OUTLINE

- Social Media: Where We Were & Where We are Going
- Nutrition Informatics: What it is & It Is Here
- CDR PDP app – quick refresher
- Other CDR – new CPEU portfolio – quick refresher
- Other – Status of Maryland LTC and ALF regulations
- Other – MD DHCC Member-only email updates
A Case For Social Media

7.3 billion people (pop.)
3.17 billion internet users
2.3 billion active social media users

176 million new users last year

Source: Brandwatch.com

Then & Now

2007 → 2017

- “Friend” college roommates, classmates, etc.
- Post fun photos
- Plan and/or find events
- Hope your parents, grandparents, and/or bosses never looked you up
- Wonder whether Twitter will survive, because it’s odd
- Blog for your friends

2017
- Get your daily news
- Make personal and professional connections
- Curate your life anecdotes
- Promote your job, work, passions, etc.
- Seek employment
- Connect with/Follow companies/personas

An Evolving Social Media Landscape

Facebook
Twitter
Pinterest
Instagram
Snapchat
Wordpress

Medium
Slack
LinkedIn
YouTube
Google+
Reddit / Quora

1. Visibility
2. Creativity
3. Connection
4 Ways to Write Your Message

There is a plethora of ways to get your online presence started. Conveying your message could start with simply writing. Here are four ways to write your message:

1. Find a platform that feels right for you.
2. Outline your content strategy.
3. Post consistently.
4. Cultivate your nutrition passions.

5 Places to Convey Your Message in Words

Pick your platform! Here are options I recommend:

- Wordpress
- Medium
- Tumblr
- Facebook
- Twitter

If you don’t want to start/maintain your own site, freelancing is an option as well.
**Connect: Professionally**

LinkedIn  
Nutrition Blog Network(.com)  
Academy DPGs  
Dietitian Mastermind on Slack (!)

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**Nutrition Informatics**  
*(this slide plus next 6 slides – given by Kathleen Pellechia, RD)*

- Intersection of nutrition, information and technology
- Part of broader health informatics (study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning)

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**Part of Larger Health Informatics**

http://blog.aeseducation.com/2012/03/health-information-technology/
**Nutrition Informatics**

- Clinical informatics
- Public Health/Research
- Consumer informatics

**Bottom Line:** Not just for clinical—impact any setting. It is effective retrieval, organization, storage, and optimum use of information, data, and knowledge for food- and nutrition-related problem solving and decision-making.

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**Meaningful Use**

- Criteria established for Medicare- and Medicaid-participating providers and hospitals to receive incentives for using EHRs in a meaningful manner.

- Includes capturing health information, using the information to track clinical conditions, and sharing the information to promote coordination of care and overall public health.

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2008 - only 17 percent of physicians and 9 percent of hospitals had at least a basic EHR.

In 2015, 96 percent of hospitals\(^2\) and 78 percent of physician offices use certified\(^\d\) EHR technology.

Effective Clinical Decision Support (CDS) Provides:

- **the right information** (evidence-based guidance, response to clinical need)
- **to the right people** (entire care team – including the patient)
- **through the right channels** (e.g., EHR, mobile device, patient portal)
- **in the right formats** (e.g., order sets, flow-sheets, dashboards, patient lists)
- **at the right times** (for key decision or action)

[https://www.healthit.gov/providers-professionals/clinical-decision-support-cds](https://www.healthit.gov/providers-professionals/clinical-decision-support-cds)

### goPDP

Josh Naumann
Kelda Reimers
Mariah Staley

**About**

- Allows RD/RDN or DTR to log Continuing Professional Education Units (CPEUs) on their Professional Development Portfolio (PDP) anywhere they are able to access Internet

**Availability**

- Website - [https://pdp.webauthor.com](https://pdp.webauthor.com)
Access

1) Open up https://pdp.webauthor.com - computer, iPad or smartphone

Add CPEUs

- RDs/RDNs on the newer system will have performance indicators instead of learning codes.

Activities Logged/Documentation Tracker

- These sections allow you to easily track:
  - Events attended
  - Credits earned
  - Upload certificates of completion

Journal/Quiz

- Another tool to use for earning CPEUs offered through eatright.org
- Section has detailed instructions on how to earn CPEUs
Journal/Quiz

- Another tool to use for earning CPEUs offered through eatrightpro.org

- Click on "My Academy Toolbar" in the center of the page. Then click on my “access quizzes” and login again when asked. These are free CEU(s) you get with membership.

