

ESSENTIAL PRACTICE COMPETENCIES FOR CDR-CREDENTIALLED NUTRITION AND DIETETIC PRACTITIONERS EDUCATOR TOOL KIT FOR GUIDING STUDENTS

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Welcome to the Commission on Dietetic Registration (CDR) Essential Practice Competencies Educator Toolkit! Thank you for being an indispensable partner to CDR in teaching dietetics and nutrition students about the Professional Development Portfolio (PDP). Resources for your use with students include:

- A one-page description of what is new in the PDP process
- A one-page description of the PDP process with the essential practice competencies
- A YouTube video with students using the Goal Wizard and educators describing the PDP process
- Examples of Learning Plans for newly credentialed practitioners, Learning Plans for RDNs or RDs and for NDTRs or DTRs, and Learning Plans with activity logs.
- A lesson plan that incorporates all these components to support your efforts to teach students about the PDP process and the essential practice competencies.
- Key messages, definitions of terms, and more!

Thank you for your commitment to educate life-long learners who provide competent, ethical and safe practice.

[What's New in the PDP Process?](#)

[The PDP Process](#)

[Essential Practice Competencies Document](#)

[Goal Wizard YouTube Video](#)

Engaging introduction to the PDP and the Goal Wizard.

[Goal Wizard Tutorial](#)

Brief introduction of the Goal Wizard tool.

[Dream Wizard](#)

Demonstration version of the Goal Wizard for use by students or educators.

Examples of Learning Plans for Newly Credentialed Practitioners

Learning Plan—[Not Yet Employed](#) (RDN), [Clinical](#) (RDN), [Foodservice](#) (NDTR)

Learning Plan with Activity Log—[Clinical](#) (NDTR) and [Public Health](#) (RDN)

[Educator Lesson Plan](#), [Presentation](#), and [Slides](#)

[Key Messages](#) and [Definition of Terms](#)

Presentations

[Introducing Practice Competencies, October 2013](#)

[Practice Competencies National Validation Results, August 2014](#)

2014 FNCE Sessions
To come

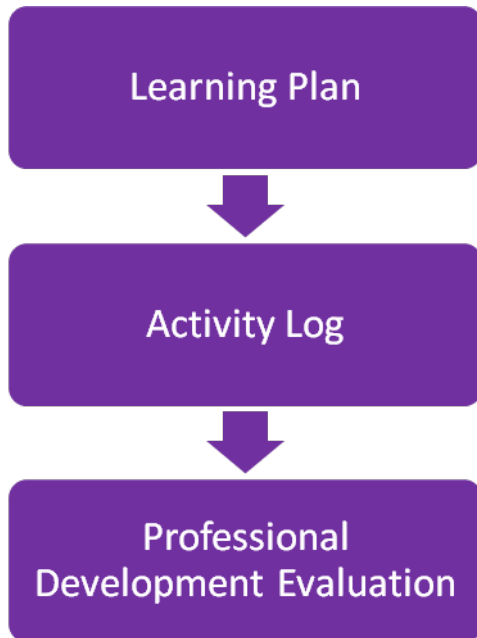
[Essential Practice Competency Frequently Asked Questions \(FAQs\)](#)

[References](#)

[Essential Practice Competency Timeline](#)

PROFESSIONAL DEVELOPMENT PORTFOLIO AND THE ESSENTIAL PRACTICE COMPETENCIES

PDP PROCESS (COMPETENCY-BASED)



RDNs or RDs and NDTRs or DTRs:

- *Use the online CDR Goal Wizard to develop a Competency Profile and Learning Plan based on responses to questions that ask the practitioner to reflect on current and future practice and desired and mandatory learning.*
 - *Add or delete [essential practice competencies](#) for the Learning Plan based upon reflection of learning needs.*
 - *One goal must be from the Ethics and Professionalism sphere.*
 - *Identify at least one performance indicator per essential practice competency.*
 - *Submit the Learning Plan to CDR at the end of the Goal Wizard for automatic approval.*
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- *Log continuing professional education (CPE) learning activities online. RDNs or RDs need 75 hours and NDTRs or DTRs need 50 hours every recertification cycle. Refer to the PDP Guide for a list of approved activities.*
 - *Evaluate learning and progress and submit a summary to CDR. This step serves as the basis for Step 1 in a new, 5-year recertification cycle.*
 - *Refer to the PDP Guide for complete list of approved learning activities, documentation requirements, and the PDP timeline.*

**PROFESSIONAL DEVELOPMENT PORTFOLIO
AND THE ESSENTIAL PRACTICE COMPETENCIES**

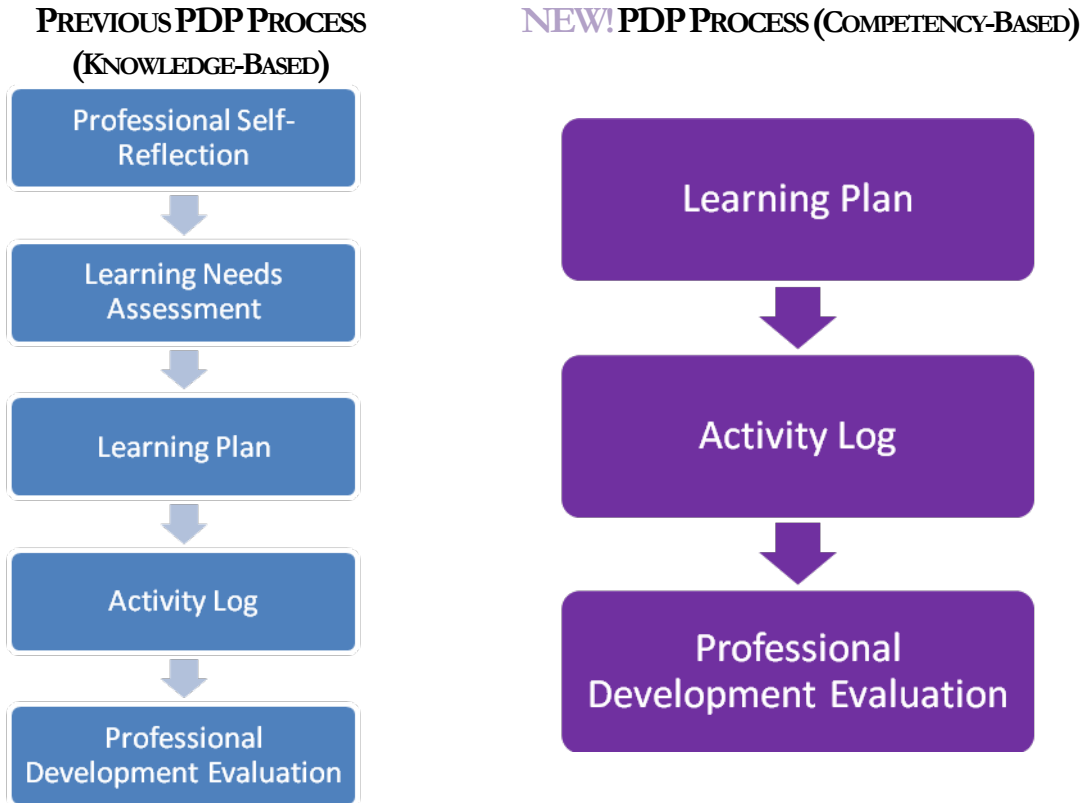
What's New in the PDP Process?

Three important changes:

1. The PDP process now comprises three steps instead of five. Step 1 is creating the Learning Plan, Step 2 is maintaining the Activity Log, and Step 3 is conducting Professional Development Evaluation.
2. To complete Step 1, CDR has developed an online Goal Wizard, which uses a decision algorithm to assist credentialed practitioners with identification of essential practice competencies and performance indicators relevant to practice for RDNs and RDs or NDTRs and DTRs. Practitioners tailor their Learning Plan by adding or deleting practice competencies and performance indicators.
3. The knowledge-based learning need codes (LNC) that practitioners identified in their Learning Plans will be replaced with essential practice competencies and performance indicators that practitioners select.

*There are **no** changes to the:*

- Learning activities types for CPE credit.
- Total number of CPE units (CPEUs) required: RDNs or RDs need 75 CPEUs and NDTRs or DTRs need 50 CPEUs every 5-year recertification cycle.
- Requirement to keep certificates of completion. Practitioners will need to continue saving these in case of audit.



