

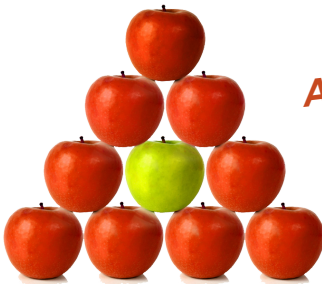
# Reference Guide to ACEND® for Creating Your Career Portfolio

Incorporating the 2017 Standards for  
Nutrition and Dietetics Technician Programs (DT)  
from the Accreditation Council for Education in Nutrition and  
Dietetics (ACEND®)

into

**At-A-Glance Guide for Dietitians**  
Second Edition

**Career Portfolio Workbook for Dietitians**  
Second Edition



*ACEND® Standards for  
DT Programs*

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Production and Development Editor: Karen J. Hall

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Learnovation®, LLC  
8500 E. 116th St. #848, Fishers, IN 46038  
Phone: 888-577-1190  
Email: [Innovation@Learnovation.com](mailto:Innovation@Learnovation.com)

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# **2017 ACEND® Standards for Nutrition and Dietetics Technicians**

The Accreditation Council for Education in Nutrition and Dietetics (ACEND®) is constantly reviewing programs and standards in accredited dietetic programs in order to improve the skills and abilities of in the dietetic industry. Every five years the council issues a revised set of knowledge and competency standards.

**The 2017 standards for Dietetic Techs are included in this reference to *Creating Your Career Portfolio At-A-Glance Guide for Dietitians, 2nd Ed.*, and the *Career Portfolio Workbook for Dietitians, 2nd Ed.* The 2017 ACEND® Standards in this reference replace Appendix A in both books. Appendix A and the examples in these books use the 2015 version of the 2012 ACEND® Standards for CP, DI, DPD, FDE, IDE programs.**

**Use this reference in place of Appendix A, and review the changes to the exercises and examples that appear in this guide on pages 9 -12.**

## **Key Changes Impacting this Book**

**There are now only four focused Core Knowledge domain areas instead of five.** The fifth area of KDT 5 - Support Knowledge, which included the basics of food systems, physical and biological science, and behavioral and social science courses was incorporated into Required Element 5.2 in the 2017 Standards, as were the curriculum portions of the knowledge statements of KDT 1-4.

**Domain knowledge and competency statements now include Nutritionist as part of the acronym.** KDT is now KNDT, CDT is now CNDT.

**Knowledge and Competency statements have been reorganize and modified.** New statements were added to some domains, causing a shifting in the numbering of statements. Several guideline learning activities have been reworded as knowledge requirements. Other statements were changed for clarity or to reflect student outcomes vs. a curriculum focus. The 2017 competencies are on pages 4-8. The changes to KND/CRD statements in examples and text in the books for the DT are on pages 9-12.

## **What were some of the major additions and changes to knowledge and competencies in the 2017 Standards?**

- Applying critical thinking skills (KNDT 1.3)
- Demonstrating professionalism (CNDT 2.8)
- Mentoring others (CNDT 2.13)
- Interprofessional practice (CNDT 2.5)
- Cultural sensitivity and competency (CNDT 2.9 and CNDT 3.5)
- Implement and adhere to budgets (CNDT 4.5)
- The breakdowns of the Nutrition Care Process were removed (CRDN 3.2)

**You are in charge of your own career, and it's up to you to find ways to demonstrate these new competencies as you self-manage your career.**

We've provided a brief overview of these new requirements, and given some suggestions on how to incorporate these competencies into your career portfolio. These appear on pages 13-17 of this guide.

# Core Competencies for the Dietetics Technician

From ACEND® Accreditation Standards for Nutrition and Dietetics Technician Programs (DT) ©2017 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics.

Competency		Key Content
<b>Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.</b>		<b>Being able to research and analyze situations using critical thinking</b>
CNDT 1.1	Access data, references, patient education materials, consumer and other information from credible sources.	Identify and use information from trusted sources
CNDT 1.2	Evaluate information to determine if it is consistent with accepted scientific evidence.	Decide if information is based on scientific evidence and proof
CNDT 1.3	Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.	Collect data and compare it to set standards
CNDT 1.4	Implement actions based on care plans, protocols, policies and evidence-based practice.	Follow guidelines in the dietetic practice

