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The Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand: A Guide for Participants

THIS VERSION (JULY 2011) SUPERCEDES ANY AND ALL EARLIER VERSIONS

The most recent (current) version of the Board's prescribed CCP can be downloaded from our website at www.psychologistsboard.org.nz.

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Introduction to the Continuing Competence Programme

Consistent with the principal purpose of the Health Practitioners Competence Assurance Act 2003 ("**the Act**") to "protect the health and safety of members of the public by providing for mechanisms to ensure that health professionals are competent and fit to practise their profession", the Psychologists Board ("**the Board**") is obliged to be satisfied that a practitioner is competent to practise in New Zealand before that person is registered, and, in accordance with sections 26 and 27, that he or she has maintained the required standard of competence before being issued an Annual Practising Certificate (**APC**).

In early 2009 the Board introduced a Continuing Competence Programme (**CCP**) as part of its endeavours to meet its obligations under the Act. The dual objectives of the CCP are to provide a framework to assist individual practitioners to address the ongoing challenge of maintaining competence, while also giving the Board a mechanism to support and ensure practitioners maintain competence. ***With the exception of Intern and Trainee Psychologists and newly qualified psychologists in their first year of practice, all actively practising psychologists are required to participate in the CCP and will be requested to declare they have done so when renewing their APC each year.***

The development of the Board's CCP was informed by the College of Alberta Psychologists' emerging continuing competence programme¹, broad and robust consultation with psychologists and other stakeholders² (August 2007), and a three month trial of the planned CCP³ (completed December 2008). The instructions that follow have been and will continue to be refined following each audit cycle and in response to feedback from the psychology community. Practitioners should ensure that they refer to the most recent (current) version of this guide, which is available on the Board's website: www.psychologistsboard.org.nz

1. What is competence?

The Board has prescribed and published 'Core Competencies' (which include minimum standards of cultural competency) for the "Psychologist" scope, and additional (but still core) competencies for two vocational scopes – "Clinical Psychologist" and "Educational Psychologist"^{4,5}. Core competencies are the minimum competencies that each practitioner should possess at the time of registration. The initial acquisition of these competencies is the responsibility of the training programme and the practitioner seeking registration.

Competence is variously defined, and in this context it involves the complex interaction of four major components: knowledge, skills, judgment, and diligence.

¹ The Board acknowledges with appreciation the generosity of the College of Alberta Psychologists in making available documentation regarding the development of their continuing competence programme.

² See report on the Board's website.

³ Also reported on the Board's website.

⁴ Core competencies for the Practice of Psychology (2006), New Zealand Psychologists Board.

⁵ Core competencies for the new "Counselling Psychologist" scope are currently being developed.

Knowledge involves having absorbed and understood a body of information sufficiently well to then understand and conceptualise the range of professional issues that one can reasonably expect to encounter. Knowledge is a necessary, but not sufficient foundation for competence.

Skill is the ability to effectively apply knowledge in actual practice.

Judgement involves knowing when to apply which skills, and under what circumstances. It includes self-reflection on and awareness of one's own values, experiences, attitudes, and social context, and how these may influence actions and perceived meaning. Good judgement increases the likelihood that choices made will be beneficial for the individuals, families, groups, communities and organisations with which psychologists work.

Diligence requires the consistent application of knowledge, skills, and judgement in one's professional activities and taking care to give priority to the clients' needs. Diligence also encompasses striving to give the best service possible to each and every client.

These components are all required to achieve the level of performance expected of a psychologist, and they will vary depending on the level of seniority and the context of practice. Epstein and Hundert (2002)⁶ defined professional competence as "the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served."

Whereas "competencies" refers to the component skills and knowledge which contribute to the whole, a competent psychologist is one who has attained a state of overall or integrated professional abilities. The Board's programme recognises that it is this state that each individual strives for and is continually refining, as part of continuing competence.

2. What is continuing competence?

A continuing competence programme involves engagement in self-reflection, the identification of gaps and opportunities, following through on a tailored learning programme, the application of learning to practice, and subsequent evaluation. It is an active and dynamic process of continual learning and review which generates ongoing professional growth. It therefore involves much more than just accruing points by attending various educational events.

