

**Commission
on Dietetic
Registration**

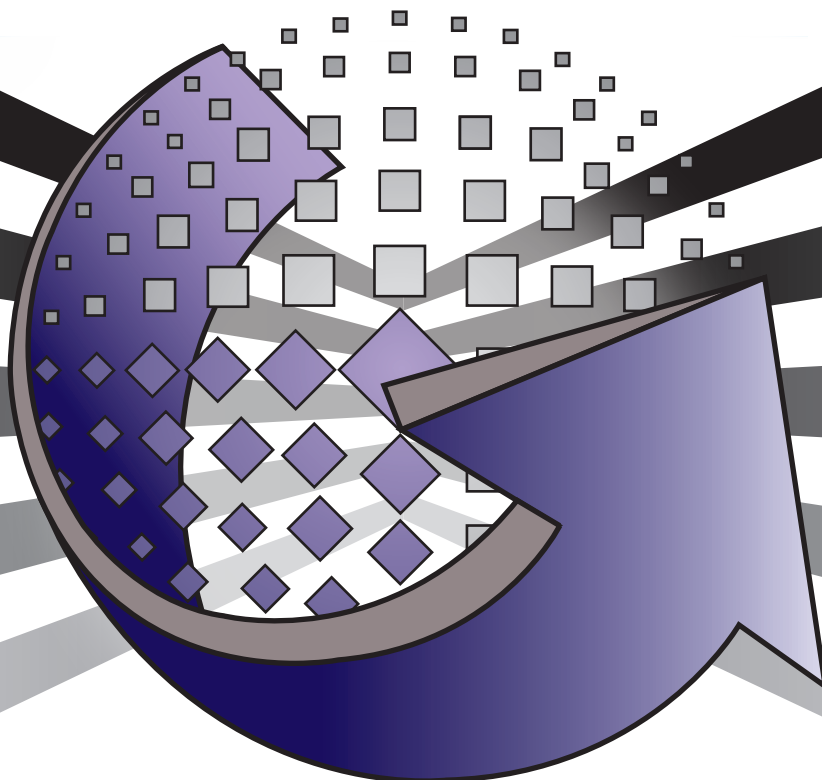
the credentialing agency for the

**eat
right.** Academy of Nutrition
and Dietetics

PDP

Professional Development Portfolio

Appendix



For cycles ending 2018

CDR Mission

The Commission on Dietetic Registration (CDR) will exist to serve the public by establishing and enforcing standards for certification, recertification and the Code of Ethics and by issuing credentials to individuals who meet these standards. CDR has sole and independent authority in all matters pertaining to certification, including but not limited to standard setting, establishment of fees, finances, and administration.

PDP Appendix Purpose

This Appendix provides all the information and tools to supplement your Professional Development Portfolio process, as outlined in the PDP Guide. As information will be updated frequently, please also reference our website, www.cdrnet.org for the most current information.

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First Printing

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Professional Development Portfolio Guide

Please Note: All pages listed below are contained in the separate PDP Guide booklet to be found in the Professional Development Portfolio.

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Contacting CDR

The Commission on Dietetic Registration will always be the best resource for information regarding the PDP process and its requirements. Feel free to contact us in one of the following manners:

Phone: 1-800-877-1600 x 5500

Web: www.cdrnet.org

Email: cdr@eatright.org

Fax: 312-899-4772

Mail: Commission on Dietetic Registration
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995



Instructions for Online Entry

To submit your Learning Plan online, point your Internet browser to www.cdrnet.org. On the CDR home page, [click on the login link](#) on the left side of your screen.

Commission on Dietetic Registration
the credentialing agency for the Academy of Nutrition and Dietetics

Protecting the nutritional health and welfare of the public through dietetics certification

About CDR
[Log In](#)
[Address Change](#)
[Fee Payment](#)
[Learning Plans](#)
[Activity Log](#)

Dates & Deadlines
Professional Development Portfolio
RD/DTR Exams, Specialty & State Licensure
Continuing Professional Education
Accredited Providers
Program Directors
Dietetics Program Students & Graduates

Welcome to the Web site of the Commission on Dietetic Registration, the credentialing agency for **the American Dietetic Association**.

[Online Credential Verification Search](#)

Latest News and Information

[CDR Webinar Series for Dietetics Educators](#)
[CDR Approves New Test Specifications for Registration Examination](#)
[CDR Approves "CPEU Rollover" - Note-Programming Completed](#)
[2011 Future Connections-Summit on Dietetics Practice, Credentialing, and Education, March 24-26, 2011](#)
[Dietetics Workforce Demand Study Initiated](#)
[CDR Doctoral Scholarship](#)

Of Interest to CDR Credentialed Practitioners

- Access 5 Topics of ADA's Evidence Analysis Library for Free!
- Appeals Process
- Assess and Learn Modules
- CDR Registration Examinations from Dietetics Practice to Administration Webinar
- Certificate of Training in Weight Management

Enter your ID number (your CDR Registration number) and your password. If you do not have your password, [click on the "Forgot your password" link](#) to reset it.

In This Section
[Home](#)
[Profile Page](#)
[Journal Article Quiz](#)
[Weight Management Calendar](#)

Login Required

The page you are attempting to access requires a log in. Please provide your information below. If your log in information is displayed below, then you are already logged in.

