

# COUNCIL ON FUTURE PRACTICE VISIONING REPORT

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2011

### *Council on Future Practice Visioning Report 2011*

This document includes three sets of materials developed and finalized by the Council on Future Practice in response to the Phase 2 Future Practice and Education Task Force recommendations approved in May 2008: 1) The Dietetics Career Development Guide and Related Definitions; 2) Definitions for Focused Area of Dietetics Practice, Specialist and Advanced Practice; and, 3) Visioning Process Results.

Council members were careful to maintain congruity between each of the three sets of materials. The first set of materials is the Dietetic Career Development Guide (including its definitions) which is the foundational framework for the visioning process relative to specialist and advanced practice. This set of materials includes:

- The Dietetics Career Development Guide
- Definition of Terms Related to the Dietetics Career Development Guide

The Career Development Guide was finalized after several rounds of revision and input from various constituencies. It was approved by the House Leadership Team on September 29, 2010.

The second set of materials builds off of the Dietetics Career Development Guide and provides definitions for the terms *focus area of dietetics practice*, *specialist* and *advanced practice*. In addition, the definitions are accompanied by criteria for specialist and advanced practice. In this set of materials you will find:

- ADA's Definitions and Criteria for Focus Area of Dietetics Practice and Specialist.
- ADA's Definition and Criteria for Advanced Practice.

Likewise, the definitions for focus area of dietetics practice, specialist and advanced practice were reviewed by various stake holders, and the final versions were approved by Scope of Dietetic Practice Framework Subcommittee, Quality Management Committee and House Leadership Team on November 4, 2010.

The Council recommends that the term "specialty" should no longer be utilized. From our input from members, the term "specialty" has many different meanings. Therefore, the Council agreed to use the term focused area of dietetics practice for referencing the various segments of practice within the profession.

The final set of materials is the Visioning Process Results which includes:

- Background
- Results of Visioning for the Profession of Dietetics
  - Visioning Future Practice Roles for the DTR in 2020
  - Visioning Future Practice Roles for the Entry Level RD in 2020
  - Visioning Future Practice Roles for the Specialist RD in 2020
  - Visioning Future Practice Roles for the Advanced Practice RD in 2020.

Council members were careful to maintain congruity between each set of materials; the Career Path Development Guide (including its definition pages) is the foundational framework for the definitions and criteria for specialist and advanced practice. These, in turn, were considered when organizing the report of the visioning process.

## **ADA Dietetics Career Development Guide, Related Definitions and Definitions/Criteria for Specialist and Advanced Practice**

The Council on Future Practice was also requested to address Phase 2 Future Practice & Education Task Force Recommendations #7 and #8. The following narrative provides an historical perspective about the work completed by the Council for addressing these two recommendations at this time.

*Phase 2 Future Practice & Education Task Force Recommendation #7:* The Task Force recommends that ADA continue to recognize specialty practice areas in dietetics and provide support for additional appropriate education and credentialing opportunities (Refer to ADA and CDR).

*Phase 2 Future Practice & Education Task Force Recommendation #8:* The Task Force recommends that ADA define and recognize advanced practice. Advanced practitioners will be supported with educational programming and the appropriate credentials (Refer to ADA).

### **Progress for Both Recommendations:**

*Summer 2009:* Council reviewed the literature related to specialist and advance practice. This included dietetics, nursing and pharmacy literature. (NOTE: The Council no longer uses the term “specialty” and has replaced it with “specialist”—please keep this in mind as you read the following pages).

*August 2009 Meeting:*

- Presentation by executive director of Board of Pharmaceutical Specialties regarding advanced practice and specialty practice within pharmacy.
- Draft definitions for specialty practice and advanced practice developed during August meeting.
- Council workgroup established to continue work on the definitions. Workgroup consisted of Pete Beyer, Evelyn Crayton and Nancy Nevin-Folino.

*August 2009:* The Council provided input on draft definitions of specialty and advance practice.

*September-October 2009:* Further refinements were made to the definitions and some scenarios were created to assist members’ understanding.

*October 2009 Meeting:* The Council provided additional input to the Workgroup regarding the definitions and criteria for specialty and advanced practice.

*November 2009-January 2010:* The Workgroup continued refining the definitions and criteria for the definitions.

*February 2010:* The Council released the definition of specialty and advanced practice to the Council’s Think Tank members (54 individuals, who are RDs or other health care professionals), plus CADE, CDR, Education Committee and the previous members of the Phase 2 Future Practice & Education Task Force members for input.

*March 2010:*

- The Council heard a presentation by Joan M. Stanley, PhD, RN, CRNP, FAAN, Senior Director of Education Policy, American Association of Colleges of Nursing regarding specialty and advanced practice in nursing.
- The feedback from the Council’s Think Tank, CADE, CDR, Education Committee and Phase 2 Future Practice & Education Task Force was discussed. The feedback was used to finalize the definitions and criteria.

- Initial discussion of the scenarios developed to demonstrate how a member can move from entry-level to specialist to advanced practice. These scenarios will be utilized with the Dietetics Career Development Guide.

*May 2010:* The Council released the definitions and criteria for focused area in practice, specialist, and advanced practice to the Quality Management Committee, Scope of Dietetic Practice Framework Subcommittee, Legislative & Public Policy Committee, House of Delegates, DPGs and affiliates. This review process included feedback on the Dietetics Career Development Guide and scenarios.

*June 2010:* The Council reviewed the organizational input provided for the definitions and criteria. The Council requested the Workgroup to consider the input and provided recommendations to the definitions and criteria, plus the Dietetics Career Development Guide and scenarios.

*July 2010:* Workgroup continued the refinement to the process.