Competency	Key Content
<b>Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.</b>	<b>Being a professional</b>
CNDT 2.1	Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.
Comply with rules and regulations	
CNDT 2.2	Use clear and effective oral and written communication.
Communicate well verbally and in writing	
CNDT 2.3	Prepare and deliver sound food and nutrition presentations to a target audience
Create and give presentations	
CNDT 2.4	Demonstrate active participation, teamwork and contributions in group settings.
Be a team player	
CNDT 2.5	Function as a member of interprofessional teams
Network with other health professionals	
CNDT 2.6	Refer situations outside the nutrition and dietetics technician scope of practice or area of competence to a registered dietitian nutritionist or other professional.
Refer clients to other resources when needed	
CNDT 2.7	Participate in professional and community organizations
Join professional and community organizations	
CNDT 2.8	Demonstrate professional attributes in all areas of practice
Be a professional	
CNDT 2.9	Show cultural competence in interactions with clients, colleagues and staff.
Be sensitive to people's culture	

<b>Competency</b>		<b>Key Content</b>
<b>Domain 2- continued</b>		<b>Being a professional</b>
CNDT 2.10	Perform self-assessment and develop goals for self-improvement throughout the program.	Reassess status and goals for self-improvement
CNDT 2.11	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	Create a CNDT portfolio and keep up-to-date
CNDT 2.12	Participate in advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	Be active in supporting the dietetic profession on issues of public policy
CNDT 2.13	Practice and/or role play mentoring and precepting others.	Develop mentoring skills



Competency		Key Content
<b>Domain 3 Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations</b>		<b>Doing Your Job</b>
CNDT 3.1	Perform nutrition screening and identify clients or patients to be referred to a registered dietitian nutritionist	Perform nutritional screenings and intake
CNDT 3.2	Perform specific activities of the Nutrition Care Process as assigned by registered dietitian nutritionists in accordance with the Scope of Nutrition and Dietetics Practice for individuals, groups and populations in a variety of settings	Perform the Nutrition Care Process in a variety of settings as assigned
CNDT 3.3	Provide nutrition and lifestyle education to well populations	Educate people on nutrition and healthy lifestyle choices.
CNDT 3.4	Promote health improvement, food safety, wellness and disease prevention for the general population.	Deliver products, programs or services
CNDT 3.5	Develop nutrition education materials for disease prevention and health improvement that are culturally and age appropriate and designed for the literacy level of the audience.	Create materials appropriate to the audience
CNDT 3.6	Perform supervisory functions for purchasing, production and service of food that meets nutrition guidelines, cost parameters and health needs.	Counseling skills
CNDT 3.7	Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.	Deliver products, programs or services

Competency		Key Content
<b>Domain 4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.</b>		<b>Management Skills</b>
CNDT 4.1	Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.	Assist in quality management
CNDT 4.2	Perform supervisory, education and training functions	Train and supervisor workers
CNDT 4.3	Use current nutrition informatics technology to develop, store, retrieve and disseminate information and data.	Use technology to use and manage data
CNDT 4.4	Participate in development of a plan for a new service including budget.	Assist in creating plans, including budgeting
CNDT 4.5	Implement and adhere to budgets	Follow a budget
CNDT 4.6	Assist with marketing clinical and customer services.	Provide marketing help and customer service
CNDT 4.7	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	Reduce waste, promote sustainability

# Changes to the Text of Creating Your Career Portfolio At-A-Glance Guide for Dietitians, 2ed. Based on 2017 ACEND® Standards for Nutrition and Dietetics Technician Programs (DT)

Section	Page	Key Content
Step1: Know Your Skills & Plan Your Career	16	There are now only 4 KNDT knowledge areas, or domains in the ACEND® Standards. KDT 5: Support Knowledge Standards were incorporated into Required Element 5.2 in the 2017 Standards.
	16	the new updated competencies for the ACEND® KNDT standards in found on pages 4-9 of this Addendum.
	18	<p>In the ACEND® Knowledge Areas, Competencies, and Work Samples example the sample would read:</p> <p><b>KNDT 3.3-</b> Develop an educational session or program/educational strategy for a target population.</p> <p><b>CNDT 2.3-</b> Design, implement and evaluate presentations to a target audience.</p> <p><b>Work sample-</b> A video of a presentation given on healthy weight loss options.</p> <p>Keep in mind that this one work sample could be demonstrating a variety of competencies from various KNDT areas. This presentation could show skills from CNDT 1.2, evaluate information for scientific evidence, 2.9- understand cultural competence and sensitivity, 3.2- demonstrate effective communication skills, 3.3 - present an educational session, 3.5 develop educational materials appropriate for the audience, 3.4 - promote products, programs or services focused on wellness.</p>

