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

THIS VERSION (FEBRUARY 2012) SUPERSEDES 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 monitoring and maintaining competence, while also giving the Board a mechanism to check that individual practitioners are meeting their professional obligations to actively engage in doing so.

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.

This version of the CCP instructions incorporates the responses to feedback received from participants in the 2011 audit and from other forums, such as discussions at conferences and representations made through the NZ Psychological Society and the NZ College of Clinical Psychology. The development of the Board's CCP was initially 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 will continue to be refined in response to ongoing 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

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.

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.

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.

Although the Board's Core Competencies are scheduled for review in 2013, the domains or themes which encapsulate the necessary competencies for a professional psychologist will remain broadly the same. The CCP requires each practitioner to undertake a self-reflective review (**SRR**) of their own knowledge and skills against the Core Competencies. The main change in this version of the CCP instructions is to suggest that the review is based on a set of questions which draw directly from the Core Competencies. This is intended to reduce the confusion which some psychologists have experienced about the SRR, to

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

simplify the CCP recording process and to address any uncertainty arising from the review of the Core Competencies.

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.

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, the systems in which practice is embedded, and to standards such as the Core Competencies. Self-reflection embraces the ability to 'stand back from the self' and examine critically one's 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 actively facilitate 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 Board's prescribed 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

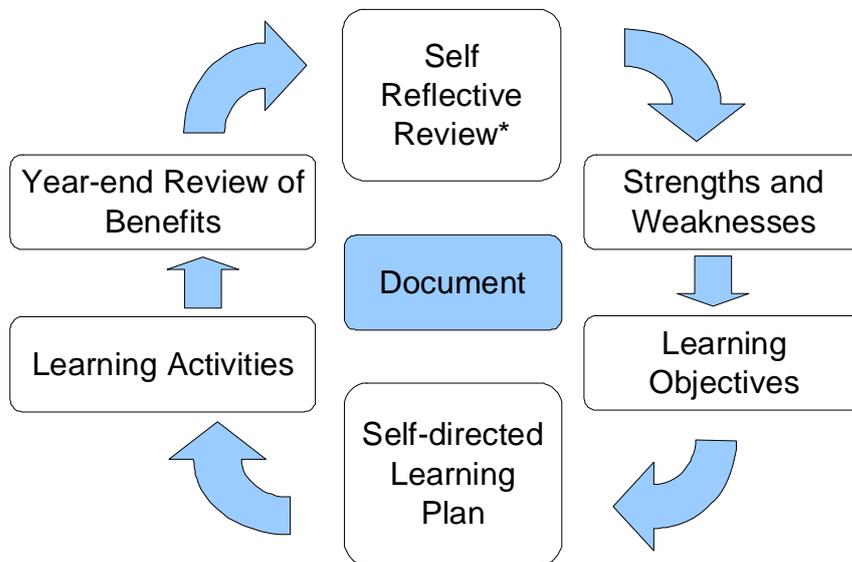
may provide fresh stimulus and direction throughout the year which can add to the ongoing enrichment and vitality of professional life.

The range of activities that may contribute to continuing competence is broad and is likely to be different depending on the stages of practitioners' careers. For example, this breadth may encompass (but is not limited to) continuing education to consolidate and deepen knowledge, keeping abreast of emerging research, 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. At minimum, the learning activities which address the identified learning objectives are to be recorded. The psychologist may, however, also choose to record other learning activities undertaken as part of their CCP documentation. It is likely that the learning activities engaged in throughout the year will be a mixture of opportunistic and directed learning for most psychologists. New learning opportunities or unforeseen challenges may stimulate a practitioner to evolve in some directions that were not anticipated at the time of the SRR. However, if a psychologist's annual SRR were to identify significant deficits, then it would be expected that the remediation of those 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)



*Against Core Competencies
and with Supervisor's involvement

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.
- 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 initially be developed independently, these steps must ultimately 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). Review all aspects of your current professional practice against the Core Competencies with the assistance of your supervisor or a respected senior colleague. Optional prompting questions are offered below to assist you with this review.
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 state how you intend to achieve those objectives.
5. Record the continuing competence activities you complete throughout the year.
6. Toward the end of each CCP year critically review your progress towards meeting your learning objectives and reflect on how this has impacted on your practice. This will contribute to your self-reflective review and the setting of learning goals for the forthcoming CCP cycle.

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 (20%) 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).

Step 1: Your self-reflective review

The purpose of the 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.

You are expected to involve your supervisor, a respected colleague or a mentor in your SRR. 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”. 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.

Your SRR should begin with a brief review of your current professional practice, noting in particular any new or emerging areas of activity. This should be summarised for your CCP records, stating the areas of practice and how your professional activities are spread between areas if you practise in more than one area.

You should then review your current competence against the standards outlined in the Board's *Core Competencies for the Practice of Psychology in Aotearoa New Zealand* and the *Code of Ethics for Psychologists Working in Aotearoa New Zealand* (as applicable in your areas of practice). To assist your review, the *Core Competencies* have been translated into questions (see below) which you may choose to use as a prompt and guide to the competency domains. Your review should also be informed by the standards required to practise competently in your particular areas of professional activity. 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, robust, and useful for yourself.

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).

The following (optional) review questions should be filtered through your scope of practice and areas of psychology specialism. The questions are framed broadly to apply to all professional endeavours. The review questions are intended to encompass the full diversity of psychological practice, including both client-centred and systems-based practice.

A. Discipline, Knowledge, Scholarship, and Research:

Do I need to refresh or expand the psychological knowledge relevant to my practice?

- 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?
- Is my professional decision-making evidence-based?
- Are there new domains of knowledge which may enhance my professional work?