Self-reflection encompasses a number of levels of activity. At its core is the notion of awareness of one's own knowledge, assumptions and past experiences. It involves the ability to look at the self, and the self in relation to others and to standards such as the Core Competencies. Self-reflection embraces the ability to 'stand back from the self' and examine critically one's

⁶ Epstein, R.M. and Hundert, E.M. (2002) Defining and assessing professional competence. *Journal of the American Medical Association*, 287(2), 226-235

own knowledge, skills, judgement and diligence. Critical reflection also requires an internal honesty and integrity as we examine our own thoughts and assumptions. This reflection is the central dynamic in intentional learning, problem solving, and validity testing.

Testing the accuracy of one's self-evaluation by considering the feedback of a colleague is an important component of the self reflection process.

While the HPCA Act places a statutory obligation on the Board to be satisfied that a practitioner is competent before issuing an APC, the Code of Ethics places responsibility for keeping abreast with current developments on the individual psychologist. Therefore there is an alignment between the obligation on practitioners to maintain competence and the Board's statutory obligations.

The Board's CCP model requires psychologists to make a mental shift from 'collecting points' to actively facilitating their own professional growth. This process is designed to maintain the vitality and safe practice of individuals and to promote psychology's high professional standing.

3. Overview of the CCP

The CCP (see Diagram 1) requires each psychologist (with the assistance of a professional supervisor, mentor, employer or senior colleague) to engage annually in a self-reflective review against the relevant Core Competencies to identify their unique areas of relative strength and weakness. Learning objectives can then be established, and a self-directed learning plan developed to meet those objectives. Each step of the programme must be documented for future reference (including audit - see Section 7 below).

The self-directed learning plan should inform the direction of continuing competence activities for the following year, although it is recognised that some objectives may be overtaken by more urgent learning priorities that arise or, alternately, that some may be delayed by the lack of a suitable learning opportunity. It is also acknowledged that unforeseen learning opportunities may provide fresh stimulus and direction throughout the year which can add to the ongoing enrichment and vitality of professional life.

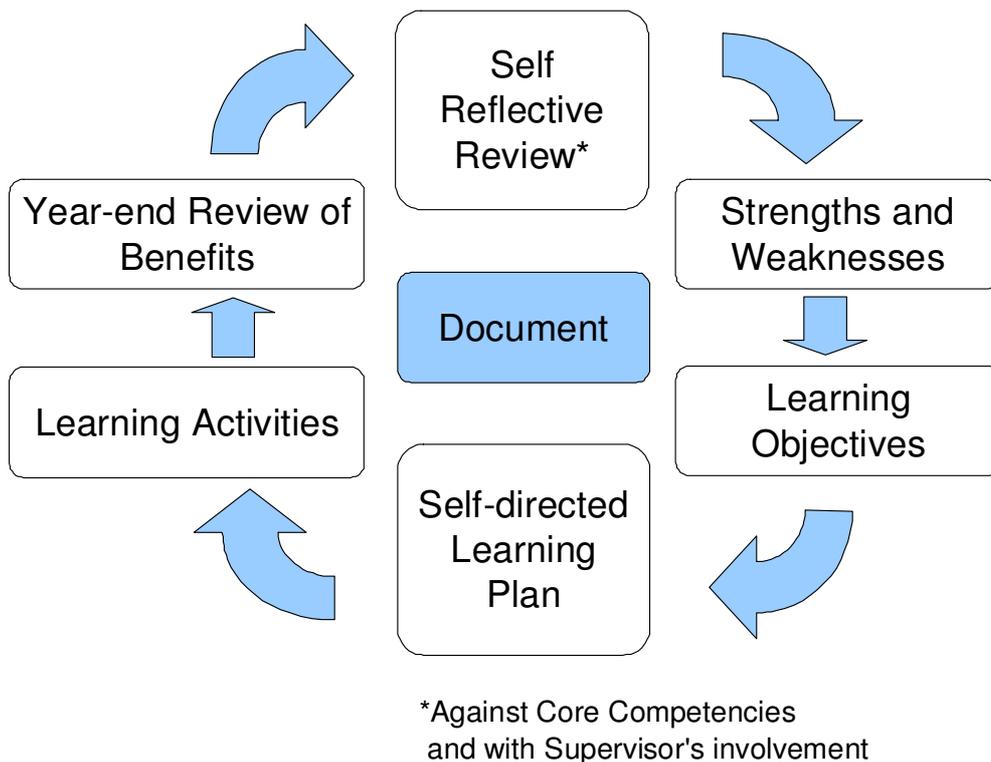
The range of activities that may contribute to continuing competence is broad and will often change to reflect the stages of one's career. For example, this breadth may encompass (but is not limited to) continuing education, upgrading practice to match new developments, or personal therapy.