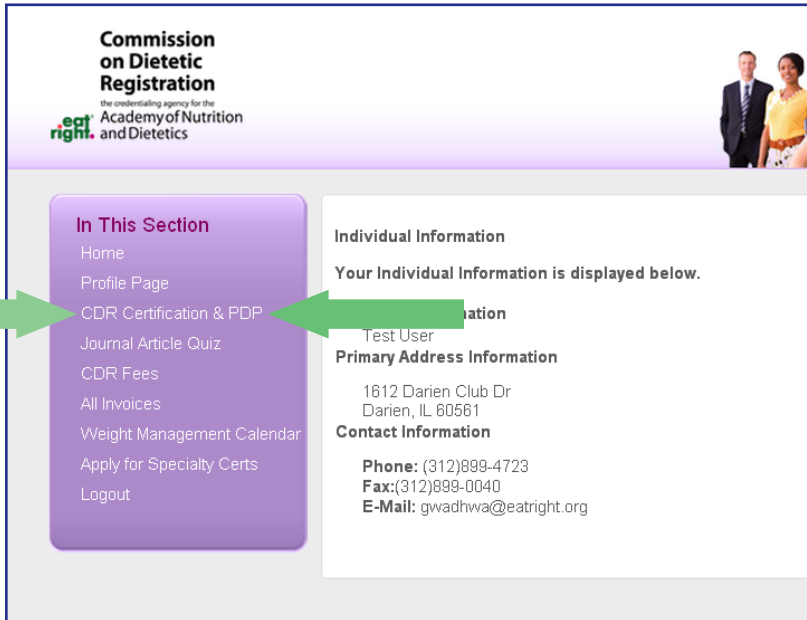
NOTE: Use your ID number without leading zeros as your login name

Login
 Login Name
 Password

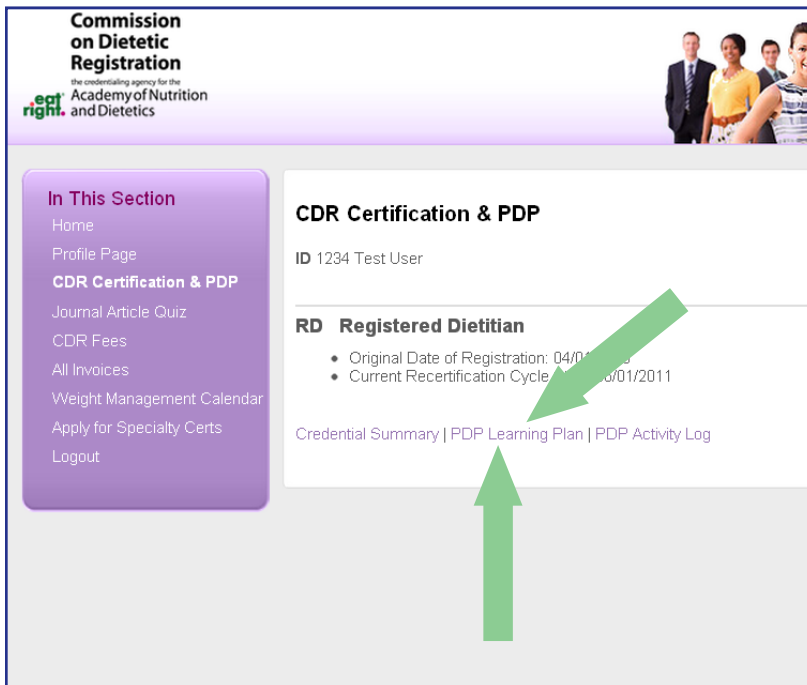
Remember Me forgot your password?



Your Individual Information page will appear. Click on the **“CDR Certification and PDP”** tab on the left side of the page.



Next, click on the **"PDP Learning Plan"** link on the below your credential information, in the center of the page.





Click the “Select” button to select your current recertification cycle and to enter your Learning Plan.

Credential Summary | PDP Plan - Select Recertification Cycle

PDP Learning Plans

PDP Activity Log | Test User ID 1234

[Return to Profile Page](#)
[Evidence Analysis Library](#)

Selected Credential **Registered Dietitian**
Current Cycle Start Date **6/01/2011** Current Cycle End Date **5/31/2016**

Choose the recertification cycle to view/update plans

Cycle Start Date	Cycle End Date	
6/01/2011	5/31/2016	Select
3/24/2006	5/31/2011	Select

On this screen, you may have two options available. If this is your first 5-year recertification cycle you will be presented with the option to **Add a New Plan**. If you have already completed one recertification cycle you will also have the ability to copy your last Learning Plan submission by **clicking Copy Last Plan from Previous Recertification Cycle**.

PDP Plan - Display or Replace Plan

Test User ID 1234

Selected Credential **Dietetic Technician, Registered**
Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**

Copy last plan from previous recertification cycle or Add a new plan

Postmark Date	Status
---------------	--------

On the first screen you will be asked to select that activities that you plan to participate in over this certification cycle. Remember that you are completing these for planning purposes only; you are not restricted to only learning in the identified ways.



Select the activities by clicking on the boxes next to the activities. When you are finished, click the Save and Continue button.

Return to all Learning Plans | PDP Plan - Update Plan Activities

ID 1234

Selected Credential **Dietetic Technician, Registered**

Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**

Plan Postmark Date **6/21/2011**

Plan Status **WORK IN PROCESS**

[Save and Continue](#)

Select activities you may be completing over this certification cycle. Minimum of one activity required. Click the 'Save & Continue' button to continue adding goals and learning need codes to your plan.

Activity Code	Description	Select
100	Academic Coursework	<input type="checkbox"/>
110	Case Presentations	<input type="checkbox"/>
120	Certificate Program	<input type="checkbox"/>
130	Exhibits	<input type="checkbox"/>
140	Experiential Skill Development	<input type="checkbox"/>
150	Interactive Workshops	<input type="checkbox"/>
160	Journal Clubs	<input type="checkbox"/>
170	Lectures/Seminars/Webinars/Teleseminars	<input type="checkbox"/>
180	Posters	<input type="checkbox"/>
190	Professional Leadership	<input type="checkbox"/>
200	Professional Reading	<input type="checkbox"/>

Select one of your goals from Step 1: Professional Self-Reflection and record it where it says “Goal Number 1.” The minimum number of goals is one: however, we encourage you to select a realistic number of goals to assist you in meeting your professional needs. It is important to realize that you will not be required to accomplish all of your goals.

PDP Plan - Display Details

ID 1234

Selected Credential **Dietetic Technician, Registered**

Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**

Plan Postmark Date **6/21/2011**

Plan Status **WORK IN PROCESS**

[Add Another Goal](#) [Finish - Submit for Approval](#)

Note: You must click the "Finish - Submit for Approval" button ONLY when you are completely done with your plan. Use the "Add Another Goal" to add another goal to your plan or click the green plus icon to add additional Learning Need Codes to a goal.

