Continuing Professional Competencies Program
Self Assessment Tool

Instructions:

Introduction

CIPHI developed a set of discipline specific competencies for the field of environmental public health. These competencies describe the essential knowledge, skills, and abilities necessary for ongoing success in the role of an Environmental Public Health Professional (EPHP) beyond the CPHI(C) certification. The purpose of this tool is to guide you through a personal reflection on and evaluation of your competency development. Once you have completed this tool, you will have a clear indication of both your strengths and development opportunities. The tool will also help you develop a learning plan to identify your personal and professional learning objectives for the upcoming year. You can use the output of your learning plan to decide how to collect your professional development hours over the next year and meet the Continuing Professional Competencies (CPC) Program requirements. Please note that you will receive five professional development hours for completing this self assessment tool.

This MS Word version of the self assessment tool will be replaced by an online, web-based version, which will be available on the CIPHI website by mid-year 2010. **For more background information on the CPC Program and the discipline specific competencies, please refer to the CPC Reference Guide Release 1.1, which can be found on CIPHI's website at www.ciphi.ca.**

Process

As part of the CPC Program, each member is accountable to reflect on their personal practice[1], evaluate their competencies, and develop learning goals. Completion of this tool is for personal use; the value you will gain from this process is based on your own approach to this assessment.

Please review the information in this tool and complete Section 1 (Personal Information), Section 2 (Self Assessment), and Section 3 (Learning Plan). Once completed, ensure that you save a copy of this tool on your computer and/or print a hard copy and file it in a safe place. Allow yourself at least two hours to complete this tool. It is recommended that you perform a self assessment at least once annually.

The suggested process for completing this tool:

1. Reviewing the CIPHI CPC Program Reference Guide Release 1.1 to familiarize or re-inform yourself on the program and discipline specific competencies
2. If applicable, reviewing your past self assessment(s) and reflecting on accomplishment of learning objectives and personal development
3. Reflecting on what you have done over the past year
4. Completing the self assessment section of this tool
5. Using the results of your self assessment to complete the learning plan section of this tool

Reflection

Reflective practice is a key element of any competency assessment. In completing this tool and reflecting on the past year, you may want to consider the following:

- **Practice:** New projects and activities where you demonstrated growth or that were a learning experience
- **Courses:** Any courses taught or taken
- **Reading:** Books, periodicals, articles, etc. that you have read, written, or prepared
- **Peer interactions:** Discussions, team work, or experiences with peers that were expansive and growthful
- **Committee work:** Committees that you participated in and tasks/duties performed
- **Lecturing/facilitating:** Lectures, presentations, seminars ,and training given
- **Performance Feedback:** Recent performance feedback and reviews by your employer
- **Mentoring:** Activities in mentoring or coaching
- **Research:** Research activities or findings
- **Strategic Planning:** Any meetings or exercises in strategy development or brainstorming

Section 1 – Personal Information:

Name: Date: Role: Practice Area: CIPHI Member since:

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[1] Practice refers to the practice area(s) that you work in and/or want to assess in your competency assessment.

Section 2 – Self Assessment:

The discipline specific competencies section of the CPC Reference Guide Release 1.1 explains how to read through and apply the discipline specific competency statements to your unique situation. When interpreting a competency statement you will determine how relevant it is to your role and rate your demonstration of that competency. Please consider …

- **Your role:** The nature of your work, area of practice, job description, performance expectations, and whether it is generalist or specialist in nature
- **Your level:** Position title, individual contributor, team member, team lead, manager
- **Your experience:** How long you have been performing this work in this role and in this capacity, and any recent significant changes to your job

For each competency you should:

1. Consider the competency in relation to your area of practice
2. Assign a relevance/priority rating
3. Assign a self-evaluation rating
4. Capture any notes, comments, or evidence to support your evaluation

Rating A - Relevance/Priority Rating:
For each competency you will be asked to provide a relevance/priority rating. Due to the wide range of roles within the CPHI(C) designation, not all of the 119 competencies included in this tool may be relevant to your current position. Reflect on each competency statement and evaluate how relevant and significant it is to your own role. Indicate the priority of the competency relative to your work using the rating scale shown on the right.