Continuing competence activities undertaken are to be documented as evidence of the psychologist's ongoing programme of competence maintenance and advancement. Although optimally these activities will relate directly to the learning objectives identified, any activity that contributes to a psychologist's competence would merit inclusion. As mentioned above, it is acknowledged that there will be a balance between opportunistic and directed learning for most psychologists. However, if a psychologist's annual Self Reflective Review (**SRR**) were to identify significant deficits, then it would be

expected that the remediation of these deficits would be acted on as a priority.

The cycle is completed by a year-end review which includes an assessment of progress towards the originally identified objectives and reflection on evolving directions. This naturally leads into the SRR which generates the next round of learning objectives.

Diagram 1: The CCP (Annual Cycle)



4. Underlying principles

The programme has been shaped by the following principles.

- Ψ *Accountability:* As a health professional, a practitioner bears the ultimate responsibility both for maintaining and for demonstrating professional competence to practise (as guided by a range of professional standards, codes of ethics and codes of conduct).
- Ψ *Lifelong continuous learning and improvement* is essential to the professional psychologist. Self-reflection, self-assessment and evaluation are intrinsic to the psychologist's role, both for quality assurance and for professional self-care. There is also a need to keep abreast of evolving fields of knowledge as the psychology discipline moves forward.
- Ψ *Psychologists at different stages of their career have quite different professional development needs.* Maintaining competence is a process which continues over the entire course of a career, adapting to changes in practice environments, professional activities, and consumer needs.

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- Ψ *Flexibility in maintaining competence*: There is no one best way to maintain competence. The range of activities selected will vary according to individual learning style, identified needs, timing, availability, and context. Other life experiences may also contribute to professional competence.
 - Ψ *Easy to follow, understand and economical*: The CCP's design is such that it should be readily integrated with regular workplace requirements and professional tasks and roles. The self-reflective review should be tailored to individual needs to make it a useful and personally meaningful exercise. Recording of continuing competence activities should be clear but brief.

5. Who is required to complete the CCP?

Each psychologist who applies for an APC is required to declare that they are fit and competent to practise. **With the exception of Trainee Psychologists and newly qualified psychologists in their first year of practice**, every psychologist on applying to renew their APC is also required to declare that they have met the requirements of the Board's prescribed CCP over the previous year. **To meet this annual deadline, your participation in the CCP should start from 1 April each year**, beginning with the SRR and setting of learning objectives for the year ahead.

6. Guidelines to CCP participation

The Board's CCP is a high-trust model that emphasizes personal responsibility, flexibility and choice. However with flexibility comes some ambiguity so we offer the following advice to guide (but not overly restrict) your efforts.

Participation in the programme requires you to identify particular strengths, gaps or (relative) weaknesses in your competencies, set learning objectives and then plan, select, and evaluate the impact of the unique range of professional development activities in which you have subsequently engaged.

At a minimum it is expected that your self-reflective review will assess your current competence against professional standards as outlined in the Board's Core Competencies for the Practice of Psychology in Aotearoa New Zealand and the Code of Ethics. Your review should also be informed by the standards required to practise competently in the particular areas of your current professional activity.

While your SRR, learning objectives and learning plan may be developed independently, these steps must be reviewed in consultation with a supervisor, mentor, employer, or senior colleague. The involvement of your respected colleague is intended to help overcome the natural tendency towards blind spots and "not knowing what you don't know". Discussion with professional colleagues may also enhance your awareness of up-to-date or emerging knowledge and skills in a particular area of practice.

