**Beginning of the Year Self-Reflective Review, Learning Objectives, and Learning Plans**

**(For the Supervisor-Facilitated CCP Process: Corresponds to Table 2 & first columns of Table 3, Psychologists Board CCP Template)**

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| **Points worth noting**   * Remember that the primary purpose of this part of the CCP is to help you plan your professional development for the coming year. You are developing a plan – not writing a book! At the end of this session you may want to tidy up and add a little to the content written during the session, but it should not be necessary to spend a lot of time adding extra content. * The CCP focuses on the skills and aptitudes involved in **YOUR** continuing/ increasing competence as a psychologist. It is not about projects or contributions you make to any organisation you work with. Organisational goals are mostly only relevant inasmuch as CCP learning objectives may be about professional skills or competencies you want to develop to achieve those goals * Learning plans can cover a very wide range of activities from conferences and workshop, to reading relevant books or papers, to in-depth and focussed discussions with colleagues with particular expertise in an area, and many other activities. * It is not necessary to have learning objectives and plans in every domain each year. It is better to have more substantive and meaningful objectives and plans in some domains rather than smaller or token objectives and plans in all domains. * It is often helpful to scan the optional prompting questions found in the CCP Guide on the Psychologists Board website when preparing for this process. It is not intended that these are all answered, but they are worth considering to broaden and deepen the review. * *Learning objectives* are **what** you want to achieve. *Learning plans* are **how** you intend to go about achieving it. | | | | |
| **Core Competency sets[[1]](#footnote-1)** | **Self-reflective review** | **Strengths, weaknesses, and areas of interest for further development** | **Learning Objectives** | **Learning Plans** |
| **Discipline, Knowledge, Scholarship and Research**  Concerned with knowledge base relevant to psychology practice, including understanding the **content** (relevant theories & models) **uses** (evidence based decision making), and **methods** of psychological knowledge acquisition |  |  |  |  |
| **Core Competency sets** | **Self-reflective review** | **Strengths, weaknesses, and areas of interest for further development** | **Learning Objectives** | **Learning Plans** |
| **Diversity, Culture and the Treaty of Waitangi**  Knowledge skills and attitudes required to provide culturally safe practice. Including understanding of Te Tiriti and ability to work biculturally, multiculturally, and with diverse groups defined by gender, spiritual belief, sexual orientation, abilities, lifestyle, age, social status etc. |  |  |  |  |
| **Professional, Legal and Ethical Practice**  Knowledge and skilled application of legal and ethical aspects of psychological practice. Includes knowledge of relevant legislation, standards, practice guidelines, the Code of Ethics, and other sources of guidance.  Knowledge of the rights and interests of clients. |  |  |  |  |
| **Core Competency sets** | **Self-reflective review** | **Strengths, weaknesses, and areas of interest for further development** | **Learning Objectives** | **Learning Plans** |
| **Framing, Measuring and Planning**  Knowledge and ability required for systematic organisation and planning activities involved in systematic psychological assessment, evaluation and problem solving. E.g.  e.g., Knowledge of… ..interviewing skills and styles,  ..various approaches to data collection & their applicability, strengths and limitations |  |  |  |  |
| **Intervention and Service Implementation**  Concerns steps involved in planning, design, provision, and evaluation of psychological services including…  …analysis of information  …formulation  …understanding relevant theory & knowledge  …skilful application of interventions  … understanding the importance of context in intervention |  |  |  |  |
| **Core Competency sets** | **Self-reflective review** | **Strengths, weaknesses, and areas of interest for further development** | **Learning Objectives** | **Learning Plans** |
| **Communication**  Concerns psychologists’ effective and appropriate communication with individual, organisational, and community clients, other professionals and the public.  Ability to convey ideas disseminate information, and inform clients and colleagues effectively and efficiently. |  |  |  |  |
| **Professional and Community Relations, Consultation, Collaboration**  Concerns ability to establish and maintain effective relationships with clients, colleagues, groups, communities,  Includes …  ..understanding of own role in relation to others  ..understanding roles and strengths of others  …ability to consult effectively |  |  |  |  |

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| **Core Competency sets** | **Self-reflective review** | **Strengths, weaknesses, and areas of interest for further development** | **Learning Objectives** | **Learning Plans** |
| **Reflective Practice**  Concerns attainment and integration of information about own practice, including…  …understanding of own strengths and limitations of competence  …constructive self-reflection  …clear understanding of psychologists role  …use of supervision  …undertaking professional development |  |  |  |  |
| **Provision of Supervision**  This concerns anyone providing supervision and relates to…  …understanding functions of supervision  …understanding of models and approaches to supervision  …ability to manage process of supervision  …skilful delivery of supervision relevant to needs of supervisee. |  |  |  |  |

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| ***Please write up the contents of this self-reflective review on to Tables 2 and 3 of the Psychologists Board CCP Template before your next supervision session so that it can be discussed at that session.*** *(Template on the Psychologists Board website)*  *Feel free to add or modify content as you transfer the results of your self-reflective discussion to the Board’s template* |

1. Remember that each set 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. [↑](#footnote-ref-1)