Do not use the "Back" button of your browser or exit your browser during this session. If you do so, work on your Learning Plan when you next log in.

Goal Number	SELECT LNC
1	SELECT LNC

[Delete Goal](#) [+](#)

After typing your goal, select from the drop-down menus the Learning Need Codes (LNCs) you will use to achieve that particular goal. You must have at least one LNC per goal. If you need to add more LNCs, click on the green plus button (+) on the far right-hand side of the page. Refer to the Step 2: Learning Needs Assessment in your PDP guide for a complete list of Learning Need Codes.

Once all of this information has been entered for a goal, click on “Add Another Goal” to continue entering your remaining goals.



When you have entered all of your Goals and Learning Need Codes, then **click the “Finish - Submit for Approval” button.**

DP Plan - Display Details

ID 1234

Selected Credential **Dietetic Technician, Registered**

Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**

Plan Postmark Date **6/21/2011**

Plan Status **WORK IN PROCESS**

[Add Another Goal](#) [Finish - Submit for Approval](#)

Note: You must click the "Finish - Submit for Approval" button ONLY when you are completely done with your plan. Use the "Add Another Goal" to add another goal to your plan or click the green plus icon to add additional Learning Need Codes to a goal.

Do not use the "back" button of your browser or exit your browser during this session. If you do so, work on your Learning Plan will be lost.

Goal Number	Goal
Delete Goal	
SELECT LNC	SELECT LNC

Be sure you are ready to submit before you click this button since you will not be able to modify this information until your Plan has been approved. You will receive verification of your approved Learning Plan within 4 weeks of submission.



To log your CPE activities online, login as we previously covered. However, instead of clicking the PDP Learning Plan, **click the PDP Activity Log.**

Commission on Dietetic Registration the credentialing agency for the **American Dietetic Association**

[Credential Summary](#) **Credential Summary**

[PDP Learning Plans](#)

[PDP Activity Log](#) ID 1234

[Return to Profile Page](#)

[Evidence Analysis Library](#)

Selected Credential **Dietetic Technician, Registered**

You have opted not to receive a PDP binder at the start of your next recertification cycle. Click here to resume receiving binder.

Certification Cycle

Current Cycle Start Date	6/01/2011	Current Cycle End Date	5/31/2016
--------------------------	------------------	------------------------	------------------

Payment Information

Billed Date	6/04/2011	Billed Amount	50.00
Due Date	8/31/2011		
Credentialed thru	3/31/2012	Late/Reinstate Fee	0
Last Payment Date	6/13/2008	Amount Paid	0
Card Print Date	7/15/2009	Amount Now Due	50.00

PDP Portfolio Status

Last Plan Received	6/01/2011	Plan Status	Active
CPEUs recorded	8.0	Log Status	Activities Logged



Like before, **click the “Select” button** found on the right side to view your current recertification cycle Activity Log.

Credential Summary | PDP Plan - Select Recertification Cycle

PDP Learning Plans

PDP Activity Log | **Test User ID 1234**

[Return to Profile Page](#)
[Evidence Analysis Library](#)

Selected Credential **Registered Dietitian**
Current Cycle Start Date **6/01/2011** Current Cycle End Date **5/31/2016**

Choose the recertification cycle to view/update plans

Cycle Start Date	Cycle End Date	
6/01/2011	5/31/2016	Select
3/24/2006	5/31/2011	Select

To add a CPE activity, **click the “Add Activity” button.**

PDP Log - Display Activities

Test User ID 1234

Selected Credential **Dietetic Technician, Registered**
Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**
Log Status **Activities Logged**
[Print Log](#)

Indicates reviewer notes can be viewed by clicking icon

Authors of dietetics-related articles in peer-reviewed journals or chapters in dietetics-related texts are now able to increase their Professional Reading CPEU limit.

Learning Need Code	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Date Completed/acquired	How did you use the knowledge or skill acquired from this learning activity?
4110	720	A VEGETARIAN DIETARY PATTERN AS A NUTRIENT DENSE APPROACH FOR WEIGHT MANAGEMENT: AN ANALYSIS OF THE NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY	JADA	2.0	6/04/2011	I WILL USE THIS INFORMATION AS A COUNSELING TOOL IN ATTENDING TO THE NEEDS OF MY OVERWEIGHT PATIENTS.
1080	720	A NATIONAL APPROACH TO RESTAURANT MENU LABELING: THE PATIENT PROTECTION AND AFFORDABLE HEALTH CARE ACT, SECTION 4205	JADA	2.0	3/21/2011	A REFRESHING LOOK AT THE ABILITY FOR INDIVIDUALS TO AFFECT CHANGE THROUGH LEGISLATION AND PUBLIC POLICY. THIS HELPED INSPIRE ME TO GO FURTHER ON THIS ISSUE.

CPE 4.0 This Page CPE 4.0

Add Activity | Add Activity via CPE Database Search | [Journal Article Quiz](#) | [Prev Page](#) | [Next Page](#)

Note: Please do not click 'Finish - Submit Log for Processing' if you want to continue adding additional activities later for CDR recertification. You may however submit log for mid-point review when you have entered between 30 and 49 CPEUs (DTR) or between 30 and 74 CPEUs (RD). This option will allow for additional CPE to be recorded while current CPE is being reviewed. The mid-point review can only be done once during your recertification cycle and not within 6 months of your cycle end date.

First, you’ll need to refer to your Learning Plan to determine which of your learning needs a particular CPE activity addresses and record that information on your Log. It is important to note that while some CPE providers do provide learning need codes for their CPE activities, these are suggested codes and you may use your professional judgment to assign a code other than those suggested.

Then, identify the type of activity (for example, seminar or web-based self-study) from the drop-down menu.

Next, you’ll describe the activity name, provider, the CPE units, and the date of completion.



Lastly, relate each learning activity to your Learning Plan. You'll identify how you used the knowledge or skill acquired from the learning activity and **click the "Add Activity" button**, and you'll return to the Log page where the activity you've entered will show. Repeat adding activities throughout your five-year recertification cycle.