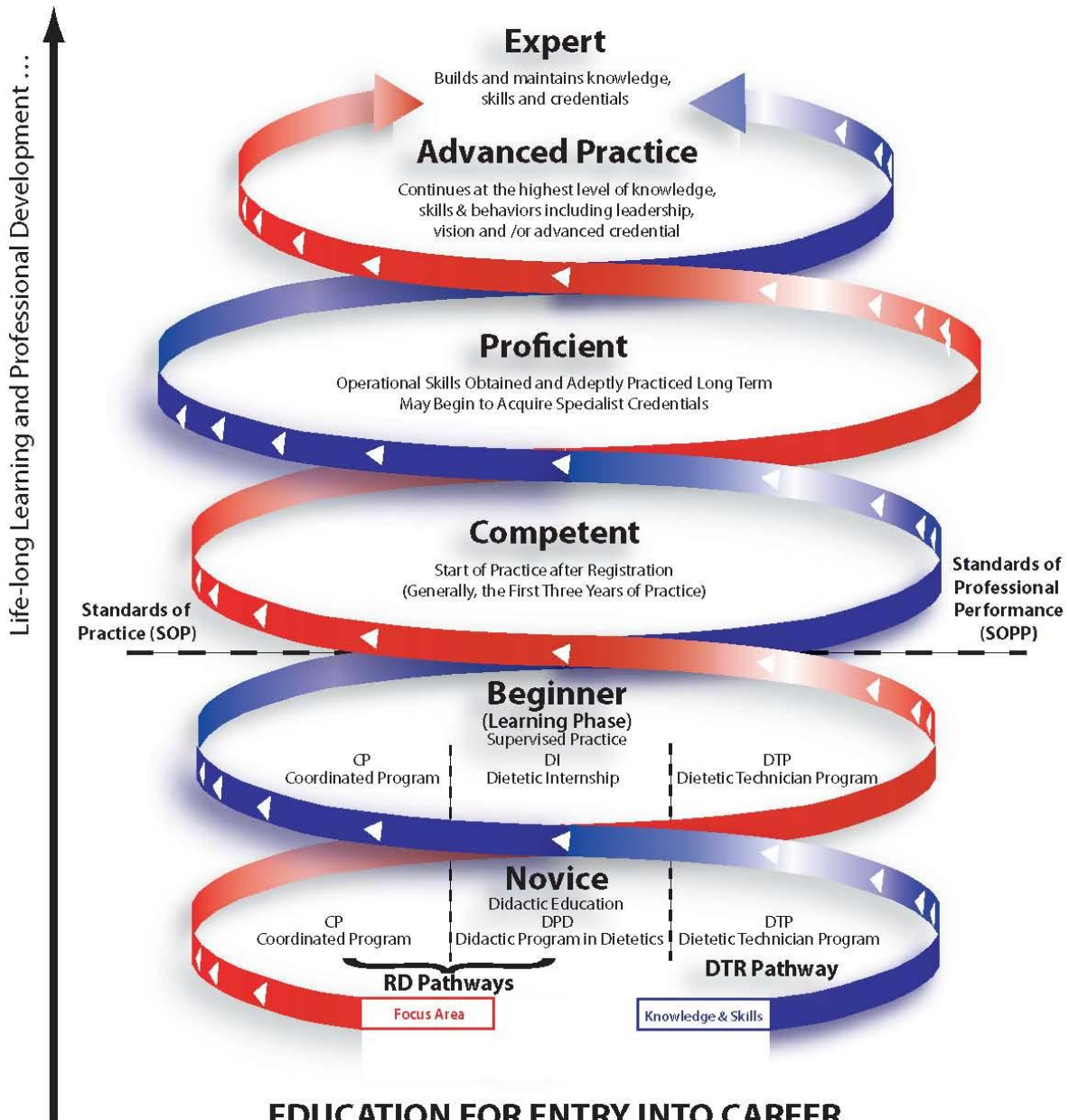
*August 7-8, 2010:* Council met to approve the final definition and criteria for advanced practice, along with the Dietetics Career Development Guide and other related definitions.

*September/October 2010:* Final approval provided by the Scope of Dietetic Practice Framework Subcommittee, Quality Management and the HOD Leadership Team.

*November 2010:* Council initiated development of an education campaign to assist members to understand the application of these definitions.

The following pages provide you with the outcomes of this effort which should be useful to members and stakeholders.

## Dietetics Career Development Guide



### EDUCATION FOR ENTRY INTO CAREER Associate, Baccalaureate or Advanced Degree

**Definition of Dietetics:** Dietetics is the integration, application and communication of principles derived from food, nutrition, social, business and basic sciences, to achieve and maintain optimal nutrition status of individuals through the development, provision and management of effective food and nutrition services in a variety of settings.

Approved 9/29/10; 10/11/10

## **Definitions for Terms Related to the Dietetics Career Development Guide**

### **Overview of Terminology**

The terms used in the Guide are based on the Dreyfus Model of Skill Acquisition (1). The model suggests that as a person acquires and develops a skill, s/he “. . . usually passes through at least five stages of qualitatively different perceptions of his task and/or mode of decision-making as his skill improves.” The stages are: novice, advanced beginner, competent, proficient, and expert. The skill-acquisition process has been studied in a number of settings, including the acquisition of nursing skill (2).

In first two stages of skill acquisition the individual is learning the foundational facts or “rules” of practice. Decision-making and problem-solving tend to be formulaic and rather rigid in these stages. Competent practitioners are adding context to the “rules” and refining their ability to prioritize, weigh alternative approaches, and exercise judgment considering several factors.

The Proficient practitioner has had sufficient experience to approach practice situations as a whole, rather than component parts, and can see how the situation fits into the broader picture and goals. “Experience, as the word is used here, does not refer to the mere passage of time or longevity. Rather it is the refinement of preconceived notions and theory through encounters with many actual practical situations that add nuance or shades of differences to theory (2).”

Additional experience, or “encounters with many actual practical situations,” may lead to the Expert stage. Here the practitioner is immersed in skilled performance and responds intuitively rather than in an analytic manner. For normal situations, the practitioner’s vast experience has developed a sense of what works, and that’s the course of action taken. The Expert certainly can and does use analytical tools, but s/he seldom needs to in the area of expertise.

As is true in many skill areas, not all practitioners will achieve the Expert skill level in dietetics. Further, a person could be at the Proficient or Expert level in his or her focus area of practice but be Competent or even a Beginner in an unfamiliar focus area. The Dietetics Career Development Guide uses the Dreyfus Model of Skill Acquisition to illustrate how a practitioner, regardless of focus area, can attain increasing levels of knowledge and skill throughout a career.

- (1) Dreyfus HL, Dreyfus SE. *Mind Over Machine*. New York, NY: The Free Press; 1986.
- (2) Benner P. *From Novice to Expert, Commemorative Edition*. Upper Saddle River, NJ: Prentice Hall Health; 2001.

### **Five Stages of Skill Acquisition (1)**

<b>Skill Level</b>	<b>Components</b>	<b>Perspective</b>	<b>Decision</b>	<b>Commitment</b>
1. Novice	Context-free	None	Analytical	Detached
2. Advanced Beginner	Context-free and situational	None	Analytical	Detached
3. Competent	Context-free and situational	Chosen	Analytical	Detached understanding and deciding. Involved in outcome.
4. Proficient	Context-free and situational	Experienced	Analytical	Involved understanding. Detached deciding
5. Expert	Context-free and situational	Experienced	Intuitive	Involved

**Novice**

*Definition:* An individual acquiring the didactic foundation of dietetics science and practice. The novice gains increasingly complex knowledge throughout the education program.

*Rationale:* The definition is based on the Dreyfus Model of Skill Acquisition.

*Criteria*

- *Education:* Enrolled in a Commission on Accreditation for Dietetic Education (CADE) accredited dietetics education program (Dietetic Technician Program, Didactic Program in Dietetics, Coordinated Program). The novice must demonstrate acquisition of the CADE Foundation Knowledge Requirements and Learning Outcomes by the conclusion of the education program.
- *Experience:* Students in a Coordinated Program or Dietetic Technician Program are developing skills at the Beginner level concurrent with the didactic course work. Students enrolled in a Didactic Program in Dietetics may find it advantageous to gain paid or volunteer experience in a dietetics-related area prior to application to a Dietetic Internship.
- *Demonstrated Examples:* Upon satisfactory completion of the Didactic Program in Dietetics, the individual earns a Verification Statement and is qualified to apply to a dietetic internship (or other CADE-accredited supervised practice experience). The Verification Statement issued at the completion of the Dietetic Technician Program or Coordinated Program signifies the individual is qualified to take the Registration Examination for Dietitians or Dietetic Technicians.

**Beginner**

*Definition:* An individual currently enrolled in the supervised practice phase of dietetics education, either following (as in a dietetic internship) or concurrent with (CP and DTP) the acquisition of didactic knowledge. The Beginner has a working knowledge of aspects of dietetics science and practice. The Beginner increases skills and abilities throughout the supervised practice period. Works under supervision of a preceptor and develops increasing levels of autonomy.

