

Professional Development Report Guidelines

Choosing Standards of Practice

Dietitians click “yes” for standards/ indicators they plan to work on during the year. Here, dietitians can also make brief notes about their professional performance indicating areas of strength and where they want to maintain or develop their abilities/performance

Note: any standard/indicators marked “yes” will automatically display in blue as goals to be addressed in the Professional Development report.

Describing Learning Goals

In each Learning Report, describe a Learning Goal as it relates to the registrant’s practice of the indicator. Each Learning Report should have a different Learning Goal.

Learning Goals should follow **SMART** principles:

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

Recording Learning Activities

For each Learning Goal, identify a minimum **of two Learning Activities**. Formal and informal Learning Activities are accepted. Enter Learning Activities into the PDR regularly. These can be added to your Professional Portfolio.

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.

Examples of informal learning

- published articles.
- internet or literature research.
- professional reading, relevant films, audio or video recordings, webinars.
- 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 Learning Outcomes

- Registrants briefly describe the knowledge and skills acquired by achieving the Learning Goal and why that knowledge and/or skills helped their practice of the standard/indicator.