Relevance/Priority Rating	Description
Not Applicable	Use this rating if you **do not** use the competency at all in performing your role
Low	Use this rating if you **seldom** apply the competency and it does **not have great impact** in your role
Medium	Use this rating if you apply the competency **quite frequently** and it **is important** in your role
High	Use this rating if you apply the competency **very often** and it is **critical** in your role

Rating B – Self Evaluation Rating:
Identify the amount of skill, knowledge, and experience you have in each area. Reflect on each competency and look for examples of where and how you applied the defined skills and abilities. Apply each relevant statement to your area of practice and evaluate your demonstration of that competency using the rating scale shown on the right.

Self Evaluation Rating	Description
None	Use this rating if you have **no** experience, skill, and knowledge in this area
Basic	Use this rating if you have **limited or general** experience, skill, and knowledge in this area
Intermediate	Use this rating if you have **sound or fundamental experience**, skill, and knowledge in this area
Advanced	Use this rating **expert or specialized** experience, skill, and knowledge in this area

Please note that drop down menus are provided to conduct (A) the relevance/priority rating and (B) the self evaluation rating on the next pages. You simply click and select.

Table 1: Public Health Sciences (T1)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
Low = Seldom apply	**Basic** = Limited or general experience/skill/knowledge
Medium = Quite frequently apply and important to role	**Intermediate** = Sound or fundamental experience/skill/knowledge
High = Very often apply and critical to role	**Advanced** = Expert or specialized experience/skill/knowledge

T1. PUBLIC HEALTH SCIENCES

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T1-1 Explain and evaluate *practice* principles	N/A	None	
T1-2 Using resources available, identify potential incident causes	N/A	None	
T1-3 Identify and explain the procedures for investigating an incident such as an outbreak	N/A	None	
T1-4 Use equipment, techniques, and procedures to conduct inspections/investigations	N/A	None	
T1-5 Identify and explain analysis reports in relationship to the *practice*	N/A	None	
T1-6 Identify symptoms and etiology of common diseases related to the practice, using relevant reference materials	N/A	None	
T1-7 Identify and explain hazards related to the *practice*, i.e. chemical, biological, radiological, and physical hazards	N/A	None	
T1-8 Explain the control measures used to prevent or reduce exposure to hazards related to the *practice*.	N/A	None	
T1-9 Explain the potential impacts to public health associated with the *practice*, e.g. the impacts associated with land use, development planning activities, environmental contaminants, and any type and quantity of spills	N/A	None	
T1-10 Identify, explain, and apply, where necessary, the most recent provincial/regional *practice* requirements, standards, guidelines, policy and program changes including amendments using relevant reference materials	N/A	None	
T1-11 Explain roles and functions of the CPHI(C) holder related to the *practice*	N/A	None	
T1-12 Explain *practice* advisories/orders/recalls	N/A	None	
T1-13 Based on information provided, implement or rescind relevant practice advisories/orders/recalls	N/A	None	
T1-14 Recommend behavioural changes based on *practice* knowledge and historical data such as communicable disease trends	N/A	None	
T1-15 Explain changes to sampling techniques and advances related to analysis results in *practice*	N/A	None	

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T1.   PUBLIC HEALTH SCIENCES

	Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T1-16	Apply systematic inspection processes to any premises, and conduct audits when applicable	N/A	None	
T1-17	Use and maintain knowledge of current *practice* technologies, inspection equipment and sampling equipment	N/A	None	
T1-18	Assess and monitor the quality of one's own work	N/A	None	
T1-19	Research policy and procedure development and analyze evidence to help with the evaluation of *practice* policies and programs	N/A	None	
T1-20	Analyze *practice* activities to assist in effective and efficient delivery	N/A	None	
T1-21	Analyze and apply *practice* risk assessment and protection strategies	N/A	None	
T1-22	Develop operation plans or provide feedback/input on operational plans to Managers, looking at evidence and research	N/A	None	
T1-23	Evaluate *practice* program needs or provide feedback/input to Managers	N/A	None	
T1-24	Evaluate political action and perspective to support *practice area* policies and programs	N/A	None	
T1-25	Evaluate the historical interaction of public health and local/regional conditions	N/A	None	
T1-26	Develop policies and procedures to manage actions taken by department, especially on high risk events and activities	N/A	None	

Table 2: Assessment and Analysis (T2)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
Low = Seldom apply	**Basic** = Limited or general experience/skill/knowledge
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T2.   ASSESSMENT AND ANALYSIS

