Managing Your Professional Development

Session Purpose
1. Provide you with the tools and skills to be a self-directed, lifelong learner
2. Introduce you to the Professional Development Portfolio process

Session Purpose
3. Provide you with a hands-on experience with the Professional Development Portfolio tools

Session Objectives
You will know how to:
1. Identify key steps in the Professional Development Portfolio process
2. Reflect and develop professional goals

Session Objectives
You will know how to:
3. Conduct professional self-assessment
4. Develop learning plan
5. Evaluate learning plan outcomes and their application to your practice

Everybody is talking about it!

Competency
CDR Mission
The Commission on Dietetic Registration 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. The 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.

Customer Expectations
- Periodic reassessment of competence
- Access to information about practitioners
- Competent, up-skilled practitioners
- A system to assess and address competence (individual and aggregate)
- Flexibility, affordability, convenience

Multi-Faceted Process of Ensuring Competence

Value of Recertification Based on CPE Hours
- Keeps us abreast of changes in our field
- Keeps our practice state-of-the-art

HOWEVER...
CPE is more complex than information transfer alone!

Aim of the Professional Development Portfolio Process
To foster and facilitate self-directed lifelong learning and provide the practitioner with tools to assist in professional development.

Professional Development Portfolio Process
1. Reflect
2. Conduct learning needs assessment
3. Develop learning plan
4. Implement learning plan
5. Evaluate learning plan outcomes
Examples
- Foodservice
- Clinical
- Not Currently Employed
- Retired
- Research
- Business and Communications
- Public Health
- Non-traditional Health Care

Professional Development Portfolio Process
1. Reflect
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Step One: Reflect
- What is/are my current practice areas and/or professional interests?
  - work setting
  - practice area
  - professional interests

Clinical Practitioner
What is my current practice area or professional interest?
- Clinical nutrition for general medicine inpatients and a very small number of outpatients

Step One: Reflect
“Within my area(s) of practice, what roles or responsibilities do I perform now?"

For example,
- manage nutrition support team
- develop education materials
- volunteer
- develop budgets

Clinical Practitioner
What roles or responsibilities do I perform now?
- Nutrition assessment and intervention
- Nutrition education
- Quality improvement data collection
Step One: Reflect
What external factors or trends are affecting my professional practice?
- Emerging information technologies
- Government involvement in health care
- Institutional financial constraints
- Aging population
- Managed care, integrated delivery systems
- Sedentary lifestyles

Step One: Reflect
What areas of my profession do I enjoy?
For example:
- Teaching
- Conducting research
- Facilitating teams
- Writing for consumer publications

Step One: Reflect
What are my current leadership responsibilities?
- Seminar chairperson
  - Program planning, implementation
  - Budget planning and responsibility
  - Committee management
  - Site coordination

Step One: Reflect
What do I want my future practice to be?
For example,
- Pediatric nutrition
- Public health
- Management
- Sales/marketing
- Performance improvement

Clinical Practitioner
What are my professional strengths?
- Communication skills
- Reliability
- Keeping abreast of health care for chronic disease conditions

Clinical Practitioner
What are my areas for improvement?
- Collaboration
- Understanding of managed care
- Identifying opportunities to provide cost-effective care

Clinical Practitioner
What are my current professional goals?
- Short Term: (1 - 3 years)
  Maintain nutrition expertise for general medicine population
  Increase knowledge of outpatient self-management training
Clinical Practitioner
What are my current professional goals?

- **Long Term: (3 - 5 years)**
  
  Learn about the structure of various health systems and the payment mechanisms

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**CPE Levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Assumes</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little knowledge of subject</td>
<td>Increase knowledge</td>
</tr>
<tr>
<td>2</td>
<td>General knowledge of the literature and practice</td>
<td>Increase knowledge and application</td>
</tr>
<tr>
<td>3</td>
<td>Thorough knowledge of the literature and practice</td>
<td>Synthesis of recent advances and future directions</td>
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</tbody>
</table>

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**Step Two: Conduct a Learning Needs Assessment**

1. Select one of your goals
2. Identify the major heading most appropriate for the goal
3. Darken the circle in left column next to your learning needs
4. Darken a circle to indicate your desired level of CPE (right)
Clinical Practitioner

In order to strengthen my knowledge and skills to accomplish my goals, I plan to use the following CPE activity(s):

- 100 Academic Coursework
- 100 Case Presentations
- 120 Certificate Program
- 130 Exhibits
- 140 Experiential Skill Development
- 150 Interactive Workshops
- 160 Journal Clubs

Step 3: Develop Learning Plan

1. Record one of your goals from the self reflection
2. Write the titles of your learning needs
3. Record the learning need code.

Learning Plan Aggregate Data

- Learning needs summary
- Instructional levels desired
- CPE Program planning
- Professional development choices of the profession

Continuing Professional Education Activities

- what’s new?
  - Sponsored independent learning (being mentored)
  - Elected district, state and national professional leadership
  - Reading peer-reviewed professional journals and peer-reviewed newsletter articles
  - Research
  - Certification programs...if strong overlap with the scope of practice of dietetics
  - Certificate programs meeting CDR requirements
Certifications you could obtain:
- CSR, CSP
- CNSD
- IBCLC
- CDE

Certificate Programs that meet CDR requirements:
- ADA/CDR Certificate in Weight Management

New CPE Activity Type
Research

Level of Involvement | Description | CPEUs awarded
--- | --- | ---
Sole Investigator | One who alone develops study concept, research design, analysis of data and writing of the report | 20 CPEUs
Co-Investigator | One who participates substantially in the conception and design of the work, the analysis of data and the writing of the report | 10 CPEUs

What CPE activities are no longer available?
- Presentations
- Publications

Speakers/authors may receive CPEUs for certain preparation activities within other CPE categories e.g., Professional Reading (limit 15 CPEUs/5-year cycle).

The CPE Database
- Catalog of CPE activities
- Free
- Search by location, date or key word
- www.cdrnet.org

Verification of Plan
After Steps 1, 2 and 3
Submit Learning Plan to CDR for verification
Dietetics-Related
Integration and application of principles derived from the sciences of food, nutrition, management, communication, and biological, physiological, behavioral and social sciences to achieve and maintain optimal human health.

Professional Development Portfolio Process

1. Reflect
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Step 4 - Learning Activities Log
Submit this form to CDR by May 31 of the last year of your five year period. Maintain a copy of this form and all required documentation for two years beyond the end of your recertification cycle. See the "Approved CPE Activities" section of the Guide for the documentation you are required to return.

Clinical Practitioner

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Progress Made Toward Achieving Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintain nutrition expertise for general medicine clients</td>
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**Professional Development Portfolio Process**

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**Accountability**
- Professional responsibility
- Portfolio audit process
  - Random
  - Trigger

**National Pilot Test**
- 2 Year Study, >1400 participants
- Self-reflection seen as positive
- Learning needs assessment improves practice
- CPE helps transfer learning to practice
- Portfolio saves time!
- Results from study used to streamline PDP process

**Next Steps**
- Spring mailing to those starting the Portfolio in June
- Electronic access (Web)

**When do you begin the Professional Development Portfolio?**

<table>
<thead>
<tr>
<th>Recertification period ends</th>
<th>Begin the Professional Development Portfolio</th>
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<tbody>
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<td>May 31, 2000</td>
<td>June 1, 2005</td>
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**For Further Information:**
- Website: www.cdrnet.org
- redesign@eatright.org
- 1-800-877-1600, ext. 5500