Return to Cred Summary

PDP Log - Add Activity

Test User ID 1234

Selected Credential **Dietetic Technician, Registered**
 Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**

Select Learning Need Code [dropdown]
 Select Activity Type [dropdown]

Activity Title [text area]
 Activity Provider [text area]

CPE Units [input: 0]
 Date Completed [calendar icon] (enter as MM/DD/YYYY or use calendar icon)

How did you use the knowledge or skill acquired from this learning activity? [text area]

Cancel Add Activity

There are a couple of additional ways to add activities to your Log. **If you are an author, click the button highlighted to log your publications.**

If the activity is CDR prior-approved, you can click the button, highlighted here, to search CDR's online CPE Database for the activity, click on another button and the activity details will be automatically filled in on your Log.

PDP Log - Display Activities

Test User ID 1234

Selected Credential **Dietetic Technician, Registered**
 Cycle Start Date **6/01/2011** Cycle End Date **5/31/2016**
 Log Status **Activities Logged**
[Print Log](#)

Indicates reviewer notes can be viewed by clicking icon

Authors of dietetics-related articles in peer-reviewed journals or chapters in dietetics-related texts are now able to increase their Professional Reading CPEU limit.

Learning Need Code	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Date Completed	How d
4110	720	A VEGETARIAN DIETARY PATTERN AS A NUTRIENT DENSE APPROACH FOR WEIGHT MANAGEMENT: AN ANALYSIS OF THE NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY	JADA	2.0	6/04/2011	I WILL COLU... NEEDS
1080	720	A NATIONAL APPROACH TO RESTAURANT MENU LABELING: THE PATIENT PROTECTION AND AFFORDABLE HEALTH CARE ACT, SECTION 4205	JADA	2.0	3/21/2011	A REFF INDIVI LEGISL HELPE ISSUE.

Total CPE **4.0** This Page CPE **4.0**

Add Activity Add Activity via CPE Database Search



You can **click on the Journal Article Quiz button** to complete the ADA Journal article CPE quizzes. These quizzes are free for ADA Members and are available to non-member practitioners at a fee. Quizzes will be available for a year following the article's publication date. Once you have completed a quiz, you will be given a one-time option to automatically transfer the CPEUs to your Activity Log.

Indicates reviewer notes can be viewed by clicking icon

peer-reviewed journals or chapters in dietetics-related texts are now able to increase their Professional Reading CPEU limit.

CPE Activity Type	Activity Title	Activity Provider	CPE Units	Date Completed	How did you use the knowledge or skills acquired from this learning activity?
20	A VEGETARIAN DIETARY PATTERN AS A NUTRIENT DENSE APPROACH FOR WEIGHT MANAGEMENT: AN ANALYSIS OF THE NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY	JADA	2.0	6/04/2011	I WILL USE THIS INFORMATION AS A COUNSELING TOOL IN ATTENDING TO NEEDS OF MY OVERWEIGHT PATIENTS
20	A NATIONAL APPROACH TO RESTAURANT MENU LABELING: THE PATIENT PROTECTION AND AFFORDABLE HEALTH CARE ACT, SECTION 4205	JADA	2.0	3/21/2011	A REFRESHING LOOK AT THE ABILITY OF INDIVIDUALS TO AFFECT CHANGE THROUGH LEGISLATION AND PUBLIC POLICY. THIS HELPED INSPIRE ME TO GO FURTHER ON THIS ISSUE.

Total Page CPE 4.0

Click "Finish - Submit Log for Processing" if you want to continue adding additional activities later for CDR recertification. You may however submit log for mid-point review when you have entered between 30 and 49 CPEUs (DTR) or between 30 and 74 CPEUs (RD). This option will allow for additional CPEUs to be added to your log.

Optionally, you may submit for a mid-point review of your learning activities once you've logged between 30 and 74 CPEUs for RDs and 30 and 49 CPEUs for DTRs and as long as it is earlier than December first of the last year in your recertification cycle. To do so, you would **click the button highlighted.**

Your December 1st deadline for requesting a mid-point review can be calculated by subtracting 1 from your recertification cycle end date. As an example, if your end date is 2017, subtracting 1 gives you the deadline of December 1st, 2016.

Again, this is optional and for those who want to be assured they are progressing okay.

Indicates reviewer notes can be viewed by clicking icon

increase their Professional Reading CPEU limit.

Learning Need Code	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Date Completed	How did you use the knowledge or skills acquired from this learning activity?
1000	100	MARKETING 101 - 3 SEMESTER CREDIT HOURS	NORTHWESTERN UNIVERSITY	45.0	6/17/2011	THIS WILL BE USED TO HELP ME TO EFFECTIVELY MANAGE MY BURGEONING PRIVATE PRACTICE VENTURE.
4110	720	A VEGETARIAN DIETARY PATTERN AS A NUTRIENT DENSE APPROACH FOR WEIGHT MANAGEMENT: AN ANALYSIS OF THE NATIONAL HEALTH AND NUTRITION EXAMINATION SURVEY	JADA	2.0	6/04/2011	I WILL USE THIS INFORMATION AS A COUNSELING TOOL IN ATTENDING TO NEEDS OF MY OVERWEIGHT PATIENTS
1080	720	A NATIONAL APPROACH TO RESTAURANT MENU LABELING: THE PATIENT PROTECTION AND AFFORDABLE HEALTH CARE ACT, SECTION 4205	JADA	2.0	3/21/2011	A REFRESHING LOOK AT THE ABILITY OF INDIVIDUALS TO AFFECT CHANGE THROUGH LEGISLATION AND PUBLIC POLICY. THIS HELPED INSPIRE ME TO GO FURTHER ON THIS ISSUE.

Total CPE 49.0 This Page CPE 49.0

Note: Please do not click "Finish - Submit Log for Processing" if you want to continue adding additional activities later for CDR recertification. You may however submit log for mid-point review when you have entered between 30 and 49 CPEUs (DTR) or between 30 and 74 CPEUs (RD). This option will allow for additional CPEUs to be added to your log.



After you have logged 75 or more CPEUs (50 or more for DTRs), a button will appear that says **“Finish – Submit Log for Processing.”**

Be sure you are ready to submit before you click this button since you will not be able to modify your activities or add additional activities to your Log.