The following six steps are involved: (This is the “CCP in a nutshell”, more detailed notes on each of these steps is given below)

1. At the beginning of each year conduct a competency self-assessment (Self-Reflective Review or SRR). Review all aspects of your professional practice against the Core Competencies with the assistance of your supervisor or a respected senior colleague.
2. Identify areas of relative strength and weakness, noting in particular areas requiring maintenance or further development.
3. Develop learning objectives for continuing competence based on your review.
4. Set a learning plan to achieve those objectives.
5. Record the continuing competence activities you undertake throughout the year towards achieving these objectives, as well as any other objectives that arise as the year progresses.
6. Toward the end of each year critically reflect on the outcomes of your professional development activities and then re-assess your learning objectives for the coming year.

Having participated throughout the APC year, you can declare on applying for a new APC (normally in February or March each year) that you have met the CCP's requirements and that you have maintained competence.

Retain the records of your CCP for any future audit. Note that a portion of APC applicants will be audited each year and that audit participants may be asked to submit records from more than one CCP cycle (up to five years).

Steps 1 & 2: Self-reflective review to identify areas of relative strength and weakness

The purpose of the Self-Reflective Review (**SRR**) is to develop a comprehensive overview of your practice by identifying areas of strength, and also areas requiring maintenance or further development. It can be seen as an annual stock take of your overall competence and individual competencies, as well as an opportunity to identify any areas of relative weakness or emerging practice. Your SRR is the foundation upon which your entire CCP is built, so it is worth investing the time and effort to make it meaningful and robust.

Your review should begin with a brief summary of your current professional practice, noting in particular any new or emerging areas of activity. You should then consider each area of your practice against the Board's prescribed Core Competencies, to identify your relative strengths and weaknesses (see sample questions below). Optimally your SRR should also include consideration of the particular challenges and ethical issues associated with each of your areas of practice. You should give any new areas of practice extra scrutiny.

You may find that asking yourself questions like the following can further guide your SRR:⁷

1. Discipline, Knowledge, Scholarship and Research:

- What areas of knowledge are particularly relevant to my work?
- Are there gaps in my foundation knowledge?
- Are there areas of research or theory relevant to my area of practice that I need to brush up on?
- Is my practice consistent with the best evidence available?

2. Diversity, Culture and the Treaty of Waitangi (ToW):

- Do I need to strengthen my cultural competence?
- What range of cultures do I encounter in my work, and how does this impact on what I do?
- Do I know who to consult for cultural supervision?
- Do I understand the relevance of the Treaty of Waitangi to my work?
- What can I do to improve my awareness of my own cultural identity?

3. Professional, Legal and Ethical Practice:

- Do I have a working knowledge of legislation, standards, codes, and guidelines relevant to my areas of practice?
- Am I sufficiently familiar with the Code of Ethics?
- What are the main ethical challenges that I have encountered? Am I satisfied with how I dealt with those challenges?

4. Framing, Measuring and Planning:

- Is my knowledge of psychometric tests up to date?
- Would I benefit from reviewing the relative strengths and limitations of methods of assessment?
- How can I improve the evaluation of my interventions?

5. Intervention and Service Implementation:

- How can I become a more effective agent to support desired change?
- Are there new evidence-based interventions that I would like to learn about?

6. Communication:

- Would I benefit from reviewing my interviewing skills or report writing with my supervisor?
- Would a course in computer skills usefully enhance my professional communications?

7. Professional and Community Relations, Consultation, Collaboration:

- Can I improve my ways of contributing to the multidisciplinary team?
- Would my contact with other professionals benefit from being updated to review how best to work effectively together?

⁷ Please note that these are not the only possible questions. Each psychologist should use an approach to the SRR which is personally meaningful, useful and relevant to his or her professional practice. An annual review of the individual competencies within each of these larger sets is also highly recommended.

8. Reflective Practice:

- Do I understand the limits of my competence?
- Do I practise self care?

9. Supervision:

- As a supervisee, how can I make supervision most useful?
- How can I improve my practice as a supervisor?

You are expected to involve your supervisor, a respected colleague or a mentor in your SRR. This person should actively participate in your review by assisting you to evaluate your competence and by offering feedback on any perceived strengths and weaknesses in your practice. It may be relevant to supplement this with further feedback from other colleagues whom you identify as holding particular expertise on a topic or area of practice; those who are able to advise on desired competencies to strive for, fields of knowledge, and appropriate learning goals pertaining to that practice.

