

# #1

**COMPLETE**

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Page 1: CRPNM CCP Audit 2026

## Q1

Please enter the assigned ID number that was sent to you in your e-mail from the CRPNM here:

DO NOT put any other identifying information on this form. **Sample**  
Auditors will be blind to your identity.

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## Q2 **ACCEPT**

DECLARATION:By clicking on the check box below I declare that I have engaged in a process of self-assessment and the statements contained in this Continuing Competency Program Audit are true and correct to the best of my knowledge.

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Page 2: Part A. Self-Assessment Requirement

## Q3 **ACCEPT**

DECLARATION:By clicking on the check box below I declare that as one of the requirements of the CRPNM Continuing Competency Program that I will maintain a professional portfolio.

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**Q4** **Standards of Psychiatric Nursing Practice Self-Assessment**  
What tool(s) did you use to complete and document your self-assessment? (check all that apply) ,  
**CPRNM Code of Ethics,**  
**A practice direction or practice guideline,**  
**Employer Performance Evaluation**

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**Q5**

What tool(s) did you use to develop your learning plan?

**I used the learning plan in the CRPNM Continuing Competency Package**

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**Q6**

How many learning objectives did you work on this year?

**2-4**

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Page 5: REFLECTIVE PRACTICE REQUIREMENT: PART 1

**Q7**

Please identify one learning objective you worked on this year:

To further enhance my understanding of ADHD presentations in adults. I plan to enhance both my assessment and treatment skills regarding ADHD. I will learn best practices as it relates to psychotropic and psychosocial interventions to treat ADHD as well as familiarizing myself with screeners/assessments. I plan to achieve this goal by attending webinars throughout the year, conducting article searches and reading any relevant materials. I will implement the information into my practice and further evaluate the effectiveness as I work with my clients.

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**Q8**

AREA OF PSYCHIATRIC NURSING COMPETENCE  
TARGETED: Please check one (1) to focus on for the following questions:

**Planning and Intervention**

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**Q9**

Modes of Learning/Planned Strategies: How did you meet your area targeted?

**Peer Consultation (formal and informal collaboration with other members of the health care team)**

**Conferences/Courses/Workshops,**

**Self-Structured Learning (reading articles, journals, videos and other self-directed learning)**

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Page 6: REFLECTIVE PRACTICE REQUIREMENT: PART 2

**Q10**

Please describe the way(s) in which you met your educational goals:

**Planning and Intervention,**

Please provide a detailed response below::

I attended several webinars that focused on the critical components of assessing ADHD symptoms, differentiating them from anxiety and ASD, and establishing treatment targets. The education covered both psychotropic interventions and strategies to maximize psychosocial interventions. I also better understand the relationship between ADHD, anxiety and Major Depressive Disorder (MDD) and how both presentation(s) and symptoms can make it difficult to diagnose.

**Q11**

How did you know if you met your educational goals; e.g. how did it change your day-to-day practice as a result? Or, how did it enhance your competency you identified previously? Please feel free to use anonymous examples from practice.

**Planning and Intervention,**

Please provide a detailed response below::

I have implemented a new ADHD tool in treatment planning that I had not used before. This specific tool allows the client to check off an ADHD symptom that is interfering with their day-to-day life. The tool then provides a corresponding ADHD environmental intervention to manage the specific symptom. I found this concrete method of identifying and planning around a symptom very helpful. As a result of this change in my practice, I often receive feedback from my clients that the tool is helpful in developing insight into how their symptoms are impacting them daily. My clients have shared that this tool provides them with clear environmental accommodations for their work environment, resulting in improved performance and confidence among their teams. As a result of this work, I am now better equipped as a practitioner to recognize ADHD symptoms and am able to better provide clients with both cognitive and environmental interventions to promote self-management of symptoms.

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**Q12**

Was your educational goal met?

Yes

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**Q13**

If your educational goal was met, please describe the ways in which you plan to implement this in your practice as a RPN:

**Planning and Intervention,**

Please provide a detailed response below::

Since learning and implementing this tool, I now plan to incorporate further assessment of how and what clients are doing to manage their ADHD symptoms during the initial assessment. Previously, I would assess for ADHD but may not have placed as much emphasis on understanding how they manage their symptoms. I plan to continue incorporating the executive functioning intervention list to further enhance psychosocial management.