1000	150			1.5	1/01
1070	170	THINKING OUTSIDE THE LINES	NATIONAL SEMINARS, ROCKHURST UNIVERSITY	2.0	11/17
1000	170	STRENGTHENING YOUR PEOPLE SKILLS IN THE WORKPLACE	NATIONAL SEMINARS GROUP, A DIVISION OF ROCKHURST UNIVERSITY CONTINUING EDUCATION CENTER	2.0	10/16
1000	170	COMMUNICATING WITH TACT AND SKILL FOR MANAGERS AND SUPERVISORS	NATIONAL SEMINARS/ROCKHURST CONTINUING EDUCATION CENTER	2.0	9/18
Total CPE 78.5 This Page CPE 78.5					
<input type="button" value="Finish - Submit Log for Processing"/>		<input type="button" value="Add Activity"/>		<input type="button" value="Add Activity via CPE Database"/>	
<small>Note: Please do not click 'Finish - Submit Log for Processing' if you want to continue adding additional activities submit log for mid-point review when you have entered between 30 and 49 CPEUs (DTR) or between 30 and 74 additional CPE to be recorded while current CPE is being reviewed. The mid-point review can only be done on</small>					

After you click on this button to submit your CPEUs for review, a Certification Statement Page will appear. You need to answer the questions and click “Finish – Submit” again before your Log is officially submitted for review.

You will receive verification of your approved Activity Log within 6-8 weeks of submission, via email, if you have an address associated with your profile, otherwise it will be sent through the mail.

Request for Paper PDP Forms



If your circumstances require you to fill out a paper form of the Step 3: Learning Plan and Step 4: Activity Log, please complete this request form and mail it to CDR. The paper forms will be mailed to you within 10 business days.

Required Information

Date of Request:		CDR Registration Number:	
Name:			
Telephone Number:	()	-	
Mailing Address: (The forms will be mailed to this address)	_____ Street Address Apartment/Unit # _____ City State Zip Code		

Please mail this completed form to:

Commission on Dietetic Registration
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

For CDR Use Only

Date Received: _____ Date Mailed: _____

Sponsored Independent Learning Contract



To be completed only by those using this activity type (see instructions in the Professional Development Portfolio Guide, page 13, for Activity Type 220, Sponsored Independent Learning).

Learner Name _____ CDR Credential RD DTR

Registration # _____

Sponsor Name: _____ Title: _____

Institution: _____ Phone Number: _____

Learning Need:

Which learning need(s) from your Step 3: Learning Plan does this learning contract address? List the learning need/s being addressed. _____

Learning Outcome:

What do you intend to learn? Describe the learning outcomes (skills, knowledge, or behaviors) you will be able to demonstrate following completion of this learning contract. The outcomes must be measurable or observable, clearly stated, and focus on what you will be able to demonstrate.

As a result of my learning, I will...

Learning Resources and Activities:

How will you accomplish each learning outcome? Describe the resources (material and/or human) you plan to use to achieve the learning outcome and the activities (techniques and/or tools) you will employ.



Target Number of Hours Needed to Accomplish Learning Outcomes:

How much time will you devote to achieving each learning outcome through the activities described? List the hours you anticipate spending on each activity. You must keep track of these hours in order to receive CPEUs for the activities.

Target Completion Date:

When will your learning outcomes be met? List your target date: _____

Evidence of Learning Outcome(s) Achievement:

How will you know if you have achieved the learning outcomes? List the evidence you will use to measure achievement of your learning outcomes. Examples of evidence include a peer audit, chart review, completion of a project, publication, self-assessment, question-and-answer session. _____

Sponsor and Learner Agreement:

We have discussed the Independent Learning Contract and agree to implement the activities outlines in this plan.

Signature of Learner: _____ Date: _____

Signature of Sponsor: _____ Date: _____

Complete this section after learning outcomes have been demonstrated:

I verify that the learner has devoted _____ hours towards achieving the learning plan outcomes and produced evidence of such achievement.

Describe the evidence and attach documentation, if applicable.

Signature of Sponsor: _____ Date: _____

Sponsored Independent Learning Contract Examples



Sponsored Independent Learning Contract

To be completed only by those using this activity type (see instructions in the Professional Development Portfolio Guide, page 13, for Activity Type 220, Sponsored Independent Learning).

Learner Name: Danielle Smith CDR Credential: RD DTR
 Registration #:

1	0	1	0	1	0	1		
---	---	---	---	---	---	---	--	--

 Sponsor Name: Jane Doe, MS, RD, CDR Title: Transplant Dietitian
 Institution: General University Hospital Phone Number: (888)978-6543

Learning Need:

Which learning need(s) from your Step 3: Learning Plan does this learning contract address? List the learning need/s being addressed. _____

5340 - Renal Disease
5360 - Transplantation

Learning Outcome:

What do you intend to learn? Describe the learning outcomes (skills, knowledge, or behaviors) you will be able to demonstrate following completion of this learning contract. The outcomes must be measurable or observable, clearly stated, and focus on what you will be able to demonstrate.

As a result of my learning, I will...
learn about the intricacies of kidney transplantation and the role of dietitian
plays as a part of the interdisciplinary team

Learning Resources and Activities:

How will you accomplish each learning outcome? Describe the resources (text, video, and/or human) you plan to use to achieve the learning outcomes and the techniques and/or tools you will employ.
Shadow the transplant dietitian including visits to the post-transplant
journal research on kidney transplantation and present to the transplant
hospital-based learning modules.

Target Number of Hours Needed to Accomplish Learning Outcomes:

How much time will you devote to achieving each learning outcome through the activities described? List the hours you anticipate spending on each activity. You must keep track of these hours in order to receive CPEUs for the activities. Remember that two hours of activity equals one CPEU.

Shadowing/Hands-on training - 70 hrs
Journal reading - 10 hrs, including two presentations to the IDT
Modules - 4hrs

Target Completion Date:

When will your learning outcomes be met? List your target date: August 31, 2014

Evidence of Learning Outcome(s) Achievement:

How will you know if you have achieved the learning outcomes? List the evidence you will use to measure achievement of your learning outcomes. Examples of evidence include a peer audit, chart review, completion of a project, publication, self-assessment, question-and-answer session. _____

I will demonstrate newly honed skills and an understanding of the dietitian's role in the transplantation process by completing an oral assessment with my sponsor. There will also be periodic chart reviews and critiques of the journal presentations by the IDT.

