolio Guide
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.

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Food Service Management

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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.

Communication

Teaching small groups
Creating and maintaining care plans
Food Safety and Sanitation
Food Knowledge
- Broaden knowledge base in foodservice
- Public speaking and teaching large groups
- Maintain clinical skills
- Computer skills

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)**

- Broaden knowledge base in foodservice management including:
  - Hazard Analysis and Critical Control Points (HACCP)
  - Strategic planning
  - Financial Management

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

- Maintain Clinical Nutrition Skills
- Create a consulting business
- Run for a state-level elected office in a dietetics-related organization
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.

- 1000 Professional Skills
- 1010 Career planning, Standards of Practice, Standards of Professional Performance, Scope of Dietetics Practice Framework
- 1020 Computer, electronic technology
- 1030 CPR
- 1040 Cultural sensitivity
- 1050 Ethics
- 1060 Foreign language, cultures
- 1065 Informatics
- 1070 Leadership, critical and strategic thinking
- 1080 Legislation, public policy
- 1090 Media skills
- 1100 Photography, video and graphic production
- 1110 Risk taking
- 1120 Time and stress management, life balance
- 1130 Verbal communication skills, presentations
- 1140 Written communication skills, publishing
- 2000 Science of Food and Nutrition
- 2010 Botanicals, phytochemicals
- 2020 Composition of foods, nutrient analysis
- 2030 Food preservation, additives, irradiation
- 2040 Food science, genetically modified food
- 2050 Genetics
- 2060 Immunology
- 2070 Macronutrients: carbohydrate, fat, protein, fiber, water
- 2080 Microbiology, food toxicology
- 2090 Micronutrients: vitamins, minerals
- 2100 Nutritional biochemistry
- 2110 Physiology, exercise physiology
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 & LACTATION**
  - 4130 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
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<td>HIV/AIDS</td>
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<td>5260</td>
<td>Hypertension</td>
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<tr>
<td>5270</td>
<td>Infectious diseases</td>
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<td>5280</td>
<td>Nutrient deficiencies, Failure to thrive</td>
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<td>5290</td>
<td>Metabolic disorders, Inborn errors</td>
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<td>5300</td>
<td>Neurological: stroke, Alzheimer's, dementia, Parkinson's, spinal cord injuries</td>
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<tr>
<td>5310</td>
<td>Pregnancy complication</td>
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<td>5320</td>
<td>Psychiatric disorders, anxiety</td>
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<tr>
<td>5330</td>
<td>Pulmonary diseases</td>
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<td>5340</td>
<td>Renal diseases</td>
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<td>Substance abuse, alcoholism</td>
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<td>Transplantation</td>
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<td>5370</td>
<td>Weight management, obesity</td>
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<td>5380</td>
<td>Wound care</td>
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<td>5390</td>
<td>Care planning, documentation, and evaluation</td>
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<td>Case management</td>
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<td>Client protocols, clinical guidelines</td>
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<td>Complementary care, alternative therapies</td>
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<td>5430</td>
<td>End of life care</td>
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<td>5440</td>
<td>Enteral and parenteral nutrition support</td>
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<td>5450</td>
<td>Feeding equipment, tube placement, adaptive utensils</td>
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<td>5460</td>
<td>Self-care management</td>
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<tr>
<td>6000</td>
<td>EDUCATION, TRAINING, AND COUNSELING</td>
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<td>6010</td>
<td>Behavior change theories, techniques</td>
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<td>6020</td>
<td>Counseling, therapy, and facilitation skills</td>
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<tr>
<td>6030</td>
<td>Education theories and techniques</td>
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<td>6040</td>
<td>Education theories and techniques for children and adolescents</td>
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<td>6050</td>
<td>Instructional materials development</td>
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<tr>
<td>6060</td>
<td>Learning needs assessment, learning plan development, &amp; evaluation</td>
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<tr>
<td>6070</td>
<td>Interviewing and listening skills</td>
</tr>
<tr>
<td>6080</td>
<td>Training, coaching, and mentoring</td>
</tr>
<tr>
<td>7000</td>
<td>BUSINESS AND MANAGEMENT</td>
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<tr>
<td>7010</td>
<td>Business plan development</td>
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<tr>
<td>7020</td>
<td>Conflict management</td>
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<td>7030</td>
<td>Contract management</td>
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<tr>
<td>7040</td>
<td>Consultation</td>
</tr>
<tr>
<td>7050</td>
<td>Customer focus</td>
</tr>
<tr>
<td>7060</td>
<td>Emergency and disaster management</td>
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<tr>
<td>7070</td>
<td>Entrepreneurship, private practice</td>
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<tr>
<td>7080</td>
<td>Financial management</td>
</tr>
<tr>
<td>7090</td>
<td>Human resources management, labor relations</td>
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<tr>
<td>7100</td>
<td>Institution/regulatory policies and procedures, HCFA,OBRA, Joint Commission, NCQA, OSHA, USDA</td>
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<tr>
<td>7110</td>
<td>Legal issues, malpractice</td>
</tr>
<tr>
<td>7120</td>
<td>Marketing</td>
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<tr>
<td>7130</td>
<td>Managed care</td>
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<tr>
<td>7140</td>
<td>Managed care</td>
</tr>
<tr>
<td>7150</td>
<td>Materials management</td>
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<tr>
<td>7160</td>
<td>Negotiation</td>
</tr>
<tr>
<td>7170</td>
<td>Quality management</td>
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<tr>
<td>7180</td>
<td>Reimbursement, coverage</td>
</tr>
<tr>
<td>7190</td>
<td>Strategic planning</td>
</tr>
<tr>
<td>7190</td>
<td>Supervision, crisis management</td>
</tr>
<tr>
<td>7200</td>
<td>Team building</td>
</tr>
<tr>
<td>7210</td>
<td>Sales, merchandising</td>
</tr>
</tbody>
</table>
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
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.