Section	Page	Key Content
Step 2: Work samples	67	<p>Sample overview card - had KRD 2.1 and KRD 1.1 - Now show:</p> <p>CNDT: 1.2 - Research, CNDT: 2.7- Participant in professional organizations, CNDT: 2.3- Presentation to target audience, 3.5 - Materials appropriate to target audience.</p>
Step 4: Assembly	102	<p>This is an updated graphic of the sample summary sheet for KNDT 2: Professional Practice Expectations and work samples.</p> <div data-bbox="400 553 950 1300" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>KNDT 2:</b> <b>Professional Practice Expectations</b></p> <hr style="width: 20%; margin: auto;"/> <p><b>CRD 2.2</b> Use clear and effective oral and written communication.</p> <ul style="list-style-type: none"> <li>- <b>Power-Foods.com Blog</b> – Series of three blogs on gluten allergies – Article on new advances in diabetic nutrition</li> </ul> <p><b>CRD 2.4</b> Demonstrate active participation, teamwork and contributions in group settings.</p> <ul style="list-style-type: none"> <li>- Slide deck from <b>presentation on Healthy Studying for Finals Week</b> – Student Union, May 2015</li> <li>- Picture of presentation <b>“Healthy Eating on a Budget”</b> - Women 2 Women, January 2014.</li> <li>- <b>Letter of recommendation</b> from Jean Parsons, RD, Memorial Hospital – Renal Rotation, Sept. 2016</li> </ul> <p><b>CRD 2.5</b> Function as a member of interprofessional teams.</p> <ul style="list-style-type: none"> <li>- <b>Food Demo</b> – Group Project. Murray State University, 2015</li> <li>- <b>Student Liaison</b>, Kentucky Academy of Nutrition and Dietetics, 2014-Present.</li> </ul> <p><b>CRD 2.7</b> Participate in professional and community organizations.</p> <ul style="list-style-type: none"> <li>- <b>Membership Card</b> - Vice President, College Honor Society</li> <li>- <b>Member of LinkedIn™ groups</b> – Student Dietetic &amp; Food Science Association – Nutrition, Wellness and Fitness – Nutrition Informatics</li> </ul> <p><b>CRD 2.8</b> Demonstrate professional attributes in all areas of practice.</p> <ul style="list-style-type: none"> <li>- <b>Letter of Support</b> – Dr. James Mason, Medical Associates Inc.</li> </ul> </div>
Resource Guide 12: Core Competencies	183-188	Replace with 2017 competencies in this Reference Guide

**Changes to the Text of *Career Portfolio Workbook for Dietitians, 2ed.* Based on 2017 ACEND® Standards for Nutrition and Dietetics Technician Programs (DT)**

<b>Section</b>	<b>Page</b>	<b>Key Content</b>
Exercise 1— Your Career Portfolio Planner	6	“Skills I Have: example  CRD Column changes to CNDT 3.1.d change to 3.2, 1.4
Exercise 1— Your Career Portfolio Planner	10	Skills I Need: example  CNDT Std. 2.6 - add 3.2, 2.8, 2.9”
Exercise 3—Dietetic Competency Mapping	19	2. “Review the new set of Core Competencies in the Reference Guide...”
Exercise 3—Dietetic Competency Mapping	20	Example in Competencies column would now include: 1.1, 1.3, 1.4, 2.3, 2.6, 3.2, 3.7, 4.1”
Exercise 9— Gathering, Sorting, and Refining Work Samples	68	Work sample overview card would show:  CNDT 2.3, 3.2, 3.5

Section	Page	Key Content
10B– Gathering Work Samples From Your Internship	72	<p>Use examples from a supervised practice experience to complete this exercise.</p> <p>Examples of Samples</p> <ol style="list-style-type: none"> <li>1. Case Study No. 1 – Diabetic case study CNDT 1.2, 1.4, 2.3, 3.2</li> <li>2. Case Study No. 2 – Lung cancer patient CNDT 2.3, 3.2</li> <li>3. Photo of myself at desk doing intake with patient (have photo permission) CNDT 2.8, 2.9, 3.1, 3.3</li> <li>4. Rotation evaluation from supervisor CNDT 3.1-3.7</li> <li>5. Food inventory/purchasing forms CNDT 3.2, 3.6, CNDT 4.3, 4.5</li> </ol>
Appendix A	93- 96	Replace with 2017 competencies in this Reference Guide.