**ESSENTIAL PRACTICE COMPETENCIES FOR CDR CREDENTIALLED NUTRITION AND DIETETIC PRACTITIONERS
EDUCATOR TOOL KIT FOR GUIDING STUDENTS**

EDUCATOR LESSON PLAN

TITLE: CDR's Professional Development Portfolio for Newly Credentialed Nutrition and Dietetic Professionals

LENGTH: 2 hours (3 parts that can be combined or used separately)

GOAL: The learner will understand the rationale for lifelong learning, credentialed practitioner practice competencies, and the CDR recertification process.

LEARNING OBJECTIVES:

1. State the rationale for RDN/RD and NDTR/DTR participation in ongoing professional development
2. Illustrate the depth and breadth of the essential practice competencies for CDR credentialed practitioners
3. Explain CDR's PDP process and requirements

EDUCATION COMPETENCY ADDRESSED:

CRD 2.12 Perform self-assessment, develop goals and objectives, and prepare a draft PDP as defined by CDR

CONTENT:

PART 1

30 MIN

Overall Objective—Understand the rationale for RDNs or RDs and NDTRs or DTRs to participate in ongoing professional development

PART 2

45 MIN

Overall Objective—Illustrate the depth and breadth of the essential practice competencies for CDR-credentialed practitioners

PART 3

45 MIN

Overall Objective—Explain CDR's PDP process and requirements

PART 1**30MIN**

Overall Objective—Understand the rationale for RDNs or RDs and NDTRs or DTRs to participate in ongoing Professional Development

Specific lesson objectives:

Explain the expectation and practitioner responsibility for recertification, lifelong learning, and public protection

Describe the strength of competency-based learning vs. knowledge-based learning for public protection and professional development

Identify the relationship of the essential practice competencies to the Academy of Nutrition and Dietetics Standards of Practice (SOP)/Standards of Professional Performance (SOPP)

BEFORE Part 1	
Educator Toolkit Resources <ul style="list-style-type: none"> • Key Messages • Definition of Terms • RDN or NDTR Academy Scope of Practice • PDP Guide (coming in spring 2015) 	Student Pre-reading <ul style="list-style-type: none"> • RDN or NDTR Academy SOP/SOPP Papers • PDP Guide (coming in Spring 2015)

Lesson (Part 1)	Educator Guide	Time	Evaluation
Explain the expectation and practitioner responsibility for recertification, lifelong learning, and public protection	PDP Process (ppt and script)	8 minutes	<ul style="list-style-type: none"> • Reflective questions embedded in presentation and at end.
Describe the strength of competency-based vs. knowledge-based learning	PDP Process (ppt and script)	8 minutes	
Identify the relationship of competencies to the Academy SOP/SOPP	PDP Process (ppt and script)	4 minutes	
Sample Questions		10 minutes	
1. What questions do you have about the presentation content? 2. Have you considered the role that you might pursue once credentialed? 3. Do you see yourself staying in that role throughout your career?			
Homework			
1. Read the Essential Practice Competencies document . 2. Develop a one-page description of a desired practice role (e.g., credential, setting, focus area of			

practice) and five activities that this practice role would engage in, such as education, counseling, budgeting, menu development, or others. Refer to the essential practice competencies to define the role.
 3. Review draft learning plans for newly credentialed practitioners available on CDR’s website.

PART 2

45MIN

Objective—Describe the depth and breadth of the essential practice competencies for CDR-credentialed practitioners

Specific lesson objectives:

- Explain the Essential Practice Competency Framework
- Distinguish between core and functional essential practice competencies
- Explain the competencies and competency profile, performance indicators, and practice illustrations
- Show sample learning plan examples

BEFORE Part 2	
Educator Tool Kit Resources <ul style="list-style-type: none"> • Key messages • Newly credentialed learning plan examples • Essential Practice Competencies Document 	Student Pre-Work <ul style="list-style-type: none"> • Essential Practice Competencies Document • Newly credentialed learning plan examples

Lesson (Part 2)	Educator Guide	Time	Evaluation
Explain the Essential Practice Competency Framework	PDP Process (ppt and script)	5 minutes	<ul style="list-style-type: none"> • Reflective questions embedded in presentation and at the end. • Role description reviews.
Distinguish between core and functional essential practice competencies	PDP Process (ppt and script)	5 minutes	
Describe competencies and competency profile performance indicators, practice illustrations	PDP Process (ppt and script)	15 minutes	
Show sample learning plan excerpts	PDP Process (ppt and script) Learning Plans	10 minutes	
Sample Questions		10 minutes	
1. What questions do you have about the presentation content? 2. Can you give another example of the depth of the essential practice competencies?			
Homework			
1. Review the PDP Guide. 2. Develop a Learning Plan—including self-reflection and Learning Plan goal setting—using the CDR Dream Wizard (demonstration version of the Goal Wizard) based on role created with, for example, five competency goals and at least one performance indicator per practice competency.			

PART 3

45MIN

Objective—Explain CDR's Professional Development Portfolio (PDP) process and requirements

Specific lesson objectives:

- Describe the three steps in the PDP process
- Explain how the Goal Wizard is used in the PDP process
- List approved learning activities
- State the requirements for recertification (5-year cycle; hours; online submissions of Step 1: Learning Plan, Step 2: Activity Log, and Step 3: Professional Development Evaluation to CDR)

BEFORE Part 3	
<p>Educator Tool Kit Resources</p> <ul style="list-style-type: none"> • PDP process (one page) • What's new in the PDP process (one page; for use if students were already introduced to PDP process before incorporation of essential practice competencies) • PDP Guide (coming in Spring 2015) 	<p>Student Pre-Work</p> <ul style="list-style-type: none"> • PDP process (one page) • PDP Guide • Dream Wizard (demonstration version of Goal Wizard) to create Learning Plan (includes self-reflection, needs assessment, and Learning Plan goal development)

Lesson (Part 3)	Educator Guide	Time	Evaluation
<p>Describe the three steps in the PDP process</p>	<p>PDP Process (ppt and script)</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • Reflective questions embedded in the PowerPoint presentation and at the end. • Revised Learning Plan homework.
<p>Explain how the Goal Wizard is used in the PDP process</p>	<p>PDP Process (ppt and script) with embedded/linked Goal Wizard You-Tube Video</p>	<p>15 minutes</p>	
<p>List approved learning activities</p>	<p>PDP Process (ppt and script)</p>	<p>5 minutes</p>	
<p>State the requirements for recertification (including the ethics and professionalism requirement)</p>	<p>PDP Process (ppt and script)</p>	<p>5 minutes</p>	
<p>Sample Questions</p> <ol style="list-style-type: none"> 1. What concepts require clarification? 2. What types of learning activities will support your Learning Plan? 3. What one focus area must be included in your Learning Plan? 		<p>10 minutes</p>	
<p>Homework</p> <ol style="list-style-type: none"> 1. Revise Learning Plan as needed. 			

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KEY MESSAGES

Essential Practice Competencies

Consistent with its mission to protect the public and meet the needs of nutrition and dietetics practitioners, employers, and consumers, CDR is strengthening the PDP process with inclusion of validated [essential practice competencies](#) for nutrition and dietetics professionals.

Essential practice competencies define the essential knowledge, skill, judgment, and attitude requirements across nutrition and dietetics practice and within focus areas that are required to provide competent, ethical, and safe practice. RDNs or RDs and NDTRs or DTRs are expected to be competent in, and accept accountability and responsibility for, ensuring safety and quality in the services they provide. Practice competencies provide a structured guide to help identify, evaluate, and develop the behaviors a person needs for competent professional practice.

Transition from Knowledge-Based CPE to Competency-Based CPE

There are many privileges as a regulated professional:

- Increase in credibility for the profession
- Increase in confidence in the profession among the public and employers
- A competitive edge to other unregulated nutrition professionals who do not necessarily have the requisite education and/or practice experience
- Reassurance that RDNs or RDs, and NDTRs or DTRs maintain knowledge, skills, and judgment necessary for practice

With this privilege comes accountability, not only for achieving competence (knowledge, skills, and judgment) necessary for initial registration as an RDN or RD, or NDTR or DTR, but engaging in a professional development plan and active lifelong learning.