*Rationale:* The definition is based on the Dreyfus Model of Skill Acquisition.

*Criteria:*

- *Education:* A graduate of a Didactic Program in Dietetics enrolled in a Dietetic Internship **OR** a student in a Coordinated Program **OR** a Dietetic Technician Program. Note: the individual could also have completed the CADE Foundation Knowledge requirements following completion of a bachelor's or advanced degree in a related area.
- *Experience:* Must achieve required level of competence in each practice rotation as established by the supervised practice program in accordance with CADE standards.
- *Demonstrated Examples:* At the conclusion of the Dietetic Internship, Coordinated Program, or Dietetic Technician Program, individual receives a Verification Statement and is qualified to take the Registration Examination for Dietitians or Dietetic Technicians. Passing the registration examination demonstrates competence to enter the profession.

**Competent**

*Definition:* A dietetics practitioner who has just obtained RD/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. This RD/DTR as an advanced beginner starts the technical training and interaction for advancement and breadth of competence.

*Rationale:* The definition is based on the Dreyfus Model of Skill Acquisition.

*Criteria for Practice:* Obtained CDR registration status and is employable as a professional in dietetics.

- *Education:* Associate, Bachelor or Post Graduate Degree with completion of supervised practice experiences and is post registration.
- *Experience:* Functions at a professional level using science based application learned in the education process and seeks additional learning experiences and networks that will aid in professional competence.
- *Demonstrated Examples:* Individual has successfully completed requirements to sit for and pass the RD/DTR exam and is capable of entry-level practice employment. Additional aptitude in training and technical skills in a specified focus area may have been achieved in the education process by the professional.

**Proficient**

*Definition:* A RD or DTR with three plus years beyond entry into the profession, who has obtained operational job performance skills and is successful in the chosen focus area of practice.

*Rationale:* The definition is based on the Dreyfus Model of Skill Acquisition.

*Criteria for Practice:* A RD or DTR who is employed using dietetic skills with experience as well as continuing education, technical training and/or a professional credential (specialist). There is an assurance of competency with proficient achievement in a focus area of practice.

- *Education:* The professional who has achieved the required education for RD/DTR may have acquired post entry-level education degree (Bachelors from Associate, Masters from Bachelors, etc.) or completed a residency or specialized course work in a focus area of dietetics practice and/or attained a specialist credential.
- *Experience:* Uses an approach to practice which is centered on experience with a professional skill application of a higher level than supervised practice, uses broad application of knowledge required for specific practice situations, maintains an active network of professionals germane to the focus area, and is active in team work and leadership using an effective level of communication and interaction with others to positively influence the practice area
- *Demonstrated Examples:*
  1. Obtains formal education degree or credential to show evidence of a higher level of practice ability or training to further skill levels
  2. Participates in research
  3. Identified as a well-known speaker or published in focus area of practice
  4. Sought after for practice and operational advice.



**Expert**

*Definition:* A RD or DTR who is recognized within the profession and has mastered the highest degree of skill in or knowledge of a certain focus or generalized area of dietetics through additional knowledge, experience, or training. An expert has the ability to immediately see “what” is happening and “how” to approach the situation. An expert can easily use the skills within the field of dietetics to become successful through the application of these skills to areas that may fall outside those in the traditional profession.

*Rationale:* The definition is based on the Dreyfus Model of Skill Acquisition.

*Criteria for Practice*

- *Education:* The RD or DTR may obtain additional degree (Bachelors, Masters, PhD, etc.) in addition to years of significant on-the job training. This individual may have additional credentials in more than one focus area of practice based on job experience and career choices.
- *Experience:* The practitioner transcends reliance on rules, guidelines, and maxims. The practitioner uses “intuitive grasp of situations based on deep, tacit understanding” and has a “vision of what is possible”. Uses the “analytical approaches” in new situations plus patterns of recognition for planning as well as diagnosis.
- *Demonstrated Examples:*
  1. Obtains credentials in more than one focus area of practice based on years of experience and career choices
  2. Achieves peer recognition, such as contributions to evidence-based knowledge and potential publishing in peer-reviewed journals
  3. Mentors peers and those identified below the Expert level in the Career Development Guide for the betterment of practitioners and the profession of dietetics.

## ADA'S DEFINITIONS AND CRITERIA: FOCUS AREA OF DIETETICS PRACTICE AND SPECIALIST

### Focus Area of Dietetics Practice

**Definition:** Defined area of dietetics practice that requires focused knowledge, skills, and experience.

**Rationale:** The term *focus area* is adopted based on feedback from members to the Council and relates to how a practitioner specializes in a specific area of practice (i.e., diabetes, community health).

### Specialist

**Definition:** A practitioner who demonstrates a minimum of the proficient level of knowledge, skills and experience in a focus area of dietetics practice by the attainment of a credential.

**Rationale:** The term *specialist* requires a credential and is defined by the ADA Standards of Practice in Nutrition Care (SOP) and Standards of Professional Performance (SOPP) or other criteria established for a focus area of dietetics practice. A specialist performs at the proficient level.

### Criteria for Specialist

#### 1. Education

- Specialized education and training beyond the baccalaureate degree (i.e., residency program, on-job training, advanced degree).
- Education and training are beyond being proficient as defined by the Dietetics Career Development Guide. Job performance skills are obtained.

#### 2. Experience

- Beyond entry-level (3 years) with defined experiences and skills for a focus area of practice. Note: Eligibility requirements for CDR specialist certification are listed below.
- Documents the continuation of practice and/or management in a focus area.
- Seeks out professional development experiences in the focus area of practice.
- Ethics guides the practitioner's decision-making process.

#### 3. Credentials currently available for the specialist.

Eligibility requirements for specialist certification include maintenance of RD status with CDR, for a minimum of two years from original examination date, and documented practice experience as an RD in the focus area within the past five years.

CDR Board Certified Specialist credentials currently available (as of March 2011):

- Pediatric
- Renal
- Sports Dietetics
- Oncology
- Gerontology.

Non-CDR Credential for RD Specialist currently available (**this is not an all inclusive list**):

- Certified Diabetes Educator (CDE)-National Certification Board for Diabetes Educators
- Certified Nutrition Support Specialist (CNSD—CNSC)-National Board for Nutrition Support Certification
- Registered Sanitarian (RS)-National Environmental Health Association
- Registered Environmental Health Specialist (REHS)-National Environmental Health Association
- Certified Professional-Food Safety (CP-FS)-National Environmental Health Association
- International Board Certified Lactation Consultant (IBCLC)-International Board for Lactation Consultant Examiners
- Certified Professional in Healthcare Quality (CPHQ)-Healthcare Quality Certification Board

- Certified Health Education Specialist (CHES)-National Commission for Health Education Certification.
4. **Characteristics** include the skills, knowledge and/or behaviors are exhibited and demonstrated by the specialist
- Incorporates evidence-based practice in a focus area of dietetics practice and is involved in research
  - Completes continuing education opportunities each year in the focus area of practice
  - Consistently reads and applies journal articles related to the focus area of practice
  - Participates in advocacy initiatives pertaining to the focus area of practice
  - Serves as a mentor and/or resource to other practitioners
  - Actively participates in specialized practice groups (DPGs etc) related to the focus area of practice
  - Actively participates in self-study and demonstrates heightened interest in learning.
  - Actively participates in a formal work team or research team and leads as needed
  - Known as the “go to person” for non-routine questions in focus area of dietetics practice.
5. **Demonstrated examples** of experiences and learning activities of a specialist
- Authors articles in the focus area for peer-reviewed scientific publications
  - Authors chapters, books, or textbooks in the focus area
  - Presents on topics in the focus area at regional, state, national or international conferences
  - Co-investigator of research projects in the focus area
  - Serves in management position(s) in the focus area
  - Translates complex ideas/concepts inherent to the focus area for students, peers, and other professionals
  - Uses evidence-based information and best practices in communicating a focus area of dietetics practice, e.g., DPG and other professional newsletters, peer journal club activities, and all forms of media
  - Proactively engages in communication and interactions with the media on issues related to the focus area

## ADA'S DEFINITION AND CRITERIA FOR ADVANCED PRACTICE

### Advanced Practice

**Definition:** The practitioner demonstrates a high level of skills, knowledge and behaviors. The individual exhibits a set of characteristics that include leadership and vision and demonstrates effectiveness in planning, evaluating and communicating targeted outcomes.