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T2-1. When applicable, evaluate areas/facilities to confirm non-compliance activities related to the *practice*	N/A	None	
T2-2. Identify indicators used in sampling quality	N/A	None	
T2-3. Identify and explain how to set up a sampling program for a given site and situation, when relevant policy is in place	N/A	None	
T2-4. Identify and apply relevant reference material for *practice* activities and issues	N/A	None	
T2-5. Use appropriate methodologies to collect, store, and retrieve accurate *practice* information	N/A	None	
T2-6. Identify and interpret illness or adverse results based on available evidence for, and analysis of, the *practice*	N/A	None	
T2-7. Explain and apply progressive enforcement actions required when hazardous practices, related illnesses, or non-compliance activities have been identified	N/A	None	
T2-8. Assess risk status based on investigation, in order to assign priorities for *practice* assessment, inspection, and follow-up actions	N/A	None	
T2-9. Identify community leaders and champions as sources of information for community action	N/A	None	
T2-10. Assess and interpret requirements and best practices that are relevant to local conditions and policies	N/A	None	
T2-11. Apply existing data collection tools to assess *practice* outcomes	N/A	None	
T2-12. Evaluate past public health impacts of failed systems and recommend corrective action	N/A	None	
T2-13. Analyze technical papers, understand tabular and graphical presentations of data, and interpret them for a non-technical audience	N/A	None	
T2-14. Analyze internally generated quality assurance data to assist in planning for and setting future directions	N/A	None	
T2-15. Analyze internally generated data and communicate it to staff to enhance effective program delivery and assist in planning and setting future environmental public health directions	N/A	None	

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T2.   ASSESSMENT AND ANALYSIS

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T2-16. Interpret and apply *practice* methodologies, including biostatistics and epidemiology, and recommend specific actions to assist in planning for and setting future directions	N/A	None	
T2-17. Evaluate program implications for political and local audiences in non-technical terms, using appropriate media	N/A	None	
T2-18. Design new data collection tools to assess *practice* outcomes	N/A	None	
T2-19. Evaluate the effectiveness of performance of procedures, interventions, and programs related to the *practice*	N/A	None	
T2-20. Evaluate resource needs and conduct assessments based on analysis of *practice* program information when applicable (e.g. in response to an emergency or disaster)	N/A	None	
T2-21. Assist stakeholders in development and implementation of applicable *practice* plans (such as Food Safety Plans and/or Public Health plans for various emergency scenarios incorporating incident management system principles)	N/A	None	
T2-22. Review and monitor compliance of practice plans	N/A	None	
T2-23. Evaluate tools, equipment, and procedures used in the *practice*	N/A	None	

Table 3: Policy Program Planning, Implementation, and Evaluation (T3)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
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T3. POLICY PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T3-1. Implement, evaluate, and maintain fiscally responsible programs and projects	N/A	None	
T3-2. Identify, explain, and apply priorities to maximize outcomes based on workload assigned	N/A	None	
T3-3. Identify and explain effective *practice* guidelines, policies, and procedures	N/A	None	
T3-4. Identify areas to work with others to implement *practice* policies and ensure continuing quality assurance	N/A	None	
T3-5. Explain selected policy and program options that address a specific *practice* health issue	N/A	None	
T3-6. Explain and propose amendments to policy, procedures, operational plans, or existing *practice* legislation and/or implement changes	N/A	None	
T3-7. Recommend proposed activities for the *practice* operational plan	N/A	None	
T3-8. Identify and explain prevention and risk management strategies to address *practice* incidents, outbreaks, and emergencies	N/A	None	
T3-9. Explain relevant data and prepare reports to document actions, keep records, and inform appropriate parties on *practice* issues	N/A	None	
T3-10. Interpret the results of interventions during an audit or inspection to determine if improvements have occurred over time	N/A	None	
T3-11. Analyze *practice* risk and evaluate lessons learned during a public health emergency/outbreak	N/A	None	
T3-12. Analyze policy statements and procedures related to *practice* inspection/assessment activities	N/A	None	
T3-13. Analyze *practice* program data, including investigation procedures and risk reduction, to assess progress and program effectiveness	N/A	None	
T3-14. Evaluate the implementation of continuing quality assurance, and develop a plan to implement recommendations to improve quality assurance and assessment results	N/A	None	
T3-15. Evaluate the feasibility and expected outcomes of each practice program policy option	N/A	None	

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T3. POLICY PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION			
Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T3-16. Evaluate *practice* program activity outcomes to determine whether resources budgeted are being maximized/used effectively	N/A	None	
T3-17. Develop strategies for determining budget priorities, which are incorporated into a *practice* program budget (e.g. for food safety budgets)	N/A	None	