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**Q14**

If your goal was not met, or you recognize that you require further education to meet this goal, please describe the ways you plan to meet this in the coming year:

**Respondent skipped this question**

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Page 10: Standards Of Psychiatric Nursing Practice

**Q15**

Choose one of the following Standards you met within the past year:

**Standard 5: Professional Ethical Practice: Identifies the effects of their own values, beliefs and experiences in relationships with clients; recognizes potential conflicts, and takes action to prevent or resolve them.**

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**Q16**

Using the standard you selected, describe how you met this in your practice as an RPN (note this question is specifically about the pre-selected standard and is separate from your previously discussed learning objective):

**Standard 5: Professional Ethical Practice: Identifies the effects of their own values, beliefs and experiences in relationships with clients; recognizes potential conflicts, and takes action to prevent or resolve them.**

Please provide a detailed response below.:

Over the past year, I have continued to deepen my awareness of how my personal values, beliefs, and past experiences can influence my interactions with clients. The therapeutic relationship is foundational to our practice as RPNs, and I recognize the importance of entering each therapeutic relationship with unconditional positive regard. Through this reflective practice, I have become more aware of those subtle moments where my own assumptions or emotional reactions could shape my clinical decision-making. One area of learning this year involved recognizing the impact of clients' behaviours that mirror situations from my own lived experience. When I felt myself becoming strongly reactive, I used this as a cue to pause and reflect on what was being activated. I found that taking a moment to ground myself, applying trauma-informed principles, and focusing on the client's goals allowed me to maintain a therapeutic stance rather than a personal one. Another important growth area was identifying when my own values differed from a client's choices. This was particularly evident in situations involving substance use, risk-taking behaviours, or decisions that I might not personally make. Instead of allowing these differences to create an opportunity for judgement, I reminded myself to center the person's autonomy and right to live at risk. As a result of this self-reflection, I shifted towards understanding the meaning behind their choices, which helped me build trust and provide more respectful, client-centered care. I also strengthened my ability to seek support and consult with other providers when needed. When I recognized that a situation was causing me conflict, I consulted with colleagues to ensure I was providing balanced and ethical care. These conversations helped me to process my own reactions and to further develop strategies to maintain boundaries in the therapeutic relationship.

**Q17**

Did you complete a self-assessment tool identifying areas of personal risk, and consider your fitness to practice?

**Yes**

**Q18**

Reflect on the results of the self-assessment tool. What protective factors do you plan to implement to monitor and manage any impact to your practice?

Over the past year, I have become increasingly aware of my personal risk factors related to burnout, particularly because I work full-time Monday to Friday while also maintaining an independent practice. Balancing these two roles requires ongoing self-monitoring and intentional decision-making to ensure my well-being and the quality of care I provide. I believe I do a good job recognizing when my energy or emotional capacity is being stretched, and I have developed strategies to mitigate burnout before it affects my practice.

One key area of growth has been becoming more selective and thoughtful when accepting new client referrals. Before agreeing to see someone, I review my schedule to ensure I can realistically accommodate them without compromising my own rest or other commitments. This has helped me maintain healthier boundaries and avoid overloading myself during peak periods. I've also become more skilled at juggling priorities and giving myself permission to take "me time" when I need to reset. These deliberate restorative moments—whether short breaks, days off, or time spent on personal activities—have been essential in preserving my resilience.

I've become more intentional about applying grounding techniques, mindfulness strategies, and cognitive reframing when I notice stress or anxiety building. Incorporating personal examples into presentations has also made the material more impactful for participants. Sharing authentic experiences requires that I first understand and process them myself, which in turn strengthens my ongoing commitment to self-care and professional sustainability.

Overall, I feel I have improved significantly in recognizing emerging signs of burnout, setting boundaries around my workload, and integrating self-care strategies into my daily routine. Moving forward, I will continue to monitor my capacity, maintain healthy scheduling practices, and use reflective tools to ensure I remain grounded, balanced, and able to provide safe and effective care in both of my professional roles.

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