

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 Plan consists of individual learning plans you report on for each of the standard/indicators you identified in the Self-assessment. The Plan should reflect continuing professional development during the three-year period of your current CCP reporting cycle. Learning plans are completed following these five steps:

1. Confirm the standards/indicators selected in the self-assessment match the ones you are reporting on. If not, please select the standard/indicator and click "Delete Goal(s)" to delete the standard/indicator from your Plan.
2. Click on each standard/indicator text statement to open individual learning plans.
3. In each learning plan, briefly describe a learning goal as it relates to your practice of the indicator.

The learning goal should be focused on one topic/ area of practice and it should be "achievable", meaning it may reach "complete" progress at the end of your CCP cycle.

Each learning plan should have a different learning goal.

4. List a minimum of two learning activities to achieve each learning goal. Click on "Add Activities" to list one activity per box. Be specific; describe which topic/ area of practice you reviewed/learned about for each activity.
5. Describe how your new knowledge/ skills helped enhance your practice of dietetics as it relates to the standard/ indicator.
6. Indicate the progress stage of each learning plan. If you suspended a learning plan, remember to indicate a reason why.

REMINDER: Dietitians who are registered with one or more Restricted Activities must report at least one learning plan that relates to the practice of Restricted Activities. Each learning plan must have at least one learning goal and at least two distinct learning activities.

The screenshot displays a web-based form for creating a learning plan. It is divided into four main sections:

- Learning Goal:** A text box containing the goal: "Gain understanding of procedures and guidelines for developing Practice Standards and pre-printed orders to enhance participation on the Practice Advisory Committee and develop multi-disciplinary practice standards/PO's with a nutrition component."
- Learning Activities:** A section with an "Add Activity" button and a "Hide Section" link. It contains three text boxes with activities:
 - Reviewed guidelines for creating and implementing practice standards and pre-printed orders - self review.
 - Discussion of such with other members of the practice advisory committee, education department, document services, pharmacy regional manager for medication safety, and regional practice leader of the professional practice office.
 - Led the development of 3 practice standards with a nutrition component - adult enteral feeding pre-printed orders, pediatric PI orders, use of Powdered Infant Formula. Help solidify the knowledge of the entire process from establishing the working group, involving all stakeholders, correct language and format.
- Contribution to Practice:** A section with a "Hide Section" link. It contains a text box with the following text: "1. I gained an understanding of how to develop practice standards and developed my skills to facilitate discussions. 2. Improved quality of participation on the Practice Advisory Committee 3. Coordination, development, and implementation of two Pre-printed orders - Adult Enteral Feeding orders and Pediatric PI Pre-printed order. Pediatric PI order in use, adult enteral order has been through the approval process and the implementation stage will be starting soon. 4. Development of a practice standard and procedure for use of powdered infant formula."
- Learning Plan Progress Stage:** A section with a "Hide" link. It contains a table for indicating progress stages:

| Preliminary | Intermediate | Substantial | Completed | Suspended |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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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 plan this will help enhance/ update their practice of dietetics as it relates to the indicator of practice they selected to work on.

Example

- You chose 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: “Update my knowledge on gastrointestinal dysfunction/ intestinal failure in neonates/ pediatric patients.”
- You report the following **learning activities**:
 1. Using PubMed reviewed 20 articles (2012-14) on GI dysfunction in neonates.
 2. Attended seminar on intestinal failure in infants at GNS conference (Spring, 2013).
 3. Collaborated with colleagues on the development of a clinical decision tool for pediatric ward re: feeding when GI dysfunction/ intestinal failure occurs. This project was completed January 2014.

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5. Tracking progress

Progress Tracking allows registrants to rate their learning plans' progress according to five different stages:

- Preliminary
- Intermediate
- Substantial
- Completed or
- Suspended.

The progress tracking is a rating of the progress you made on your overall learning plan during your 3-year CCP cycle. It does not rate your perceived knowledge or skill level for a certain topic/ area of practice.

The expectation is at least 3 learning plans are “substantial” or “completed” by the end of your 3-year CCP cycle.

The “Comment/Reason for suspension” section at the bottom of each learning plan provides space to comment on progress or reasons for suspension of learning plans. Common reasons cited for “suspending” a learning plan are:

- change in work responsibility
- change in job and,
- maternity leave followed by a change in responsibility.

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 CCP group.

Learning plan examples are provided in Appendix.
The **CCP Schedule** is available in the online CCP.

Example

The **progress stage** of the learning plan on p.2 would be “**Complete**”.