Sponsor and Learner Agreement:

We have discussed the Independent Learning Contract and agree to implement the activities outlined in this plan.

Signature of Learner: _____ Date: May 14, 2014
 Signature of Sponsor: _____ Date: May 17, 2014

Complete this section after learning outcomes have been demonstrated:

I verify that the learner has devoted

8	4
---	---

 hours towards achieving the learning plan outcomes and produced evidence of such achievement.

Describe the evidence and attach documentation, if applicable.

Signature of Sponsor: _____ Date: September 1, 2014



Sponsored Independent Learning Contract Examples

Sponsored Independent Learning Contract

To be completed only by those using this activity type (see instructions in the Professional Development Portfolio Guide, page 13, for Activity Type 220, Sponsored Independent Learning).

Learner Name John Adams CDR Credential RD DTR
Registration #

8	5	0	0	1	2	3	4		
---	---	---	---	---	---	---	---	--	--

Sponsor Name: Cynthia Ross Title: IT Associate
Institution: University of Wisconsin, Madison Phone Number: 123-456-7890

Learning Need:

Which learning need(s) from your Step 3: Learning Plan does this learning contract address? List the learning need/s being addressed. _____

1020 - Computer, electronic technology

1000 - Professional Skills

Expand professional skills in web site development

Learning Outcome:

What do you intend to learn? Describe the learning outcomes (skills, knowledge, or behaviors) you will be able to demonstrate following completion of this learning contract. The outcomes must be measurable or observable, clearly stated, and focus on what you will be able to demonstrate.

As a result of my learning, I will...

Learn about HTML coding, web extensions, Adobe DreamWeaver, web development and maintenance at a beginner's level.

Learning Resources and Activities:

How will you accomplish each learning outcome? Describe the resources (material and/or human) you plan to use to achieve the learning outcome and the activities (techniques and/or tools) you will employ.

Will read "HTML For Dummies," complete DreamWeaver tutorial, shadow the IT professional for hands-on experience, and will utilize additional web resources as needed.

Hours Needed to Accomplish Learning Outcomes:

_____ devote to achieving each learning outcome through the _____ hours you anticipate spending on each activity. You must _____ in order to receive CPEUs for the activities. Remember that _____ equals one CPEU.

_____ for Dummies

_____ tutorial

_____ professional

_____ ate:

_____ outcomes be met? List your target date: 12/31/15

Outcome(s) Achievement:

How will you know if you have achieved the learning outcomes? List the evidence you will use to measure achievement of your learning outcomes. Examples of evidence include a peer audit, chart review, completion of a project, publication, self-assessment, question-and-answer session. _____

I will utilize my new skill set to plan and implement a redesign of my personal web site for private practice. I intend to create a blog on the site as well, where I may dispense daily nutrition tips, as well as grow my client base through social interactions.

Sponsor and Learner Agreement:

We have discussed the Independent Learning Contract and agree to implement the activities outlined in this plan.

Signature of Learner: _____ Date: 04/02/15

Signature of Sponsor: _____ Date: 04/05/15

Complete this section after learning outcomes have been demonstrated:

I verify that the learner has devoted

8	0
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 hours towards achieving the learning plan outcomes and produced evidence of such achievement.

Describe the evidence and attach documentation, if applicable.

Signature of Sponsor: _____ Date: 01/12/16

Approved Programs



Approved Certification Programs (For Consecutive Recertification Periods)

Board Certification as a Specialist in Dietetics (Gerontological Nutrition, Oncology Nutrition, Pediatric Nutrition, Renal Nutrition, and Sports Dietetics)

Commission on Dietetic Registration,
120 South Riverside Plaza, Suite 2000,
Chicago, IL 60606-6995. Phone: 800-
877-1600, ext. 5500. Fax: 312-899-4772.
Web: www.cdrnet.org (RD only).

Board Certified Advanced Diabetes Management

American Association of Diabetes Educators,
8515 Georgia Ave., Suite 400, Silver Spring,
MD 20910-3492. Phone: 800-284-2378.
Web: www.diabeteseducator.org

Certified Diabetes Educator

National Certification Board for Diabetes
Educators, 330 east Algonquin Road,
Suite 4, Arlington Heights, IL 60005.
Phone: 847-228-9795. Fax: 847-228-8469.
Web: www.ncbde.org (RD only).

Certified Nutrition Support Clinician

National Board of Nutrition Support
Certification, Inc. 8630 Fenton St.,
Suite 412, Silver Spring, MD 20910.
Phone: 800-727-4567. Fax: 301-587-2365.
Email: nbnsnc@nutr.org
Web: www.nutritioncertify.org (RD only).

Certified Personal Trainer

National Council on Strength and Fitness,
13501 SW 136 St., #102, Miami, FL 33146.
Phone: 800-772-6273, Fax: 305-256-7722..
Email: info@ncsf.org
Web: www.ncsf.org

International Board Certified Lactation Consultant

International Board of Lactation
Consultant Examiners, 6402 Arlington
Blvd., Suite 350, Falls Church, VA 22042.
Phone: 703-560-7330. Fax: 703-560-7332.
Email: iblce@iblce.org
Web: www.iblce.org

Canadian Board Certified Diabetes Educator

Canadian Diabetes Educator
Certification Board, 2878 King
Street, Caledon, ON, L7C 0R3.
Phone: 905 838-4898. Fax: 905 838-4899.
Email: cdecb@sympatico.ca
Web: www.cdecb.ca

*This list will be updated on a periodic basis.
Please visit www.cdrnet.org or contact CDR for a
current list of approved certifications.



Approved Certification Programs (For Alternate Recertification Periods)

ACE Certified Clinical Exercise Specialist, ACE Certified Group Fitness Instructor, Lifestyle & Weight Management Consultant, ACE Certified Personal Trainer

American Council on Exercise, 4851 Paramount Drive, San Diego, CA 92123.
Phone: 800-825-3636. Fax: 858-576-6564.
Web: www.acefitness.org.