**Rationale:** The term *advanced practice* is used after a careful review of ADA's Standards of Practice (SOP) and Standards of Professional Performance (SOPP) in the various focus areas of dietetics practice and the literature for other professions.

### Criteria for Advanced Practice

#### 1) **Education** (minimum)

- Masters or higher degree from a US regionally accredited institution or an equivalent degree.

#### 2) **Experience** (minimum)

- Has more than 8 years as a registered dietitian (based on the Bradley article from 1993).
- Documents the continuation of advanced practice and/or management in a focus area of practice.
- CDR Professional Development Portfolio learning plan has focus on advanced practice education.
- Ethics guides the practitioner's decision-making process.

#### 3) **Credentials**

- Possesses an advanced practice credential, if available. For instances, the following credential is currently available to the RD: Board Certified in Advanced Diabetes Management (BC-ADM)-jointly sponsored by the American Association of Diabetes Educators and the American Nurse Credentialing Center.

#### 4) **Characteristics** include the skills, knowledge and/or behaviors exhibited and demonstrated by the advance practice RD within the last five years and evidence of an ongoing development and willingness to explore/experience new opportunities or situations as listed below. Characteristics with the asterisks must be demonstrated. These characteristics might be measured by examination, portfolio, etc.

- Prioritizes order, rank and mode of required communications (e.g., physician rounds, legislative decision-makers) \*
- Approaches new opportunities/situations with flexibility and adaptability\*
- Demonstrates personal and organizational leadership \*
- Functions with a high degree of autonomy \*
- Recognizes sense of self and knows own limitations \*
- Recognized by others for expertise \*
- Makes decisions using benefit/risk evaluation \*
- Exposes self to new situations and ideas to experience, learn and apply to practice \*
- Strives to improve skill base by continuously moving out of personal comfort zone \*
- Demonstrates effectiveness/efficiency; problem solving; inspires confidence in others \*
- Demonstrates emotional intelligence \*
- Influences decision-makers related to policy, resources and services (e.g., elected and appointed government officials, university president, medical center CEO) \*
- Leads consensus panels and coalitions \*
- Maintains local/state/national/international role contacts and networks \*
- Directs strategic planning efforts \*
- Designs innovative programs, services or curricula

- Provides expert opinion or expert testimony; Opinion is sought out for their expertise/skills by other leaders/experts
- Plans and delivers invited presentations for national meetings
- Conducts benchmarks for research or outcomes studies
- Reviews proposals, grants, refereed journal articles, publications, and books
- Creates innovations that impact the profession
- Seeks and implements grants and external funding
- Identifies and manages revenue streams and funding
- Develops IRB proposals
- Publishes in peer reviewed publications
- Develops guides to practice used by other practitioners
- Interprets and translates the literature effectively into practice application
- Uses data effectively to manipulate or garner the resources to address issues affecting the organization as a whole.
- Applies skills in consultation with other professional fields (e.g., lawyer)
- Formulates and communicates clear visions
- Works effectively internally and externally with all levels (e.g., chairs of departments, president of organization, other organizations, peers in other organizations)
- Mentors peers or professionals in complex issues, procedures and practices
- Contributes to evidence analysis process to affect practice
- Identifies and creates new practice opportunities.
- Maintains and creates networks with wider number of disciplines
- Creates and undertakes expanded and new practice roles and responsibilities
- Uses global resources to reach effective outcomes
- Increase revenues by creating new programs, services to benefit the organization
- Teaches advanced practice professionals (e.g., physicians, nurses)
- Demonstrates high level decision-making with a focus on delivering outcomes
- Maintains connection with key research institutions (e.g., NIH, USDA); viewed as a major contributor within the research community
- Uses time for reflection (regarding progress, issues, goals, plans, achievements)
- Identifies new innovative public policy initiatives in the area of food and nutrition
- Identified as a major collaborator with other organizations in order to position RDs or to facilitate the work of the RD (e.g., NWA, AADE, USBC).

**5) Demonstrated examples** of experiences and learning activities of an advanced practice RD

- Serves as a member of the Board of Editors for a professional peer-reviewed journal due to the level of knowledge, practice and experience.
- Directs the operations of multiple departments including fiscal and human resources.
- Submits applications for grants successfully and manages the grant to completion.
- Serves as a principal investigator for a research project involving other disciplines.
- Authors articles in peer-reviewed scientific publications.
- Authors chapters, book, or textbooks.
- Presents on topics regarding food, nutrition and health issues at regional, state, national, or international conferences.
- Mentors and educates for all levels of practice within dietetics including those professional peers outside the field of dietetics.
- Proactively engages in communication and interactions with the media on issues related to food, nutrition and health.

## Background on Visioning for the Future of Dietetics

The Phase 2 Future Practice & Education Task Force presented their final report and recommendations to the ADA House of Delegates in May 2008. These Task Force recommendations were approved in May 2008. In response to these recommendations, the HOD Leadership Team established the Council on Future Practice as a response to Recommendation #1.

*Phase 2 Future Practice & Education Task Force Recommendation #1:* The Task Force recommends establishment of a formalized unit within the House of Delegates to:

- formalize an ongoing visioning process to identify/define future practice roles and the broad knowledge and skills needed for these roles.
- identify and monitor emerging practice roles, opportunities, and related formal and informal educational needs on an ongoing basis.
- collaborate with CADE, CDR, DPGs and other organizational units as needed.
- oversee the implementation and evaluation of the Phase 2 Future Practice & Education Task Force recommendations and provide a yearly progress report to the House of Delegates (Refer to HOD).

In addition to the establishment of the Council, Recommendation #1 also charged this new organizational unit with formalizing a visioning process for future practice roles. The Council began its work in February 2009, which included a goal to establish a visioning process. In addition, the Council was charged to oversee the implementation and evaluation of the Phase 2 Future Practice & Education Task Force recommendations.

### The Process for Establishing a Visioning Process

The Council developed a plan for conducting a visioning process with members, non-members and other related stakeholders (employers, administrators, other professional organizations) to identify future practice roles for the DTR, entry-level RD, specialist RD and advanced practice RD in 2020. The survey for conducting the visioning process was made available for input on July 12, 2010 via messages posted to all DPG and MIG electronic mailing lists, messages to ADA organizational units, requests to forty-one external organizations and seven governmental agencies, along with postings on the ADA Web site. The survey closed on August 1. The results were discussed during the Council's August 7-8, 2010 meeting and several subsequent conference calls. The final visioning report is scheduled for release in March 2011. The Council has identified a mechanism for monitoring emerging practice roles which will be implemented following the completion of the visioning process.

