

## 2. PROFESSIONAL DEVELOPMENT PLAN

The *Professional Development Plan* is based on each registrant's *Self Assessment*, and addresses areas where a registrant identified she/he needs to take action to address Standards and Indicators of Practice.

Registrants may find that consulting with mentors, peers or colleagues helps in developing their learning goals and in identifying learning activities.

The professional development planning process consists of five activities:

1. Record a minimum of three different standards/ indicators you wish to work on.
2. Identify a learning goal for each standard/ indicator as it relates to your practice.
3. Identify a minimum of two learning activities to achieve each learning goal.
4. Describe how your new knowledge/ skills will enhance your practice of dietetics.
5. Indicate the progress stage of each goal/ activity.

CONTINUING COMPETENCE PROGRAM – PROFESSIONAL DEVELOPMENT PLAN									
<b>Reminder:</b> To be filled in throughout the reporting period. Submit at the end of the reporting period. Registrants must report at least three learning goals that address three different standards and/or indicators. Each learning goal must be completed by at least two learning activities. <i>Make as many copies of this form as you need to record your learning goals and activities.</i>									
NAME:		GROUP #:			DATE:				
GOAL#	STANDARD/ INDICATOR#	LEARNING PLAN: LEARNING GOALS/ACTIVITIES/ CONTRIBUTION TO PRACTICE	LEARNING PLAN PROGRESS STAGE					Comments/ Reason for Suspension	
			Preliminary	Intermediate	Substantial	Completed	Suspended		
1		Goal:							
		Activities: •							
		Contribution to practice:							
2		Goal:							
		Activities: •							
		Contribution to practice:							
3		Goal:							
		Activities: •							
		Contribution to practice:							
Preliminary Progress: Completed:		have developed a plan all activities complete and integrated in practice		Intermediate: Suspended:		have started working on plan work on plan discontinued		Substantial: nearing completion of plan	

Progress tracking provides registrants with the flexibility to describe both planned and unplanned knowledge and skill development activities.

- For planned activities, registrants describe learning activities that are consistent with their learning plans.
- For unplanned activities, registrants describe unforeseen or serendipitous learning opportunities that contributed to addressing their learning goals.

### Actions

Registrants:

- Update their *Professional Development Plan* annually based on their annual *Self Assessment*.
- Submit their *Professional Development Plan* every three years according to the schedule for their group (refer to Schedule of Dates on page 5).

## PROFESSIONAL DEVELOPMENT PLAN

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### Using the *Professional Development Plan*

Each page of the *Professional Development Plan* is divided into two sections:

- The **left** side of the page is divided into three columns:
  1. *Number of Learning Goals*
  2. *Standard/Indicator Number*
  3. *Learning Plan: Learning Goals/ Activities/ Contribution to Practice.*
- The right side of the page is divided into six columns for *Progress Tracking*.

Space is provided for comments on all learning goals and activities.

1. Listing Standards of Practice and Indicators
2. Identifying learning goals

Registrants use the **left** side of the *Professional Development Plan* to record which standards and indicators numbers they wanted to address in the *Self Assessment*.

Registrants may choose to develop:

- The same standard of practice, but with three different indicators numbers, or
- Three different standards and indicators numbers.

Registrants must record a minimum of three different standards/ indicators.

A learning goal is identified for each of the standards/ indicators the registrant chose. Each goal relates to a specific topic/area of practice registrants wish to update/ enhance.

**Learning goal examples** are provided on sample *Professional Development Plans* in Appendices 1-5.

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NAME:		GROUP #:		DATE:				
GOALS#	STANDARD/ INDICATOR#	LEARNING PLAN: LEARNING GOALS/ACTIVITIES/ CONTRIBUTION TO PRACTICE	LEARNING PLAN PROGRESS STAGE					Comments/ Reason for Suspension
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1		Goal:						
		Activities:						
		Contribution to practice:						
2		Goal:						
		Activities:						
		Contribution to practice:						
3		Goal:						
		Activities:						
		Contribution to practice:						

Preliminary Progress: Completed: have developed a plan; all activities complete and integrated in practice. Intermediate: Suspended: have started working on plan; work on plan discontinued. Substantial: nearing completion of plan.

## PROFESSIONAL DEVELOPMENT PLAN

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### 3. Listing learning activities to address the learning goals

For each learning goal, registrants identify a minimum of two learning activities. These cover the full range of formal and informal activities such as attending educational programs, reviewing current research, and attending in-service events where possible. Registrants provide specific details for each planned learning activity such as the title and date of a lecture, or a specific area of internet research.

#### Examples of formal learning

- university, college or other accredited courses
- accredited certificate programs
- self-directed or distance learning programs
- residency and fellowship programs.