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Available Journal CPE quizzes

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<th>Issue Month</th>
<th>Quick Title</th>
<th>Release Date</th>
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<td>04</td>
<td>Creating sup-Copyright Confusion and Social Media Use: Meat Allergies and Diabetes Prevention Need to Know Educational Objective: Upon completion of this activity, the participant will be able to...</td>
<td>04/01/2017</td>
<td>04/30/2018</td>
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<td>Two-Degree Quality of Food Pyramid Using: A Systematic Review of Existing Literature Educational Objective: Upon completion of this activity, the participant will be able to...</td>
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<td>04</td>
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<td>04/01/2017</td>
<td>04/30/2018</td>
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<tr>
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<td>04</td>
<td>A Semi-Quantitative Food Frequency Questionnaire used in Hispanic Women and Toddlers Aged 6-24 Months Educational Objective: Upon completion of this activity, the participant will be able to...</td>
<td>04/01/2017</td>
<td>04/30/2018</td>
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Academy of Nutrition & Dietetics

NEW Portfolio for Continuing Education

Essential Practice Competencies Approach in 3 steps

Phyllis Fatzinger McShane MS RD LDN/LD

Updated 3/27/17

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<table>
<thead>
<tr>
<th>Category</th>
<th>CURRENT SYSTEM: Knowledge Based PDP</th>
<th>NEW SYSTEM: Competency Based PDP</th>
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<td>75/RD 50/DTR</td>
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<td>Learning activities for CPE/CPEU credit</td>
<td>100: Academic coursework to 700: pre-approved</td>
<td>Unchanged</td>
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<tr>
<td>Maintain paper records for audit</td>
<td>Certificates of completion Phasing out</td>
<td>Unchanged New with renewal; new grads</td>
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<table>
<thead>
<tr>
<th>Category</th>
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<th>NEW SYSTEM: Competency Based PDP</th>
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<td>Minimum Number of Competencies required for Your portfolio</td>
<td>n/a Phasing Out</td>
<td>TWO Sphere One: Ethics One competency with indicator</td>
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<tr>
<td># of Competencies &amp; Performance Indicators</td>
<td>n/a Phasing Out</td>
<td>14 (overall) spheres 55 Practice Competencies 352 Performance Indicators</td>
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<td>n/a Phasing Out NO. Can add new competency, but not delete them, e.g. with job change</td>
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<tr>
<td># of indicators for each competency</td>
<td>n/a Phasing Out At least one indicator for each competency</td>
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CDR PDP Portfolio - NEW!

The 5-year cycle dates for practitioners beginning the Essential Practice Competencies program are:

- First Group: June 2, 2015–May 31, 2021- only graduating interns
- Second Group: June 1, 2016–May 31, 2021- optional to renewing members; mandatory for graduating interns
- Third Group: June 1, 2017–May 31, 2022 - mandatory
- Fourth Group: June 1, 2018–May 31, 2023
- Fifth Group: June 1, 2019–May 31, 2024
- Sixth Group: June 1, 2020–May 31, 2025

Significance of March 17, 2017 date for group 3: credits accrued from 3/17/17 until 6/1/17. ETHICS requirement.

Click on: Essential Practice Competencies for Educators

Professional PDP Consists of:

- Step 1 – Creating a Learning Plan. Use the “dream wizard” to pick competencies (replaces goals) and performance indicators (replaces learning codes) relative to their practice and learning needs.
- Step 2 – Maintaining an Activity Log. This was done with prior PDP process.
- Step 3 – Conducting a professional development evaluation.
Almost there! Two more questions before I show you your list of competencies, your Practice Competency Profile.

Look at the list below and tell us if you are required to complete mandatory learning.

- [ ] Fire, CPR, disaster planning
- [ ] Chronic confusion and dementia
- [ ] Safety Data Sheets/Hazard Communications, Look Out/Tag Out
- [ ] Team Building
- [ ] Discrimination and harassment
- [ ] Institutional review board
- [ ] Consent (verbal, written, informed; releases of information [HIPPA])
- [ ] Conflict of interest / Corporate integrity
- [ ] Performance evaluation systems
- [ ] Leadership (e.g., Lean Six Sigma)
- [x] HACCP (safety and food sanitation)
- [ ] Elder abuse and neglect / Dependent abuse to include children, intellectually disabled, etc / Elder justice Act
- [ ] Life cycle (age specific)
- [ ] Proprietary computer/software programs (e.g., inventory control, electronic health records, etc.)
- [ ] Patient and environmental safety
- [ ] Other:
- [ ] None

Finally, I want you to consider learning needs specific to ethics and professionalism, as you are required to create at least one learning goal on this topic.

Select one or more of the following topics that interest you or that you feel are important for future learning.

- [ ] Identifying and adhering to the code of ethics for the profession
- [ ] Working within personal and professional limitations and abilities
- [ ] Applying customer-centered principles in practice
- [ ] Adhering to confidentiality and privacy legislation, standards and policies
- [ ] Adhering to and models professional obligations defined in legislation, standards and organization policies
- [ ] Applying the principles of financial stewardship and/or management

You can add competencies not selected by the Dream Wizard by choosing from the dropdown list below and clicking on ‘Add Competency to My Profile’ button. Note that you are required to have at least one competency from Sphere 1 (Ethics and Professionalism) on your plan.