Research shows that CPE participation and knowledge attainment are not sufficient to ensure competence. CPE needs to be directed to actual learning needs or gaps that are applicable to an individual's practice in addition to being relevant to their areas of interest.

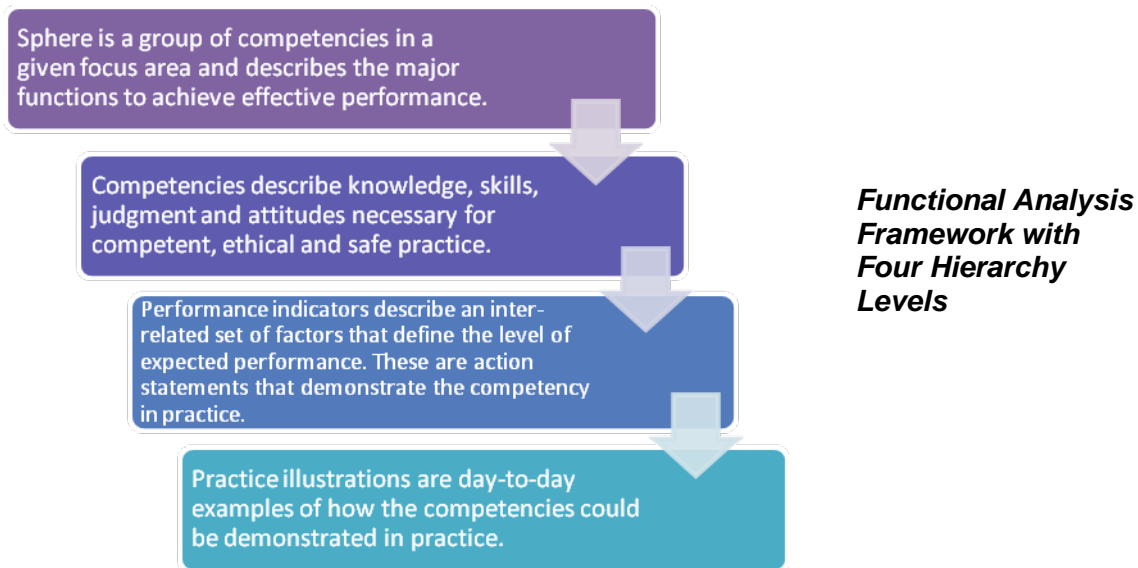
It is possible, however, that practitioners may not recognize their own knowledge, skills, and judgment gaps. They may not realize, for example, that they need permission to release personal health information from a client if they are not familiar with the privacy legislation or did not know that this legislation exists. Similarly, how would they know to

focus learning on the use of new technology if they do not know the types of technology and systems used in practice?

The PDP and the essential practice competencies will improve practitioners' identification of knowledge, skills, and judgment gaps with consideration of their specific roles and responsibilities and interactions with others. The PDP is a valuable tool to support career development and demonstrate that they engage in ongoing learning, which is expected of highly skilled professionals.

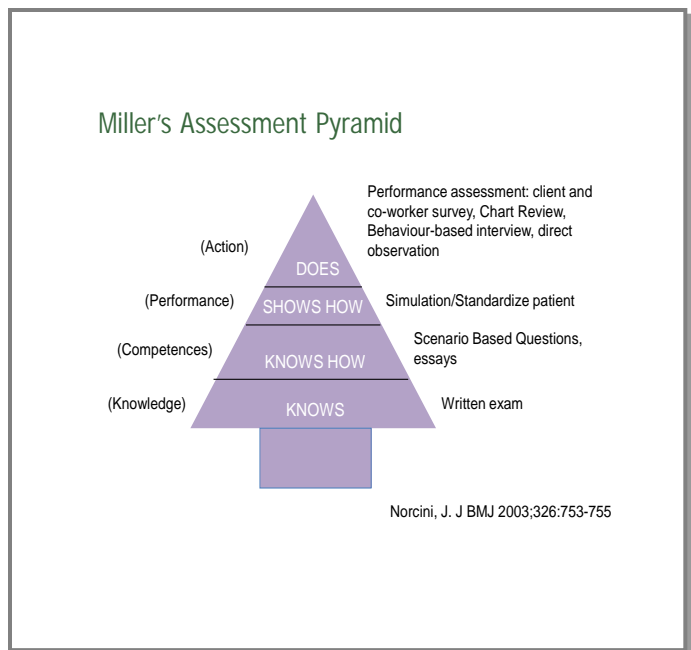
Framework for the Essential Practice Competencies

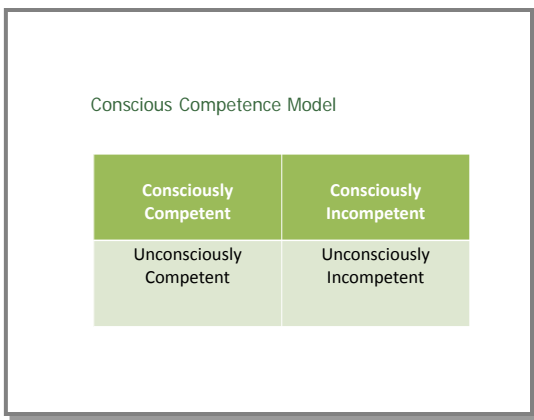
The essential practice competencies are based on a functional analysis framework with four hierarchy levels.



Models that were considered for the transition from a knowledge-based CPE model to a competency-based CPE model included the Miller Assessment Pyramid and research related to the model of the consciously competent practitioner.

Miller's Assessment Pyramid is based on a progressive model of knows, knows how, shows how, and does.





In the consciously competent practitioner model, the consciously competent practitioner reflects on his or her practice, identifies learning needs, and selects resources and tools that help in addressing learning needs and demonstrating competence. This is the nutrition and dietetics practitioner who understands the knowledge, skills, and judgment needed for his or her practice.

Essential Practice Competency Validation Research

The essential practice competency research was used to validate the competencies. The data confirmed which competencies were most relevant and important to current practice. The study also generated the listed practice illustrations, examples of how the competencies are demonstrated in practice. The results are available in an August 2014 recorded presentation and a presentation recorded at the 2014 Food and Nutrition Conference and Expo.

Elements in the Development of the Essential Practice Competencies

The practice competencies are the result of 2 years of background work, extensive stakeholder consultation, and national validation survey research with more than 12,000 credentialed practitioners. Involvement of credentialed practitioners in all aspects of the research, writing, editing, and validating the essential practice competencies ensures a valid method for developing accurate, current, and highly critical behaviors and knowledge.

- The process began with an environmental scan and consultation with key stakeholders.
- The CDR's Competency Assurance Panel (CAP) worked in collaboration with the Academy's Quality Management Committee (QM), facilitated by a consultant with significant experience in professional practice competency, to develop the framework and outline for the competencies.
- National webinars with credentialed RDNs, RDs, NDTRs, and DTRs were conducted to validate the outline and identify any gaps.
- Writing sessions convened to draft the practice competencies and performance indicators and, once they were approved by CAP and QM, a national validation survey was completed.
- Based on the validation study results, CAP and QM made modifications, which were ultimately approved by CDR.

Stakeholders Involved in the Development of the Essential Practice Competencies

Stakeholders that provided input into the practice competencies include CDR-credentialed practitioners, the Academy House of Delegates and Board of Directors, the Accreditation Council for Education in Nutrition and Dietetics (ACEND), Council on Future Practice, Academy dietetic practice groups (DPGs), employers, and accredited CPE providers.

Depth and Breadth of the [Essential Practice Competencies](#)

The 14 spheres, 55 practice competencies for RDNs or RDs, 50 competencies for NDTRs or DTRs, 352 performance indicators for RDNs or RDs, and 271 performance indicators for NDTRs or DTRs are

- broad enough to encompass the range of activities in the profession (e.g., clinical care, education, community, management, foodservice, technology) and recognize that RDNs or RDs, and NDTRs or DTRs fulfill many unique roles (e.g., marketing for a food manufacturer, informaticist for a health system),
- relevant to the different practice roles for RDNs or RDs, and NDTRs or DTRs
- applicable to all nutrition and dietetic practitioners across the profession.