**Example - Foodservice Manager – Jane Doe**

**Registration No:**

987654

**Last:** DOE

**First Name:** JANE

**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:** M

**This is for my 5-year cycle starting:** 06 01 12

**Daytime Telephone:** 8881234567

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.

**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.

- 100 Academic Coursework
- 110 Case Presentations
- 120 Certificate Program
- 130 Exhibits
- 140 Experiential Skill Development
- 150 Interactive Workshops
- 160 Journal Clubs
- 170 Lectures, Seminars
- 180 Posters
- 190 Professional Leadership
- 200 Professional Reading
- 205 Research
- 210 Residency & Fellowship Programs
- 220 Sponsored Independent Learning
- 230 Study Groups

**Certification**

- 335 CDR -CSG
- 337 CDR -CSO
- 340 CDR -CSP
- 380 CDR -CSR
- 385 CDR -CSSD

**Pre-approved Self-study**

- 700 Audio-based
- 710 Computer-based
- 720 Printed
- 730 Video-based
- 740 Web-based

**Date of this Submission:** 06 01 12

**Total # of Pages Submitted:** 02

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@catright.org, or call CDR at 1-800-877-1600, ext. 5500.
Provide Learning Need Codes supporting each goal in spaces below, using black pen.

**STEP 3 - LEARNING PLAN**

**Goal #: 01** BROADER KNOWLEDGE BASE IN FOOD SERVICE MANAGEMENT
- **Food Safety/HACCP/SSM:** Learning Need Code: 8040
- **Food Service Systems & Culinary:** Learning Need Code: 8000
- **Financial Management:** Learning Need Code: 7080
- **Supervision/Conflict Management:** Learning Need Code: 7190

**Goal #: 02** MAINTAIN CLINICAL NUTRITION SKILLS
- **MNT:** Learning Need Code: 6000
- **Case Management:** Learning Need Code: 5400
- **CVD:** Learning Need Code: 5160
- **Wt Management:** Learning Need Code: 5370

**Goal #: 03** INCREASE MY LEADERSHIP SKILLS & WRITING SKILLS IN THE FOOD SERVICE ARENA
- **Leadership:** Learning Need Code: 1070
- **Written Communication Skills:** Learning Need Code: 1140
- **Ethics:** Learning Need Code: 1050

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.

Page: 02
Example - Foodservice Manager – Jane Doe

Registration Number

Last Name:  DOE

CERTIFICATION STATEMENT

In addition to this Certification Statement, I am submitting 06 log pages, including this page totaling 137 CPEUs*

Daytime Telephone: 

Area Code:  8831234567

*Please Note:
Total must be at least 75 CPEUs for RDs, 50 CPEUs for DTRs.
Partial submissions will not be accepted.
Use only whole numbers (Round up from .5 to nearest value).