# **Adding the New Competencies to Your Career Portfolio**

Let's take a look at how you can incorporate the new knowledge and competencies standards into your career portfolio.

## **KNDT 1.3 - Critical Thinking**

### **What is critical thinking?**

Critical thinking is the ability to look at data, facts, observations, and research findings, and then evaluate options and make decisions for action. You look at all the facts in a logical, organized way. You don't rely on assumptions, but set aside your biases, talk to other people, and research options in order to make good decisions.

Here are a few examples where you use critical thinking skills:

- Choosing the order in which patients should be treated
- Determining which educational material would be best for a particular patient
- Determining treatment plans based on a physical examination
- Reviewing a menu plan for a patient with specific religious beliefs
- Developing a group presentation for a class
- Creating an education program on healthy eating for college freshman
- A copy of the nutrition plan developed for a client
- The log of food temperatures taken on the serving line in a kitchen with the corrected action taken.

### **Why is critical thinking important?**

Critical thinking is highly valued by employers. People who can look at all the information around them and make good, timely decisions provides better service to patients and customers. They are actively engaged in their job and this extra effort shows in their performance.

These are specific skills used with critical thinking:

- Analysis
- Clarify
- Evaluate
- Explain
- Draw conclusions
- Interpret
- Judge
- Be objective
- Problem solving
- Reasoning out a question

As you read Step 1 in the book, you'll realize that all of these critical thinking skills are **transferable skills**, or skills you can use in many different areas of your life. You use these skills on the job and in class, and you use them at home and in extracurricular activities. You use them when you are a volunteer on a community service project or you give a presentation to a local school group.

### **How do I demonstrate critical thinking in work samples?**

Think about situations where you used the skills listed above and look for examples of documents, photos, presentations and reports you've created where you are:

- Working with groups
- Interacting with patients
- Developing education materials
- Developing reports
- Evaluating budgets
- Designing menus
- Doing case writeups- identifying a problem and creating the plan with the solution



## **CNDT 2.8 - Demonstrating Professionalism**

### **Employers Want to Hire Professionals**

Employers are looking for people who have the skills they need to do the job, but they expect you to bring a lot more skills than the technical skills of a dietitian. You're expected to be able to:

- Solve problems
- Organize your time
- Teach someone else a process
- Communicate with others inside and outside the company
- Work as a team
- Bring a good work ethic, and an attitude that says you want to be there and do this job.

### **How do I demonstrate professionalism in work samples?**

Work samples that demonstrate professionalism might include:

- Presentation slides or brief video segment of a talk
- Reports and case studies showing your ability to analyze a situation
- Pictures of you volunteering at a professional conference
- An article written for the hospital newsletter
- A team project that shows your ability to work with others to solve a problem.

**Start cultivating a professional attitude while you are in school.**

**Instead of asking the question "why do I have to take this class?" Ask yourself "What skills am I gaining that I can use in my career?"**

## **CNDT 2.13 - Mentoring Others**

One of the ways you can prove you have the skills to do a job is to teach someone else how to do it. Being able to train, teach, and advise others is a skill that engaged workers bring to the job. As a mentor you share your expertise, and practice critical leadership skills. Being able to successfully

communicate with others, being sensitive to their culture, and being a good listener are all part of being able to mentor others.

### **How do I demonstrate mentoring skills in work samples?**

Work samples that show mentoring skills include:

- Pictures of you tutoring a student in organic chemistry
- Tutoring evaluation sheets
- Letter of recommendation mentioning how you tutored students in math
- Copy of the weekly column on healthy eating in the student paper
- Picture of yourself leading campus tours for new students
- Progress report of a client you meet with weekly

## **CNDT 2.5 - Interprofessional Practice**

**Interprofessional practice** means being to work cooperatively with people from different departments and agencies. People come to a situation with their own focus and agendas. Being able to work together for the good of the patient or to solve a situation takes tact, negotiation, and good communication skills. A wide variety of issues may be involved in solving a problem including budgets, issues, outcomes, allocation of resources and priorities. Being able to support your position and work with others is a critical skill to a cooperative work environment. Use work samples that show how you contributed your unique dietetic knowledge to a larger cause, or you worked with people with other backgrounds to solve a problem or form a plan.