Unlike education competencies and registration exams, which focus on preparation and evaluation for minimum competence and entry into the profession, respectively, the practice competencies are intended for use during the entirety of a professional's career.

CDR acknowledges that all RDNs or RDs, and NDTRs or DTRs do not demonstrate the depth and breadth of the described behaviors, and there is a range of performance indicators (i.e., behaviors that describe how to meet the competence) at different levels of expectation. For example, some individuals may participate in research projects whereas others may lead research.

Relevance of the Essential Practice Competencies

The relevance of the essential practice competencies depends on the individual's role and responsibilities. It may not be possible or necessary for a practitioner to apply certain competencies in a specific practice context. Therefore, the competencies are interpreted and applied based on the requirements of the practice context and particular situation. However, no matter how infrequently the competence is demonstrated in practice, the practitioner is expected to demonstrate the knowledge, skill, judgment, and attitude described in the essential practice competencies.

Similarly, not all of the performance indicators must be demonstrated to meet a competency. The relevance of a performance indicator will depend on the clients/customers/groups, practice setting, situation, and role.

Core Essential Practice Competencies Apply across the Profession

Knowledge, skills, judgment and attitudes, that apply to all practitioners across the profession—regardless of role, area of practice, or setting—are the core essential practice competencies.

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 Needed for a Particular Practice Focus

Role specific knowledge, skills, judgment, and attitudes needed for a particular practice focus are functional essential practice competencies.

Functional Essential Practice Competencies

10. *Clinical Care*
11. *Business, Industry, and Product Development and Marketing*
12. *Community and Population Health*
13. *Foodservice Management*
14. *Organization Management*

ACEND Dietetic Program Graduate Competencies Are Different from the Essential Practice Competencies for CDR-Credentialed Nutrition and Dietetic Practitioners

The ACEND dietetic program graduate competencies define what every practitioner should be able to do upon graduation from the program. The education competency statements build on the foundational knowledge necessary for the entry-level practitioner and current and aspirational performance. The essential practice competencies describe the current knowledge, skills, judgment, and attitude statements required to provide competent, ethical, and safe practice across the profession and can be used at any time throughout a professional's practice career.

Essential Practice Competencies and Their Relationship to the [SOP and SOPP](#)

The profession's SOP and SOPP, published by the Academy, are companion documents to help practitioners evaluate practice and performance through self-assessment, measure quality and performance improvement through outcomes examples, outline quality indicators for practice and performance, and guide professional continuum growth and practice development. The core SOP and SOPP reflect the minimum competent level of practice and professional performance; however, the published SOP/SOPP for practitioners include the three levels of practice (competent, proficient, and expert).

An initial step in the development of the essential practice competencies was evaluation of the Academy SOP and SOPP as reference documents. They are complementary documents to be considered as one resource as practitioners complete their PDP.

Essential Practice Competencies and Their Relationship to the Academy Scope of Practice

Scope of practice includes statutory and individual scopes of practice within which credentialed practitioners scan practice. The essential practice competencies took into consideration the statutory scope of practice and clearly define the expected level of competence for the profession.

- *Statutory scopes* of practice establish which professionals may provide which health care services, in which settings, and under which guidelines or parameters. This is usually determined at the state level.
- *Individual scopes* of practice in nutrition and dietetics encompass the range of roles, activities, and regulations in which RDNs or RDs, and NDTRs or DTRs perform. The individual scope expands with advances in nutrition, food science, health care, and information technology, just to name a few. National health care quality and evidence-based research, among other factors, drive the need for lifelong learning and ongoing professional development.



The *Journal of the Academy of Nutrition and Dietetics* [June 2013 supplement](#) provides comprehensive scope of practice resources for RDNs or RDs, and NDTRs or DTRs.

Essential Practice Competency Goals Replace Handwritten Learning Need Goals

Practice competency goals, validated through research, will replace the handwritten goals in the Learning Plan (Step 1), which strengthens the PDP process.

Performance Indicators Replace Learning Need Codes in the PDP

The PDP process was a significant step forward in recertification for credentialed nutrition and dietetics practitioners. These fundamental PDP steps are unchanged; however, instead of identifying LNCs associated with CPE learning activities, practitioners will identify the relevant performance indicators. CDR-accredited providers will be asked, but are not required, to include LNCs with CPE activities and use the essential practice competencies as the learning goal of the CPE with the practice indicators.

New Goal Wizard Tool

A new tool, the Goal Wizard, makes Step 1 of the PDP process more relevant in determining the actual competencies necessary for practice. At the same time, it makes creating the Step 1: Learning Plan easier. The Goal Wizard uses a decision algorithm based on the practitioner's responses to a series of questions. The result is an individualized Practice Competency Profile listing essential practice competencies specific to the practitioner's described roles and responsibilities and future professional direction. Practitioners tailor the profile by adding or deleting essential practice competency goals and performance indicators for creation of their Learning Plan. At the end of the Goal Wizard, practitioners will submit their Learning Plan and receive automatic approval. A tutorial [YouTube](#) video is available on the PDP and Goal Wizard.

New Dream Wizard Tool

The [Dream Wizard](#) is a demonstration version of the Goal Wizard. It is available for students, educators and accredited providers. A learning plan can be developed, but not saved when using the Dream Wizard. Printing is available once the draft Learning Plan is developed.

DEFINITION OF TERMS

An understanding of the vocabulary specific to the essential practice competencies for CDR-credentialed nutrition and dietetics practitioners is often helpful. For context, terms defined in the Academy Definitions of Terms List related to the practice competency discussion (e.g., scope of practice, credentialing, licensure) are also provided.

Essential Practice Competencies for CDR Credentialed Nutrition and Dietetic Practitioners (essential practice competencies)

Essential practice competencies defining the knowledge, skill, judgment, and attitude requirements across nutrition and dietetics practice and within focus areas that are required to provide competent, ethical, and safe practice. Essential practice competencies provide a structured guide to help identify, evaluate, and develop the behaviors a person needs for competent professional practice.

Core Essential Practice Competencies

Knowledge, skills, judgment, and attitudes that apply to all practitioners across the profession regardless of role, area of practice, or setting. CDR has identified nine core essential practice competencies—Ethics and Professionalism; Communications; Leadership and Advocacy; Critical Thinking and Decision Making; Informatics; Research, Evidence-Informed Practice and Quality Improvement; Safety and Risk Management; Food, Nutrition and Dietetics, and Physical Activity; and Education and Counseling.

Functional Essential Practice Competencies

Role-specific knowledge, skills, judgment, and attitudes needed for a particular practice focus. CDR has identified five functional essential practice competencies—Clinical Care; Business, Industry and Product Development and Marketing; Community and Population Health; Foodservice Management; and Organization Management.

Competency Profile

Essential practice competency goals identified through the CDR Goal Wizard. Used by the practitioner to develop a Learning Plan.

Consciously Competent Practitioner

This practitioner reflects on his or her practice, identifies learning needs, and selects resources and tools that help in addressing learning needs and demonstrating competence. This nutrition and dietetics practitioner understands the knowledge, skills, and judgment needed for practice.

Sphere

Defines the area in which someone acts, exists, or has influence or significance. For the PDP, this represents a group of competencies and a focus area. CDR has identified 14 spheres of essential practice competencies.

Performance Indicators

Describe an interrelated set of factors that define the level of expected performance. These are action statements that denote competency in practice.

Practice Illustrations

Day-to-day examples demonstrating performance for a competency. Provides opportunity for more clarification content without being exclusive.

Standards of Practice (SOP) and Standards of Professional Performance (SOPP)

The Academy SOP and SOPP reflect the minimum competent level of nutrition and dietetics practice and professional performance for RDNs and NDTRs. The SOP and SOPP provide a rationale for the respective RDN or NDTR standards, detail quality indicators, and review the role delineation and relationship between the RDN and RD and the NDTR and DTR.

DEFINITIONS FROM ACADEMY DEFINITIONS OF TERMS LIST (Members--

<http://www.eatright.org/scope/>

Non-members

<http://www.eatright.org/HealthProfessionals/content.aspx?id=6866>)

Competence

A principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.

