

Commission on Dietetic Registration
The International Board of Standards and Practices for the
Academy of Nutrition and Dietetics

Practice Competencies Initiative

CDR Competency Assurance Panel and Quality Management Committee Project Update


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HOD Fall 2013 Meeting
Houston, Texas
Friday, October 18, 2013

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Agenda

- Provide an overview of the practice competencies project
- Review project steps
- Introduce RDs or RDNs and DTRs involved in the project
- Review draft practice competencies outline
- Describe how the practice competencies can be applied to practice and the Professional Development Portfolio (PDP)



Competency Mapping

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Project Goal

Develop and validate national practice competencies for integration into the PDP – Professional Development Portfolio, as a component of the recertification process for RDs or RDNs and DTRs.



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Competency Example


Sphere: Communications
Communicates and interacts effectively with individuals and groups in the provision of professional services. This dimension applies to all practicing dietitians.

Competency	Performance Indicator
1.1 Utilizes effective information gathering skills.	1.1.1 Determines the purpose and objectives of information gathering activities.
	1.1.2 Develops, plans and gathers accurate, comprehensive, relevant information. (may include: client interviews, focus groups, meetings)
	1.1.3 Builds trust and rapport with others to facilitate the information gathering process.

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Practice Competencies Initiative

- Proactively moves the PDP forward
- As a profession we are ahead of the curve in shifting from a knowledge-based to a competencies-based recertification program




Competency Mapping

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The Beginning.....

In July 2012, CDR passed a motion for the Competency Assurance Panel (CAP) to enhance the Professional Development Portfolio (PDP) by exploring a competencies-based framework for recertification.



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QMC and CAP Workgroup

Barbara L. Grant, MS, RDN, CSO
 Steven E. Black, PhD, RD, CSSD
 Terri J. Raymond, MA, RD, CD
 Darrin W. Schmidt, DTR
 Kathleen Niedert, PhD, MBA, RD, CSG, FADA
 Erskine R. Smith, PhD, RD
 Karen Lacey, MS, RD, CD
 Doris V. Derelian, JD, PhD, RD, FADA
 Margaret J. Tate, MS, RD
 Gretchen Y. Robinson, MS, RD, LD, FADA

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CAP and QMC Workgroup

- Reviewed examples of competency frameworks and practice competencies across the profession and around the globe

- Canada
- Australia
- UK






College of Dietitians of Ontario



DIMEG is a specialist group of the British Dietetic Association
www.bda.uk.com

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CAP and QMC Workgroup

- Mapped the PDP learning codes, Standards of Practice and Standards of Professional Performance to the practice competencies outline

- 1000 PROFESSIONAL SKILLS
- 1010 Career planning, Standards of Practice, Standards of Professional Performance, Scope of Dietetic Practice Framework
- 1020 Computer, electronic technology
- 1030 CPR
- 1040 Cultural sensitivity
- 1050 Ethics
- 1060 Foreign language, culture
- 1070 Informatics
- 1075 Leadership, critical and strategic thinking
- 1080 Legislation, public policy
- 1090 Media skills
- 1100 Photography, video and graphic production
- 2090 Micronutrients: vitamins, minerals
- 2100 Nutritional biochemistry
- 2110 Physiology, exercise physiology
- 3000 NUTRITION ASSESSMENT & DIAGNOSIS
- 3005 Nutrition Diagnosis
- 3010 Assessment methodology
- 3020 Assessment of target groups, populations
- 3030 Anthropometrics, body composition
- 3040 Food consumption, food intake
- 3050 Feeding, weaning, dietetics
- 3060 Laboratory tests
- 3070 Pharmacological, drug/nutrient, herbal interactions

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Establishment of the framework

The Workgroup established a framework which recognizes two professions: the RD or RDN and the DTR

Functional Analysis Competency Framework

Level 1: SPHERES
Define an area of which someone acts, exists or has influence or significance
Broad high-level wording that describe a group of competencies and a focus area
Describe the major functions for effective performance

Level 2: COMPETENCIES
Describe the identifiable components of expected performance (knowledge, skill, judgment and attitude)

Level 3: PERFORMANCE INDICATORS
Describe an inter-related set of factors that define the level of expected performance

Level 4: PRACTICE ILLUSTRATION EXAMPLES
Examples to illustrate day-to-day performance of the competency
Provides opportunity for more content without being exclusive (includes both RDs or RDNs and DTRs)

Sample Competencies

Competency	Performance Indicator	Practice Illustrate Example
5.2 Demonstrate a commitment to patient and workplace safety.	5.2.1 Adhere to policies, standards and procedures as it relates to patient and workplace safety.	<ul style="list-style-type: none"> Engages in work safety training session, for example fire-drills. Demonstrates knowledge of legislation in terms of scope, material data safety sheets and labelling requirements for controlled substances. Integrates safety practices into daily activities. Monitors and responds to all vendor recalls and FDA alerts.
	5.2.2 Manage risk in the workplace to prevent and mitigate safety issues.	<ul style="list-style-type: none"> Demonstrates situation awareness by observing the environment, anticipating potential risks and seeking assistance when needed. Integrates infection and prevention measures. Takes appropriate actions to align consistency with practice environment and established policies, legislation and standards (for example, labour laws, safety legislation, industry standards). Advocates for changes when risks are identified by recommending interventions. Documents and tracks incidences. Participates in quality improvement initiatives. Ensures the premises do not represent a physical safety hazard.