The following timeline details the development and implementation of a visioning process.

- |                          |   |
|--------------------------|---|
| <b>May 2010:</b>         | Approve plan for implementation of visioning process.   |
| <b>July 1, 2010:</b>     | Distribute the link to the survey questions for the visioning process to ADA members and organizational units along with targeted associations and government agencies. |
| <b>August 1, 2010:</b>   | Visioning survey closed. Results are consolidated for review by the Council on Future Practice.   |
| <b>August 7-8, 2010:</b> | Council on Future Practice meets to discuss results and next steps in drafting report.  |

**Final 3/17/11**

- September 2010-February 2011:** The Council worked in smaller workgroups of three members to further understand the input received and the contents of a final report.
- February 24-25, 2011:** The Council approved the final documentation for the visioning report.
- February 26-March 11, 2011:** The Council reviewed and finalized the report for release to the 2011 Future Connections-Summit on Dietetics Practice, Credentialing, and Education and other ADA organizational units.

The following pages contain the report of the visioning process for consideration for examining future practice roles, education needed for these roles and credentials that might be required for moving the profession forward.

## Results of Visioning for the Future of Dietetics

### Visioning Future Practice Roles for the DTR in 2020

#### Foundation Practice Elements

The following are practice elements that are consistent with all the described practice roles included.

- Provides consumer/patient/client-centered care in all practice settings
- Practices using evidence-based recommendations.
- Contributes to the body of knowledge by participating in operational analyses, business process improvement and other applied research activities, and by monitoring and evaluating the effectiveness of the nutrition care provided and reporting results.
- Adopts technology advancements and utilizes informatics.
- Demonstrates leadership skills.
- Contributes to the advancement of food and nutrition policy through advocacy.
- Functions with a high degree of autonomy in focus areas of dietetic practice, consistent with MNT practice guidelines as related to the Standards of Practice in Nutrition Care for the RD and DTR.
- Utilizes basic culinary skills and demonstrates ability to perform nutrient analysis.

#### The Envisioned Practice Roles for the DTR

In 2020, the RD recognizes and embraces the value of the DTR in all practice settings, allowing the expansion of the RD into the more complex aspects of the profession. The role of the DTR will also expand in the future with increased skills and numbers of practitioners, as called for by the Phase 2 Future Practice and Education Task Force. The DTR is a vital member of the dietetics team which may include foodservice workers, RDs, RD specialists and advanced practice RDs. The DTR uses evidence-based practice and follows systems and protocols in the safety and sanitation, production and delivery of food and nutrition services in a wide variety of settings: community groups and/or organizations, schools and universities, alternate health care facilities, wellness programs, government agencies, retail food operations, agricultural sustainability programs, WIC, and hospitality industries. The DTR participates in continuous quality improvement and uses technology (to include social media) to enhance practice. DTRs function in focus areas of dietetic practice along with the RD and utilize the Scope of Dietetic Practice Framework, Standards of Practice and Standards of Professional Performance. Using the Nutrition Care Process, the DTR engages in health promotion and disease prevention through identification of specific client or community needs, screening, gathering, and organizing data and information and communicating with and educating students, patients, clients or consumers. The DTR expands roles by advancing as sanitarian specialists and sanitation managers. In addition, the DTR embraces in-depth culinary skills to fill the vital continuum within our profession from cooking to application of scientific principles; a critical component for improving the nutrition and health status of the public.



## Visioning Future Practice Roles for the Entry Level RD in 2020

### Foundation Practice Elements

The following are practice elements that are consistent with all the described practice roles included.

- Provides patient/client-centered care.
- Practices using evidence-based recommendations and professional judgment to challenge the status quo.
- Contributes to the body of knowledge by participating in operational analyses, business process improvement and other applied research activities and by monitoring and evaluating the effectiveness of the nutrition care provided and reporting results.
- Analyses, interprets and applies research.
- Adopts technology advancements.
- Utilizes informatics.
- Demonstrates leadership in multidisciplinary teams.
- Contributes to the advancement of food and nutrition policy through advocacy.

### The Future Entry-Level RD – Generalist

A general RD practitioner (or generalist) is an individual whose practice includes responsibilities across several areas of practice including, but not limited to, more than one of the following community, clinical, consultation and business, research, education, and food and nutrition management”.

The entry-level RD-generalist is a food and nutrition expert and contributing member of the healthcare, public health, community, or administrative team. Capable of implementing effective and efficient food systems and providing comprehensive nutrition care.

- Provides nutrition care or services in a variety of settings, including the acute, sub-acute, extended care, and community-based (e.g. schools) settings.
- Functions as part of a multidisciplinary team.
- Provides comprehensive care within the Nutrition Care Process.
- Utilizes prescriptive authority within the regulations of the institution and legislative bodies, to order nutrients, food, supplements, enteral and parenteral nutrition and nutrition-related diagnostic tests to achieve health.
- Utilizes knowledge of foods and food preparation to deliver culturally, ethnically, and developmentally appropriate educational programs and materials.
- Develops and leads support personnel to accomplish organizational goals, such as patient/client satisfaction, financial performance, and customer service.
- Manages resources (time, talent, money, equipment) to further the organization’s mission.
- Adapts processes to incorporate technology advances.
- Functions with a degree of professional autonomy and independent practice commensurate with the complexity of the situation, referring to appropriate specialists when needed.

### The Future Entry-Level RD – Health Promotion/Disease Prevention

The entry-level RD in health promotion/disease prevention is a food and nutrition expert and contributing member of the healthcare, public/community health, or school team. Capable of assessing, delivering and evaluating individual and population-based nutrition health promotion/disease prevention programs that promote health, prevent disease through reduction of chronic disease risk factors and contributes to healthy pregnancy outcomes.

- Provides nutrition care and services in a variety of settings including community health organizations, school nutrition programs, public health organizations/agencies, community based organizations/agencies, and public, private and non-profit healthcare/wellness organization/agencies.
- Applies concepts of assessment, planning, marketing, and evaluation to health promotion/disease prevention using creative and innovative methods that are culturally sensitive and appropriate.

- Utilizes knowledge of foods and food preparation to deliver culturally, ethnically, and developmentally appropriate educational programs and materials to clients, students, and employees.
- Functions with a degree of professional autonomy commensurate with the complexity of the situation.

### **The Future Entry-Level RD - Public Policy**

The entry-level RD in public policy is a food and nutrition expert and contributing member of the public policy team. Informs, influences and assists in development and evaluation of food and nutrition policy, regulations and legislation resulting in the implementation of policies, programs or laws that promote sound nutrition practices for the health of the public and to strengthen and promote the profession.

- Assesses the implications of public policy and applies knowledge of food, nutrition, health and wellness and other dietetic principles to policy development to achieve public policy goals.
- Utilizes concepts of policy development, collaboration, negotiation, and population-based health promotion and disease prevention to achieve policy change.
- Collaborates with other healthcare practitioners, policy makers, and consumers in a team-based setting.
- Functions with a degree of professional autonomy commensurate with the complexity of the situation.