The objective of the SRR is for you to be able to accurately gauge your competence so that you can set appropriate learning objectives, stay within your range of competence in your professional practice, and act with confidence and appropriate perseverance when difficulties are encountered.

A record of your self-reflective review should be retained for future reference and for audit purposes. This can be documented quite simply as a few sentences or brief notes for each set of Core Competencies. (An optional recording template is offered in Appendix 2).

Important note: Some practitioners have expressed concern that the Board asks them to declare that they are competent to practise, and yet to also reveal areas in need of development. The Board do not see these requests as incompatible. Your statutory declaration is a statement that you believe that you are, overall, safe and competent to practise. That does not (and should not) preclude you from recognising that some individual competencies may need attention. Just as with a "Warrant of Fitness" where your vehicle may be found to have one or two minor faults, this does not lead to it being declared un-roadworthy.

Step 3: Set learning objectives

Based on the outcomes of your SRR, identify and record one or more objectives for development. You may wish to give each objective a priority rating. It may also be appropriate to group them according to whether they are a short or long term objective.

Optimally, your objectives should be specific and attainable. You may, however, have some that are less specific and that are stated in higher level or abstract terms. It is essential that your objectives are meaningful to you.

Record your objectives for future reference and for audit purposes.

It is possible that additional objectives are identified as professional challenges arise during the year. These can be added to your learning plan (see Step 4),

but it should be transparent that these are late additions to make explicit that your efforts to progress them may have been time-limited.

Step 4: Develop a learning plan

Once your learning objectives are formulated, you should develop a plan which will enable you to meet them. A range of learning activities will be recognised as contributing to a CCP for audit purposes. These activities may include (but are certainly not limited to) such activities as researching a topic, consulting a colleague, engaging in supervision, reading professional literature, enrolling in a continuing education course, and/or attending a workshop or conference.

Formulate a plan considering your desired outcome and the availability of resources, along with the variety of ways that your objective may be achieved.

Your learning plan is prospective. That is, it sets out your intended way forward as you begin a new CCP year. It is recognised that you may not be able to enact all of your intended professional development activities. It is also acknowledged that changes in your circumstances may result in alterations to your plan.

Document your plan (for your own purposes but in a format suitable for audit).

Step 5: Record activities undertaken towards your learning objectives

Record any learning activities undertaken towards your learning objectives and, where appropriate, retain documentary evidence of completion.

You may also wish to record other learning activities which are unrelated to your specified learning objectives/plan. This would include more general professional development activity, opportunistic training events, reading, supervision log⁸ and other professional events which have stimulated your interest.

Step 6: End of year reflection to assess outcomes of your learning plan

The CCP year ends with critical reflection to assess what progress has been made towards achieving each of your identified learning objectives. This critical reflection may initially be undertaken independently, in discussion with peers, and/or in supervision, but as a minimum it should be reviewed in supervision.

Your review of the results of the year's learning programme should be an active process of critically appraising the gains made with the full participation and feedback of your supervisor. Relevant questions include:

- Have you achieved what you intended to?
- What gains in knowledge have you realised?
- Have there been changes in your professional practice?
- Has your supervisor noticed any changes in your competence or practice or confidence in your knowledge?

⁸ Please note that detailed notes of your supervision sessions are not necessary for audit purposes.

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- Are there barriers to enacting gains in knowledge that need to be addressed?
 - Have there been impacts for your clients, colleagues or your organisation?

Your end of year review should include consideration of whether each of your objectives has been achieved, whether residual objectives remain or if they have been overtaken by other objectives, and similar considerations.

The end of year review and consideration of feedback naturally leads into your SRR to start a new year, making your CCP a cyclical process.

Declaration of competence

You are required to participate in the Board prescribed CCP as part of your ongoing efforts to ensure that you maintain your competence to practise. As part of your annual application for an APC, you will be required to declare that in the past year you have met the requirements of the CCP. Your statutory declaration includes statements that:

- you have / have not met the requirements of the Board's prescribed Continuing Competence Programme during the previous APC year, and
- you believe to the best of your knowledge that you are competent to practise in accordance with your scope(s) of practice.

Third-Party Declaration

In the event of an audit, a declaration will be sought from a person who is in a position to endorse your CCP participation. This person must have discussed with you your SRR and the learning objectives generated. This person may be your professional supervisor, employer, mentor, or a senior colleague. There may be circumstances where this declaration/endorsement is split between two people.

