

**Continuing Professional Education for the Dietitian:
A Critical Analysis of the
Professional Development 2001 Model
from an Adult Education Lens**

Susan S. Moore

Thesis submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

Masters of Science
in
Adult and Continuing Education

Marcie Boucouvalas, Chair
Linda Smith
Letitia Combs

April 22, 1998
Falls Church, Virginia

Keywords: Professional Development 2001, Adult Education, Dietitians

Copyright 1998, Susan S. Moore

Continuing Professional Education for the Dietitian: A Critical Analysis of the Professional
Development 2001 Model from an Adult Education Lens

Susan S. Moore

(ABSTRACT)

Professional Development 2001 has been proposed by the Commission on Dietetic Registration as a new system for recredentialing dietetic practitioners to better ensure professional development. Changes include self-directed learning and reflective inquiry, new, unfamiliar concepts to this profession. To date, neither the Commission on Dietetic Registration nor the American Dietetic Association have offered a systematic review of these concepts and their implications for practice. As practitioners begin to consider this proposal in relation to their practice, the broader perspective of adult education research and theory can provide insight, depth and context to enlighten its use. A critical analysis was undertaken to demonstrate how Professional Development 2001 embodies the concepts of self-directed learning, reflective inquiry, and lifelong-learning and why these concepts are important as a means of assuring professional competence. Implications for practice are discussed.

Author's Acknowledgment

The author would like to thank Linda Smith, PhD and Gene Martin, PhD for their unending support and vision of my work on this document. A special thanks to Mary Beth Sodus, RD for her insightful comments and support both as a writer and dietitian. Also, to Sheila Ramsey, PhD for her many hours of listening to the thoughts contained herein and for her guidance through this process. There have been many friends who enthusiastically listened to my ideas (for years) and kept asking questions and offering encouragement: Jane Osborne, Virginia Willess, MSW, Johanna Roth, RD. I am indebted to their perseverance. And to Arthur Frank, MD who provided the means and opportunity to embark on this adventure.

The Virginia Tech faculty and staff provided much support through this work. The steady smile and calm reassurance of Michele Eldridge is deeply appreciated. As was the willingness of Letitia Combs, PhD to participate on my committee. Last, to Marcie Boucouvalas, PhD for walking this journey with me, offering encouragement and guidance, and most importantly fostering the vision of things unseen, thank you.

TABLE OF CONTENTS

I. CHAPTER ONE Introduction.....	1
A. Background.....	2
B. Self-Evaluation.....	2
1. Contextual Influences.....	3
2. Societal Concerns and Professional Competency.....	4
3. ADA’s Response to Change.....	6
a. Professional Development 2001 Proposal.....	6
b. An Adult Educator’s Perspective on Professional Development 2001 Proposal.....	7
C. Need and Significance of the Study.....	10
D. Statement of Purpose.....	11
E. Questions Guiding Inquiry.....	11
II. CHAPTER TWO Methods.....	12
A. Limitations.....	13
B. The Role of the Researcher.....	13
C. Validity.....	15
CHAPTER THREE Findings and Analysis.....	17
A. Introduction.....	17
B. Continuing Professional Education.....	18
1. Society.....	18
2. Practice Models.....	19
3. A Model for Dietitians.....	22
4. Professional Competency.....	23
5. Competency in Dietetics.....	24
C. Lifelong Learning.....	26
1. Definition.....	26
2. Lifelong Learning.....	27

3. Lifelong Education.....	29
4. Professional Development.....	29
5. Lifelong Learning in Dietetics.....	30
D. Self-Directed Learning.....	31
1. History.....	32
2. The Learner.....	33
3. The Teacher.....	34
4. Competencies for Self-Directed Learning.....	35
5. Competencies and Professional Development 2001.....	36
6. Dimensions.....	39
7. Pragmatic Issues.....	40
8. Philosophy.....	41
E. Reflective Inquiry.....	42
1. Critical Thinking.....	42
2. Transformational Learning.....	45
3. Reflection and Dietitians.....	47
F. Licensure and Recertification.....	48
1. Recertification Philosophy in Dietetics.....	50
 CHAPTER FOUR SUMMARY, RECOMMENDATIONS & CONCLUSION.....	 53
A. Summary.....	53
B. Recommendations for Consideration.....	54
C. Conclusion.....	56
 REFERENCES.....	 57

APPENDIX.....	64
Table 1: Commission on Dietetic Registration guiding principles for recertification redesign.....	65
Table 2: Draft: Professional Development 2001.....	66
Table 3: Draft 2: Professional Development 2001.....	67
Table 4: Model for evaluation based on stage in the novice-expert continuum.....	68
Table 5: An overview of other health professions consideration of professional competency.....	69
VITAE.....	70