### **The Future Entry-Level RD – Clinical Healthcare**

The entry-level RD in clinical healthcare is a food and nutrition expert and a contributing member of the healthcare team who works with interdisciplinary teams as well as the dietetics team (DTRs, RDs, specialty and advanced practice RDs).

- Uses the Nutrition Care Process across the continuum (acute, ambulatory, home, long-term and other institutional care).
- Utilizes prescriptive authority within the regulations of the institution and legislative bodies to order nutrients, food, supplements, enteral and parenteral nutrition and, nutrition related diagnostic tests to achieve nutritional health.
- Monitors the effectiveness of the Nutrition Care Process by analyzing and reporting results that contribute to the body of knowledge.
- Educates consumers and professional audiences uses culturally and literacy sensitive educational media tailored for the client.
- Contributes to developing systems and protocols to improve patient/client care and satisfaction.
- Functions autonomously, determining when to refer to other disciplines, other RDs, RD specialists and advanced practice RDs.

### **The Future Entry-Level RD - Education**

The entry-level RD educator is a food and nutrition expert on the education team, who translates research findings into meaningful language and concepts and practical and usable information for consumers, peers, and healthcare students and professionals resulting in improvement of health and prevention of disease in individuals and groups through nutrition education.

- Consults individual clients and prepares group programs, and materials.
- Works one-to-one, with groups, pre-professional and professional dietetics and other health practitioners, the media and other audiences/clients.
- Practices in community/public health, clinical, school, extension, mass communication/media, corporate, university and other settings.
- Uses traditional settings, new technologies, innovative methods that incorporate a variety of learning strategies, behavioral and readiness change techniques, learning principles, and culturally appropriate and sensitive learner-centered strategies.
- Utilizes pedagogical frameworks to implement changes related to nutrition education, disseminates information and incorporates new findings.
- Functions with a degree of professional autonomy, but collaborates with an advanced practice RD with expertise in nutrition education in a collaborative, mentoring, consultative setting and/or as an assistant or employee in a multidisciplinary team-based environment.

### **The Future Entry-Level RD – Research**

#### **(Study Coordinator, Research Associate, Research Assistant)**

The entry-level RD in research is a food and nutrition expert and contributing member of a research or other multidisciplinary data analysis team. Works closely with an advanced practice RD and/or other team members to appropriately translate research findings into meaningful language and concepts and practical and usable information for consumers and other healthcare professionals, resulting in the utilization of outcome data.

- Implements the research protocol, recruits subjects/participants, collects data, and assists with the analysis, dissemination and application and incorporation of new findings.
- Has unlimited opportunities to work in commonly known settings in clinical, food systems, university, community/public health and extension, and other settings not identified at this time.
- Assists with the assessment of outcome effectiveness.
- Assists with preparation of proposals/grants and research fund acquisition, data and budget management, delivery of interventions, training and supervision of research staff, collection of data (e.g., body composition assessments, recalls, etc.), analysis (e.g., food record and diets), review of literature, interpretation of research data, and dissemination of findings (e.g. writing papers or presentations) and incorporation of new findings.
- The level of autonomy will vary depending on the type of research but this RD generally works with a moderate level of autonomy and collaborates with an advanced practice RD or other professional with expertise in research in a multidisciplinary research team environment to obtain guidance or further direction.

### **The Future Entry-Level RD Food Production and Service Management**

The entry-level RD in food production and service management is a contributing member of the administrative team, capable of developing effective and efficient food production and service systems which result in positive outcomes meeting the organization's goals for financial performance and customer service, as well as others.

- Demonstrates the ability to develop and lead DTRs and other support personnel to accomplish organizational goals.
- Participates in operational analyses and other applied research and quality outcomes activities.
- Strengthens the relationship of foodservice department with other departments within the organization.
- Maintains high standards of food quality and customer service.
- Leads associates to achieve high standards of food safety.
- Participates in measurement of outcomes.
- Uses data effectively to demonstrate needs for equipment, personnel or budget requests. Communicates effectively with associates and peers.
- Functions with a degree of professional autonomy and independent practice commensurate with the complexity of the situation.

### **The Future Entry-Level RD - Food Industry**

The entry-level RD in the food industry is a contributing member of the corporate teams responsible for product development, marketing, sales, distribution, etc., of food and related supplies.

- Demonstrates ability to function effectively with experts in food science/technology, marketing, sales, distribution, etc.
- Applies concepts and theories regarding food science, nutrition, medical nutrition therapy, health and wellness, food systems management, research methods, and other dietetics competencies in the development, marketing, sales, distribution, etc., of commercial food or food related products.

- Contributes significantly to achievement of corporate goals for market penetration and profit for a specific market segment.
- Develops systems which comply with applicable regulations and which support corporate goals.
- Follows corporate guidelines to monitor and influence legislation regarding safe food supply.
- Functions with a degree of professional autonomy commensurate with the complexity of the role and related assignments.

## Visioning Future Practice Roles for the Specialist RD in 2020

### **Focus Area of Dietetics Practice**

**Definition:** Defined area of dietetics practice that requires focused knowledge, skills, and experience.

### **Specialist**

**Definition:** A practitioner who demonstrates a minimum of the proficient level of knowledge, skills and experience in a focus area of dietetics practice by the attainment of a credential.

### **Foundation Practice Elements for Specialist RD—**

These include the skills, knowledge and/or practice behaviors that are exhibited and demonstrated by the specialist at either proficient level or higher

- Completes continuing education opportunities each year and demonstrates heightened interest in learning in the focus area of practice by reflecting on learning needs and participating in self-study
- Translates and applies research and evidence-based information into practice in a focus area
- Uses evidence-based information and best practices in communicating about focus area of dietetics practice to students, peers, other professionals and the public and via DPG activities, professional newsletters, peer journal clubs, and all forms of media
- Translates complex ideas/concepts inherent to the focus area for students, peers, and other professionals and promotes knowledge to others as a mentor and/or resource to other practitioners
- Actively participates in formal work teams, task forces, consensus panels, coalitions and specialized practice groups locally, nationally and internationally and leads as needed
- Participates in advocacy initiatives pertaining to the focus area of dietetics practice
- Actively participates in professional activities (DPGs etc) related to the focus area of dietetics practice
- Establishes educational session programming or presents on topics in the focus area at regional, state, national or international conferences
- Prioritizes order, rank and mode of required communications (i.e., physician rounds, legislative decision-makers)
- Collaborates in research teams or acts as principal or co-investigator of research projects in the focus area and contributes or authors publications for peer-reviewed scientific publications
- Supports or serves in management position(s) in the focus area and establishes organizational protocols and practice
- Proactively engages in communication and interactions with others outside of the profession on issues related to the focus area; establishes networks that support expertise in the focus area
- Offers professional judgment in routine and novel problem solving and decision making relative to focus area of practice
- Recognized for developing or having an actual higher authority and privilege in a focus area of dietetics practice
- Recognized by others as a proficient leader, inspires and serves as a mentor and/or resource to others; demonstrates efficiency, emotional intelligence and effectiveness
- Encourages and or participates in strategic planning efforts to support and increase focus area effectiveness
- Performs ethically and with personal integrity.

### **The Future Practice Roles for the Specialist RD in 2020**

The following Specialist credentials are already offered by the Commission on Dietetic Registration and we believe they will be relevant to practice in 2020.