#### Examples of informal learning

- published articles
- internet or literature research
- professional reading, relevant films, audio or video recordings
- in-service education experiences
- research projects and presentations of research results
- workshops, conferences, exhibits, lectures, seminars
- study, journal or discussion groups
- case studies/case presentations
- professional interactions with others including preparation for and participation in mentor or preceptor roles.
- mentorship/coaching/shadowing with other professionals

### 4. Describing contribution to practice

Registrants briefly describe how achieving each learning goal this will help upgrade/ improve their practice of dietetics.

#### Example

- You choose to work on **Standard 3** (*A Dietitian applies current research and best practice findings when delivering services*), **Indicator 2** (*Acquires and applies new knowledge, skills and abilities to all areas of practice*)
- Your **learning goal** states:” I want to learn about the best approach to develop client survey forms to receive feedback about my counselling.”
- You choose the following **learning activities**:
  1. Liaise with other colleagues for client survey references.
  2. Research/ analyse survey references and select appropriate format for client group.
  3. Develop survey and implement with clients.
  4. Review survey results and select new counselling approaches.
  5. Implement changes to counselling and re-survey clients/ look at return rates.

# PROFESSIONAL DEVELOPMENT PLAN

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## 5. Tracking progress


The *Professional Development Plan* is meant to be flexible to accommodate the realities of learning opportunities that do not deliver as anticipated, or that come up unexpectedly.

- Registrants use the **right** side of the *Professional Development Plan* to **track progress** toward their learning goals.
- Registrants use the left side of the form to describe unplanned learning opportunities and how they relate to particular Indicators for the Standards of Practice and activities.

*Progress Tracking* allows registrants to rate their learning goal/activities' progress according to five different stages:

- *Preliminary progress*
- *Intermediate progress*
- *Substantial progress*
- The learning goal/activities have been *completed*
- The learning goal/activities were *suspended*.

The sixth column provides space to comment on progress or reasons for suspension of learning goals and activities.



- The **progress stage** of the learning activities on p.12 would be:
  1. Liaise with other colleagues for client survey references: **Preliminary progress**
  2. Research/ analyse survey references and select appropriate format for client group: **Intermediate progress**
  3. Develop survey and implement with clients: **Substantial progress**
  4. Review survey results and select new counselling approaches: **Substantial progress**
  5. Implement changes to counselling/ marketing of services and re-survey clients/ look at return rates: **Completed**

The RD could alternatively choose to have activity # 5 count as **Substantial progress** and have add activity # 6 where she/he implements new counselling/ marketing strategies and considers the learning goal **Completed** once return rates have increased.

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*Make as many copies of this form as you need to record your learning goals and activities.*

NAME: \_\_\_\_\_ GROUP #: \_\_\_\_\_ DATE: \_\_\_\_\_

GOAL#	STANDARD/INDICATOR#	LEARNING PLAN: LEARNING GOAL/ACTIVITIES/ CONTRIBUTION TO PRACTICE	LEARNING PLAN PROGRESS STAGE					Comments/ Reason for Suspension
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1		Goal:						
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3		Goal:						
		Activities:						
		Contribution to practice:						

**Preliminary Progress:** have developed a plan  
**Completed:** all activities complete and integrated in practice  
**Intermediate:** have started working on plan  
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# CONTINUING COMPETENCE PROGRAM – PROFESSIONAL DEVELOPMENT PLAN

**Reminder:** To be filled in throughout the reporting period. Submit at the end of the reporting period.  
**Make as many copies of this form as you need to record your learning goals and activities.**

**⑤ Indicate progress stage for each learning goal/activities**

**NAME:** \_\_\_\_\_ **GROUP #:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

GOAL#	STANDARD/INDICATOR#	LEARNING PLAN: LEARNING GOALS/ACTIVITIES/ CONTRIBUTION TO PRACTICE	LEARNING PLAN PROGRESS STAGE					Comments/ Reason for Suspension
			Preliminary	Intermediate	Substantial	Completed	Suspended	
1	<p>① List a minimum of 3 different Standards/ Indicators</p>	<p>Goal: “What do I want/ need to learn?”</p> <p>Activities: “How will I learn it?”</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Contribution to practice: “How my new knowledge/ skills will make a difference/ improve my practice?”</p>						
2	<p>③ List a minimum of 2 learning activities</p>	<p>Goal:</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Contribution to practice:</p>						
3		<p>Goal:</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Contribution to practice:</p>						

① List a minimum of 3 different Standards/ Indicators

② Write a learning goal for each Standard/ Indicator

③ List a minimum of 2 learning activities

④ Indicate how your new knowledge/skills will help enhance your practice

**Preliminary Progress:** have developed a plan  
**Completed:** all activities complete and integrated in practice

**Intermediate:** have started working on plan  
**Suspended:** work on plan discontinued

**Substantial:** nearing completion of plan