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| <i>Member Reviewed</i> | |
| <i>College Appointed Assessor</i> | |
| <i>Member Nominated Reviewer</i> | |
| <i>Facility or Work setting</i> | |
| <i>Date of Review</i> | |

| Summary Ratings | | | | |
|---|---|---|-------------------------------|----------------|
| | Meets standards without any qualification | Would meet standards with minor modifications | Significantly below standards | Not Applicable |
| Practice Setting/Office | | | | |
| Professional Services | | | | |
| Professional Conduct | | | | |
| Supervision and/or Consultation and/or Other Non-Direct Services | | | | |
| Administrative | | | | |
| Research/Teaching/Academic | | | | |
| Record Keeping | | | | |
| File Review | | | | |
| Self-Assessment and Continuing Professional Development | | | | |

Sample questions are provided in each section to guide the review and may be used if relevant to the member's adherence to the *Standards of Professional Conduct, 2024*. You are welcome to ask any questions you believe to be relevant to the member's practice.

Practice Setting/Office - Brief Description of Practice Setting/Office (e.g., accessibility, privacy, safety, comfort):

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Overall Rating:

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|---|--|
| Meets standards without any qualification | |
| Would meet standards with minor modifications | |
| Significantly below standards | |
| Not Applicable | |

Areas of Strength / Areas Requiring Ongoing Learning:

Professional Services – Sample Questions to Consider:

- What are the member’s authorized areas of practice and populations? Does the member recognize and practice within their limits of competence?
- What types of presenting problems does the member work with?
- Who are the member’s referral sources?
- How does the member manage his/her waiting list?
- Who does the member refer clients to and under what circumstances?
- Does the member consult with colleagues? What kinds of issues do they consult on?
- Does the member engage in multidisciplinary work? If so, which other disciplines are involved and how are psychological services integrated with other services in terms of such things as clinical decision making, report writing, signing of reports and file storage?
- Does the member use any formal assessment materials? Which ones? How are they stored?
- Does the member monitor client progress and if so, how?

Overall Rating:

| | |
|---|--|
| Meets standards without any qualification | |
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| Significantly below standards | |
| Not Applicable | |

Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Professional Conduct – Sample Questions to Consider:

- Has the member had any experience with dual relationships? How did they handle them?
- In describing their own example of a case that posed an ethical dilemma or a problem of an ethical nature, how did the member address the issues?
- Has the member encountered a 'duty to warn' type of situation? What were the circumstances? What did they have to consider? Did they act appropriately?
- Does the member understand mandatory reporting obligations? Have they encountered such a situation and if so, did they act appropriately?
- Does the member provide telepsychology services? If so, do they do so in accordance with the Standards of Professional Conduct?
- Does the member bill clients? If so, do billing and receipt documents conform with the requirements set out in the Standards?
- How does the member manage collection of overdue accounts?
- How does the member manage collection of accounts from clients who have lost their jobs or are otherwise unable to pay for services?
- What arrangements have been made in the event of vacation leaves, or sudden illness or incapacity?
- How does the member obtain consent and explain the limits of confidentiality?
- How does the member explain client access to notes or records?

Overall Rating:

| | |
|---|--|
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| Significantly below standards | |
| Not Applicable | |

Other issues Discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Clinical Supervision and/or Consultation and/or Other Non-Direct Services (if Applicable) – Sample Questions to Consider:

- Is the member providing clinical supervision and/or non- supervisory consultation and/or other non-direct services? If so, to how many individuals and to whom (i.e. supervised members, non- regulated individuals, regulated members of another college)?
- Is the member providing supervision and/or non-supervisory consultation and/or other non- direct services within the boundaries of their authorized areas of practice and/or populations?
- Is there a supervision and/or non- supervisory consultation agreement signed by the member and the supervisee/consultee for each supervision and/or non-supervisory consultation relationship?
- If the member is providing non-supervisory consultation, do they have a clear written agreement signed by all parties that ensures the understanding that they are not taking on responsibility for client care?
- Are supervision records being maintained in accordance with the Standards of Professional Conduct?
- How is the member monitoring services provided under their supervision? How frequently are they with supervisee(s)?
- Are clients being informed of the supervisory relationship, limits to confidentiality, and how to contact the member (supervisor)?
- Are any non-regulated supervisees providing clinical supervision and/or non-supervisory consultation to others?
- What system is in place to ensure proper clinical supervision and/or non-supervisory consultation and/or oversight of other non-direct psychological services?
- Do any supervisees work offsite? If yes, does the member have access to the client records?