In the last five years have you:

- 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?
  - O Yes  ● No

- 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?
  - O Yes  ● No

- Had any professional license, certification or registration denied, revoked or suspended by a state?
  - O Yes  ● No

- 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?
  - O Yes  ● No

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:  Jane Doe

Print Name:  JANE DOE

Date Step 4 - Learning Activities Log Submitted:  07/06/16

When you have 75 CPEUs (50 for DTRs) ENTER this information online at 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@cutright.org
Please print in capital letters using a black pen:

Registration No: 187654
Last Name: DOE
First Name: JANE
MI: \( \_ \_ \_ \) O RD or \( \_ \_ \_ \) DTR

In this step you document your participation in Continuing Professional Education (CPE) activities that support your learning plan. Make copies of the reverse side of this page to add CPE activities as necessary. 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>
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</thead>
<tbody>
<tr>
<td>8000130</td>
<td>Title</td>
<td>Food Service Exhibits at Annual Conference</td>
<td># CPE Units*: 2.5</td>
<td>KEEP ABREAST OF THE LATEST FOODSERVICE EQUIPMENT AND PRODUCTS</td>
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<tr>
<td></td>
<td>Provider</td>
<td>School Nutrition Association</td>
<td>Date CPE activity completed: 07/29/2012</td>
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<tr>
<td>8030160</td>
<td>Title</td>
<td>HACCP Training Course</td>
<td># CPE Units*: 0.0</td>
<td>PROPOSED DEVELOPMENT OF A HACCP TRAINING PROGRAM FOR STAFF</td>
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<td></td>
<td>Provider</td>
<td>District Dietetic Association Workshop</td>
<td>Date CPE activity completed: 08/15/2012</td>
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Total CPEUs this side: 8.5

* Do not round up from .5
**Learning Activities Log**

**Practitioner Example**

<table>
<thead>
<tr>
<th>CPE Activity</th>
<th>Activity Description</th>
<th>MO</th>
<th>DAY</th>
<th>YR</th>
<th>Date CPE activity completed:</th>
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</thead>
<tbody>
<tr>
<td>8040 200</td>
<td>Microbial Flora on</td>
<td>10</td>
<td>27</td>
<td>2012</td>
<td>10 27 2012</td>
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<td></td>
<td>Restaurant Beverage</td>
<td>D</td>
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<tr>
<td>8090 200</td>
<td>Reduces the Energy</td>
<td>11</td>
<td>9</td>
<td>2012</td>
<td>11 9 2012</td>
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<tr>
<td></td>
<td>of a Child's</td>
<td></td>
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<tr>
<td>1100 200</td>
<td>Reduces Fatigue,</td>
<td>11</td>
<td>9</td>
<td>2012</td>
<td>11 9 2012</td>
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<tr>
<td></td>
<td>Dietetic Assoc.</td>
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**Total CPEUs:** 4

*Please round up from .5.*
## STEP 4 - LEARNING ACTIVITIES LOG

### Registration No: 8501234
Last Name: SMITH

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<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>5340380</td>
<td></td>
<td><strong>Passed Board Certification as a Specialist in Renal Nutrition Exam</strong></td>
<td># CPE Units: 75.0</td>
<td><strong>IMPROVE CARE TO RENAL PATIENTS, BOTH ACUTE CARE AND OUTPATIENT</strong></td>
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<td></td>
<td>Provider CDR</td>
<td></td>
<td>Date CPE activity completed:</td>
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<tr>
<td>1020220</td>
<td></td>
<td><strong>Sponsored Independent Learning Contract to Develop Website for Renal Patients</strong></td>
<td># CPE Units: 15.0</td>
<td><strong>HONED SKILLS TO DEVELOP INTERACTIVE WEBSITE ON RENAL NUTRITION FOR OUTPATIENT CLINIC</strong></td>
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<tr>
<td></td>
<td>Provider Cindy Cyber IT Associate at the University of Wisconsin</td>
<td></td>
<td>Date CPE activity completed:</td>
<td></td>
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<tr>
<td>1050720</td>
<td></td>
<td><strong>E-Mental Deliremmas &amp; Decisions</strong></td>
<td># CPE Units: 8.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provider Nutrition Dimension</td>
<td></td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
</tbody>
</table>

**Total CPEUs this side:** 90.0  
*Do not round up from .5*

---

When you have 75 CPEUs (50 for DTRs), ENTER this information on-line at [WWW.CDRNET.ORG](http://WWW.CDRNET.ORG), OR MAIL this original form to CDR at:  
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-0995. Questions? EMAIL: CDR at redesign@earight.org, or CALL: CDR at 1-800-877-1600, x5500.