B. Diversity, Culture, and the Treaty of Waitangi :

Is my practice culturally safe?

- How can I 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?

C. 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?
- Do I have a working knowledge of legislation, standards, codes, and guidelines relevant to my areas of practice?
- Am I familiar with the best practice guidelines issued by the Board?

D. Framing, Measuring, and Planning:

Should I strengthen my competence with regard to assessment, formulation and evaluation?

- Would I benefit from reviewing the relative strengths and limitations of my current methods of assessment?
- Are my skills and knowledge re psychometric tests up to date?
- Am I able to define the assessment questions and formulate the assessment outcomes in a useful way to inform interventions?
- How can I improve the evaluation of my interventions?
- Would I benefit from routinely seeking client feedback after a consultation?

E. Intervention and Service Implementation:

Am I competent in planning and undertaking interventions?

- 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?

F. Communication:

Am I able to communicate effectively with relevant others in all of my professional endeavours?

- Would I benefit from reviewing my interviewing skills or report writing with my supervisor?
- Am I effective in conveying psychological concepts within the organisations I deal with?
- Would a course in computer skills usefully enhance my professional communications?

G. Professional and Community Relations, Consultation, Collaboration:

Do I have effective professional and community relationships to enable collaboration and to progress shared goals?

- Can I improve my ways of contributing to the multidisciplinary team?
- Are there groups or individuals with whom I could usefully strengthen relationships?
- Would my contact with other professionals benefit from being reviewed as to how best to work effectively together?

H. Reflective Practice:

Do I practise reflectively to ensure optimal performance and well-being is maintained?

- Do I understand the limits of my competence?
- Do I use supervision to gain feedback and proactively address limitations?
- Do I monitor risk to my well being arising from occupational stress?
- Do I practise self care?

I. Supervision:

Am I using and /or conducting supervision as effectively as I would like?

- As a supervisee, how can I make supervision more useful?
- How can I improve my practice as a supervisor?
- Do I review the supervision contract regularly and are there changes I could make that would improve the process?

Step 2: Identify your areas of strength and weakness

Your SRR will help you identify your strengths and areas for further development in your particular field(s) of practice.

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 your learning objectives for the year

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.

Please note that you are not required to generate learning objectives related to each of the Core Competency domains. Conversely, you may have several objectives arising from the one domain. There may be more objectives than you can reasonably progress in a year, in which case you should prioritise them.

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 your learning plan

Once your learning objectives are formulated, you should develop a plan which states how you intend to progress them. These plans 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 objectives 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 in your CCP records.

Step 5: Record the activities undertaken towards your learning objectives

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

While the Board does not prescribe how much professional development activity should be completed, each practitioner is expected to do some targeted learning each year. Taking responsibility for maintaining professional competence is an ethical obligation.

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 log⁷ and other professional events which have stimulated your interest. These more extensive records are, however, "optional extras".

Step 6: Reflect on the outcomes of your learning

The CCP year concludes with a review of the progress made towards achieving each of your identified learning objectives. 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?
- 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 any residual objectives remain, or if they have been overtaken by other objectives.

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

⁷ Please note that detailed notes of your supervision sessions are not necessary for audit purposes.

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. The Board has published guidelines that offer guidance on best practice in supervision.

Retention of records

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 Board's 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).

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 with your CCP 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 writing⁸ to the Board at any time (but within 10 working days after receiving an audit notice) to be exempted from CCP participation for a 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 have the right to 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 (for example) 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

⁸ A Request for Exemption form can be downloaded from our website at www.psychologistsboard.org.nz.

form⁹ 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).

⁹ 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

This *optional* template (which includes Tables 1, 2, and 3) to record your CCP participation covers all six (6) steps in the CCP process. **Although the use of the template is optional, you are strongly encouraged to use it as it will prompt you to record the relevant information.** 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 three pages, so please download an 'expandable' electronic version.¹⁰

Deleted: ¶

Identify your areas of practice (Table 1)

Major domains of practice Clinical, Community, Counselling, Educational/Developmental, Forensic/Corrections, Health, Industrial/Organisational, Neuropsychology, Sport/Exercise, Other (please specify)	Professional Activities (e.g., intervention, formal assessment, diagnosis, research & evaluation, consultation, supervision, teaching, administration)	Client Characteristics (e.g., individual, couples, family, group, organisations) and/or (child/adolescent, adult, elderly)	Number of years you have practised in this domain	% of current working hours (approx) (Total = 100%)
(EXAMPLE) CLINICAL	(EXAMPLE) Assessment, diagnosis, treatment planning, intervention, consultation.	(EXAMPLE) Individual adults/elderly and their families.	(EXAMPLE) 15	(EXAMPLE) 80
(EXAMPLE) INDUSTRIAL/ORGANISATIONAL	(EXAMPLE) Consultation, research, and evaluation.	(EXAMPLE) Organisations, individuals (adult).	(EXAMPLE) 5	(EXAMPLE) 20

¹⁰ 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.

Steps 1, 2, & 3: Record your self-reflective review¹¹ and the learning objectives arising (Table 2)

Core Competency sets¹²	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 The SRR can be guided by the optional prompting questions found on pages 9 & 10 of the Guide.

¹² Remember that each set of competencies is composed of more narrowly defined competencies that should be reviewed as part of your SRR. The optional prompting questions may help you incorporate the sub-competencies.

Steps 4, 5, & 6: Document your learning plan for each objective, the learning activities you actually complete, and your end-of-year review of progress against each objective (Table 3)

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

Although this template is 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) List of professional development done which is not directly related to achieving your identified learning objectives. This may include opportunistic learning events, notes to record reading, etc.
- b) Information re any additional learning objectives that arose during the year.

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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