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|---|--|
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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Administrative (if applicable) – Sample Questions to Consider:

- What is the structure of the organization and how do psychological services fit within that structure?
- What are the benefits and challenges of this model? How does the member handle any challenges?
- What structure is in place to assure adherence to both College and institutional standards?

Overall Rating:

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|---|--|
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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Research, Teaching and other Academic Activities – Sample Questions to Consider:

- Does the member engage in research and/or academic/teaching activities and if so, of what nature?
- If the member is engaged in research, what does the ethical review process entail?
- How does the member ensure the confidentiality of research subjects?
- How is feedback provided to research participants?
- Is the member aware of any institutional policies or procedures in place to ensure objectivity in evaluation and the avoidance of exploitation, abuse and/or harassment of any nature?

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|---|--|
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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Record Keeping – Sample Questions to Consider:

- Is it clear who the legal custodian of records is?
- How are records stored and what security measures are utilized?
- If records are kept electronically, what risk mitigation strategies are employed?
- Are records legible?
- How long are records kept?
- Where are archived files stored?
- Is there a system for destruction of old records and is a record kept of which records were destroyed?
- How is confidential information disposed of?
- Are psychological files kept separately from facility records and if so, how are access, confidentiality and security of records handled?
- If the member works in an organization, how does psychological record keeping work within the setting and how is it integrated into the record keeping structure of the setting?
- What does the member do with rough case notes?
- Do records contain the required elements listed in the Standards of Professional Conduct?

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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

File Review (At least two charts to be reviewed) – Sample Questions to Consider:

- Is the file organized so that the member’s professional activities can be easily understood?
- Does the record show documentation of assessment, goals, and treatment plans?
- Is client progress monitored and if so, how?
- How are outcomes measured?
- How did the member choose the assessment tools or interventions used for each client and is there a rationale for the choices evident?
- Can the member describe any issues that might have prompted consultation with peers?
- Has the member learned from the cases reviewed and if so, how has this influenced the care of other clients?

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|---|--|
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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

**Review of Self-Assessment & Continuing Professional Development Documents
– Sample Questions to Consider:**

- Has the member completed a SAG and CPD Plan as required?
- Does the member demonstrate self- awareness of strengths/challenges?
- How does the member determine professional development goals and develop their CPD Plan?
- Does the member take a reflective approach to maintaining continued competency and to developing practice?
- Are CPD goals specific, measurable, attainable, relevant, and time-based?
- Is there a reasonable connection between CPD activities, goals, and the nature of the member’s practice?
- How has the member benefited from continuing professional development and how was this learning put into practice?
- Has peer/colleague interaction or discussion influenced or changed the member’s practice and if so, how?
- Did preparation for the peer review result in any changes to the member’s practice?
- If near end of Reviewee’s CPD cycle, is there reasonable number of credits and mix of activities?

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Other issues discussed:

Areas of Strength / Areas Requiring Ongoing Learning:

Areas of Strength/Areas Requiring Ongoing Learning not Included Above:

Recommendations:

Additional Comments:

**College Appointed
Assessor's Signature**

**Member Nominated Reviewer's
Signature**

Date

PLEASE NOTE: THE COLLEGE APPOINTED ASSESSOR IS REQUIRED TO PROVIDE A COPY OF THIS REPORT DIRECTLY TO THE REVIEWEE, ALONG WITH NOTICE THAT THE REVIEWEE MAY MAKE WRITTEN SUBMISSIONS TO THE QUALITY ASSURANCE COMMITTEE WITHIN 14 DAYS OF RECEIVING THE REPORT