### **How do I demonstrate interprofessional practice in work samples?**

Work samples that demonstrate interprofessional practice might include:

- Membership on a university wide committee
- Flyer from your sorority's charity fund drive
- Picture of the panel presentation you were a part of at a conference
- Slides from a presentation given to a group of students on dietary supplements
- Supervised practice rotation evaluation from the wellness clinic

## **CNDT 2.9 and 3.5 - Cultural Sensitivity & Competency**

**Cultural sensitivity** includes having an understanding of a client's circumstances, a basic awareness of the language, behaviors, and thoughts of different ethnic, religious, racial, and social groups. Managing your own prejudices, using language that's appropriate, communicating with respect, not assuming people share your values and experiences, and asking open questions about another's culture are ways to show this competency. Cultural sensitivity is important when dealing with clients, patients, peers, and staff.

### **How do I demonstrate cultural sensitivity & competency in work samples?**

Work samples that demonstrate cultural sensitivity and competency include:

- Report on meeting the nutritional needs of vegans in a hospital setting
- Sample of a presentation on low-cost healthy food choices for low-income families
- Picture of your work at a local homeless shelter
- The brochure you created on diabetes that show the ethnicity of your target population
- Picture of yourself translating between a patient and a doctor about food preferences to demonstrate your ability speak another language.
- Sample intake document that shows ethnic preferences and health practices are being captured.

## **CNDT 4.5 - Implement and Adhere to Budgets**

The ability to follow a budget is a critical skill for managing resources and providing services throughout the dietetic practice. The importance of this is shown by it's addition as a core competency. **Work samples that demonstrate the ability to set and work within a budget include:**

- Budget components of classroom projects.
- Letter from your supervisor listing ways you saved the company money on your job.
- Samples of blank budget sheets used on a supervised practice rotation.

# Career Focused

## Creating Your Career Portfolio At-A-Glance for Dietitians

**As a Dietetic Tech, you are in high demand.** In order to be rewarded and grow your career, you must be able to demonstrate to the non-dietitians who evaluate you how you meet and exceed the professional standards and job competencies. Documentation and making order out of chaos is essential in the fast-paced, measured, health care environment. It's also a good place to launch your career if you ultimately want to become a NRD.

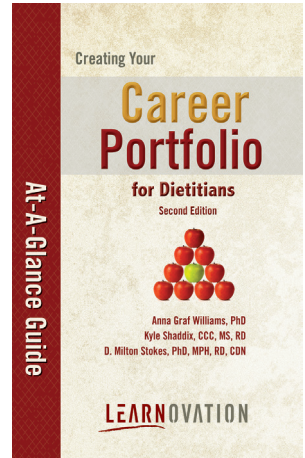
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**Creating Your Career Portfolio - At a Glance Guide for Dietitians- 2nd ed.** ISBN # 978-0-9969528-0-4  
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# Career Focused

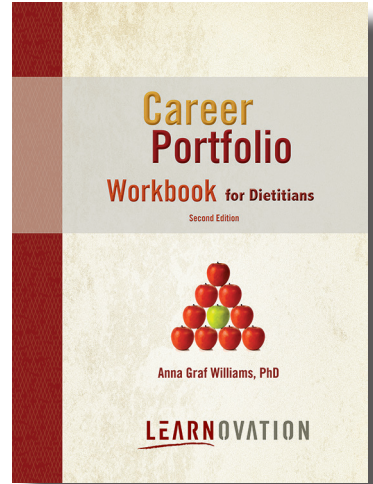
Identify your skills and abilities for **Career Success!** The companion workbook to the Career Portfolio At-A-Glance Guide for Dietitians is designed to help you identify your existing skills, determine the skills needed for your dietetic career, and map out your plan to get the skills you need.

**Career Portfolio Workbook for Dietitians, 2nd Ed.**  
ISBN: 978-0-9969528-5-9, Copyright: 2015.  
Publisher: Learnovation, LLC

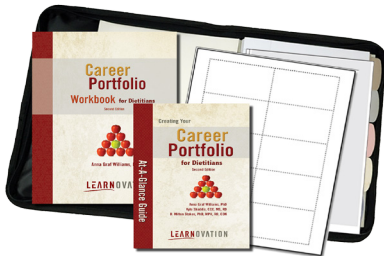
Designed for college-bound students looking to focus their skills as they prepare for college.

Contains exercises for skill awareness, career exploration, course competency mapping to ACEND standards, and writing learning/performance objectives for a dietetic internship or supervised practice experience. It also contains checklists and guidelines for creating a résumé and assembling a personalized career portfolio. and using a career portfolio to document performance on a job and supervised practice experience.

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