Competencies

A competency is a synthesis of knowledge, skills, abilities, behaviors, and other characteristics an individual must demonstrate in order to perform work roles or occupational functions successfully.

Level of Practice, Competent

A dietetics practitioner who has just obtained registered dietitian (RD), registered dietitian nutritionist (RDN), nutrition and dietetic technician, registered (NDTR), or dietetic technician, registered (DTR) status, starting in an employment situation as a professional, and gains on the job skills as well as tailored continuing education to enhance proficiency and knowledge.

Entry-level

An entry-level practitioner has less than 3 years of registered practice experience and demonstrates a competent level of dietetics practice and professional performance.

Focus Area of Nutrition and Dietetics Practice

Defined area of nutrition and dietetics practice that requires focused knowledge, skills, and experience.

Certification (Professional)

A process, often voluntary, by which individuals who have demonstrated the level of knowledge and skill required in the profession, occupation, role, or skill are identified to the public and other stakeholders. (e.g., RDN, NDTR)

Certification (Statutory)

State certification within practice acts provide a lower level of protection for state consumers than licensure, and generally require a lower level of educational attainment. Most often, state certification requires that an individual obtain a private credential from a specified non-governmental professional entity, usually includes title protection, and occasionally includes practice exclusivity.

Licensure (Statutory)

The process by which a state governmental agency grants time-limited permission to an individual to be recognized as and/or engaged in a given occupation after verifying that the individual has met predetermined, standardized competency qualifications.

Scope of Practice (Statutory)

Legal scopes of practice for the health care professions establish which professionals may provide which health care services, in which settings, and under which guidelines or parameters. With few exceptions, determining scopes of practice is a state-based activity. State legislatures consider and pass the practice acts, which become state statute or code. State regulatory agencies, such as medical and other health professions' boards, implement the laws by writing and enforcing rules and regulations detailing the acts.

Scope of Practice (Individual)

Scope of practice in nutrition and dietetics encompasses the range of roles, activities, and regulations within which nutrition and dietetics practitioners perform. For credentialed practitioners, scope of practice is typically established within the practice act and interpreted and controlled by the agency or board that regulates the practice of the profession in a given state.

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NEWLY CREDENTIALLED PRACTITIONER LEARNING PLANS

RDN or RD Not Yet Employed—Learning Plan

Scenario

RDN with master’s degree, not yet employed. The Learning Plan is broad to prepare her for employment in either a community or clinical setting.

SM just finished an accredited coordinated master’s degree program with an M.S. in Human Nutrition. Her master’s thesis was “Breastfeeding Initiation and Duration in an Inner City Population.” She moved with her family to her hometown, a smaller suburban community, and has not been able to find a job yet. Although SM enjoyed working with breastfeeding mothers during her master’s degree program, she is unsure of what type of job to pursue. Passing the RDN exam was welcome news in these first months after graduation.

Although she is uncertain of what job she might pursue, SM knows that to keep her RDN credential, she needs to complete the PDP process. She decides that a general approach for maintaining her skills in community nutrition and clinical nutrition may be the best approach. The Goal Wizard identified 13 essential practice competencies in her Practice Competency Profile.

Goal	Competency	Competency Description
1	1.1	Identifies with and adheres to the Code of Ethics for the Profession.
2	8.3	Demonstrates a commitment to maintaining and enhancing knowledge.
3	12.2	Assesses the need to develop and implement a community or population health program and/or intervention.
4	8.2	Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, community, and population in practice.
5	8.1	Interprets and applies current food and nutrition science and principles in dietetics practice.
6	12.4	Implements community-based and population-based programs and/or interventions in collaboration with stakeholders.
7	9.4	Teaches, guides, and instructs a variety of individuals, groups, or populations.
8	10.1	Performs nutrition screening to evaluate individual health, malnutrition and disease while adhering to the SOP in Nutrition Care for RDNs.
9	10.2	Implements the Nutrition Care Process to ensure individual health goals are established, monitored, and achieved while adhering to the Standards of Practice in Nutrition Care for RDNs.
10	10.3	Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.
11	10.4	Applies 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.
12	10.5	Documents and maintains records according to the SOP for the RDN, legislation, regulations, and organization policies.
13	5.1	Acquires knowledge of technology systems consistent with role and responsibilities.

SM created the following tailored Learning Plan focused on five essential practice competencies and performance indicators:

Goal	Competency	Competency Description/Performance Indicator
1	1.1	<p>Identifies with and adheres to the Code of Ethics for the Profession.</p> <p>1.1.1 Accepts own responsibility and accountability for actions and decisions related to customers.</p> <p>-----</p>
2	8.3	<p>Demonstrates a commitment to maintaining and enhancing knowledge.</p> <p>8.3.1 Maintains the knowledge and skill to manage a variety of disease states and clinical conditions.</p> <p>-----</p>
3	12.2	<p>Assesses the need to develop and implement a community or population health program and/or intervention.</p> <p>12.2.1 Identifies determinants of health and their influence on population health status.</p> <p>12.2.2 Identifies and reviews relevant literature and evidence-based research to create program plans and to justify needs and/or actions.</p> <p>-----</p>
4	8.2	<p>Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, community, and population in practice.</p> <p>8.2.1 Assesses the physical, social, and cultural needs of the individual, group, community, or population.</p> <p>8.2.4 Imparts knowledge of the importance of physical activity and applies behavior change principles to promote physical activity and decrease inactivity.</p> <p>-----</p>
5	9.4	<p>Teaches, guides, and instructs a variety of individuals, groups, or populations.</p> <p>9.4.1 Assesses current knowledge and skills of the individual, group, community, and population.</p> <p>9.4.2 Selects and uses appropriate content and teaching methods to meet individual and group needs.</p> <p>9.4.6 Uses socially and culturally appropriate strategies in order to respect diverse cultures and values.</p> <p>-----</p>

RDN or RD in Public Health Practice –Learning Plan and Activity Log

Scenario

RDN with two part-time jobs in the public health setting (Head Start and a community health center program with a focus on older adults). The Learning Plan includes public health and life cycle elements.

PH completed an accredited dietetic coordinated program (baccalaureate degree and supervised practice). When PH was nearly done with her coordinated program, she was hired to a part-time position with a Head Start program as a consultant who would ensure that the menus met program, state, and federal guidelines and develop educational materials for program staff. Not long after her coordinated program ended, PH passed the registered dietitian nutritionist exam. Within a month, she found another part-time job with a community health center that serves elders.

The community health center program had not employed an RDN before. The job requirements include two activities—identify the nutrition needs of the program participants and provide nutrition education for program staff—with other expectations of the job to be determined as needed. During her third month of employment, PH met with her supervisor, a nurse. The supervisor asked PH to attend a CPE program called “Diabetes Outcomes Data Collection’ with two other staff members.

With the CPE opportunity ahead, PH has decided that this is a good time to begin the CDR PDP Goal Wizard process for her next recertification cycle (Step 1). She wants to include this CPE opportunity in her PDP Learning Activities Log to maintain her RDN credential.

PH begins the Goal Wizard, reflecting on her current positions in community health. PH is unsure how to answer all of the questions—particularly the questions focusing on skills, knowledge, and judgment—since her duties are not fully known. She would like to find one full-time job, so she reviewed job descriptions on the internet to identify roles in community health and the skills and functions needed for positions for which she has interest.

Here is PH’s Practice Competency Profile:

Goal	Competency	Competency Description
1	8.1	Interprets and applies current food and nutrition science and principles in dietetics practice.
2	8.2	Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, community, and population in practice.
3	12.1	Advocates for health and disease prevention in the community and population.
4	12.2	Assesses the need to develop and implement a community or population health program and/or intervention.
5	12.3	Develops a community and population health program or intervention to meet the needs of the community and/or population.
6	12.4	Implements community-based and population-based programs and/or interventions in collaboration with stakeholders.
7	12.5	Evaluates nutrition programs to measure program effectiveness and outcomes and recommend modifications to support changes and/or sustainability of program.
8	9.4	Teaches, guides, and instructs a variety of individuals, groups, or populations.
9	2.1	Utilizes appropriate communication methods and skills to meet the needs of

10	1.3	various audiences.
11	4.1	Applies customer-centered principles in practice.
12	4.2	Demonstrates sound professional judgment and strategic thinking in practice.
		Reflects, integrates, and evaluates using critical thinking when faced with problems, issues, and challenges.