Supervision

Supervision is an integral component of continuing competence. A supervision log should be maintained. This should show basic details of the nature and frequency of supervision. Supervision records showing the *content* of supervision sessions are not required for audit purposes.

Frequency and mode of supervision may vary according to location, resources and context, and may incorporate any aspect of professional role (e.g., clinical, managerial, or cultural). Different supervisors or mentors may fulfil different roles, in which case these roles should be clearly identified. Distance supervision, telephone supervision, or online supervision (where this occurs) should be clearly recorded as such and attempts made to minimise potential disadvantages.

Your supervisor may or may not be the person who makes the third-party declaration in the event of an audit of your CCP participation.

Retention of records of CCP

You should record brief notes on all CCP activities undertaken. A balance should be sought between avoiding administratively burdensome record-keeping versus sufficient detail to allow a clear record for audit or any other professional development purpose. The optional recording template (see Appendix 2) is offered as an example of a streamlined way of keeping your CCP records.

Records should be retained for a minimum of five years for audit purposes. Psychologists audited in future years may be requested to supply retrospective records as well as those pertaining to the current year.

7. Audit of participation

General and targeted audits

Each year approximately 20% of APC applications will be audited. These will be either randomly selected (general audit) or from specifically targeted groups of practitioners (targeted audit). Targeted groups could (for example only) involve psychologists registered in a particular vocational scope or those who have recently undergone a competence review.

The audit process and what it involves

1. If you are selected for audit, you will be required to submit your CCP records within 20 working days of receiving the request.
2. One extension of up to five working days to submit the required information may be granted (where reasonably justified).
3. If the Board's auditors have concerns regarding the adequacy of the CCP evidence submitted, they may request additional submissions.
4. You will normally be notified (in writing) of the outcome of the audit within 15 working days.
5. If you have only partially met the CCP's requirements, the auditors will offer you feedback and guidance, may ask for further submissions, may propose that a practising certificate be issued on an interim basis until you have demonstrated that you are on track for the following year, and may target you for audit again the following year.
6. Where you have not met the CCP's requirements, individual assistance will be made available to you to make further submissions and a practising certificate may be issued on an interim basis until you have demonstrated that you are on track for the following year.
7. In the unlikely event that a psychologist is unable or unwilling to provide the required documentation or otherwise declines to cooperate with the CCP audit, his or her practising certificate may be suspended.

Exemptions from participation

You may apply in writing⁹ to the Board at any time (but within 10 working days after receiving an audit notice) to be exempted from CCP participation for a

⁹ A Request for Exemption form can be downloaded from our website at www.psychologistsboard.org.nz.

year and/or an audit of participation for the specified year. Your reasons for requesting an exemption should be clearly stated. An exemption may be granted for various reasons, including (but not limited to) if you have been or will be out of practice for more than six months during that year; on compassionate or pragmatic grounds; long-term incapacitating illness; serious illness of a close family member; study leave; parental leave; or extended overseas travel. You will be notified of the outcome of your request within 10 working days of its receipt. If an exemption is not granted, you can ask that the decision be reviewed.

What is expected in the audit?

The Board's aim is that all active psychologists engage in a meaningful process of self-reflective review and an ongoing self-directed learning programme. The audit will check for evidence of engagement in this **process**. The Board has intentionally avoided prescribing the specific **content** of each practitioner's professional development plan, so our audit will focus primarily on your completion of the required steps, rather than on how many learning activities you have engaged in.

What you can expect from the audit

Your records will be returned to you promptly after the audit with feedback indicating whether or not your CCP records met requirements. The feedback form¹⁰ will specify the criteria to fully meet requirements for each step in the process, whether your records are deemed to meet those expectations and the overall outcome of the audit. You will also be invited to offer any feedback you may wish to give about your experience with CCP participation or as an audit participant.

Approval of programmes provided by other organisations

The Board has chosen not to accredit or approve continued competence programmes offered by other organisations as meeting its CCP's requirements. While professional development undertaken to meet the requirements of other programmes may be included as part of your CCP record, the completion of such requirements may not satisfy all of the requirements of the Board's CCP. Similarly documents, forms, and/or templates designed for other organisations' requirements may not match the specific steps of the CCP process and therefore should not be relied upon without careful comparison.