Revised 02/15/06
<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>8000 200</td>
<td></td>
<td>FOODNET SURVEY OF FOOD USE AND PRACTICES IN LONG-TERM CARE FACILITIES</td>
<td>＃CPE Units*: 00.5</td>
<td>CREATED A CUSTOMER SATISFACTION SURVEY FOR OUR NURSING FACILITY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROVIDER JOURNAL OF FOOD PROTECTION 2006 FEB; 71(2): 36-72.</td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
<tr>
<td>8000 200</td>
<td></td>
<td>PIZZA IS CHEAPER THAN SALAD: ASSESSING WORKERS’ VIEWS FOR AN ENVIRONMENTAL FOOD INTERVENTION</td>
<td>＃CPE Units*: 00.5</td>
<td>INCREASED KNOWLEDGE OF PEOPLE’S PERCEPTION OF FOOD AND FOOD INTAKE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PROVIDER OBESITY 2007 NOV; 15 Suppl 1: 675-685</td>
<td>Date CPE activity completed:</td>
<td></td>
</tr>
<tr>
<td>8040 200</td>
<td></td>
<td>ENVIRONMENTAL HEALTH SPECIALISTS SELF-REPORTED FOODBORNE ILLNESS OUTBREAK: INVESTIGATION PRACTICES</td>
<td>＃CPE Units*: 00.5</td>
<td>INCORPORATED ARTICLE SUGGESTIONS ON DEALING WITH FOODBORNE ILLNESS OUTBREAKS INTO CURRENT FACILITY PRACTICES</td>
</tr>
</tbody>
</table>

Total CPEUs this side: 11.5

*Do not round up from .5
### STEP 4 - LEARNING ACTIVITIES LOG

<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>987654</td>
<td></td>
<td><strong>ELECTED STATE AFFILIATE TREASURER</strong> 6/2009-5/2010</td>
<td># CPE Units*: 03.0</td>
<td>IMPROVE MANAGEMENT AND LEADERSHIP SKILLS</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>STATE DIETETIC ASSOCIATION</strong></td>
<td>Date CPE activity completed: MO: 05, DAY: 31, YR: 2014</td>
<td></td>
</tr>
<tr>
<td>1070190</td>
<td></td>
<td><strong>STRATEGIC PLANNING FOR MANAGERS</strong></td>
<td># CPE Units*: 14.0</td>
<td>ASSISTED IN DEVELOPMENT OF STRATEGIC PLANNING IN SERVICE FOR THE FOOD SERVICE DEPT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ST JOSEPH'S MEDICAL CENTER</strong></td>
<td>Date CPE activity completed: MO: 02, DAY: 26, YR: 2015</td>
<td></td>
</tr>
<tr>
<td>7180170</td>
<td></td>
<td><strong>HACCP AND BEYOND: SANITATION MANUAL, 4TH ED</strong></td>
<td># CPE Units*: 10.0</td>
<td>USED FOR TRAINING STAFF ON PROPER FOOD SERVICE SANITATION PROCEDURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Wolf Rinke</strong></td>
<td>Date CPE activity completed: MO: 06, DAY: 14, YR: 2016</td>
<td></td>
</tr>
</tbody>
</table>

#### Total CPEUs this side: 27.0

*Do not round up to .5

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### 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.
Goals:

Broden knowledge base in foodservice management including:

- HACCP
- Strategic planning
- Financial management

Create a consulting business

Run for a state-level elected office in a dietetics-related organization

Progress:

- Successfully trained staff and passed State Department of Health review.
- Contributed to department strategic planning process.
- Reduced food waste

I identified several learning needs regarding developing a consulting business, and I will pursue these in my next recertification cycle.

Elected as State Affiliate Treasurer.