After reflection, PH has decided on the following Learning Plan focused on five essential practice competencies and performance indicators. See the continuing professional education learning activity log entries that she has engaged in during the first two years after registration:

Goal	Competency	Competency Description/Performance Indicator	Activity Log
1	8.1	Interprets and applies current food and nutrition science and principles in dietetics practice. 8.1.2 Applies knowledge of food and nutrition as well as the biological, physical, and social sciences in practice.	Log
2	8.2	Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group, community and population in practice. 8.2.3 Implements individualized services to reflect customer-centered approach as it pertains to the customer's physical, social, cultural, institutional, and economic environment.	Log
3	12.2	Assesses the need to develop and implement a community or population health program and/or intervention. 12.2.2 Identifies and reviews relevant literature and evidence-based research to create program plans and to justify needs and/or actions. 12.2.8 Synthesizes assessment data to determine and prioritize program goals and objectives.	Log Log
4	12.5	Evaluates nutrition programs to measure program effectiveness and outcomes and recommend modifications to support changes and/or sustainability of program. 12.5.1 Develops or contributes to an evaluation process and/or cost-benefit analysis to determine the effectiveness and outcomes of the program.	
5	1.3	Applies customer-centered principles in practice. 1.3.1 Applies strategies that engage the customer in a collaborative approach. 1.3.2 Recognizes the strengths and limitations of a customer. 1.3.6 Develops and implements culturally appropriate strategies when delivering service.	Log

Learning Activities Log [based on current; new not developed]

Performance Indicator	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Activity Date	How did you use the knowledge, skill, or judgment acquired from this learning activity?
8.1.2	720	Social marketing for improved fruit and vegetable intake and frequency of physical activity	AP Products	10	10/25	I can identify measurable outcomes to evaluate the effectiveness of my nutrition interventions with elders.
	170	All calories are not the same	State Dietetic Association Meeting	2	09/15	Refined the education materials to highlight whole grain and whole food sources as well as suggestions for calorie control.
8.2.3	100	Nutrition in Geriatrics	Anywhere University	30	5/18	Improved my diagnosis and treatment of ambulatory geriatric adults.
12.2.2	200	Authors. Development and importance of health needs assessment. Peer reviewed journal. Year.	Peer-reviewed journal	0.5	7/19	Revised two concepts on the nutrition assessment tool that I use.
	200	Authors. The contribution of nutrition to inequalities in health. Peer reviewed journal. Year.	Peer-reviewed journal	0.5	1/26	Share with my colleagues the factors in our patient population that might lead to inequality or access to nutrition services.
12.2.8	-					
12.5.1	-					
1.3.1	170	Shared decision-making	State Dietetic Association	2		When the patient is not able, I can now identify two ways to engage families (or others) in shared decision making.
1.3.2	-					
1.3.6	-					
Total				45		

RDN or RD in Clinical Practice—Learning Plan

Scenario

RDN with full-time employment in the clinical setting, a mid-sized hospital. The Learning Plan is a general, clinical plan with inpatient and outpatient elements.

JG is a graduate of an ACEND-accredited didactic program in dietetics and an accredited dietetic internship program. He is a newly credentialed RDN, having passed the exam 2 months after he started working at a mid-sized hospital. His employment responsibilities include nutrition care for general medicine patients and education and counseling of outpatient medicine clients. Every fifth weekend, he completes hospital-wide nutrition consultations. This includes consultations for pediatric and intensive care unit patients, areas in which he has limited experience except for the clinical rotations he completed in his internship.

During his 3-month performance review, JG's manager provided observations of his patient care knowledge and skills to this point and suggested that he establish goals to continue to develop as a credentialed dietetics professional. JG is aware that he must complete the PDP every 5 years to maintain his RDN credential, so he sees this is a good opportunity to complete Step 1 of the PDP using the Goal Wizard. He wants to share his PDP Learning Plan competency goals with his manager and use the performance indicators to identify relevant CPE activities.

When completing the Goal Wizard, JG considers his current need to provide hospital-wide nutrition coverage, including pediatrics and nutrition support. Furthermore, he has an interest in developing a blog and web resources for the outpatients in the general medicine clinic. This is his Goal Wizard Competency Profile:

Goal	Competency	Competency Description
1	5.1	Acquires knowledge of technology systems consistent with role and responsibilities.
2	8.1	Interprets and applies current food and nutrition science and principles in dietetics practice.
3	8.2	Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, community, and population in practice.
4	8.3	Demonstrates a commitment to maintaining and enhancing knowledge.
5	9.4	Teaches, guides, and instructs a variety of individuals, groups, or populations.
6	10.2	Implements the Nutrition Care Process to ensure individual health goals are established, monitored, and achieved while adhering to the Standards of Practice in Nutrition Care for RDNs.
7	10.1	Performs nutrition screening to evaluate individual health, malnutrition, and disease while adhering to the SOP in Nutrition Care for RDNs.
8	1.2	Works within personal and professional limitations and abilities.
9	10.5	Documents and maintains records according to the SOP for the RDN, legislation, regulations, and organization policies.
10	10.4	Applies 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 SOPP for RDNs.
11	10.3	Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.

Goal	Competency	Competency Description
12	2.1	Utilizes appropriate communication methods and skills to meet the needs of various audiences.
13	14.3	Applies principles of project management to achieve goals and objectives.

JG meets with his supervisor to discuss his Practice Competency Profile. She agrees overall with the essential practice competencies that were identified but believes he has selected too many. She recommends that he focus on the following:

- Strengthening his ability to meet the needs of pediatric and nutrition support patients.
- Pursuing education and counseling skills for the general medicine clinic rather than technology skills.

JG's supervisor explains how these skills will be needed for future pursuit of his ideas for developing a blog and web resources.

Fortunately, he can revise his Learning Plan and resubmit it to CDR:

Goal	Competency	Competency Description/Performance Indicator
1	10.2	Implements the Nutrition Care Process to ensure individual health goals are established, monitored and achieved while adhering to the SOP in Nutrition Care for RDNs.
		10.2.4 Integrates foundational dietetics knowledge with critical appraisal of assessment data to diagnose nutrition problems (using problem, etiology, signs and symptoms [PES] statements), which can be resolved or improved through treatment or nutrition intervention.
		10.2.7 Prioritizes specific nutrition problem(s).
		10.2.8 Establishes the plan of care, directly addressing the nutrition diagnosis in collaboration with the patient in defining the time, frequency, and duration of the intervention.
2	1.3	Applies customer-centered principles in practice.
		1.3.1 Applies strategies that engage the customer in a collaborative approach.
		1.3.3 Builds rapport and trust within the relationship while respecting boundaries.
3	8.2	Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, community, and population in practice.
		8.2.4 Imparts knowledge of the importance of physical activity and applies behavior change principles to promote physical activity and decrease inactivity.
4	9.1	Recognizes and applies education and learning theories and principles in practice.
		9.1.1 Demonstrates and applies age-appropriate education principles.
		9.1.3 Identifies and analyzes factors that influence behavioral change.
5	9.4	Teaches, guides and instructs a variety of individuals, groups or populations.
		9.4.5 Implements an individualized teaching plan in order to promote, maintain, and enhance nutritional health and learning.
6	9.6	Uses effective counseling and coaching skills and strategies in practice.
		9.6.1 Determines and applies counseling theories, psychological methods, and strategies that empower customers to make changes.
		9.6.5 In collaboration with the customer, develops counseling or coaching goals.

Goal	Competency	Competency Description/Performance Indicator
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NDTR or DTR in Clinical Practice – Learning Plan and Activity Log

Scenario
NDTR with full-time employment in the clinical setting, a small hospital. The Learning Plan is a general, clinical plan with inpatient and quality improvement elements.

LT completed a baccalaureate degree and an ACEND-accredited dietetic technician supervised practice. Her practice program included experience in a hospital in the clinical and foodservice settings.

As LT made final preparations to take the NDTR exam, she applied for a full-time clinical NDTR position at a small hospital. One month into her employment, she passed the NDTR exam. Her role includes providing nutrition care to general medicine and orthopedic surgery patients.