ACSM Certified Personal TrainerSM, ACSM Health Fitness SpecialistSM, ACSM Health/Fitness Director[®], ACSM Clinical Exercise SpecialistSM, or ACSM Program DirectorSM

American College of Sports Medicine. P.O. Box 1440, Indianapolis, IN 46206-1440.
Phone: 317-637-9200. Fax: 317/634-7817.
Email: crtacsm@acsm.org
Web: www.acsm.org

Certified Foodservice Professional

North American Association of Food Equipment Manufacturers, 161 North Clark St., Suite 202, Chicago, IL 60601.
Phone: 312-821-0201. Fax: 312-821-0202.
Web: www.nafem.org/cfsp

(This is an approved certification for recertification of DTRs only)

Certified in Family and Consumer Sciences

American Association of Family and Consumer Sciences. 400 N. Columbus St., Suite 202, Alexandria, VA 22314.
Phone: 800-424-8080 Fax: 703-706-4663.
Email: info@aafcs.org
Web: www.aafcs.org

Certified Health Education Specialist

National Commission for Health Education Credentialing Inc., 1541 Alta Drive, Suite 303, Whitehall, PA 18052-5642.
Phone: 888-624-3248 Fax: 800-813-0727.
Email: nchec@nchec.org
Web: www.nchec.org

Certified Professional in Healthcare Quality

Healthcare Quality Certification Board, PO Box 19604, Lenexa, KS 66285-9604.
Phone: 913-895-4609. Fax: 913-895-4652.
Email: info@cphq.org
Web: www.cphq.org

Certified Strength and Conditioning Specialist or NSCA Certified Personal Trainer

National Strength and Conditioning Association Certification Commission, 3333 Landmark Circle, Lincoln, NE 68504.
Phone: 888-746-2378. Fax: 402-476-7141.
Email: commission@nsca-cc.org
Web: www.nsca-cc.org

NASM Certified Personal Trainer

National Academy of Sports Medicine, 26632 Agoura Rd., Calabasas, CA 91302.
Phone: 800-460-6276, Fax: 818-878-9511.
Email: bsutton@nasm.org
Web: www.nasm.org

National Certified Counselor

National Board for Certified Counselors, 3 Terrace Way, Suite D, Greensboro, NC 27403.
Phone: 336-547-0607. Fax: 336-547-0017.
Email: nbcc@nbcc.org
Web: www.nbcc.org

School Foodservice and Nutrition Professional

School Nutrition Association, 120 Waterfront St. National Harbor, MD
Phone: 301-686-3100. Fax: 301-686-3115.
Email: servicecenter@schoolnutrition.org
Web: www.schoolnutrition.org

(This is an approved certification for recertification of DTRs only)

Background and Impetus for the Professional Development Portfolio Development

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Also refer to Atkins and Driscoll articles, listed under Self-Reflection.



Environmental Scan & Workforce Demand Study

In 2006, CDR contracted to have qualitative, focus group research done with a sample of employers who hire RDs. The following excerpts from that research summarize some of the things employers listed when asked what additional knowledge, skills or abilities they would like to see in RDs they would hire:

- A better understanding of how adults learn
- A better ability to communicate with patients/clients at their level
- Improved counseling and coaching skills
- Improved writing and presentation skills
- Physical assessments
- Enteral and parenteral feedings
- Improved critical thinking and problem solving
- Specialization – more depth in one focal area
- Improved management skills, to include:
 - Supervision
 - Coaching, mentoring
 - Negotiation
 - Accounting/finance
 - Budgeting/cost control
 - Inventory
 - QA/QI
 - Marketing, selling
 - Revenue generation; reimbursement, sales grant writing

Core Trends

The 1995 and 2000 studies identified “the core trend to be the need to do more and better with less. Rising costs, increased competition, and rising customer expectation pressures drive this trend. Computerization and automation accelerate it. Private and public

organizations are downsizing, reorganizing, outsourcing, automating and relying more on multidisciplinary teams of cross-trained, versatile, flexible, creative, proactive professionals who know how to focus their efforts on the organization’s outcomes and bottom line- and who know how to show professional and public audiences that they are doing so.” Nothing in the 2006 results contradicts the basic thrust of those findings. Other continuing trends noted in prior research and evidenced in the current findings include the decline of “traditional” dietetics jobs (clinical plus food service responsibilities in a community hospital) and the growth of other “non-traditional” opportunities (as evidenced particularly by participants in the sports/wellness/fitness and business/industry/consulting groups). Technology continues to affect the way dietetics professionals do their work, especially in the areas of menu planning/printing/recording, charting nutrient analysis, and patient education/presentations. The bottom line emphasis noted since 1995 continues; the focus is relentlessly on outcomes and results, for patients and for the employing organizations.

Segment Specific Trends

What follows is a recap of trends somewhat more specific to each of the vertical segments investigated.

Community

A need is seen here for even more coordination between disciplines, and more effective joint delivery of services. With a rapidly diversifying population base, there is a growing need for practitioners with



strong cultural competence, and the ability to speak a language other than English (led by Spanish). Some participants feel the diversity of the dietetics profession must be increased for future success in agency settings. Finally, employers perceive a need for entry-level professionals to take on leadership roles more quickly; agencies are chronically short-staffed and depend on an almost entrepreneurial approach from practitioners to achieve needed results.

Healthcare (including Food Service group participants)

Higher acuity and greater complexity are seen as characterizing today's patient base, which the trend towards reduced hospital stays exacerbates. The latter results in the need for quicker interventions, putting a premium on efficiency, prioritizing, and decision-making. Its corollary is that the cure is being driven more and more to outpatient settings. There is now more interdisciplinary coordination and joint delivery of service, as well as higher expectations for coordination of care at discharge. Customer service and satisfaction has become even more of a driver, as patients direct their own care more frequently, and customer satisfaction measurement becomes a competitive marketing tool. The combination of interdisciplinary coordination plus customer focus means dietetics professionals must be effective "people persons" for a broad range of stakeholders, from doctors to other health professionals to diet office staff to low-literacy patients. Finally, some employers in this group assert that there is little to no time to train RDs on the job, so there is a strong need for practical experience prior to registration.