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National Validation

- 78 practicing RDs and RDNs and 12 DTRs from across the United States participated in the review of the draft framework and outline
- Roles of the participants included researcher, educator, direct client care, manager of organization, manager of food services, public health, business and industry

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National Validation

- Some gaps were noted in the outline and suggested changes were incorporated
- Very positive feedback was received regarding the practice competencies initiative



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Comments

Great direction

Putting competencies into the PDP will help outline goals




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Comments

I am heartened to hear that there were a lot of different types of people/role/functions

Well rounded outline



Comments

Competencies provide more clarity and direction for future education

It also provides clarity of where we need to improve



Comments

I see myself fitting into the competencies

Very helpful tool for performance reviews



Comments

I think this is a great change because concepts can be based on real life rather than paper and pencil

I like that it is based on daily work, realistic



Comments

It is very comprehensive, good place to start - Impressed

Great step forward

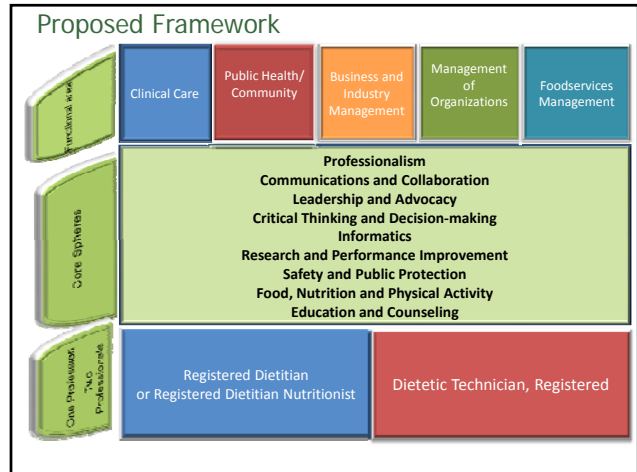
This will help standardize practice expectations around the country



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Gaps in the outline

- allergies/food intolerances (education, management)
- sales of products
- medication use and food interactions
- lobbying government/advocating for policy change
- disaster/emergency planning
- expanding culinary practices
- advocating for client funding
- communicating with contract workers/food services contract companies



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Competencies Writing Session

- Call for participation was circulated to RDs and DTRs
- 13 RDs and 6 DTRs from a variety of practice settings and roles participated in a four day writing session

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Competencies Writing Group

Management of Organization
 Brandi Zenker RD - OH
 Kathryn Allen RD - FL
 Melody Just DTR - NC

Food Service Management
 Arlene Grant-Holcomb EdD, RD - CA
 Lu Ann Swehla RD - MO
 Kevin Grzeskowiak DTR - FL

Community and Population Health
 Sandra Spann RD - SC

24

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Competencies Writing Group

Education
Lorri Kanauss RD – IL
Emily Shupe RD – IL

Direct Client Care
Jessie Pavlinac RD – OR
Christine Hartney RD – IL
Donna DeCrescenzo DTR – NH
Karen Brtko DTR – OH
Tom Pemberton DTR – OH
Michelle Passerelli DTR – OH

25

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Competencies Writing Group

Industry
Alissa Wilson RD - NY
Jamie Matthews RD – OH

Clinical Nutrition Management
Young Hee Kim RD – CT
Alexandra Lautenschlaeger RD – SC

Quality Management
Valaree Williams RD

Competency Assessment Panel
Barbara L. Grant RDN

26

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Stakeholder Feedback on Draft Version

- House of Delegates
- Board of Directors
- ACEND
- Council on Future Practice
- Quality Management Committee
- Dietetic Practice Groups (DPGs)
- Employers
- CDR Accredited CPE Providers

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National Validation Study

- February 2014 a national validation survey will be circulated to all practicing RDs or RDNs and DTRs
- E-blast will be circulated to all registrants with a link to online validation survey
- Survey announcement will be posted in Eat Right weekly and on the CDR website
- Modification will be made based on validation study

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Final steps of Practice Competencies Study

- Map learning codes, Standards of Practice, Standards of Professional Performance to the practice competencies
- CDR board approval – July 2014
- Available on the CDR website - Fall 2014
- Begin PDP implementation in 2015



Competency Mapping

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Implementation

- Incorporate competencies into Professional Development Portfolio (PDP)
- CDR anticipates incorporation into the PDP process beginning with practitioners whose five-year recertification cycles expire **May 31, 2021** and after

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Changing Jobs?


John, an RD has accepted a position as a consumer nutrition educator at a supermarket. John worked the last 7 years in an acute care hospital. How can practice competencies support John in this new position?



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Returning to practice?

Karen, a DTR is returning to work after spending the last four years at home with her children. Karen recognizes that many things have changed since she was last employed, including the use of technology. How can competencies support Karen in determining her learning needs for returning to a role as food and nutrition service manager?



Increase awareness for scope and standards of practice

There is an expected cut-back at their facility and lay-offs may be occurring. Sara and Jean recognize the need to educate their employer on the role of RDs and DTRs to encourage efficient utilization of staff. What resources can Sara and Jean share with their employer?



Business Practice

Keisha, an RD works in the marketing department of a corporate food manufacturer. Keisha has difficulties determining if the PDP is relevant to her professional growth. How can the competencies support Keisha's efforts in selecting PDP learning activities?



Developing performance reviews

The HR department is charged with developing performance review templates for all departments and has sought feedback from staff. How can the dietitian manager support the HR department's efforts?



FNCE Session

"Your Credential: Evolving with Practice Competencies"


Sunday October 20, 2013
10:00AM - 11:30AM
Convention Center

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Communication Plan


Tool Kit

- One-pager introduction sheet
- Frequently Asked Questions
- Newsletter article template
- Standardized presentation
- Webinar posted on CDR website
- FNCE presentation DVD



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Questions



And Thank You!