After 2 months, LT’s manager, an RDN, recommends that she complete the CDR Goal Wizard (Step 1 of the PDP process) since she needs this to maintain her NDTR credential. Her manager would like to see her Learning Plan, so that they can begin thinking about which learning activities might be helpful to LT. In addition, her manager informs LT that she will be participating in the nutrition quality improvement initiatives, as does everyone in this small nutrition department of only three employees. The next Joint Commission review is in 14 months.

Here is her Competency Profile:

Goal	Competency	Competency Description
1	8.1	Applies current food and nutrition science principles in dietetics practice.
2	10.1	Performs nutrition screening to support the RDN’s comprehensive nutrition assessment while adhering to the SOP in Nutrition Care for NDTRs.
3	10.2	Implements the Nutrition Care Process under the supervision of the RDN while adhering to the SOP in Nutrition Care for NDTRs.
4	9.4	Provides nutrition and lifestyle education to healthy individuals and groups or—under the supervision of the RDN—to individuals with more complex health issues.
5	8.2	Recognizes and respects the physical, social, cultural, institutional, and economic environments of the individual, group, and community in practice.
6	6.1	Participates in quality improvement and customer satisfaction activities to improve delivery of services.
7	1.2	Works within personal and professional limitations and abilities.
8	10.5	Documents and maintains records according to the SOP for the NDTR, legislation, regulations, and organization policies.
9	1.3	Applies customer-centered principles in practice.
10	10.4	Under the supervision of the RDN, identifies and communicates the interrelationship and use of pharmacotherapy, dietary supplements, functional foods, and nutrients on health and disease in accordance with the SOP and SOPP for NDTRs.
11	1.4	Adheres to confidentiality and privacy legislation, standards, and policies.
12	10.3	Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.

After reflection, LT has decided to focus her Learning Plan on clinical care, ethics, and quality improvement.

Goal	Competency	Competency Description/Performance Indicator	Activity Log
1	10.2	<p>Implements the Nutrition Care Process under the supervision of the RDN while adhering to the Standards of Practice in Nutrition Care for NDTRs.</p> <p>10.2.1 Under the supervision of the RDN, collects and calculates nutrition assessment data to support the development of a nutrition diagnosis.</p> <p>10.2.2 Communicates to the RDN objective and subjective data to support determination of nutrition problems/nutrition diagnosis.</p> <p>10.2.3 As directed by the RDN, assists with implementation of nutrition interventions and patient education.</p>	Log
2	9.4	<p>Provides nutrition and lifestyle education to healthy individuals and groups or—under the supervision of the RDN—to individuals with more complex health issues.</p> <p>9.4.4 Under supervision, delivers an individualized teaching plan in order to promote, maintain, and enhance nutritional health and learning.</p> <p>9.4.5 Uses socially and culturally appropriate strategies in order to respect diverse cultures and values.</p>	
3	6.1	<p>Participates in quality improvement and customer satisfaction activities to improve delivery of services.</p> <p>6.1.7 Evaluates, documents, and communicates quality improvement outcomes.</p> <p>6.1.8 Monitors quality of own work and engages in continuing education and professional development to enhance practice knowledge.</p>	Log
4	1.3	<p>Applies customer-centered principles in practice.</p> <p>1.3.3 Builds rapport and trust within the relationship while respecting boundaries.</p> <p>1.3.7 Recognizes the limits of own cultural knowledge, skill, and abilities and consults with others when needed.</p> <p>1.3.9 Recognizes and incorporates knowledge of cultural and/or religious foods, practices, and preparation.</p>	Log Log
5	10.3	<p>Engages patient or substitute decision maker in the informed consent process prior to and during the provision of services.</p> <p>10.3.1 Understands principles of the informed consent process in accordance with organization policies, protocols, and state and federal regulations.</p>	Log

Following is the CPE learning activity log entries that she has engaged in during the first 2 years after registration:

Learning Activities Log [based on current; new not developed]						
Performance Indicator	CPE Activity Type	Activity Title	Activity Provider	CPE Units	Activity Date	How did you use the knowledge, skill, judgment acquired from this learning activity?
10.2.1	-					
10.2.2	-					
10.2.3	150	Nutrition education and counseling for behavior change	FNCE workshop	4	10/20	Incorporate new approaches for nutrition education of my patients.
	170	Stepping up to the exercise challenge	FNCE	2	10/22	Identify the methods that I can use to make an impact on the health of the individuals by inclusion of exercise.
	180	Nutrition education–related posters	FNCE	3	10/22	Identify successful inpatient strategies for nutrition education. Recognize the barriers to behavior change and potential remedies I can use.
9.4.4	-					
9.4.5	-					
6.1.7	170	Teamwork to improve outcomes	FNCE	2	10/21	Understand my role in accurate data documentation and collection.
6.1.8	-					
1.3.3	-					
1.3.7	170	Health disparities: Asian Americans	FNCE	2	10/22	Recognize cultural and health beliefs and dietary practices among Asian Americans. Recommended to my colleagues using evidence-based educational resources.
1.3.9	130	Exhibits of food offerings	FNCE	3	10/21	Compare foods available in the market and which can or cannot be included in our facility.
10.3.1	170	Informed consent	Current employer	1.5	6/21	Designate location and time for transfer of patient information to RDN.
Total				17.5		

NDTR or DTR in Foodservice Practice– Learning Plan

Scenario

NDTR with full-time employment in the foodservice setting. The Learning Plan has a focus in foodservice with safety and risk management elements.

FM is a new graduate and newly credentialed NDTR just beginning a foodservice position for an organization that owns three extended care facilities. As a condition of her employment, FM is required to pass the NDTR exam and obtain a Hazard Analysis and Critical Control Points (HACCP) certificate. FM wants to include the learning activities that she engages in for her HACCP certificate in her PDP, so she completes the CDR Goal Wizard (Step1 of the PDP).

A friend and former classmate who graduated one year earlier also works for the same organization but at a different facility. She shares her experience of what she perceives as the knowledge, skills, and judgments that FM will need in the near future for her job. Her manager, who has been in foodservice management for more than 20 years, also provides input on her potential learning needs. Both stress the importance of meeting the technical aspects of the position, but her friend emphasizes skills in communication and team building. Her supervisor reinforces the need for communication skills but also emphasizes quality management and critical thinking skills; he would also like her to consider increasing her foodservice operations skills over the next 2-3 years, including budgeting, and judgment, particularly in recipe maintenance and development.

FM's Competency Profile based upon the Goal Wizard:

Goal	Competency	Competency Description
1	7.2	Applies principles, standards, regulations, and organization policies to reduce the risk of foodborne and water-borne illness outbreaks.
2	7.3	Integrate policies and maximize adherence to infection prevention and control measures.
3	4.1	Demonstrates sound technical judgment and strategic thinking in practice.
4	6.1	Participates in quality improvement and customer satisfaction activities to improve delivery of services.
5	4.2	Reflects, integrates, and evaluates using critical thinking when faced with problems, issues, and challenges.
6	8.4	Demonstrates and applies knowledge of culinary practices, taking into consideration customer needs and demands.
7	13.1	Analyzes, designs, and monitors foodservice systems to optimize operations.
8	13.2	Implements, manages, and evaluates the use of standardized recipes for food production in delivery systems.
9	13.3	Develops, manages, and demonstrates accountability for operational budgets in foodservice systems.
10	2.2	Collaborates with others to achieve common goals and to optimize delivery of services.
11	2.3	Employs strategies and facilitates team-building skills.
12	1.5	Adheres to and models professional obligations defined in legislation, standards, and organization policies.
13	8.1	Applies current food and nutrition science principles in dietetics practice.