#### **Gerontological Nutrition Specialist**

The Gerontological Nutrition Specialist RD has additional experience, knowledge and skills specific to gerontological nutrition. The specialist RD designs, implements and manages safe and effective nutrition strategies to promote quality of life and health for older adults. They work directly with older adults to provide optimal nutrition and food sources and information in a variety of settings (such as, hospitals, long term care, assisted living, home health care, community-based nutrition programs, food service industry, correctional facilities, governmental programs, related industries), or indirectly as documented by management, education or research practice linked specifically to gerontological nutrition.

#### **Oncology Nutrition Specialist**

The Oncology Nutrition Specialist RD has additional experience, knowledge and skills specific to oncology nutrition. The specialist RD works directly with individuals at risk for, or diagnosed with, any type of malignancy or pre-malignant condition, in a variety of settings (e.g. hospitals, clinics, cancer centers, hospices, public health) OR indirectly through roles in management, education, industry, research practice linked specifically to oncology nutrition.

#### **Sports Dietetics Specialist**

The Sports Dietetics Specialist RD has additional experience, knowledge and skills specific to sports nutrition. The specialist RD works to apply evidence-based nutrition knowledge in exercise and sports. They assess, educate, and counsel athletes and active individuals. They design, implement, and manage safe and effective nutrition strategies that enhance lifelong health, fitness, and optimal performance.

#### **Renal Nutrition Specialist**

The Renal Nutrition Specialist RD has additional experience, knowledge and skills specific to renal nutrition. The specialist RD works directly with adults and/or children with acute or chronic renal dysfunction or failure, under treatment by kidney transplantation, dialysis, or other modalities in a variety of settings (home, hospitals, other treatment centers, etc.) or indirectly as documented by management, education, or research practice linked specifically to renal nutrition.

#### **Pediatric Nutrition Specialist**

The Pediatric Nutrition Specialist RD has additional experience, knowledge and skills specific to pediatric nutrition. The specialist RD works directly with healthy and/or ill children (newborn to 18 years of age) as well as children with special health care needs in a variety of settings (schools, hospitals, community-based and /or family-centered programs, education programs, home, etc.) or indirectly as documented by management, education, or research practice linked specifically to pediatric nutrition.

**The following Specialist RD roles were identified but not further developed. The roles are currently evolving and will provide unique opportunities for RDs now and in the future.**

- Neonatal Nutrition Specialist (specialist working in NICU and follow-up clinics)
- Genomics Specialist
- Nutrition Informatics Specialist
- Chronic Disease Management Nutrition Specialist (addresses treatment/management of diseases such as cardiovascular disease, obesity, diabetes and includes palliative care)

- Community/Public Health Nutrition Specialist
- Public Policy Nutrition Specialist (e.g., sustainable agriculture, environmental issues, hunger and health issues)
- Integrative and Functional Nutrition Specialist
- Media and Marketing Nutrition Specialist
- Dietetics Educator Specialist
- Food and Culinary Specialist
- Intensivist Nutrition Specialist
- Behavior Change Nutrition Specialist
- Weight Management Nutrition Specialist
- Food and Nutrition Services Management Specialist.

## Visioning Future Practice Roles for the Advanced Practice RD in 2020

**Definition:** The practitioner demonstrates a high level of skills, knowledge and behaviors. The individual exhibits a set of characteristics that include leadership and vision and demonstrates effectiveness in planning, evaluating and communicating targeted outcomes.

### Foundation Practice Elements and Characteristics

The following are practice elements consistent with all of the described practice roles:

- Prioritizes order, rank and mode of required communications (e.g., physician rounds, legislative decision-makers)
- Approaches new opportunities/situations with skills, flexibility and adaptability
- Demonstrates personal and organizational leadership
- Functions with a high degree of autonomy
- Recognizes sense of self and knows own limitations
- Recognized by others for expertise
- Embraces new situations and ideas to experience, explore, and potentially apply to practice
- Strives to improve skill base by continuously moving out of personal comfort zone
- Demonstrates effectiveness/efficiency; problem solving; inspires confidence in others
- Demonstrates emotional intelligence
- Influences decision-makers related to policy, resources and services (e.g. elected and appointed government officials, university president, medical center CEO)
- Leads consensus panels and coalitions
- Establishes local/state/national/international role contacts and networks
- Directs strategic planning efforts
- Teaches, mentors, and coaches students, DTRs, RDs, and other practice professionals
- Performs ethically and with personal integrity
- Communicates effectively using a variety of media
- Adopts technology advancements and uses informatics.

### Advanced Practice RD in Health Promotion/Disease Prevention

The advanced practice RD in health promotion/disease prevention is a food and nutrition expert and contributing member of the public health team and/or private corporation/business entity. The advanced practice RD does some or all of the following:

- Establishes appropriate program evaluation systems which empirically measure program performance outcomes;
- Assesses needs, developing, directing and evaluating nutrition and wellness programs/facilities/corporations with multiple disciplines;
- Designs, directs and evaluates community programs;
- Advances nationally recognized health initiatives and programs within the community;
- Designs/conducts/publishes research to advance nutrition status of people;
- Conducts and evaluates interventions and outcomes;
- Directs multiple departments/sites/systems;
- Directs national/international public health agencies;
- Secures funds to develop/support health promotion/disease prevention programs;
- Influences public policy related to health promotion and disease prevention.

The practitioner demonstrates the ability to effectively communicate using a variety of media; directs/leads/organizes other professionals in order that nutrition services are provided to individuals and groups resulting in enhanced nutrition status; is expert in a particular focused area of dietetics practice such as, but not limited to, maternal and child nutrition, nutrition and sports, nutrigenomics, complementary and

alternative medicine, nutraceuticals, nutrition supplements. Critically assesses the research literature pertaining to health promotion and disease prevention, health and fitness, etc. Engages in a practice that is evidence based; and is competent to develop/direct accredited education programs for dietetic practitioners studying in a focus area of dietetics practice. This individual reflects a creative/innovative approach in problem-solving.

#### **Advanced Practice RD in Public Policy-**

The advanced practice RD in public policy is a food and nutrition expert and contributing member of the public policy team, capable of some or all of the following:

- Recognized as an expert in a focus area of dietetics practice of food and nutrition which results in the evaluation and promotion of public policy; the practitioner works with consumers, professionals, agencies, individuals and all members of the public policy team
- Serves on healthcare policy boards which results in the implementation and evaluation of public policy; the practitioner works with public officials, hospitals, healthcare agencies and consumers
- Facilitates the development of policies related to global food and nutrition issues
- Identifies and builds health- related programs for positive health outcomes providing food and nutrition policies in health related programs
- Interacts with governmental agencies at all levels, non-profit and for profit organizations and consumers in establishing public policy
- Advocates for policy changes at the state, national, and international levels in food and nutrition areas
- Influences and/or holds elected/appointed political office or positions at various levels of local/state/national/international
- Leads and develops system to assure food safety and promotes sustainability
- Provides expert opinion or expert testimony; opinion is sought out for expertise/skills by other leaders/experts
- Directs national/international public health agencies
- Establishes and maintains influential networks
- Translates evidence-based research findings into practice.

The practitioner demonstrates the ability to identify, develop, implement, evaluate and administer food and nutrition programs that contribute to public health outcomes; applies concepts of political awareness; expresses a local/state/national/international/or global perspective of public policy related to food, nutrition and health; participates in professional and trade associations; and interacts with international groups.

