

Quality Assurance Program

Professional Development

September 2021

PROFESSIONAL DEVELOPMENT

All registrants are responsible for tracking their Professional Development (PD) in two-year cycles, as follows:

Year of Registration	Reporting Cycle
2015 2017	December 1, 2019 to December 31, 2021*
2019	Initial date of registration to December 31, 2021*
2016 2018	December 1, 2020 to December 31, 2022
2020	Initial date of registration to December 31, 2022
2021	Initial date of registration to December 31, 2023

****For the reporting cycle ending December 31, 2021, registrants must maintain their PD tools in their own records. You do not need to submit these templates to CRPO unless specifically requested.***

Before the end of each reporting cycle, you will need to ensure that you have completed the following:

1. At least 1 Self-Assessment during the reporting cycle (now available in our [User Management System](#)).
2. At least 1 Learning Plan (which includes at minimum one Goal with corresponding Action Plan and Reflection based on your self-assessment). Use the template on page 6 to track this.
3. At least 1 Learning Record which documents engagement in 40 hours of learning activities. Use the template on page 8 to track this.
 - a) These hours must have occurred during the relevant reporting cycle.
 - b) At least 1 of the activities must be experiential; at least 1 of the activities must be didactic.

At this time, only the Self-Assessment tool is available on the new [User Management System](#) (UMS). In the interim, we have developed these fillable templates to help registrants track their learning needs and learning activities. These can be stored in your personal portfolio, including any evidence of participation in learning activities. You are only required to provide documentary evidence of participation in the activities logged in your Learning Record if such evidence is requested by CRPO. **These templates are for your records only and you do not need to submit these templates to CRPO unless specifically requested.**

Are you a New Registrant?

The New Registrant requirements give new registrants the opportunity to reflect, set goals and think critically about their practice and the ongoing growth they plan to achieve in their professional lives.

The New Registrant requirements include completing the following within 60 days of your date of registration:

1. A Self-Assessment, now available in our [User Management System](#).
4. Beginning a Learning Plan (by documenting at least 1 professional development Goal and a corresponding Action Plan). Use the template on page 6 to track this.

New registrants do not need to complete the Self-Assessment or Learning Plan again during their first two-year cycle, though they are encouraged to review and expand on them.

Limitations to Confidentiality

The information you share as a result of participation in the QA Program is confidential and, with limited exceptions, CRPO can only use the information you provide for purposes related to quality assurance.

Accordingly:

- Reporting hours in your Learning Record for QA is not counted towards independent practice. Registration staff do not have access to QA information or documentation.
- CRPO will not post QA information on the Public Register or share this information with your employer(s).
- CRPO cannot share QA information with other College departments, except in the specific circumstances described below.

If the Quality Assurance Committee is of the opinion that a registrant may have committed an act of professional misconduct or may be incompetent or incapacitated, the Committee may disclose only the registrant's name *and* the allegation to the Inquiries, Complaints and Reports Committee (ICRC). If it elects to do so, the ICRC will carry out an independent investigation. However, in cases where a registrant knowingly gave false information to the Quality Assurance Committee or an Assessor, the Committee may disclose information provided by the registrant to the Committee that is carrying out the proceeding.

Accommodation and Deadline Extension

In exceptional circumstances, you may request to delay the completion of one or more of the Professional Development tools. Requests for deferral must be made in writing, using the [Deferral Request Form](#). Requests for special-needs accommodation will be addressed on a case-by-case basis and must be made in writing. Written requests must be sent to QA@crpo.ca.

If you have any questions or concerns regarding your QA requirements, please contact QA staff at QA@crpo.ca.

SELF ASSESSMENT

To complete the Self-Assessment, you must log in to the [User Management System](#).

The Self-Assessment is designed to capture a snapshot of your current knowledge, skill and judgment and consists of two sections:

Section 1: The General Professional Obligations Inventory will help you assess your own knowledge, skill and judgment in select competency areas related to professional regulation. It incorporates CRPO's [Professional Practice Standards for Registered Psychotherapists](#) and addresses changes in your practice environment and advances in technology.

Section 1 consists of approximately 40 questions/indicators. For each indicator, select the response that applies to you: Yes, No or Not Applicable (NA). A blank text box accompanies each indicator for you to provide an explanation if you answered No or NA. Track indicators that you wish to add to your Learning Plan and learning activities.

Section 2: The Reflection section consists of a series of exercises designed to help you contemplate the more interpersonal aspects of your practice, such as your professional relationships, support systems, and safe and effective use of self (SEUS).

Section 2 consists of a series of exercises designed to help you reflect on specific areas of practice, for example, managing new or challenging situations and assuring safe, effective practice. You will be presented with three groupings of exercises. Complete two exercises from each grouping (for a total of six completed exercises) with a short paragraph that is relevant to the topic presented in the exercise.