Table 4: Partnerships, Collaboration, and Advocacy (T4)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
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T4. PARTNERSHIPS, COLLABORATION, AND ADVOCACY

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T4-1. Research, prepare, deliver, and evaluate educational programs on current *practice* techniques and advances for the general public and applicable stakeholders, and identify and prepare related materials	N/A	None	
T4-2. Develop media release materials to promote or provide information on an issue related to the *practice*	N/A	None	
T4-3. Recommend stakeholder participation in practice education programs and other learning opportunities	N/A	None	
T4-4. Identify key persons in organizations located in your area and use a coordinated approach to open and maintain communication lines between stakeholders to ensure effective program implementation	N/A	None	
T4-5. Describe role and mandate related to any *practice* issue when queried by public, municipal partners, related agencies, or other professionals	N/A	None	
T4-6. Explain and use collaborative techniques with neighbouring agencies, organizations, communities, and professionals, to promote common *practice* education initiatives/services	N/A	None	
T4-7. Use applicable practices to enhance/promote behaviour change	N/A	None	
T4-8. Use team building, negotiation, and conflict resolution skills to build community partnerships and facilitate effective team delivery of *practice* programs	N/A	None	
T4-9. Evaluate and advocate for the equitable allocation of resources related to the *practice* program delivery	N/A	None	
T4-10. Develop a dialogue between local governments and community partners regarding identified *practice* strategies, to attain and sustain behaviour change	N/A	None	
T4-11. Evaluate *practice* issues that need collaboration with communities/partners and other stakeholders to amend legislation/policies and protect the health and well-being of individuals and communities	N/A	None	

Table 5: Diversity and Inclusiveness (T5)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
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T5. DIVERSITY AND INCLUSIVENESS

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T5-1. Apply cultural sensitivity while maintaining the protection of public health as the number one priority	N/A	None	
T5-2. Identify how cultural diversity influences *practice* activities and how they may need to be adapted to respond to diversity issues	N/A	None	
T5-3. Evaluate how regional and cultural perceptions of authority may influence how enforcement and attempts for behaviour change are received	N/A	None	
T5-4. Apply culturally relevant *practice* behaviour change requirements with sensitivity and tact	N/A	None	
T5-5. Evaluate when to collaborate with related professions, organizations, and communities to effectively address culturally relevant *practice* issues, e.g. with other agencies/regulators with shared jurisdiction for safe drinking water and/or safe recreational water	N/A	None	
T5-6. Identify population, cultural, socioeconomic, and educational diversity when contributing to the development of *practice* educational and promotional materials	N/A	None	
T5-7. Develop policies and program delivery mechanisms that respond to diversity in population, regional, educational, age, gender, health status, and ability-related characteristics	N/A	None	
T5-8. Develop strategies and approaches that recognize workplace diversity when dealing with occupational issues	N/A	None	
T5-9. Develop strategies to ensure that both professional and support staff understand the importance of using diverse and inclusive approaches that are consistent with *practice* principles	N/A	None	
T5-10. Develop an organizational framework and policy structure that supports a culture of collaboration and partnership across all discipline specific *practices*	N/A	None	
T5-11. Implement opportunities for training and understanding cultural diversity	N/A	None	

Table 6: Communication (T6)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
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T6. COMMUNICATION

	Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T6-1.	Identify and use teaching as part of regulatory functions of environmental public health program delivery activities	N/A	None	
T6-2.	Explain basic concepts of the various environmental public health *practices* and the value and importance of possible consequences and resolutions to clients and the public, using both written and oral communication	N/A	None	
T6-3.	Conduct all communications utilizing appropriate verbal and written language relevant to each situation while reflecting the needs of both the end-user and the need to protect and promote public health	N/A	None	
T6-4.	Use effective listening skills when participating in a situation related to a health issue/action	N/A	None	
T6-5.	Use polite, prompt, and professional communication	N/A	None	
T6-6.	Develop *practice* communication protocols, e.g. emergency preparedness communication protocols	N/A	None	
T6-7.	Use flexibility when preparing public health educational programs and information	N/A	None	
T6-8.	Explain resolution of conflicts within the agency, in the community, and with regulated parties	N/A	None	
T6-9.	Assess the needs of learners and teach environmental public health concepts to persons of all ages, genders, cultures, and educational backgrounds, in various settings and with available resources	N/A	None	
T6-10.	Apply appropriate risk communication principles/strategies and exchange information with colleagues, other professionals, and clients	N/A	None	
T6-11.	Explain the goals, purposes, problems, and needs for effective and efficient delivery of the various *practice* components	N/A	None	
T6-12.	Interpret amended concepts related to an identified *practice* issue to policy-makers using current technology	N/A	None	