Long-Term Care

The combination of increasing regulation/oversight plus funding squeezes makes efficiency the watchword in this segment;

employers assert that RDs must be adept at doing more with less to succeed. Because reimbursement drives revenue, documentation skills are more critical. An aging population is seen to increase the acuity and complexity of care, meaning RDs must now be much more clinically focused; there is no time for them to be in the kitchen any longer. Because RDs are often consultants to multiple facilities (thus not always on site), they need to educate other caregivers to function in their stead: CNAs, RNs, LPNs, MDs. This group, too, felt that entry level RDs must take on leadership roles more quickly than they once did.

Business/Consulting/Sports/Wellness/Fitness

These are the areas where entrepreneurial ambitions are almost a job requirement; many discussion participants were in positions they had more or less created for themselves. These employers would also assert that there is little to no time for on-the-job training of entry level RDs, so practical experience before registration is highly valued. People skills are important for this segment too, in that patients/clients feel themselves better informed and are more likely to direct their own care; counseling and coaching, not "educating" or ordering, are the modes by which RDs will be successful. As with others, these employers feel new RDs must take on leadership and supervisory roles more quickly. Finally, uniquely, these employers consider marketing, sales, product development, and grant writing to be core competencies for entry-level RDs.

Education/Research

Some in this group see research opportunities increasing, though others would disagree. Several see a trend towards needing to educate/present to more varied audiences, both health care professionals and patients/



clients. The focus of many in this segment meant their supervision of RDs was of a more pedagogical nature, and thus of somewhat diminished interest to the main purposes of this research.



THE 2009 – 2011 DIETETICS WORKFORCE DEMAND STUDY

included extensive literature reviews, futuristic visioning with expert opinion, public policy examination, analysis of numerous research surveys, and data-based modeling. So what do all of these documents and data reveal? Although all analysts approached workforce demand using different methodologies and perspectives, some common themes emerged.

Change

Probably the most compelling theme is that change is constant. It arises simultaneously from multiple sources and offers dietetics practitioners both challenges and opportunities.

Demographic Shifts and Population Risk Factors

There are dramatic demographic shifts underway in the age and racial/ethnic composition of the US population, affecting both the practice of dietetics and the dietetics workforce. The aging population increases the need for preventive care, wellness, and chronic-disease management. An aging population and increased cultural diversity will push dietetics practitioners to adapt existing programs and services as well as create new services. In addition, the incidence of overweight and obesity, which are associated with increased risk for chronic diseases such as cardiovascular disease and diabetes, will have a major impact on the dietetics profession. The aging of registered dietitians (RDs) also affects the profession.

With an average member age of 47 years, the lack of sufficient practitioners with the experience needed to fill positions opened by pending retirements will result in demand exceeding supply, especially in upper-level positions.

Legislation

Although the implementation details of the 2010 Patient Protection and Affordable Care Act have yet to be finalized, health care reform is a reality. Currently, nutrition services provided by RDs are not specifically mandated in the act. However, the opportunity exists to enhance professional presence and the provision of those services. Demonstrating the cost-effective benefits of RD services on patient and client outcomes will be critical.

Bifurcation of Health Care Labor Force

The trend of the health care labor force to bifurcate between technically prepared and advanced-level practitioners results in a practice model where advanced-level practitioners direct a cadre of health care providers with a technical or basic level of training. This model increases demand for practitioners at both ends of the education spectrum and gives impetus to the Academy of Nutrition and Dietetics emphasis on defining, recognizing, and supporting multiple levels of practice in a variety of practice areas.

Change Agents

On the whole, RDs have maintained only basic business skills, while medical nutrition skills have expanded. The resulting benefit is that the public has been protected by ensuring, through credentialing and/or licensure, that RDs are the providers of medical nutrition therapy in most states. However, the detriment is that the majority



of dietetics practitioners serve in staff rather than leadership/management positions. As a result, leadership of food and nutrition services is often filled by other disciplines.

Interdisciplinary Teams

Interdisciplinary teaming offers challenges and opportunities for all medical professionals. The ability to cooperatively focus the expertise of diverse disciplines on the desired outcome for the patient, client, or project is critical. This trend offers opportunities to demonstrate expertise, effectiveness, and leadership. Rigorous scientific training positions RDs to be highly valued members of a medical interdisciplinary team. With additional leadership and business skills, RDs could lead these teams in many settings.

Advanced Practice

The percent of RDs who hold specialist credentials (15%) is higher than practitioners in other allied health and nursing professions, but differentiating specialist practice and advanced practice activities from general practice activities has been difficult. RDs who hold specialist credentials report personal benefits, but employers have yet to value and demand practitioners with specialist credentials in large numbers. There is currently no advanced practice credential (a different designation than specialist) available from the Academy, but this issue is being studied. Although recognition of both specialist and advanced practice skills will be important in the future, the future scan published in this Supplement also indicates that skilled generalists will have important roles to play in a fast-changing environment.

Increased Competition

Competition for dietetics roles and jobs comes from several sources. Included in these ranks are practitioners academically prepared in other health-related professions

whose scopes of practice blur into the dietetics practitioner's role. In addition, graduates of Didactic Programs in Dietetics who do not complete dietetic internships to become credentialed professionals often want to work in the dietetics profession. Another source of competition is individuals without academic preparation or credentials but who identify themselves as nutrition and health experts.

Demand that Exceeds Supply

The current projection is that by 2020, only 75% of the demand for dietetics practitioners will be met, unless the supply increases dramatically. This is both sobering and exciting news. The supply/demand gap might provide already credentialed dietetics practitioners with economic advantages in the short-term. However, this also provides competitors with opportunities for market positions. If RDs and dietetic technicians, registered, do not meet employment demand, competitors will fill the nonregulated positions and economic advantages for dietetics practitioners will quickly erode.

Note: The preceding information was reproduced with permission from "Implications of the Dietetics Workforce Demand Study," an article from the March 2012 Supplement 1 of the Journal of the Academy of Nutrition and Dietetics.

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