

Professional Development Plan Guidelines

The Professional Development Plan is based on the Self-assessment and addresses Standards and Indicators of Practice a registrant identified as requiring maintenance/improvement. The Plan consists of a minimum of three (3) individual learning plans. The Plan should reflect continuing professional development during the three-year period of your current CCP reporting cycle.

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

Learning plans are completed following these steps:

1. At the beginning of the 3 year reporting cycle, 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 linked text to open individual learning plans.
3. In each learning plan, describe a learning goal as it relates to your practice of the indicator. Each learning plan should have a different learning goal.

Learning goals should follow **SMART** principles:

- **Specific:** focused on specific learning outcomes
- **Measurable:** can be demonstrated by observable/ measurable improvement in learning.
- **Achievable:** must have appropriate knowledge, skills and abilities needed to achieve the goal within context and timeline.
- **Result-focused:** will result in measured outcomes, not activities
- **Time-bound:** may be completed in 3 years

4. Throughout the reporting cycle, list completed learning activities meant to achieve each learning goal. Note: a minimum of two learning activities should be listed per 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 (date of completion, authors/presenters, etc.)
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 one or more Restricted Activities.

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

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Listing learning activities to address the learning goals

For each learning goal, identify a *minimum of two learning activities*. Formal and informal learning activities are accepted.

Provide specific details for each 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

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.

Tracking progress

Tracking progress 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 that at least **3 learning plans** are “**completed**” by the end of your 3-year CCP cycle.

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Tracking progress - continued

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:

- Enter learning activities into their Professional Development Plans regularly
- 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 on the College [website](#) and in the online CCP in the Professional Development Plan menu. The **CCP Calendar** is available in the Introduction & Guide on the College [website](#) and in the online CCP in the Home menu.