FM reflects on the input of her manager and colleague and develops this Learning Plan with five essential practice competencies and performance indicators:

Goal	Competency	Competency Description/Performance Indicator
1	7.2	<p>Applies principles, standards, regulations, and organization policies to reduce the risk of foodborne and water-borne illness outbreaks.</p> <p>7.2.1 Applies knowledge of biological, physical, or chemical properties that may cause food to be unsafe for human consumption.</p> <p>7.2.5 Implements and adheres to policies and procedures to optimize food and water safety.</p> <p>7.2.11 Applies knowledge of hygienic food preparation practices and causes of foodborne illness in food preparation..</p>
2	6.1	<p>Participates in quality improvement and customer satisfaction activities to improve delivery of services.</p> <p>6.1.3 Establishes goals for improving quality of services provided.</p> <p>6.1.5 Reviews reports to identify trends and improvements.</p> <p>6.1.8 Monitors quality of own work and engages in continuing education and professional development to enhance practice knowledge.</p>
3	13.2	<p>Implements, manages, and evaluates the use of standardized recipes for food production in delivery systems.</p> <p>13.2.2 Collaborates with the RDN and/or leadership in evaluating and incorporating the individual or group in the development of a menu.</p> <p>13.2.3 Incorporates principles of food preparation in recipe development.</p> <p>13.2.7 Collaborates with the RDN and/or leadership in modifying recipes and menus that accommodate diverse health, economic and cultural needs in order to achieve nutritional goals and requirements.</p>
4	2.3	<p>Employs strategies and facilitates team-building skills.</p> <p>2.3.1 Applies the principles of collaboration and negotiation in teamwork.</p> <p>2.3.4 Promotes a friendly, cooperative environment that is conducive to employee's sense of belonging.</p>
5	8.1	<p>Applies current food and nutrition science principles in dietetics practice.</p> <p>8.1.2 Applies knowledge of food and nutrition as well as the biological, physical, and social sciences in practice.</p>

ESSENTIAL PRACTICE COMPETENCIES FOR CDR CREDENTIALLED NUTRITION AND DIETETIC EDUCATOR TOOL KIT FOR GUIDING STUDENTS

FREQUENTLY ASKED QUESTIONS (FAQS)

Question: How will the essential practice competencies change the PDP process?

Answer: The PDP process is changing in three important ways:

First, the process comprises three steps instead of five. Step 1 is the creating a Learning Plan, Step 2 is maintaining an Activity Log, and Step 3 is conducting a Professional Development Evaluation.

Second, to complete the Step 1: Learning Plan, the Commission on Dietetic Registration (CDR) has developed an online Goal Wizard to assist credentialed practitioners with identification of the essential practice competency goals and performance indicators relevant to the RDN or RD and NDTR or DTR practice. Therefore, practitioners will not need to draft Learning Plan goals. The new essential practice competencies will replace handwritten goals.

Third, the learning need codes (LNC) that practitioners identified in their Learning Plans will be replaced with the performance indicators that practitioners select.

Question: How does the Goal Wizard identify which essential practice competencies are relevant for a particular practitioner?

Answer: The Goal Wizard uses a decision algorithm to identify all of the performance indicators for each essential practice competency. Based on whether the practitioner is an RDN or RD or an NDTR or DTR and how he or she answers a series of questions in the Goal Wizard, the algorithm identifies the recommended essential practice competencies for the practitioner. The Goal Wizard. It is the individual practitioner who identifies the Performance Indicators relevant to his/her Competency goals.

Question: What options do practitioners have if they believe the essential practice competencies identified by the Goal Wizard are not relevant?

Answer: Practitioners have an opportunity to remove the essential practice competencies that they believe are not relevant and/or select additional practice competencies and performance indicators.

Question: Are there any required essential practice competencies?

Question: Are there any required essential practice competencies?

Answer: Based on a recommendation from the Academy of Nutrition and Dietetics Board of Directors, in 2011 CDR voted to require that RDNs or RDs, and NDTRs or DTRs complete a minimum of 1 continuing professional education unit (CPEU) in Ethics during each 5-year

recertification cycle. This requirement started with the 5-year recertification cycle that ends on May 31, 2017, and is being phased in over a 5-year period. Learning activities related to Sphere 1: Ethics and Professionalism and LNC 1050 meet this requirement.

To ensure that practitioners who are using the essential practice competencies do not inadvertently miss this requirement, the Goal Wizard will alert practitioners that the Learning Plan needs to include at least one practice competency and at least one performance indicator from Sphere 1: Ethics and Professionalism in order to be submitted to CDR.

Question: How many performance indicators should be in a Learning Plan?

Answer: With the LNC system, practitioners selected several LNCs to meet their learning need goals. The same approach will likely be used for performance indicators. Practitioners will select the performance indicators that they need to address a practice competency. The Goal Wizard does require that at least one performance indicator be selected for each essential practice competency.

Question: Do practitioners need to include all of the essential practice competencies in their learning plan?

Answer: No. Not all essential practice competencies have to be included in a PDP Learning Plan nor do practitioners need to select all practice competencies or all practice competencies within one sphere.

Question: How long will it take CDR to approve a Learning Plan?

Answer: As soon as the practitioner finishes the Goal Wizard process, which includes identification of essential practice competencies and performance indicators, there is an opportunity to submit the plan to CDR. Once submitted to CDR, the Learning Plan is automatically approved and active.

Question: Will CDR evaluate which essential practice competencies and performance indicators practitioners select?

Answer: No. CDR only requires that practitioners develop a learning plan that meets their needs. It is possible that a career-changer may seek more advanced essential practice competencies in Communications, for example, because he or she brings experience from years working in business before becoming an RDN or NDTR. Likewise, an RDN/RD and NDTR/DTR may seek new, fundamental or less complex essential practice competencies in an area that is new to him or her, such as Informatics.

Question: Will CDR still accept the same types of Learning Activities for CPE as before?

Yes. The CPE activity types accepted by CDR remain unchanged. These activities include case presentations, self-studies, interactive workshops, and certificate programs, among others. CDR's *Professional Development Portfolio Guide* includes a complete list of acceptable activity types.

Question: Will CDR still require certificates of completion as documentation for CPE?

Yes. CDR still requires that practitioners maintain certificates of completion for each CPE activity in case of an audit.

Question: How will practitioners know which LNCs and essential practice competencies are linked to a particular CPE program?

Answer: The Goal Wizard will provide links to examples of CPE activities that relate to the performance indicators that the practitioner has chosen.

Question: Will educators have access to the Goal Wizard?

Answer: A new tool, the Dream Wizard, is a demonstration version of the Goal Wizard. It is available for students, educators, and accredited providers. A Learning Plan can be developed but not saved when using the Dream Wizard. Printing is available once a draft of the Learning Plan is developed.

Question: Is there a test or evaluation after each CPE?

Answer: Since the inception of the PDP process, CDR has asked accredited providers to assess the learning outcomes of CPE activities, and this is still true with the essential practice competency system. CDR has created resources for accredited providers to help them incorporate the essential practice competencies and performance indicators into existing content and to assist them in designing, developing, and delivering assessments. Multiple-choice question assessments will still be accepted as an assessment approach.

Question: How long will it take the profession to transition from the current PDP with LNC to the PDP with essential practice competencies and performance indicators?

Answer: There will be a phased implementation of the essential practice competencies. All practitioners are on a 5-year recertification cycle. The only exception to this rule is for newly credentialed RDNs or RDs and NDTRs or DTRs who have slightly more than 5 years until their first recertification cycle after passing their registration exam. The first group to use the essential practice competencies in the PDP will be new RDNs or RDs and NDTRs or DTRs credentialed June 2, 2015-May 31, 2016, and practitioners recertifying June 1, 2016-May 31, 2021. The last group to transition to essential practice competencies will be new RDNs or RDs or NDTRs or DTRs credentialed June 2, 2019-May 31, 2020, and practitioners recertifying June 1, 2020-May 31, 2025. Annually thereafter, all newly credentialed practitioners and those recertifying will begin including essential practice competencies in the PDP.

**ESSENTIAL PRACTICE COMPETENCIES FOR CDR CREDENTIALLED NUTRITION AND DIETETIC PRACTITIONERS
EDUCATOR TOOL KIT FOR GUIDING STUDENTS**

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Comprehensive Scope of Practice/Standards of Practice Resources

Scope of Practice, Standards of Professional Performance for RDs/DTRs and Focus Areas and Scope of Practice Decision Tool for [members](#) and [non-members](#) of the Academy.

ESSENTIAL PRACTICE COMPETENCIES FOR CDR CREDENTIALLED NUTRITION AND DIETETIC PRACTITIONERS
EDUCATOR TOOL KIT FOR GUIDING STUDENTS

TIMELINE

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