The Board does not accredit specific continuing competence providers or events (e.g., workshops, conferences, seminars).

¹⁰ A copy of the feedback form is available on the Board's website at www.psychologistsboard.org.nz.

Appendix 1: Glossary of Terms and Acronyms

Acronyms:

APC - Annual Practising Certificate.

CCP - Continuing Competence Programme.

HPCA Act - Health Practitioners Competence Assurance Act 2003.

SRR - Self-Reflective Review (refer Page 7).

Terms:

APC or CCP Year - April 1 to March 31.

Competence - refer Section 1 (Page 2).

Continuing competence - refer Section 2 (Page 3).

Core Competencies - refer Page 2.

Diligence - refer Page 3.

Judgement - refer Page 3.

Knowledge - refer Page 3.

Learning activities - any activity undertaken in order to meet a learning objective (e.g., supervision, workshops, reading, teaching, personal therapy...).

Learning objective - a brief, clear statement of an intended outcome or goal in relation to identified needs, opportunities, or area of interest.

Learning plan - a considered, flexible, self-directed plan for meeting learning objectives.

Scope of practice - the range of services that a practitioner is permitted to perform.

Self reflection - refer Page 3.

Self-Reflective Review (SRR) - refer Page 7.

Skill - refer Page 3.

Vocational scope - the further-defined range of services that a qualified practitioner is permitted to perform, and also the title under which they can practise. Currently this includes the "Clinical Psychologist", "Counselling Psychologist", and "Educational Psychologist" scopes.

Appendix 2: Optional Recording Template (Tables 1 & 2)

This **optional** template (which includes both Tables 1 & 2) to record your CCP participation covers all six (6) steps in the CCP process. **The use of the template is optional however and any system of recording that covers the equivalent information (six steps) should be satisfactory.** Remember to review all areas/aspects of your professional practice against the Core Competencies of the Psychologist scope and any vocational scope(s) you hold. It is unlikely that you will be able to fit all of your information on just two pages, so please download an 'expandable' electronic version.¹¹

Table 1: Self-Reflective Review and Learning Objectives arising

Core Competency sets ¹²	Self-reflective review	Strengths, weaknesses, and areas of interest for further development	Learning Objectives
Discipline, Knowledge, Scholarship and Research			
Diversity, Culture and the Treaty of Waitangi			
Professional, Legal and Ethical Practice			
Framing, Measuring and Planning			
Intervention and Service Implementation			
Communication			
Professional and Community Relations, Consultation, Collaboration			
Reflective Practice			
Supervision			

¹¹ Electronic copies of this template can be downloaded from the Board's website. Cells can then be expanded or added as necessary to accommodate your information.

¹² Remember that each set is composed of more narrowly defined competencies that should be reviewed as part of your SRR.

Table 2: Learning Objectives and their progression

Learning Objectives (transfer from Table 1)	Learning Plan	Actual Professional Development Activities	End of year review of progress on objectives

Although these two tables are sufficient to fully capture the minimum CCP process, and therefore meet audit requirements, the following supplementary information would enhance and amplify the CCP records:

- a) A brief paragraph to summarise the current nature of your professional practice (refer page 7).
- b) Records of professional development done which is not directly related to progressing your identified learning objectives. This may include opportunistic learning events, notes to record reading, etc.).
- c) Additional learning objectives that arose during the year.

In addition to the end of year review to assess progress on each of your identified objectives, you may want to take an overview of your practice to note the evolution throughout the year or other matters of significance.

Appendix 3: Contact details for further clarification or assistance

Please feel free to contact us if you have questions or want some further guidance:

Psychology Advisor (and CCP Auditor)

Anne Goodhead (Clinical Psychologist)
Email: anne.goodhead@nzpb.org.nz
DDI: (04) 471-4584

Chief Executive and Registrar (and CCP Auditor)

Steve Osborne (Clinical Psychologist)
Email: steve.osborne@nzpb.org.nz
DDI: (04) 471-4586

Professional Standards Coordinator (CCP audit administration)

Stathia Golding
Email: stathia.golding@nzpb.org.nz
DDI: (04) 471-4587

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