If you are interested in learning more about the topics presented in the Self-Assessment, please review CRPO's *Professional Practice Standards for Registered Psychotherapists*. Other resources referred to in the Self-Assessment include the:

- [Psychotherapy Act, 2007](#)
- [Regulated Health Professions Act, 1991](#)
- [Personal Health Information Protection Act, 2004](#)
- [Health Care Consent Act, 1996](#) and [Substitute Decisions Act, 1992](#)
- [Accessibility for Ontarians with Disabilities Act, 2005](#)

LEARNING PLAN

The Learning Plan will help you keep track all your learning needs identified in the Self-Assessment and your professional goals. Begin your Learning Plan after you have completed the Self-Assessment, and incorporate learning needs you identified during your Self-Assessment into your professional development goals.

Your goals should be relevant and meaningful to you, and can be, for example:

Broad: “Learn more about professional standards.” or “Broaden my professional network.”

Specific: “Develop a checklist to incorporate into my informed consent process with clients.” or “Review recent developments on addiction.”

Long-term: “Complete a training program in trauma-informed practice.”

Short-term: “Revise record retention policy in accordance with CRPO standard and apply immediately.”

Complete the Learning Plan by:

- Considering your Self-Assessment responses, reflecting broadly on your practice and identifying ways to enhance your professional practice. Think also about how you want to grow as a professional.
- Stating goals in one or two short sentences.
- Describing how you will achieve your goals, following the prompts provided in the tool.
- Reviewing regularly, adjusting based on your current practice context, and reflecting on how pursuing and/or achieving your goals has impacted your practice.

LEARNING PLAN TEMPLATE

Learning Goals Identify professional development goals in this column.	Plan List specific learning activities you will engage in to meet this goal and make note of any resources you may rely on to meet this goal.	Reflection How has meeting this goal, or working to meet this goal, impacted your practice?
Goal	Plan	Reflection

LEARNING RECORD

Registrants are required to engage in at least 40 hours of learning over a period of two years. The Learning Record will help you track your participation in learning activities.

Engaging in learning activities is an important part of maintaining competence and keeping abreast of current practices, issues, trends and new techniques. It also helps you maintain and enhance your knowledge, skill and judgment with respect to the *Professional Practice Standards for Registered Psychotherapists*, relevant legislation, and regulations.

What you need to know about the 40-hour learning activity requirement:

- At least one of the activities must be didactic, and at least one must be experiential. It is recommended that you engage in a broad range of activities.
- Learning activities that you engage in to meet the 40-hour requirement must be documented in the Learning Record.
- The activities must have taken place while registered with CRPO.
- Learning activities must be credible, relevant to the practice of the profession, and verifiable.
- CRPO may request verification that you participated in the learning activities documented in your Learning Record. Retain a record of any materials and notes that could be used support your participation in a learning activity. The following tables list examples of learning activities and acceptable supporting documentation.
- CRPO does not provide a list of “pre-approved” courses or learning materials. Registrants are expected to rely on their professional judgment to identify opportunities that will meet their individual learning needs and goals.

DIDACTIC LEARNING ACTIVITIES (NON-EXHAUSTIVE LIST)

Activity	Acceptable Evidence of Participation
a. Attending education/training programs or courses	Transcripts, letters or certificates of completion
b. Attending workshops, seminars, conferences or webinars	Letters or certificates of completion
c. Conducting research	Proposals, abstracts or agreements
d. Engaging in independent study/ self-guided learning	List of reading material/activities and summary of learnings
e. Preparation for teaching programs, courses, workshops, seminars, conferences or webinars	Course/workshop/seminar outline or syllabus in addition to a list of list of reference materials used to develop course content
f. Writing for a scholarly publication (e.g., journals, textbooks, and other educational resources)	Link to the publication, or copy of the articles title page, which bears the name of the Registrant as author (or contributing author)
g. Other	The type of evidence that would be considered acceptable depends on the activity

EXPERIENTIAL LEARNING ACTIVITIES (NON-EXHAUSTIVE LIST)

Activity	Acceptable Evidence of Participation
a. Participating in study group(s)	List of reading material/activities and summary of learnings
b. Peer consultation	Letter of confirmation or outline of the consultation and contact information of the consultant
c. Receiving clinical supervision	Letter from supervisor, copy of contract, supervision log
d. Receiving personal psychotherapy	Letter from psychotherapist, payment receipts for services provided
e. Other	The type of evidence that would be considered acceptable depends on the activity

LEARNING RECORD TEMPLATE

Activity name and details	Date started and, if applicable, completed	# of hours	Activity Description	Activity Type	Did you complete the activity?	Was the activity related to learning your goals?	Did you make changes to your practice because of this activity?
			<input type="checkbox"/> Receiving clinical supervision <input type="checkbox"/> Providing clinical Supervision <input type="checkbox"/> Attending course or program <input type="checkbox"/> Teaching course or program <input type="checkbox"/> Peer-based learning (study group, consultation, etc.) <input type="checkbox"/> Self-directed study (e.g., reading articles, online courses) <input type="checkbox"/> Attending seminar, conference, workshop <input type="checkbox"/> Teaching seminar, conference, or workshop <input type="checkbox"/> Professional association and/or regulatory work <input type="checkbox"/> Other (describe):	<input type="checkbox"/> Didactic <input type="checkbox"/> Experiential	<input type="checkbox"/> Ongoing <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

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