#### **Advanced Practice RD in Research**

The advanced practice RD is a food and nutrition expert and contributing member of the research team who has the knowledge and skills to perform the following activities:

- Designs and conducts research in practice-based settings which results in improved practice and outcomes; works with/in clinical education, health promotion/disease prevention, research centers, business and industry;
- Directs the design, implementation, evaluation and interpretation of research which results in successful research outcomes; works with other RDs, other professionals (e.g. physicians, food chemists, food designers, nurses, public health), and essential research staff;
- Publishes in peer-reviewed journals which results in the dissemination of food and nutrition knowledge to peers and other professionals, transfers technology, and adds to the evidence based literature for food and nutrition practitioners; works with other scientists, statisticians, epidemiologists;
- Serves as principal investigator and/or co-investigator which results in the funding of research; acquires grants for food and nutrition research projects; works with peers, other researchers, staff, statisticians, grant writing experts and consumers;
- Secures external funding through grants, agreements, contracts, which results in additional research to further the profession, improve nutrition and public health, or improve educational methods for students; works with granting agencies, e.g., foundations, government agencies and private individuals;



- Establishes outcome management systems which results in state of the art practice research; works with management professionals and staff, peers, industry and equipment manufacturers;
- Presents findings at professional national and international meetings which results in visibility of the RD as a researcher, enhanced networks, and opportunities for mentoring RDs and students; works with varied audiences, students, and other scientists;
- Designs data collection instruments and manuals of operations/ procedures resulting in science of high quality and meaningful data to be used by other scientists/practitioners;
- Serves as leader in developing informatics and databases involving food composition, electronic records, and other issues related to nutrition which results in more accurate information systems and improved credibility for the databases; works with information technology specialists, food scientists, and statisticians.

The practitioner evaluates and implements research methodologies related to food, nutrition, management, and/or education; analyzes and interprets research; applies the research process including ethics, design, implementation, analysis, interpretation, and dissemination of data and results; publishes in peer reviewed journals; conducts research in one or more of the following areas: clinical/human studies, food science/production/service systems, basic laboratory, applied, qualitative or quantitative studies, etc. Participates in professional associations and interacts with international groups, foundations, granting agencies and other governmental agencies.

#### **Advanced Practice RD in Clinical Healthcare**

The advanced practice RD is a food and nutrition expert who leads and/or collaborates with the health care team in various settings. The advanced practice RD may be credentialed in a focus area of dietetics practice. The practitioner has the knowledge and skills to perform the following activities:

- Provides expert skills in complex nutrition care in focus area of dietetics practice;
- Directs and leads a team of RDs in the provision of NCP in health promotion and MNT;
- Has full autonomy for nutrition prescriptions within regulatory or institutional policies;
- Advocates advancement of food and nutrition services within the healthcare environments;
- Leads interdisciplinary teams, committees and task forces;
- Serves as partner with other healthcare providers in patient/client care;
- Publishes or presents to scientific and professional arenas;
- Conducts clinical outcomes research independently or in collaboration with others.

The practitioner demonstrates the ability to direct or provide nutrition care to patients with complex nutrition and health issues, organizes and manages the processes related to the provision of MNT through critical review of the literature and professional judgment, conducts research, and designs and directs educational programs.

#### **Advanced Practice RD in Systems and Services Management/Administration**

The advanced practice RD in systems and service management/ administration is an expert and contributing member of the management/administrative team. The practitioner has the knowledge and skills to perform the following activities:

- Directs complex or multi-unit service operations
- Directs the delivery of nutrition, hospitality, and culinary products and services in a variety of healthcare or other environments and industries;
- Collaborates, leads, or directs food and nutrition, dietetics, hospitality, or culinary education programs;
- Directs the management of financial resources to insure cost effectiveness and efficiency;
- Provides leadership to multiple departments or team members with a variety of expertise within a department/corporation/or other organization;
- Applies human resource expertise in leading and developing staff at all levels;
- Communicates effectively with a variety of administrators and management team members; insures effective customer service;

- Establishes outcome measurement/evaluation systems; integrates departmental goals with organizational mission/vision/values;
- Directs product development or brand management activities;
- Provides leadership in food safety, security, and sustainability; disaster preparedness, and regulatory issues.

The practitioner demonstrates the ability to direct/lead/organize other professional staff in systems and service delivery based on empirical concepts. Is an expert in food safety and security; is politically savvy and influences public policy; is a member of corporate executive; designs and directs accredited education programs for dietetics practitioners.

### **Advanced Practice RD in Higher Education**

The advanced practice RD in higher education is an expert in nutrition, food, hospitality/culinary, or food production and service systems and is a contributing member of the education administration team. The advanced practice RD has the knowledge and skills to perform the following activities:

- Designs and applies effective teaching methodologies;
- Serves as a senior faculty member at colleges and universities;
- Designs/directs and teaches research using a variety of methodologies and appropriate statistical analyses;
- Publishes research findings and papers in peer reviewed journals;
- Writes textbooks or chapters in focus area of dietetics practice;
- Secures competitive research and development grants;
- Consults with food/nutrition/hospitality/culinary industries and develops related networks which benefit students;
- Functions in an administrative capacity in academic organizations;
- Designs/directs accredited education programs for dietetic practitioners and other health professionals;
- Directs graduate students in teaching and research;
- Consults with and for other educational programs;
- Creates future-oriented education programs for academic/CPE credit;
- Adopts technology advancements and uses informatics;
- Identifies collaborative teaching opportunities with other disciplines.

The practitioner demonstrates the ability to teach in a focus area of dietetics practice and has practitioner experience which is current; is an experienced researcher with a publication/ presentation/public service track record; and is capable of effectively translating research into concepts for targeted audiences. Develops creative and innovative strategies to accomplish goals.

**Advanced Practice RD in Executive Positions**

An RD achieving this level of practice is regarded as an accountability leader for the culture of the organization. The advanced practice RD in executive positions promulgates the mission and vision of the organization, and is responsible for effectuating the purposes of the organization by ensuring proper and compliant implementation of agency and/or board policies and directives. The advanced practice RD has the knowledge and skills to perform the following activities:

- Understands pressures and concerns in “C-suite” (chief executive level);
- Facilitates organization wide transformation by establishing mission and vision, strategic goals, objectives and implementation tasks;
- Demonstrates high level decision-making with a focus on delivering mission-based outcomes;
- Prudently manages the organization’s financial and human resources within established laws, regulations, and policies;
- Remains current on industry-related laws, regulation, and policies;
- Recruits, hires, develops and incorporates mentoring for aspiring leaders and other key individuals;
- Oversees the design, marketing, promotion, delivery and research of quality programs, products, and services;
- Develops business plans including marketing and sales initiatives both internal and externally
- Connects with business units related to business outcomes, particularly relating to key quality indicators within business segment;
- Identifies, engages, and develops strategies for forging internal and external community collaborations;
- Incorporates sustainability feedback loop into planning;
- Engages in capacity-building projects that create, enhance, and/or expand value;
- Organizes, designs, writes and/or implements effective proposals;
- Develops strategic fund development plan by assessing and expanding revenue stream;
- Oversees and maintains relevance of risk management and quality assurance initiatives;
- Delivers service excellence to customers and employees.

The practitioner demonstrates business acumen, strategic agility and disciplined execution; is recognized for building people capability, organizational collaboration, impact and influence. Adaptable to change and recognized for being a successful change agent.