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T6. COMMUNICATION			
Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T6-13. Research, interpret, and prepare information related to an identified *practice* issue that requires immediate action to reduce risk for distribution to the community	N/A	None	
T6-14. Design, develop, and implement community networks to receive and provide information about issues that may affect the health of citizens	N/A	None	

Table 7: Leadership (T7)

Relevance/Priority Rating	Self Evaluation Rating
Not Applicable = Do not use	**None** = No experience/skill/knowledge
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T7.   LEADERSHIP

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T7-1. Identify solutions to environmental public health problems, with guidance from other CPHI(C) holders as applicable	N/A	None	
T7-2. Explain performance standards in all Public Health programs	N/A	None	
T7-3. Explain the CIPHI Code of Ethics to manage self in all areas of environmental public health, and act ethically with clients, information, and resources	N/A	None	
T7-4. Explain the mission and priorities of the environmental public health organization where one works	N/A	None	
T7-5. Assist employer organization to become/stay evidence based	N/A	None	
T7-6. Explain the key values of the organization (employer) and follow a shared vision in the planning and implementation of environmental public health programs and policies in the community	N/A	None	
T7-7. Explain and share knowledge, tools, expertise, and experience, e.g. in mentoring situations	N/A	None	
T7-8. In committees, evaluate, explain and use best practices and incorporate relevant guidelines into policies and practice	N/A	None	
T7-9. Assess issues and recommend policies and practices that advance public health goals and organizational learning	N/A	None	
T7-10. Recommend and apply key values of environmental public health programs and policies in the community	N/A	None	
T7-11. Research and apply learning opportunities for environmental public health staff to build strong teams with different skill sets, and to promote sharing of knowledge, tools, expertise, and experience	N/A	None	
T7-12. Analyze program activity data for inclusion in the organization's annual performance report	N/A	None	

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T7. LEADERSHIP

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T7-13. Design, develop, and implement continuing education sessions for peers and related stakeholders on successes and challenges in delivering applicable environmental public health programs	N/A	None	
T7-14. Design, implement, and evaluate quality assurance processes of all programs, policies, and best practices	N/A	None	
T7-15. Evaluate the historical development, structure, and interaction of environmental public health and health care systems at the local, provincial/territorial, national, and international levels	N/A	None	
T7-16. Implement and evaluate information about the economic and political implications of decisions	N/A	None	
T7-17. Evaluate and provide direction and empathy when presented with staff concerns related to situations experienced in the field	N/A	None	

Table 8: Legal and Regulatory (T8)

Relevance/Priority Rating	Self Evaluation Rating
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T8.   LEGAL AND REGULATORY

Competency	Relevance / Priority Rating	Self Evaluation Rating	Evidence / Comments
T8-1. Identify, explain and follow the legal and regulatory context of the legislation applicable to the *practice*	N/A	None	
T8-2. Identify and explain the relevant legislative infrastructure and roles of authority at the municipal, provincial, federal, and multi-jurisdictional levels	N/A	None	
T8-3. Use legal and regulatory discretion when dealing with issues and problems in the *practice*	N/A	None	
T8-4. When other strategies have been exhausted, identify and explain enforcement procedures (including applicable litigation processes) according to policy	N/A	None	
T8-5. Identify and explain rationale for enforcement action on non-compliant practices	N/A	None	
T8-6. Apply the underlying principles of *practice* legislation and hazard analysis/risk assessment	N/A	None	
T8-7. Evaluate recent legislative changes related to the *practice*, as applicable	N/A	None	
T8-8. Apply enforcement procedures applicable to the situation	N/A	None	
T8-9. Recommend specific actions or amendments to legislation based on the analysis of information	N/A	None	
T8-10. Apply selected policies and applicable regulatory tools and options when non-compliance is observed	N/A	None	
T8-11. Assess and provide recommendations in response to proposed policies, legislation, and standards that affect *practice* program delivery	N/A	None	
T8-12. Analyze *practice* interventions that include enforcement leading to litigation	N/A	None	
T8-13. Research, advocate, and apply proposed *practice* policies, legislation, and standards that improve current levels to protect the health and well-being of individuals and communities	N/A	None	
T8-14. Implement and evaluate the limitations and uses of public health legislation, policies, and standards	N/A	None	