1. Adheres to confidentiality and privacy legislation, standards and policies.
2. Adheres to and models professional obligations defined in legislation, standards and organization policies.
3. Responsibly applies the principles of financial stewardship and/or management.
4. Collaborates with others to achieve common goals and to optimize delivery of services.

Selected Competencies

| 1. | Adheres to the code of ethics for the profession. |
| 2. | Works within personal and professional limitations and abilities. |
| 3. | Utilizes appropriate communication methods and skills to meet the needs of various audiences. |
| 4. | Demonstrates and applies leadership skills. |
| 5. | Advocates and challenges others to take action to advance the profession. |
| 6. | Advocates for the customer and facilitates acquisition of services and resources. |
| 7. | Demonstrates sound professional judgment and strategic thinking in practice. |
| 8. | Reflects, integrates and evaluates using critical thinking when faced with problems, issues and challenges. |
| 9. | Acquires knowledge of technology systems consistent with role and responsibilities. |
| 10. | Utilizes technology according to organization needs and workplace policies and procedures. |
| 11. | Demonstrates ethical and professional behavior when using technology. |
| 12. | Demonstrates the ability to store and retrieve data using the International Dietetics and Nutrition Terminology (IDNT) and other standardized languages. |
| 13. | Participates in and/or leads research initiatives following ethical and professional research methodology. |
| 14. | Applies principles, standards, regulations and organization policies to reduce the risk of foodborne and waterborne illness outbreaks. |
| 15. | Interprets and applies current food and nutrition science and principles in dietetics practice. |
| 16. | Recognizes and respects the physical, social, cultural, institutional and economic environments of the individual, group, community and population in practice. |

Recommendations

Please consider returning to the previous section on the dream wizard to include “knowledge catch-all categories”. Consider the following competencies:

- 8.1 Interprets and applies current food and nutrition science: catch-all for clinical/MNT
- 8.3 Demonstrates a commitment to maintaining and enhancing knowledge: catch-all 8.3.1, 8.3.3, 8.3.5, 8.3.6, and/or 8.3.7
- 3.1 Demonstrates and applies leadership skills – where credits for professional office can be entered.
- 1.2 Works within personal and professional limitations: catch-all

**EXPLAIN WHY.**
Deletate any competencies you feel are not relevant to you by clicking the box beside the selected competency. Note that you are required to have at least one competency from Sphere 1: Ethics and Professionalism on your Profile.

IMPORTANT: When you are finished, click 'Show my Profile'.

Dream Wizard

Assessing Your Learning Needs

This step asks you to select competencies from your Competency Profile that you believe reflect current or future learning needs related to your dietetics practice.

Please note that you must select at least one competency to add to your learning plan as a goal. You may likely have more than one goal, but only select the number of competencies that address your learning goals for the next five years.

Also, you are required to have at least one competency from Sphere 1 (Ethics and Professionalism) on your learning plan.

Dream Wizard

Here is your Practice Competency Profile.

IMPORTANT: When you are finished, click 'Create your Learning Plan'.

Select Performance Indicators

Here is your Learning Plan. I have listed the competencies you selected as goals. For each goal, you will need to select Performance Indicators.

Performance Indicators replace Learning Need Codes. When you enter learning activities on your Step 2 Activity Log, each activity will be mapped to a specific performance indicator.

Performance indicators to be selected on all goals before you can proceed to next step.
2017 Spring MD DHCC mtg.: example

- **Overview of TPN** – 8.3.1, 8.3.6, 8.3.5, &/or 8.1.5
- **Protein lecture** - 8.3.1, 8.3.6, 8.3.5, &/or 8.1.5
- **Steps to Resiliency** – 8.3.5, &/or 8.3.6
- **Medication talk** - 8.3.1, 8.3.6, 8.3.5, &/or 8.1.5
- **DM lecture** - 8.3.1, 8.3.6, 8.3.5, &/or 8.1.5
- **Technology Update and More** - 8.3.5 &/or 8.3.6

- Use 1.2.1 to meet mandatory ethics requirement
- Use 3.1 if you precept students – take online free preceptor training. New preceptor credits – COMING.
- Use 3.2 to put the 3 CEU yearly for elected office.
CMS – New LTC Facility Survey process rolling out:

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MD DHCC member-only monthly updates

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Post presentation “quizzie”

1. Use of social media has been increasing yearly and is likely to affect our world for many years to come – T/F.
2. Nutrition Informatics is the intersection of nutrition, information and technology T/F.
3. Clinical Decision Support (CDS) software will be available for use as electronic records become more prevalent in long term care. T/F.
4. goPDP allows RDs to upload their credits from MD DHCC meeting while they attend the meeting. T/F.
5. New AND CDR continuing education allows you to develop your new portfolio using a video wizard – a game you cannot lose. T/F.
6. MD DHCC members get many benefits with membership – discount on meeting registration, email updates and networking. T/F.