Section 3 – Learning Plan:

Introduction

A learning plan is a personal guide for self-development activities. The following guidelines will help you in creating and using a learning plan to develop your competencies (knowledge, skills, and other work-related qualities). Building a learning plan involves identifying:

- Areas needing improvement to better meet the requirements of a current work role
- Opportunities for further growth (which you can explore by thinking about your personal and career aspirations)
- Required actions that address these needs or opportunities by building your relevant knowledge, skills, or other qualities

In order to identify which competency areas you may want to consider in your learning plan, reflect on your self assessment. **As a general guideline, key opportunities for development are the competencies that are rated "high" in priority and "none – basic" in self evaluation**; however, there are instances specific to your situation that will motivate your learning plan decisions. For example, you may have an "intermediate" rating in a competency, yet it is such a high priority competency that you decide to focus on it to elevate your capability to "advanced" in that area. Guidelines can be provided on developing you learning plan, but ultimately this is a highly personal process which requires your own reflection and evaluation. The reflection and evaluation process can also involve discussions with and guidance from your employer.
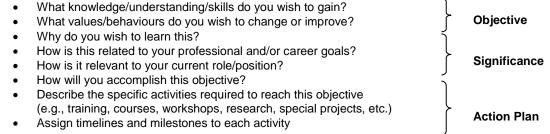
Learning Objectives

Your learning plan should be based on three to five learning objectives that are related to the competencies you have identified. Learning objectives can include:

- **Knowledge/Understanding:** Gaining knowledge implies the acquisition of information, facts, concepts, ideas, or theories. Gaining understanding is an ability to apply this information to problem-solving situations, seeing patterns and relationships, using knowledge for reasoning, analyzing, and extending learning beyond information acquisition.

- **Skills:** The ability to perform an activity. Skills improve with use and practice and the results of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people (interviewing, counselling), with things (materials, computers), or with data (analyzing or preparing reports, gathering research information).

- **Values/Behaviours:** These objectives involve the formulation and/or clarification of personal values or behaviours. These can also be influenced by the CIPHI Standards of Practice and Code of Ethics. Perhaps there are behaviours associated with a specific competency or situation you wish to improve.

Here's What To Do:

Use the next page to complete your learning plan …

1. **Review your self assessment**. Highlight or bold any of the competencies with a "high" priority rating and "none-basic" self evaluation rating. Also highlight any other competencies where you feel there are important growth and development opportunities for yourself.

2. From this list **select and prioritize the top competencies** that you feel you want to develop in the upcoming year.

3. Based on this selection **define three to five clear learning objectives.** For each objective consider:

   - What knowledge/understanding/skills do you wish to gain?
   - What values/behaviours do you wish to change or improve?   **Objective**
   - Why do you wish to learn this?
   - How is this related to your professional and/or career goals?   **Significance**
   - How is it relevant to your current role/position?
   - How will you accomplish this objective?
   - Describe the specific activities required to reach this objective
     (e.g., training, courses, workshops, research, special projects, etc.)   **Action Plan**
   - Assign timelines and milestones to each activity

4. Use these learning objectives to **choose your professional competency (PD) activities** for the year and submit them at the end of the year using CIPHI's Detailed Activity Record form, which can be found on CIPHI's website. Please note that you will receive 5 PDHs for completing this self assessment tool.

A. Identify And Prioritize Your Top Competencies For Further Development (list the top opportunities you identified in your self assessment in the box below)

B. Define Three To Five Clear Learning Objectives (list and describe three to five objectives to help you meet the top competencies you described above)

Objective 1:

Objective - What is your first objective?

Significance - Why is it significant?

Action Plan - What is your action plan to achieve this objective?

Objective 2:

Objective - What is your second objective?

Significance - Why is it significant?

Action Plan - What is your action plan to achieve this objective?

Objective 3:

Objective - What is your third objective?

Significance - Why is it significant?

Action Plan - What is your action plan to achieve this objective?

Objective 4:

Objective - What is your fourth objective?

Significance - Why is it significant?

Action Plan - What is your action plan to achieve this objective?

Objective 5:

Objective - What is your fifth objective?

Significance - Why is it significant?

Action Plan - What is your action plan to achieve this objective?

Section 4 – Other Notes and Comments: