



**PROFESSIONAL
STANDARDS
BOARD**
FOR THE PLANNING
PROFESSION IN CANADA

PROFESSIONAL EXAMINATION

Study Guide

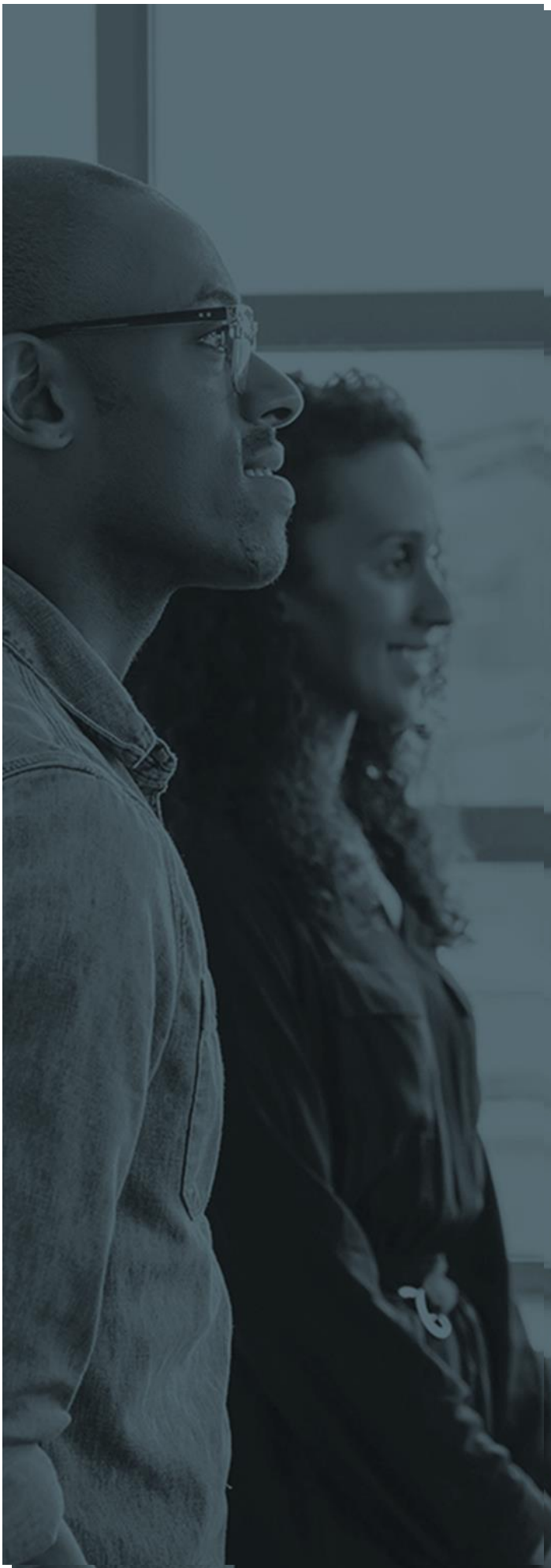


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INTRODUCTION



The Professional Examination is the final step before your name can be submitted to the Canadian Institute of Planners (CIP) or your Provincial or Territorial Institute or Association (PTIA) for admission as a full (certified) member.

This is an on-line examination and in order to write the exam, you must have:

- Completed your work log book and received PSB approval and your Sponsor's sign-off
- Concluded at least one year of mentorship (to the satisfaction of your Mentor and the PSB).
- Successfully completed the Ethics & Professionalism course and test.

You are strongly encouraged to leave adequate time after the completion of the other certification steps, and before writing the exam, to prepare for the Professional Examination.

The Examination is rigorous and requires significant preparation, regardless of past professional planning experience.

It is recommended that you review the preparation materials provided by the PSB, the Ethics and Professionalism course material, and this guide with your Mentor as well as having a discussion with your Mentor regarding your level of preparedness to sit the Examination before you register.

About this Guide

It is very important that you take the time to read and prepare for the Examination. This guide is designed to assist you in your preparation.

The guide will give you information on the nature of the Examination, suggestions on how to prepare, practice questions, and includes the following:

- Examination experience from prior candidates
- What to expect in the Examination process
- Tips and tools to prepare for the Examination
- Rules for conduct including cheating policies
- Content on the major sections of the Examination:
 - Public Interest
 - Professional Responsibility
 - Ethics
 - Emerging Issues in Planning Practice
- Additional reference material:
 - CIP Code of Professional Conduct
 - Enabling Competencies
 - Additional Readings (Separate Document)
 - Practice Examination Questions (Separate Document)

PSB Study Guide

Introduction

Throughout this guide you will find various recommended study activities to complete. You are strongly advised to make notes and review these with your Mentor. If you are no longer in touch with your mentor, seek out one or more senior colleagues for this review.

To understand some of the complexities of professional responsibility, ethical practice, and the public interest, discuss the materials in this guide with your mentor.

At the end of each section there will be practice questions for you to complete to reinforce key learnings. After completing the questions, you can check your responses using the **Answer Key located at the end of the Study Guide.**

The following icons will be used throughout the guide for easy identification of sections.



Practice Questions



Mentor



Activities



Resources/Reference

We hope you find this useful, and we appreciate any feedback you may have. Kindly direct your comments to:

Operations Manager
operations@psb-planningcanada.ca
647.317.6924 x2

Feedback from Previous Candidates

The PSB regularly gathers feedback from Candidates who have taken the Professional Examination. From that feedback, Candidates have provided the following about their preparation:

- 100% of Candidates Use this Study Guide
- 88% of Candidates follow the Study Guide “closely” in their preparation
- 12% of Candidates followed this Study Guide “somewhat” in their preparation

Preparation Lead Time:

Experience by previous **successful** Candidates identifies preparation starts approximately 2 months before the Examination. 88% of Candidates spend 2 months or longer preparing for the Professional Examination. Each Candidate must be guided by their own study habits and work/life commitments. Therefore, the PSB strongly recommends a minimum of 2 months advanced preparation.

Preparation Time:

Experience by previous Candidates identifies the majority spend 10-40 hours preparing for the Examination (2/3 of Candidates). A further 28% spend between 41 to 100 hours of preparation time. Each Candidate must be guided by their own study habits and work/life commitments. The PSB strongly recommends a minimum of 40 hours advanced preparation.

In addition, we suggest you review the Professional Examination FAQ on the PSB website (<https://psb-planningcanada.ca/professional-examination/>)

OVERVIEW OF THE PROFESSIONAL EXAMINATION

Certification is the official recognition that a Candidate has met all the requirements specified by the Professional Standards Board and is, therefore, suitable to receive admission by your Provincial or Territorial Institute or Association and/or Canadian Institute of Planners (CIP) as a Member and/or Registered Professional Planner (or Licensed Professional Planner).

The Professional Examination is designed to assess whether a Candidate:

- Possesses the professional knowledge to provide independent professional opinion.
- Understands and acts in the public interest.
- Understands the commitment of being a professional planner to practice ethically in Canada.

The Professional Examination is a three-hour, closed-book, multiple-choice examination that is delivered on line with a Proctor/Examiner, twice a year. It tests your knowledge and understanding of the following areas of planning:

- Public Interest
- Professional Responsibility
- Ethics
- Emerging Issues in Planning Practice

More details on how to prepare for each of these areas will be provided in this guide.

There are five types of multiple-choice questions you will see on the Examination which include the following:



Standard Multiple Choice

Multiple Choice questions are composed of one question with multiple possible answers, including the correct answer. You are required to select the best answer. These questions test your knowledge on the practice of planning and key concepts from the study materials.



Case Study Multiple Choice

PSB Study Guide

Overview of the Professional Examination

Case Study Multiple Choice questions are composed of a detailed description of a professional planning situation with accompanying information to analyze ending in one question with multiple possible answers, including the correct answer.

Note: due to the length of the exam and the amount of information that candidates can assimilate in a short period of time, the case studies will be brief, and may not include all of the detail that might be available in a real-life experience.

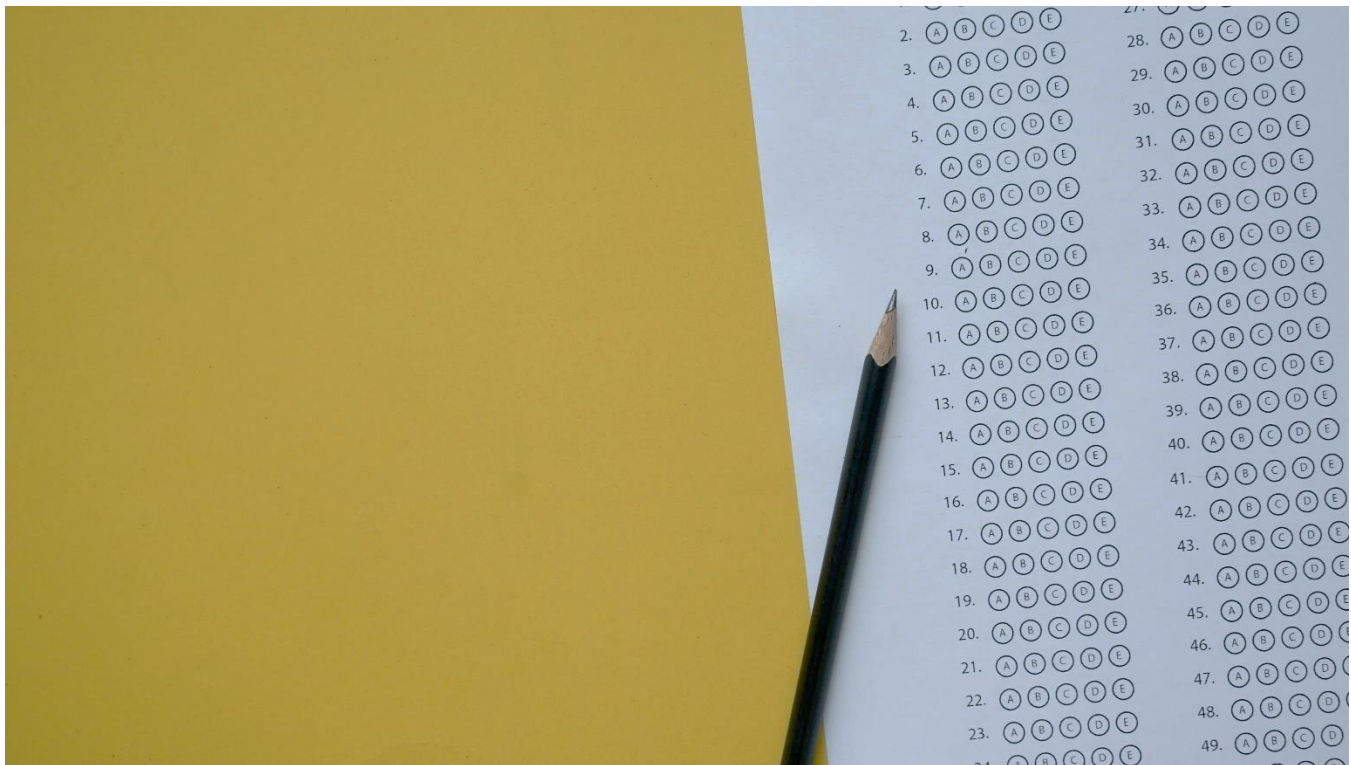
Case studies often present a problem, scenario, or reading upon which you will apply your knowledge, professional experience and understanding of the key concepts within the study materials to answer the question.

Examples of each of these types of questions will be included in the Practice Questions at the end of each section of the guide, as well as in the supplemental document: Practice Examination Questions.

Exam Scoring and Results

The Professional Examination marking is such that you are not deducted marks for incorrect answers. Each question is weighted equally with no partial marks i.e., it is in your best interest to answer every question. The Examination is pass/fail; a pass is 80%. Please note, we only report pass/fail, but should you fail the exam, you will be provided more information on the sections of the exam and your results. You will not be provided your specific grade. You will be notified within two weeks of writing your Examination of your results.

You are permitted three (3) attempts at the Professional Examination. If, after three attempts, you have not passed, you will need to go through our certification process in its entirety (work experience logging, mentorship, the Ethics and Professionalism course and test, and the Professional Examination) again if you wish to continue to pursue certification.



EXAMINATION PREPARATION

There are a number of methods that Candidates find useful in preparing for the Professional Examination.

	Activity	Details
1.	Study the CIP Code of Professional Conduct, including the examples of possible non-compliance.	The CIP Code of Professional Conduct covers the planner's responsibility to the public interest, to clients and employers, and to the profession and other members. It bears on all three sections of the Examination. A copy of the Code is part of this guide and will be provided to you during the Examination.
2.	Study your PTIA's equivalent of the CIP Code of Professional Conduct (if different from the CIP Code).	Please note, the Examination does not cover Codes of Conduct from PTIAs. However, your PTIA's Code of Conduct is based on and provides a local context to the CIP Code, governs your conduct as a Registered Professional Planner (or equivalent), and will be helpful in your future career.
3.	Review your work and mentorship logs.	These may help remind you of the ways in which your own experience reflects the concepts covered in the Code and therefore assist you in generalizing the knowledge you gained. Reviewing the logs with a copy of the Code at hand may reinforce this.
4.	Study the Competencies, and especially the Enabling Competencies.	Each of the Examination questions relates to several of the Enabling Competency domains and sub-domains, so thinking about them may help you in writing the Examination. The Examination does not test you on the competencies and your understanding of them; however, you need to have a working knowledge of Enabling Competencies in order to answer the questions. For example, a question relative to your understanding of the public interest in a given scenario or case study will require you to recognize why public participation is foundational to planning practice and what good public participation involves. A detailed listing of the Enabling Competencies is included in this guide.

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Examination Preparation

	Activity	Details
5.	Review current and past articles in <i>Plan Canada</i> and any magazines or newsletters your PTIA may publish.	They may help you focus on how ethical, professional or public interest issues relate to daily planning practice.
6.	Study the Ethics & Professionalism course materials and review the questions and cases at the end of the modules.	While the Ethics & Professionalism course is not designed specifically as a preparatory course for the Examination, it is helpful in addressing issues that could be covered in the Examination. It is the very strong recommendation of the Professional Examination and Education Committee of the PSB that you take the course OR purchase the course material, review it and answer all the questions.
7.	Review the supplemental reading list in the study guide.	Many of the readings are short articles or extracts from various publications. A summary table of the Code of Professional Conduct is provided as part of this guide - this table contains each specific requirement of the Code of Professional Conduct together with reference to the supplemental article(s) and why this is being included for you to read. In many cases the articles provide real life examples of circumstances planners face in following the Code of Professional Conduct. You will NOT be tested on the content of the specific articles on the Professional Examination.



Mentor

Set aside some time to review the aforementioned materials with your Mentor to:

- Confirm your understanding of the key concepts.
- Identify any gaps for further study.
- Prepare for the types of questions that may be on the Examination.
- Ask any questions you may have about the materials or your preparedness to sit the Professional Examination.

Note that this may require more than one meeting with your Mentor.

Study Groups

You may know other Candidates preparing for the Professional Examination and decide to form a group to review and discuss all the various materials.

Here are some suggested do's and don'ts for study groups:

DO	DON'T
<ul style="list-style-type: none">✓ Prepare independently in addition to any group preparation.✓ Make sure your study group is not too large, and includes planners with a range of experiences (e.g. private vs. public sector planning, working in different jurisdictions). This will ensure everyone can participate in the discussion and that you have a variety of perspectives.✓ Schedule the meetings and locations convenient for all, in advance, and stick to your schedule.✓ Schedule the topics to be discussed at each meeting so everyone is aware of the topics and the corresponding dates.	<ul style="list-style-type: none">✗ Rely solely on the group discussion for your Examination preparation.✗ Discuss any questions from previous sittings of the exam. <p>As mentioned in the Cheating Procedures, no questions from previous sitting of the Examination are allowed to leave the Examination room, and therefore, are prohibited from being used as part of a study group or as part of individual preparations.</p>

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Examination Preparation

DO	DON'T
<ul style="list-style-type: none">✓ Connect your study group with one or more mentors or experienced planners.✓ Complete the Practice Questions on your own, then discuss as a group.✓ Ask questions in your group where there are differences in understanding of answers to the Practice questions.✓ Discuss the examples of non-compliance to the CIP Code of Professional Conduct that you have prepared with your group.	

NOTE: The PSB does not endorse an approach for setting up a study group or the use of study groups. The above tips are provided for Candidates in the event a group of Candidates wish to study together. Use of a study group should not be expected to provide any advantage to Candidates relative to the success of their exam.

Workshops

- Attend a workshop or seminar on ethics, if your PTIA offers one.
- Attend a workshop or seminar on ethics offered by (or on behalf of) another profession, such as lawyers, accountants, architects, or other planning organizations such as the American Planning Association. The issues of ethical behaviour, professional responsibility, and service to the public interest are common concerns of professions and, while specific applications or methods of addressing them differ from one profession to another and specific examples might differ, you are likely to learn something that is applicable to the planning context.

The PSB offers webinars prior to each exam sitting for candidates. These webinars include presentations from recent successful candidates. Plan to join the webinar or watch online if you are unable to join the live version of the webinar.

Examination Questions

- Prepare yourself for the Examination format; practice answering multiple-choice questions in a short time frame, and determine how you will interpret and read through the questions as they are presented.
- Understanding what the question is really asking and pulling out key words to determine the correct answer is crucial to success in a multiple-choice examination. Read the questions carefully.

Tips and Suggestions for Effective Preparation

NOTE: This material is based on information provided by the Law Society of Ontario for Candidates writing the bar examination. It is helpful information as Candidates for the PSB Examination approach their preparation and the day of the Examination.

The preparation process for the Planning Professional Examination is a significant component of this process. Candidates must prepare for the Examination through a self-study process.

Schedule your Preparation Time

- It is important that you set aside time well in advance of the Examination to prepare yourself. Use the experience of past Candidates (minimum 2 months lead time; minimum 40 hours) and set time aside in your calendar.
- Experience and research indicate that it is best to work in short manageable time periods rather than trying to spend extended hours in studying and preparing.
- It is best to work when you are freshest and most alert. For most people that is morning; however, judge when is best for you. Studying and preparing when tired limits the effectiveness of the time.
- Set specific goals for your study time - whether it is sections of this guide, sections of the Code, reading, etc.
- Start each session by going over briefly what you spent time on in the previous session to reinforce that learning.

Effectively Using your Preparation Time

- Research shows that going over material three times using different learning techniques is the most effective way to master the material. Consider using this approach:
 - Read the material over once to understand the key concepts and themes.
 - On the second reading, use highlighting and written notes in the margin to make notes on the major concepts, what you learned from this reading, and any questions that may require further research or conversation with your mentor.
 - The third reading is for reviewing the material/article to refresh key concepts and themes.

Meeting with your Mentor

Feedback from both Candidates and Mentors identified that meeting with a Mentor to go over the study materials and notes is an important check in for a candidate. This is strongly recommended as part of your preparation process though it is not mandatory. If your Mentor is not available, ask a more senior colleague or Sponsor to meet with you. These conversations have been valuable for Candidates in preparing for the Professional Examination.

Keep in mind that your mentor may or may not have sat the Professional Examination in its current format, so you may wish to consult with other recent RPPs as well to learn how to apply your knowledge and expertise to a multiple-choice Examination.

Tips on Answering Multiple Choice Questions

- The Professional Examination is three (3) hours in length and there are 90 questions. Divide up the three hours into blocks so you know approximately how many questions you need to complete in each hour. Try to stick closely to this estimate - this will help you keep moving forward and answering all questions. For example, if there are 90 questions, you will need to complete 25 to 28 questions per hour in order to answer all questions in 3 hours. You may wish to leave a few minutes at the end to go back to any questions you want to review.

PSB Study Guide

Examination Preparation

- You may read a question and determine that there is no “right” answer in your mind. It is best for you to answer all questions. So, in the case where you do not feel there is one right answer, select what you believe is the best response.
- Read each question carefully. For multiple choice questions, there are two approaches that the research on Examination writing supports:
 - “Answer search” - read the question and try to determine what you think the answer is without looking at the options provided. Choose the option that most closely matches your answer.
 - “Elimination” - read the options provided as potential answers. Eliminate those that you believe are the not correct answer. Reread the question and choose from the remaining options available.
- If you are unable to answer a question, you can flag the question, so you can easily come back to it at the end. You may find that answering other Examination questions will assist you in understanding the one that was more challenging. You can also provide comments on any questions you feel are unclear or unfair.

Getting Ready for Examination Day

It is normal to feel anxious and nervous leading into this Examination because it is a new experience. Try to use the tools and tips in this section to support your well-being in preparing for the Examination.

Activity	Details
Prepare	<ul style="list-style-type: none"> ✓ Do your preparation using this guide. ✓ Make sure you have allowed enough time in your schedule in advance of the Examination to prepare.
Schedule Time	<ul style="list-style-type: none"> ✓ Make sure you have allowed enough time in your schedule in advance of the Examination to prepare. ✓ Meet with your Mentor and/or more senior colleagues, as well as recent RPPs. This will help with anxiety and nerves.
Healthy Lifestyle	<ul style="list-style-type: none"> ✓ Focus on a healthy lifestyle in the days leading up to the Examination - proper nutrition for you, getting enough sleep, connecting with the people who give you support in your life.
1 week before the exam	<ul style="list-style-type: none"> ✓ One week before, confirm the details of the Examination logistics (sent via email by staff from info@psb-planningcanada.ca). This will include the time you need to log in, based on your time zone and what you need to bring with you. Be sure to read this email when it arrives and follow all the instructions. It will help you understand what to expect on the day of your exam.
Day of the exam	<ul style="list-style-type: none"> ✓ Dress comfortably for you. You are strongly encouraged to dress in layers to allow for fluctuations in temperature in the test room. ✓ Try to stay calm and focused. If you are feeling overwhelmed, try these tips to settle your nerves: (1) take slow deep breaths; (2) move on to another question and come back to the question that is causing the lack of calmness; (3) stay positive.

EXAMINATION DAY – WHAT TO EXPECT AND RULES FOR CONDUCT

1. Ensure both camera and microphone are turned on.
2. No other person should be in the room in which you are completing the on-line Professional Examination. There will be a proctor who will be watching you throughout the exam and you will be required to provide a 360 ° scan of the room using your webcam.
3. There will be no notes, books, pencil cases or cell phones present during the Professional Examination.
4. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular phones, calculators, electronic dictionaries, Smart Watches and Smart Glasses.
5. You should proceed to the Examination link that will be sent via email the day before the Examination, at least 20 minutes before the commencement of the Examination. Please note, you will not be let into the Professional Examination until the START TIME and there may be a slight queue. Example: If you join 20 minutes early, you will be in the queue for at least 20 minutes.
6. Have your government issued photo identification (signed Photo ID) ready to show during the verification stage of the Professional Examination.

If you fall ill or feel that you cannot continue the Examination you should report this to operations@psb-planningcanada.ca and follow the steps below. The PSB Office will complete an incident report, which will be placed in your file. You must immediately consult a recognized medical authority and obtain a medical note. You must submit the medical note, the next day or as soon as possible, to the Professional Standards Board at operations@psb-planningcanada.ca.

7. During the Examination, if there are any emergencies, including health issues that require an ambulance, or security-related issues, 911 should be called first. If a fire alarm sounds, evacuate immediately. Please contact the office at operations@psb-planningcanada.ca to discuss and confirm resuming the Examination.
8. If you are late for the Examination, we WILL NOT DELAY THE START OF THE EXAMINATION to help you set up.

For more information on the Virtual Examination Format, please visit:

PSB Study Guide

Examination Day – What to Expect and Rules for Conduct

<https://psb-planningcanada.ca/professional-examination/>

9. If a serious situation occurs such as illness of either yourself or a family member, or a death in the family, and it becomes clear that you will miss the exam date, immediately contact the Operations Manager at operations@psb-planningcanada.ca or by phone at 647.317.6924. If you advise us by 3:30 PM ET two business days prior to the Examination date, there will be no adverse consequences. We can either refund your fee (please allow up to 30 days) or retain it and register you for the next sitting. If you miss this deadline, you will be considered to have chosen not to write the Examination and to have used one of your attempts; your fee will not be refunded.

Please note that, if you had a health or business/personal/family emergency after the cancellation deadline, you must contact the PSB office within five (5) business days of the Examination date to be eligible to file an appeal on compassionate grounds. An appeal panel will review your case to determine whether your attempt will be voided and if you are eligible for a refund or credit towards your next sitting. In the event of an appeal, you will be asked to provide proof (such as a doctor's note, letter from your employer, etc.) of the emergency.

Cheating Policies

This is a Professional and Ethics exam and cheating is absolutely unacceptable. Cheating, as defined by the Professional Standards Board, includes any of the following offences:

1. Using materials (phones, tablets, additional computers, study aids), other than those permitted for the Examination, on a Candidate during the Examination. This includes viewing webpages on the computer used to complete the Professional Examination.
2. Removing, copying or photographing any of Examination questions from the Examination room, except by a person with designated authority to do so.
3. Any attempt to gain access to questions or information by deceit, fraud or trickery, or by some act contrary to the rules of the Examination.
4. Impersonation or attempted impersonation of a Candidate, including aiding and abetting someone to do so.

If someone is caught cheating, the following process will be followed:

1. The Candidate's Examination terminated and the Candidate will receive a mark of zero.

PSB Study Guide

Examination Day – What to Expect and Rules for Conduct

2. The proctor will contact the PSB and provide their full report in the Incident Report Form.
3. The PSB will contact the Candidate's PTIA. The PTIA will outline the next steps for the Candidate and status of their membership.

The identification of cheating is at the sole discretion of the proctor.

We are now going to look at the topics that are covered in the Examination.

PUBLIC INTEREST



Overview

Please read this section in conjunction with Section 1 of the CIP Code of Professional Conduct.

The protection of the public interest is a concept with a long history. The contemporary view of the public interest is a multi-layered concept based on reconciling different interests. At times, the public interest can be difficult to define and affirm given that there are multiple issues and views that the planner must address.

This raises significant challenges for the practice of planning. While planning seeks to articulate the ideas which should direct the public policy debate, it must acknowledge the challenge of dealing with the multiple perspectives and values that are at play.

PSB Study Guide

Public Interest

Public interest is a primary responsibility for the planning profession. Through your education, work experience, and the Ethics and Professionalism Course, you should already be familiar with the public interest requirements.

The Professional Examination will test your ability and critical thinking of how to act in the public interest as a professional planner.

Under section 1 of the Code (Planner's Responsibility to the Public Interest), it states a planner will:

- Practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters.
- Provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client's right to confidentiality and the importance of timely reporting.
- Acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments.
- Provide opportunities for meaningful participation and education in the planning process to all interested parties.

Additionally, Section 2.1 of the Code provides specific direction on a planner's responsibility to clients and employers and has direct relevance to a planner's obligations relative to protecting the public interest. It states a planner will:

- Provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence.

As a planner you must exercise discretion and are often called upon to make choices which can be influenced by personal values. The Code of Professional Conduct, provides standards of right and proper conduct that will guide and inform you as you make those choices. In addition to the code, you can be guided by your experience in the practice of planning and applying the Code, as well as experience in the courts about the role of professionals in upholding the public interest.

Let's take a look at some of the ways you can identify public interest.

- Many argue that they are found in the positions taken by individual, stakeholder and lobbyist interests that coalesce around a particular planning issue.
- Others argue that it may be found in the interests expressed by clients.
- Some believe there is a role to be played by government to set forth public policy which brings benefit to society as a whole.
- Another perspective considers the public interest to be local, context-specific and set out in the policies of community official plans.

PSB Study Guide

Public Interest

You must assess all of these elements during the process of determining the public interest taking into consideration the concerns of stakeholders, the public, municipalities and the elected leaders. Determining the public interest requires that you understand the range of planning issues and apply your knowledge and analysis of the issues to determine your independent professional opinion.

Throughout the process you will utilize many of the Enabling Competencies, such as Critical Thinking, Interpersonal – Integrity and Trust, Climate of Excellence, Communications, Leadership, and Professional and Ethical Behaviour.

Planners can also refer to information such as Provincial Planning Legislation; Official Plans and Secondary Plans to assist you in determining the public interest.

The various provincial Planning Acts contain expectations of what the legislation is to achieve - the goals and values for planning in the province/territory - both substance and process. For example, many of the Acts contain substantive requirements, such as: protect the natural environment, build the social environment, build the economic environment, protect agriculture, to address climate change.

Most Acts contain requirements regarding the planning process - public engagement, notification requirements, and how decisions must be made. However, there are differences in the legislation – some are more process oriented than specific goal driven.

All of these elements of the various Acts help define, at a provincial level, the public interest. Looking to the various Acts, one can see the common themes of defining the public interest. For example – housing, natural heritage protection, agricultural land protection, efficient use of infrastructure. Public interest is a broad concept and there can be more than one public interest in a community or in a project.

PSB Study Guide

Public Interest

NOTE: The Professional Examination will not test you on specific provincial legislation, but will focus on national and transferable public interest matters.

In preparing for the multiple-choice Examination, it is critical that you review the CIP Code of Professional Conduct and the Public Interest module in the PSB Ethics and Professionalism Course which has excellent material on the competing interests and determining the public interest.

The Code will be your guide on how you practice as a planner throughout your career. Review the examples of issues/breaches of the CIP Code of Professional Conduct for each and every requirement of the Code. These can be found in the Professional Codes of Ethics and Conduct module of the PSB Ethics and Professionalism Course.



CANADIAN INSTITUTE OF PLANNERS
INSTITUT CANADIEN DES URBANISTES



Activities

1. **Read** the Oakville, Ontario and St. Catharines, Local Planning Appeal Tribunal (LPAT) cases, in the “Additional Reading” section, to understand how and why this obligation of the planner is so important.
2. **Refer** to the chart on the sections of the Code of Professional Conduct (Appendix 4) and the particular pages that are important in these cases. These cases each represent situations where professional planners came to opposing conclusions on the development based on competing issues in the public interest.
3. **Write** down what the public interest issues are, what supports the rationale for each perspective, and try to conclude on how you would make a recommendation. Then read the end of the decision to understand how the final outcome was determined. Do you agree? Why or why not? Do you understand how key values such as legislation, Official Plans, and provincial/territorial policies become key in assessing the public interest - especially when there is more than one public interest?
4. The purpose of this exercise is to help you experience, in real world circumstances, how competing interests come to the forefront of making independent professional opinion.



Discuss this with your Mentor or a valued colleague.

5. **Think of an example** in your own work where you had to make a recommendation on a project that had more than one public interest.
 - How did you decide?
 - What information did you need to determine what the public interest was?
6. **Complete the readings** at the end of this section under Additional Resources.
 - Use the information in the readings to identify what sections of the CIP Code of Professional Conduct are relevant.
 - Pay particular attention to the issues of professional practice.
 - Remember that you will not be tested on the content of these readings. The examples are there to help broaden your understanding of issues planners face in real life practice.

7. **Think of your own examples** of where you have had to determine the public interest.

- Pay particular attention to the Public Interest Section of the CIP Code of Professional Conduct in researching and thinking about examples. Get as many examples as you can.



Discuss this with your Mentor and/or colleagues about what they have experienced.



Practice Questions

Multiple Choice

1. Acting in the Public Interest includes:
 - a. Responding to a member of the public who is openly angry about a planning matter by relying on technical jargon.
 - b. Eliminating certain community groups from consultation sessions, especially if they are opposed to an application that you want approved.
 - c. Empowering all members of the public who may be affected by a development application to have a voice in the public discourse, regardless of your own personal biases.
 - d. Clarifying with the public that special interests will not be put ahead of the general public good, especially if those interests relate to matters of religion, ethnicity or sexual orientation.
2. Determining the Public Interest in a planning scenario is best accomplished by:
 - a. Conducting a survey of public attitudes.
 - b. Examining relevant planning policy documents that outline Public Interest and objectives.
 - c. Consulting with an experienced planner.
 - d. Researching scholarly articles related to the planning matter.
3. Which of the following statements concerning the Public Interest is correct?
 - a. There are multiple Public Interests that come into play in most planning scenarios.
 - b. Some of these interests will not be met in recommending a direction that advances the overall Public Interest.
 - c. There is always only one Public Interest in a planning scenario, and the challenge in planning is to define it and advance it.
 - d. The Public Interest in a planning scenario is determined by surveying public opinion.



Additional Resources

The following is a list of additional resources that present public interest issues.

1. CIP Code of Professional Conduct
2. Public Interest module in the PSB Ethics and Professionalism Course
3. Grant (2005) "Rethinking the Public Interest as Planning Concept" PlanCanada
4. Tait (2016) "Planning and the public interest: Still a relevant concept for planners?" Planning Theory 15(4)
5. Dadashpoor and Sheydayi (2021) "Defining Public Interest in Planning" Journal of Planning Literature. 36(4)
6. Valiante (2016) "In Search of the "Public Interest" in Ontario Planning Decisions" in Smit+Valiante "Public Interest, Private Property"
7. Ontario Municipal Board Decisions
 1. Oakville
 2. St. Catherines
8. OPPI Standards of Practice

PROFESSIONAL RESPONSIBILITY



Overview

Please read this section in conjunction with Sections 2 and 3 of the CIP Code of Professional Conduct.

Professionalism is the manner in which you conduct yourself in the work you do as a planner. Professionalism includes being accountable for your actions and behaviour in your career.

Under the Canadian Institute of Planners Code of Professional Conduct, planners must:

- Fulfill fundamental responsibilities to the public interest, clients, employers, the profession and other planners.
- Practice in a manner that is impartial to the diversity, needs, values and aspirations of the public, while acknowledging the inter-related nature of planning decisions and the consequences for both the natural and human environments.
- Undertake independent professional judgement with diligence to serve both the client

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Professional Responsibility

- and the public without forfeiture of administrative responsibility.
- Maintain ongoing knowledge and education in planning theory and practice in fairness and consideration with other members.

Registered Professional Planners must strive to maintain and promote a standard of conduct and excellence to uphold the respect of the public. Professionalism, honesty, fairness, diligence, discretion and competence are integral to all interactions, including interactions with fellow planners, clients, or employers.

When moving from one employer to another, it is important to uphold confidentiality. Any knowledge gained during previous employment may continue to be relevant; however, you must consider how to maintain confidentiality while acting in the best interest of the public, the client and the current employer.

Conflicts of Interest

Conflicts of interest can take a variety of forms and can have direct or indirect impact on a decision or outcome. When one party takes action without full disclosure of potential competing interests, a professional conflict of interest may occur. As a planner, you should exercise full disclosure to avoid such conflict. Consider past and present clients, employers, projects, and other activities. Any form of gain or advantage to your professional career using your employer's resources outside of the employer's knowledge and permission may be considered a compromise to the integrity of your work for the client or employer. Potential conflict of interest must be identified and addressed.

There are circumstances that can give rise to a planner being in an ethical dilemma, such as:

1. Moonlighting/Wearing two hats
2. Volunteer work for community organizations
3. Attending a meeting about a planning matter in your neighbourhood

Moonlighting/Wearing two hats

- Moonlighting is defined as having a second job in addition to one's regular employment. Typically having a second job or "wearing more than one hat" is not seen as problematic, however, where this becomes unclear for professional planners is when one's regular employment is in the planning field and the second job also involves or appears to involve the planning practice.
- You must be certain that any additional jobs including volunteer work, services provided or activities you are involved in, do not have competing interests with your regular employment where you have or are perceived to have the ability to influence decisions or outcomes.
- Additional obligations outside of regular employment must not conflict in any way with either your ability or the employer's ability to perform the required duties.
- It is important that you are transparent to clients and employers in situations where you are undertaking a second role.
- Precise rules for moonlighting are not possible as every situation is different so you must use your conscience and professional judgement for guidance.



There is a 2009 OPPI Summary of Determination and Decision that you can refer to for reference.

Volunteer work for community organizations

- Numerous articles extoll the benefits of volunteering to enhance career opportunities and to develop skills that may lead to broader opportunities, including employment opportunities. Consider the jurisdiction or geographical area where you are practicing. If you are employed or are consulting within a given jurisdiction, you must not give professional planning advice, or what would be deemed to be planning advice to others within the same jurisdiction that you work without disclosure of potential conflicts. If there is a possibility of a conflict arising, you may need to obtain written consent.
- The appearance of a conflict of interest may be an issue, which is why transparency is critical. You are expected to make an independent professional opinion, even if you play multiple roles, such as volunteering and working within a given jurisdiction. You are advised to review the potential for conflict with your supervisor or client, and to disclose different roles that you may play, as a consultant, an employee, a volunteer, or an appointed member of a committee. Playing multiple roles with differing interests may result in questionable conduct, and can give the appearance of a conflict of interest, casting doubt on individual integrity, or the integrity of the profession. You must always address your commitment to the public interest when acting as a volunteer.



(See 2009 OPPI Decision regarding Section 2.2.1 of the Professional Code of Practice, where the Member played multiple roles within the same geographic area, and where the panel determined that there could have been breaches of the Code that prevented the member from providing independent professional opinions on two projects. See Dear Dilemma- Community Conduct and Dear Dilemma- from Confused Member).

Attending a meeting about a planning matter in your neighbourhood

- As a community member, you may want to participate in local events that may be related to planning matters. You may want to seek clarification, pose questions, or express your private opinion. You may be invited to provide comments.
- How you frame or offer comment on matters related to planning must be considered. Distinguish between personal comments and professional opinions. Personal comments must be framed as such and must not be confused or represented as professional opinions. Do not forget to review social media policies that your employer may have prior to posting your commentary on the matter online.
- Conflict occurs when your private interests can be used to influence a professional decision, and where those decisions can be called into question. If you choose to express your opinions in public and in front of a group, consider whether your opinions could be viewed as posing a conflict, or influencing a decision for your private gain.
- Where clear private gain (including financial gain) can be identified, the appearance of influencing decisions related to planning matters can be interpreted as a conflict of interest. The perception that a professional planner has acted in conflict of interest can call the public consultation process into question, and can serve to undermine the public consultation process. (See OPPI 2009 Summary of Decision)
- If a conflict is presented, or perceived to be present, it is your responsibility to ensure that timely and full disclosure of a possible conflict of interest is identified to the client or employer. Disclosure of a conflict is often not enough and may require that you remove yourself from further participation in the process to avoid further conflict of interest.
- As a planner you may work in both the public and private sector, there are situations that will be specific to either one or the other. If you are in private practice you may work for both public and private sector clients and you will need to consider how to address real or perceived conflicts of interest. The following scenarios are examples of a conflict of interest.

- A private sector planner represents a private client in the municipality where the planner also does municipal work
- A private sector planner works for a multi-disciplinary firm that works for the municipality and the development work is done by engineers in the firm for a subdivision that has been approved



The Ethics and Professionalism Course has additional information on Professional Responsibility. It is also important to have a thorough understanding of the Canadian Institute of Planners Code of Professional Conduct.



Activities

1. **Ask yourself** any of the following questions to help identify a conflict:
 - Is there a personal direct or indirect benefit in any form?
 - Will the action compromise professional judgement or opinion, or what would a reasonable person think of this action?
 - If there is a possible perception of conflict, how do you ensure transparency
2. **Think of examples** from your own work and ask your colleagues for examples they have observed.
3. **Consider situations and examples** where a planner's responsibility may be challenged, as you review these sections of the Code. For example, when is a planner required to notify a client or employer that there may be a potential conflict of interest?
4. **Review** all the supplemental readings in this guide. Make notes on what constitutes professional responsibility regarding conflict of interest.



Review your notes with your Mentor.

Practice Questions

Multiple Choice

1. You have been asked to review and offer a planning opinion on a proposed subdivision in a coastal area. A senior colleague in private practice has designed the subdivision, complete with lots that meet the appropriate design and flood standards. You have some expertise regarding the impacts of climate change. You are aware that the existing access road will be at risk of flooding due to the effects of climate change (storm surge and sea level rise). . What should you do?
 - a. Acknowledge the subdivision meets appropriate design and flood standards and comment that the elevation of the existing access road is an issue.
 - b. Acknowledge your colleague's expertise at subdivision design and do not comment on the existing access road elevation because it is not part of the subdivision.
 - c. Do not comment on the existing access road elevation, as doing so would reflect negatively on your colleague.
 - d. Do not comment on the existing access road elevation, as the access road is already in place, and the road will be addressed by another department.

2. In certain situations, the first formal mechanism to enforce the professional code of practice is:
 - a. A letter from a member's employer.
 - b. The national professional standards committee.
 - c. The provincial institute's discipline committee.
 - d. The provincial institute's council.

3. According to the CIP Code of Professional Conduct, a planner must acknowledge the values held by the client or employer:
 - a. Unless such values conflict with the planner's own deeply held beliefs.
 - b. Especially if such values conflict with the planner's own deeply held beliefs.
 - c. Unless such values conflict with other aspects of the CIP Code of Professional Conduct.
 - d. In such a way as to reconcile those values and the planner's own values.



Additional Resources

Additional readings to consider include:

1. Five Skills for Young Planners (Plan North West 2016)
2. Dear Dilemma (community conduct and confused member)
3. 2009 OPPI decision
4. Acknowledgement of Expert's Duty – Ontario Municipal Board
5. Steil (2018) "When Planning, Politics, Public Interest and Ethics Collide" Plan NorthWest
6. Bulholzer and Steil (2018) "Professional ethics, lobbying and post-employment conduct" Plan Canada
7. Willson (2018) "Avoiding Wrong", ch. 9 in A Guide for the Idealist.
8. Fix (2018) "Starting with Humility. Creating Meaningful Public Engagement" PlanWest
9. SFU Centre for Dialogue (2020) "Beyond Inclusion - Equity in Public Engagement"

ETHICS



Overview

Please read this section in conjunction with Sections 2 and 3 of the CIP Code of Professional Conduct.

The ethical planner practices within the CIP Code of Professional Conduct and stays current and knowledgeable about ethical issues. In addition, the ethical planner meets two standards: competency and integrity.

Competency is developed over time. Planners cannot be expected to be competent in every area of planning practice. For example, one planner may be specialized in environmental planning and natural heritage, but may not have knowledge in the areas of built heritage planning. The planner may be considered competent within environmental planning/natural heritage due to their knowledge and experience in those areas.

To maintain and enhance competency, you need to commit to ongoing education and learning. This means reading, learning from others, and participating in your professional development. In addition, it is critical that you stay current with new planning subject material and how it relates to professional practice. For example, new issues, theories and approaches will arise that can impact many areas such as reconciliation with Indigenous communities which is a broad-based area of knowledge for planners.

Integrity is the second commitment by the planner to practicing ethically and within the Code of Professional Conduct of the profession. Ethical practice means meeting obligations to clients, the public, employers, and to the planning profession. Practicing ethically also means developing independent professional judgement or opinion, based on the expected standards of conduct of planners.

Ethical issues and the Planning Profession

- Ethical issues will arise throughout every planner's career. The CIP Code of Professional Conduct is a pro-active method of providing planners with expectations on conduct. Being a Registered Professional Planner means each of us will analyze our decisions through ethical planning practice. It means we must commit to knowing and practicing within the CIP Code of Professional Conduct. It also means we must hold each member of our profession to the same standard of ethical conduct. As you prepare for the Professional Examination, knowing the CIP Code of Professional Conduct is critical.
- Ethical issues and our understanding of them evolve over time. For example, at one point earlier in our profession, simple disclosure of a potential conflict of interest would be acceptable. The evolution of ethical practice now requires each of us to mitigate the conflict of interest. Mitigation is a heightened standard of practice and behaviour. This is expected of the profession because of the importance of the profession in how communities grow, the need for independent professional opinion, and a growing experience in Canada of the courts reviewing land use decisions.
- Circumstances will arise in your career, whether it is specific to you or a colleague that will require you to look to the CIP Code of Professional Conduct for the answers. Other resources include articles in various Planning Journals and the reading list for the Ethics and Professionalism Course. Once you become a Registered Professional Planner, it is very important that you continue to develop your understanding of ethical issues through reading, discussion of issues in your workplace, and staying current on practice decisions such as disciplinary hearing results.

- Now more than ever there is scrutiny of professions and professionals. The world in which planners work is becoming more complex. There is a higher demand for professional competency and ethical conduct for planners.
- This section of the Professional Examination is to ensure that you consistently act and think ethically in all aspects of your work. You will not be questioned on your specific area of planning practice (examples: land development, policy issues, natural heritage planning – these are technical competencies); you will be questioned on how to work within your area of competency – for example, public participation questions. You will be presented with questions on the CIP Code of Professional Conduct and on scenarios where you will be required to make an ethical decision.



Activities

1. It is very important that you know and understand the Code and the given examples.
Create a chart documenting the sections of the Code and the examples. Then think of your own examples that you have witnessed, or that could occur as well as talking to colleagues about their experience, and add those to the chart.
2. You are strongly encouraged to make notes on each of the supplemental readings on conflict of interest.
 - What are the ethical issues?
 - What do the readings tell you about the issue and how it is handled?



Discuss these with your Mentor.

3. How would you answer questions such as:
 - Can a public sector planner do work in the private sector?
 - How do private sector planners ethically work for both private clients and public clients?
 - What steps should a planner take when doing both private and public work in the same community?
 - What should a public sector planner do when they disagree with their supervisor's planning opinion?



Discuss these questions with your Mentor.

4. It is recommended that you review Module 4 in the Ethics and Professionalism Course of the PSB. As well, at the end of the course material, there are examples of issues/breaches of the CIP Code of Professional Conduct for each and every requirement

of the Code.

Practice Questions

The Practice questions below are taken from real life examples. Ethical issues in planning practice occur regularly. Some are obvious issues although these are rare. Most ethical issues fall into the grey zone. Be very mindful of the nuances that come with the grey zone.

Multiple Choice

1. You are employed by a municipality that is involved in intense consultations with a local First Nation about the widening of a highway that runs through its territory. During a particularly heated moment, you overhear a colleague make what you feel is an anti-Indigenous remark. Both you and your colleague are registered professional planners. You choose to remain silent about your colleague's remark. According to the CIP Code of Professional Conduct, is this an acceptable response?
 - a. Yes, because the Code seeks to prevent conflict between members, whenever possible.
 - b. Yes, because the Code is singularly concerned with professional incompetence, not personal integrity.
 - c. No, because the conduct of your colleague goes against the Code.
 - d. No, because the conduct of your colleague might harm sensitive negotiations.

2. As a professional planner, you feel that your supervisor disregards your professional opinions during the decision-making process. Which of the following is an appropriate way to manage your disagreements with your supervisor?
 - a. Continue to provide your professional opinion and judgment to substantiate your position as a professional planner.
 - b. Report your supervisor to the Provincial or Territorial Institute or Association (PTIA).
 - c. Avoid interactions with your supervisor.
 - d. Cease providing your professional opinion and judgment when your supervisor is present.

3. If you are tasked with obtaining opinions from other professionals, such as lawyers or engineers, you should always:
 - a. Preface the request with the fact that you need the opinion to suit your needs, regardless of whether it is accurate.
 - b. Preface the request with the need to focus only on certain aspects of a given situation, so the opinion ends up supporting your biases, no matter what.

- c. Preface the request by stating to the professional that the opinion needs to be objective in nature, regardless of whether it works for or against the situation at hand.
- d. Withhold any details requested to ensure that you can have final say if clarification is requested regarding the opinion.

Additional Resources

The following is a list of additional resources that present ethical practice issues in real life situations. An explanation of the importance of each is provided for your assistance. You are strongly urged to read the entire document in each case.

1. Gifts and other inducements (Planning West 2017)
2. Dear Dilemma (OPPI)
3. Dear Dilemma (OPPI) Conflict of Interest
4. Brooks (2002) "The Critical Role of Values and Ethics", ch.5 in *Planning Theory for Practitioners*
5. Schweitzer (2017) "Introduction: Planning Ethics in the 21st Century". *Journal of the American Planning Association*. 83(2)
6. Loh and Arroyo (2017) "Special Ethical Considerations for Planners in Private Practice" *Journal of the American Planning Association*.83(2)
7. Lauria and Long (2017) "Planning Experience and Planners Ethics". *Journal of the American Planning Association*.83(2)
8. Campbell and Marshall (1998) "Acting on Principle: Dilemmas in Planning Practice" *Planning Practice and Research*. 13(2)
9. Hickman and Sturzaker (2021) "Ethical principles in an increasingly diverse planning profession: the potential impact of different types of planners" *Town Planning Review*. 93(3)
10. Barrett (2001) "Introduction" in *Everyday Ethics for Planners*.
11. Shelby (2017) Ethics and RFPs.
<https://www.planning.org/blog/blogpost/9133127/>

EMERGING ISSUES IN PLANNING PRACTICE



Overview

- Planning practice evolves over time as new issues and solutions to issues emerge. Consider the historical practices where projects were approved with little to no consultation with the community. The practice of planning changed and for a long time has included a significant commitment to community engagement, working with communities on a variety of projects from a full municipal plan to more locally specific projects in a neighbourhood. This is one example where planning practice has evolved over time.
- The Professional Examination is also evolving, addressing emerging issues in planning practice. This section of the Study Guide will provide you with information on emerging issues for which there will be questions on the Professional Examination.
- The Professional Examination will continue to evolve as new issues in planning practice

and the role of the professional planner emerge. One of the emerging issues that will be included in the Professional Examination is the role of the professional planner in reconciliation.

Indigenous Communities, Reconciliation and the Role of the Professional Planner

The Canadian Institute of Planners has provided professional planners with resources and tools to understand the role of the professional planner in Reconciliation with Canada's Indigenous communities. The foundational report is from the Truth and Reconciliation Commission.

The Calls to Action in the final report include:

- Relationship building with Indigenous communities
- Recognizing the shared relationship on land issues with Indigenous communities
- The importance for the duty to consult with Indigenous communities
- The importance of education on Indigenous history, culture, traditions, and land stewardship

There are many important actions you can take as a planner including your own education on Indigenous communities where you practice. It is also equally important that you have a strong understanding of the Duty to Consult. This ensures you are practicing in the public interest by incorporating your own understanding of the community relationships with Indigenous communities and your obligations, professional practice and work with Indigenous communities on the projects, studies and applications on which you work.

The Professional Examination will include questions on the planner's role in reconciliation that are specific to the professional practice of planners. The questions will not be specific to Indigenous history or law in Canada nor will the questions be specific to planning in Indigenous communities.



Activities

1. **Read** the Supreme Court of Canada decisions on Duty to Consult and the article from Planning West on Duty to Consult (see Additional Resources for complete references). Research the community or communities in which you work. How does the Duty to Consult get translated into planning practice where you work? Do planning studies and reports reference consultation with Indigenous communities? Why or why not?

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Emerging Issues in Planning Practice

2. **Research** Indigenous history in your community so you understand the Indigenous communities where you work. Is there more than one Indigenous community? Is there a treaty or more than one treaty with First Nations? Speak with your mentor about their experience and work in consultation with Indigenous communities. Seek out examples of strong practices in Duty to Consult in your community, province and/or territory.
3. **Read** the reports from the Canadian Institute of Planners and the Ontario Professional Planners Institute on Planning Practice. Make notes on what you believe are important in planning practice.



Review these reports with your mentor and discuss what these reports mean for your practice as a professional planner.



Practice Questions

Multiple Choice

1. You are employed by a municipality that is involved in intense consultations with a local First Nation about the widening of a highway that runs through the traditional territory of the First Nation. During a particularly heated moment, you overhear a colleague make what you feel is an anti-Indigenous remark. Both you and your colleague are Registered Professional Planners. In response, what is the **first** step you should take?
 - a) Notify the Provincial or Territorial Institute or Association (PTIA) of the dishonourable conduct of your colleague.
 - b) Assume that your colleague's comment, was unintentional, and let the matter drop.
 - c) Remind your colleague that such remarks are unprofessional.
 - d) Do nothing, since your colleague's remarks fall outside of the standards set by the Code of Professional Conduct.



Additional Resources

The following is a list of reading resources for your preparation on Indigenous issues and planning practice.

1. Maloney (2016) "First Nations are not Municipalities" *Plan Canada*
2. Barry and McNeil/Cassidy (2019) "Indigenous rights and planning: From recognition to meaningful coexistence?" *Plan Canada*
3. Koch and Barry (2016) "Treaty Principles and Planning Principles" *Plan Canada*
4. Longboat (2016) "Beyond Consultation: lessons from joint stewardship" *Plan Canada*
5. Bridge (2021) "Indigenizing Planning" *Planning West*
6. Bouvier and Walker (2018) "Indigenous planning and municipal governance: Lessons from the transformative frontier" *Canadian Public Administration*. 61(1)
7. Patterson (2019) "A Brief Overview of the Duty to Consult". *Planning West*
8. CIP Policy on Planning Practice and Reconciliation
9. Clyde River v. Petroleum Geo-Services Inc., Supreme Court of Canada decision (2017 SCC 40) Re. Treaty Rights
10. Tsilhqot'in Nation v. British Columbia, Supreme Court of Canada decision (2014 SCC 44, [2014] 2 S.C.R. 256) Re. Duty to Consult
11. Taku River Tlingit First Nation v. British Columbia (Project Assessment Director), [2004] 3 S.C.R. 550, 2004 SCC 74
12. Barr (2019) "Through an Equity Lens: Planning for Healthy and Equitable Communities" *Planning West*
13. Syvixay and Peter (2021) "Challenging from within: To bring equity forward, we must challenge our profession from within" *Plan Canada*
14. Ma (2018) "Community Engagement with Cultural Communities" *Planning West*
15. APA "Introduction" *Planning with Diverse Communities* PAS Report 593

16. Loh and Kim (2021) "Are We Planning for Equity?" *Journal of the American Planning Association* 87(2)

APPENDICES

Appendix 1: Canadian Institute of Planners Code of Professional Conduct

This Appendix includes the CIP Code of Professional Conduct. With each section of the Code are examples of breaches of the Code. Study the Code and the example closely. The examples will NOT be tested in the examination however the examples are important to help your thinking in addressing ethical planning practice.

The Planner's Responsibility to the Public Interest

Members shall:

1.1 practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters;

[A Member unreasonably dismisses ethnic and/or religious based concerns.]

1.2 provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client's right to confidentiality and the importance of timely reporting;

[A Member releases confidential information, when they have been specifically requested by a client, employer or another planner not to do so.]

1.3 acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments;

[A Member recommends the elimination of an engineering requirement which they know is required to protect public safety.] and,

1.4 provide opportunities for meaningful participation and education in the planning process to all interested parties.

[A Member conducts a public hearing process without the required notice(s) or without indicating to a member of the public that their speaking time will be limited.]

2. The Planner's Responsibility to Clients and Employers

Members shall:

2.1 provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence;

[A Member provides advice in an area of planning or another discipline where they do not have appropriate training and experience. An example is a Member who does not have professional competence in transportation

planning and prepares a report with recommendations in this area.]

2.2 undertake planning services with diligence and render services with appropriate preparation;

[A Member does not take the time and care needed to provide appropriate professional advice and presents a major report which has not been well researched and is poorly written and presented without a factual basis.]

2.3 acknowledge the values held by the client or employer in work performed, unless such values conflict with other aspects of this Code;

[A Member ignores the client or employer's standards or needs in the work being done and does not adhere to the agreed-upon Terms of Reference for a project.]

2.4 respect the client or employer right to confidentiality of information gathered through a professional relationship, unless such right conflicts with other aspects of this Code;

[A Member releases information that is confidential. This right of confidentiality does not extend to, for example, a situation where the Member is required to testify before a tribunal of the Member's PTIA where a complaint has been made against the Member by the client or employer.]

2.5 inform the client or employer in the event of a conflict between the values or actions of the client or employer and those of this Code in a timely manner;

[A Member who does not immediately notify the client or employer that something they want the Member to do is in conflict with the Member's responsibilities under the Code. An example is a client asking a Member to share with them confidential information that the Member has collected in the course of conducting an assignment for another client.]

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2.6 ensure timely and full disclosure to a client or employer of a possible conflict of interest arising from the Member's private or professional activities;

[A Member who does not immediately let the client or employer know of a situation where the Member believes they cannot continue to offer independent professional advice. An example is a Member employed as a consultant on the side providing professional planning advice in a municipality where the Member is employed full-time as a professional planner.]

2.7 not offer or accept any financial or other inducements, including prospective employment, that could, or appear to, influence or affect professional opportunities or planning advice;

[A Member asks for or receives a financial or other benefit, including a job, in exchange for providing professional advice that is not independent and objective. An example is a Member providing biased conclusions, at the request of a client, in a report that will be received by a public regulatory body in exchange for gaining further work from the client.]

2.8 not, as an employee of a public agency, give professional planning advice for compensation to a private client or employer within the jurisdiction of the public agency without disclosure to the agency and written consent;

[A Member accepts a bonus payment based on a planning approval achieved] and,

2.9 not, as a consultant to a public agency during the period of contract with the agency, give professional planning advice for compensation to others within the jurisdiction of the agency without disclosure to the agency and written consent in situations where there is the possibility of a conflict of interest arising.

[A Member acts as a consultant providing professional planning advice to a developer on a project in a municipality at the same time as the Member is providing professional planning advice to the municipality on matters that may affect the developer's project.]

3. The Planner's Responsibility to the Profession and Other Members

Members shall:

3.1 maintain an appropriate awareness of contemporary planning philosophy, planning theory and practice by obtaining professional education throughout their planning career, including complying with the Institute's continuing professional learning requirements;

[A Member ignores the PTIA requirements for continuous professional learning]

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3.2 not in professional practice, extra-professional activities or private life, engage in dishonourable or questionable conduct that may cast doubt on their professional competence or integrity or that may reflect adversely on the integrity of the profession;
[A Member at a conference spends all of the program time outside of the conference in a disorderly and disruptive manner.]

3.3 ensure that advertising or promotional activities fairly and accurately communicate the expertise and skills offered, including professional qualifications and affiliations, education and experience;

[A Member provides false or misleading information on a CV or corporate brochure]

3.4 act toward other Members and colleagues in a spirit of fairness and consideration and not falsely or maliciously injure the professional reputation, prospects or practice of another Member or other colleagues;

[A public sector Member, when asked to recommend a good planner for employment purposes by the public or developer, continuously gives a specific reference rather than referring to an approved list or the PTIA's Directory of Planning Consultants]

3.5 respect colleagues in their professional capacity and when evaluating the work of another Member, show objectivity and fairness and avoid ill-considered or uninformed criticism of the competence, conduct or advice of the Member;

[A Member makes derogatory comments at a Public Hearing on a planning matter about the work performed by another Member.]

3.6 not attempt to supplant another Member once made aware that definite steps have been taken toward the other's employment;

[A Member offers a discount or other incentive to lure a client's business when that client is in the process of securing a contract with another planner.]

3.7 only sign or seal a final drawing, specification, plan, report or other document actually prepared or checked by the Member;

[A Member seals a final site plan, prepared by a friend, who is a non-member, without checking the plan and thoroughly understanding the project.]

3.8 report to the Institute the behaviour of any Member believed to be in breach of this Code in a timely manner; *[In spite of extensive media coverage and personal knowledge, a Member does not report that a fellow CIP member has vociferously criticized a planning scheme proposed by the firm of another Member.]*

3.9 only make public statements on behalf of the Institute if authorized to do so *[In the media a*

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Member states that members of the Canadian Institute of Planners are opposed to the demolition of a local heritage building when no such statement has been made];

3.10 comply with any reasonable request of the Institute for information or for the co-operation of the Member in pursuit of any Institute objective;

[A Member refuses to co-operate in an investigation by the Member's PTIA of alleged professional conduct by either the Member]

3.11 respect the process and decision of any discipline proceeding affecting a Member.

[The Member, who is the subject of a disciplinary matter, makes light of the procedure and does not prepare for and participate in the procedure in a professional manner.]

Discipline PTIAs shall establish by By-law policies and practices necessary to administer their Codes of Professional Conduct to ensure the proper handling of complaints, investigations, disciplinary reviews, sanctions, and appeals, and to reduce risk and liability. Such information shall reflect legal requirements and best practices used by professional associations.

*Reference to the "Institute" refers to CIP.

Appendix 2: Enabling Competencies

Domain: Critical Thinking	
Sub-domain	Competencies
Issues Identification	<ul style="list-style-type: none"> • Understand effective issues identification practices to determine and manage issues. • Able to identify and track emerging issues in light of project goals, resources and stakeholder interests. • Able to facilitate processes to identify issues and seek input, categorize, analyze and report on issues.
Problem Solving and Decision Making	<ul style="list-style-type: none"> • Understand effective problem-solving and decision-making practices and underlying values and potential ethical issues. • Able to define problems and identify viable options and possible solutions. • Able to relate activities in one area to others and assess potential for the integration of ideas. • Able to pull together diverse ideas, issues and observations into a simple, clear and useful analysis and/or presentation. • Able to support complex decision making.
Research and Analytical	<ul style="list-style-type: none"> • Understand methods and practices to find relevant information and conduct an analysis. • Able to compare and integrate data from various sources and identify cause/effect relationships. • Able to analyze results effectively. • Able to evaluate results.
Innovation and Creativity	<ul style="list-style-type: none"> • Understand and encourage practices to support innovation and creativity in work environments. • Use innovation and creative practices and tools to facilitate decision-making.
Political Awareness	<ul style="list-style-type: none"> • Understand political motives, issues and actions. • Actively follow political trends, issues and activities.

Domain: Critical Thinking	
Sub-domain	Competencies
	<ul style="list-style-type: none">• Demonstrate awareness of how political trends, issues and activities influence decision-making.
Change Management	<ul style="list-style-type: none">• Understand stages within the change process and practices to implement change.• Able to monitor issues and anticipate potential changes.• Use change management processes to implement decisions.

Domain: Interpersonal	
Sub-domain	Competencies
Integrity and Trust	<ul style="list-style-type: none"> • Understand the importance of maintaining high standards of integrity and trust. • Able to provide a balanced picture, respect others and build trust. • Able to set a positive example.
Diversity and Inclusiveness	<ul style="list-style-type: none"> • Understand the elements of diversity and difference. • Appreciate the value of diversity. • Able to apply policy and practices to accommodate diversity and inclusiveness. • Able to articulate recommendations for consideration and action.
Facilitation	<ul style="list-style-type: none"> • Understand the value of facilitation to plan making and implementation. • Understand practices to facilitate situations. • Able to facilitate situations to support decision-making and engender commitment.
Negotiation	<ul style="list-style-type: none"> • Understand practices to support negotiations. • Able to support position and presents issues in a factual and persuasive manner. • Able to build on common ground and seek compromise when appropriate.
Collaboration and Consensus Building	<ul style="list-style-type: none"> • Understand practices to support collaboration and consensus building. • Able to asses and analyze an approach to support improvements. • Able to facilitate collaboration and consensus building situations.
Conflict Management	<ul style="list-style-type: none"> • Understand practices to manage conflict. • Able to assess the nature of a conflict and suggest an approach to address the conflict. • Able to address conflicts in a non-judgmental fashion, clarify differences, and build on common interests. • Able to propose recommendations for consideration and action.

Domain: Communications	
Sub-domain	Competencies
Listening	<ul style="list-style-type: none"> • Demonstrate capacity to listen effectively and understand messages. • Able to confirm messages have been received and are understood.
Written and Oral Presentation	<ul style="list-style-type: none"> • Understand practices and tools to support simple and effective written, oral and visual/graphic presentations. • Able to express ideas in a clear, organized and effective manner, both verbally and non-verbally, to achieve understanding. • Able to communicate complex matters and be persuasive.
Information and Knowledge	<ul style="list-style-type: none"> • Understand types of information and knowledge required to support decision-making. • Able to translate and integrate various sources of information. • Able to support timely, relevant and accurate communications.
Use of Information Technology	<ul style="list-style-type: none"> • Understand issues, trends and how to integrate multi-media material into written, oral and visual presentations. • Use current technology to complete work and make informed decisions. • Evaluates the use of technology and, through benchmarking (review of best practices), identify opportunities for improvement and support of technical staff.
Internal and External Relations	<ul style="list-style-type: none"> • Understand the importance and practices of successful media and other external relations activities required to communicate messages effectively. • Understand various types of internal communications and processes used to gather and disseminate information. • Engage in activities to improve internal and external relations activities.

Domain: Leadership	
Sub-domain	Competencies
Vision	<ul style="list-style-type: none"> • Understand the importance of values and vision, and methods and processes for vision development and promotion. • Apply a critical, integrative thinking approach to issues. • Able to support the development of values and vision, monitor progress and identify when to make corrections.
Responsiveness and Influence	<ul style="list-style-type: none"> • Anticipates future needs and developments. • Understand how to effectively engage stakeholders in complex issues. • Understand how to connect needs and solutions and influence decisions. • Able to propose influential recommendations to key stakeholders.
Team Building	<ul style="list-style-type: none"> • Understand team building techniques and dynamics. • Act as a leader or member of a multi-function team. • Build and motivate teams.
Climate of Excellence	<ul style="list-style-type: none"> • Understand frameworks to support quality and performance measurement. • Understand the meaning of accountability and practices to support accountability. • Able to apply practices and tools to manage for results and achieve positive outcomes.
Managing Resources and Results	<ul style="list-style-type: none"> • Understand policies and processes to effectively manage resources and results expected. • Able to manage human and financial resources and achieve targeted results. • Able to assess the use of resources and identify areas for improvement.

Domain: Professional and Ethical Behaviour	
Sub-domain	Competencies
Continuous Learning	<ul style="list-style-type: none"> • Understand practices to support life-long learning, mentorship and coaching for self and others. • Able to assess development needs. • Engage in continuous learning and promoting the value of learning for self and others.
Ethical Standards	<ul style="list-style-type: none"> • Understand ethical responsibilities and dilemmas for the professional planner. • Understand and demonstrate adherence to establish ethical standards. • Set highest standards for self and others, and monitor practice.
Professionalism	<ul style="list-style-type: none"> • Understand the role of the professionals generally. • Understand the role of the planner in the development of the profession. • Monitor changes in the profession and demonstrate professionalism. • Participate in activities to support development of the profession.

Appendix 3: List of Additional Readings

Please see the Additional Readings document for more helpful articles and resources to help you prepare for the Professional Examination. Please also refer to the attached summary table which links the articles to the CIP Code of Professional Conduct in greater detail.

Ethics Readings

1. Gifts and other inducements (Planning West 2017)
2. Dear Dilemma (OPPI)
3. Dear Dilemma (OPPI) Conflict of Interest
4. Brooks (2002) "The Critical Role of Values and Ethics", ch.5 in *Planning Theory for Practitioners*
5. Schweitzer (2017) "Introduction: Planning Ethics in the 21st Century". *Journal of the American Planning Association*. 83(2)
6. Loh and Arroyo (2017) "Special Ethical Considerations for Planners in Private Practice" *Journal of the American Planning Association*.83(2)
7. Lauria and Long (2017) "Planning Experience and Planners Ethics". *Journal of the American Planning Association*.83(2)
8. Campbell and Marshall (1998) "Acting on Principle: Dilemmas in Planning Practice" *Planning Practice and Research*. 13(2)
9. Hickman and Sturzaker (2021) "Ethical principles in an increasingly diverse planning profession: the potential impact of different types of planners" *Town Planning Review*. 93(3)
10. Barrett (2001) "Introduction" in *Everyday Ethics for Planners*.
11. Shelby (2017) Ethics and RFPs.
<https://www.planning.org/blog/blogpost/9133127/>

Public Interest

1. Grant (2005) "Rethinking the Public Interest as Planning Concept" *PlanCanada*
2. Tait (2016) "Planning and the public interest: Still a relevant concept for planners?" *Planning Theory* 15(4)

3. Dadashpoor and Sheydayi (2021) "Defining Public Interest in Planning" *Journal of Planning Literature*. 36(4)
4. Valiante (2016) "In Search of the "Public Interest" in Ontario Planning Decisions" in Smit+Valiante "Public Interest, Private Property"
5. Ontario Municipal Board Decisions
 1. Oakville
 2. St. Catherines
6. OPPI Standards of Practice

Professional Responsibility

1. Five Skills for Young Planners (Plan North West 2016)
2. Dear Dilemma (community conduct and confused member)
3. 2009 OPPI decision
4. Acknowledgement of Expert's Duty – Ontario Municipal Board
5. Steil (2018) "When Planning, Politics, Public Interest and Ethics Collide" *Plan NorthWest*
6. Bulholzer and Steil (2018) "Professional ethics, lobbying and post-employment conduct" *Plan Canada*
7. Willson (2018) "Avoiding Wrong", ch. 9 in *A Guide for the Idealist*.
8. Fix (2018) "Starting with Humility. Creating Meaningful Public Engagement" *PlanWest*
9. SFU Centre for Dialogue (2020) "Beyond Inclusion - Equity in Public Engagement"

Emerging Issues

1. Maloney (2016) "First Nations are not Municipalities" *Plan Canada*
2. Barry and McNeil/Cassidy (2019) "Indigenous rights and planning: From recognition to meaningful coexistence?" *Plan Canada*
3. Koch and Barry (2016) "Treaty Principles and Planning Principles" *Plan Canada*

4. Longboat (2016) "Beyond Consultation: lessons from joint stewardship" *Plan Canada*
5. Bridge (2021) "Indigenizing Planning" *Planning West*
6. Bouvier and Walker (2018) "Indigenous planning and municipal governance: Lessons from the transformative frontier" *Canadian Public Administration*. 61(1)
7. Patterson (2019) "A Brief Overview of the Duty to Consult". *Planning West*
8. CIP Policy on Planning Practice and Reconciliation
9. Clyde River v. Petroleum Geo-Services Inc., Supreme Court of Canada decision (2017 SCC 40) Re. Treaty Rights
10. Tsilhqot'in Nation v. British Columbia, Supreme Court of Canada decision (2014 SCC 44, [2014] 2 S.C.R. 256) Re. Duty to Consult
11. Taku River Tlingit First Nation v. British Columbia (Project Assessment Director), [2004] 3 S.C.R. 550, 2004 SCC 74
12. Barr (2019) "Through an Equity Lens: Planning for Healthy and Equitable Communities" *Planning West*
13. Syvixay and Peter (2021) "Challenging from within: To bring equity forward, we must challenge our profession from within" *Plan Canada*
14. Ma (2018) "Community Engagement with Cultural Communities" *Planning West*
15. APA "Introduction" *Planning with Diverse Communities* PAS Report 593
16. Loh and Kim (2021) "Are We Planning for Equity?" *Journal of the American Planning Association* 87(2)
17. Boron, Levett and Pope (2021) "Racial inequities in rural, remote, and northern Canadian planning" *Plan Canada*
18. Kurdi and Abdullah (2021) "Disability justice in the city" *Plan Canada*
19. Agrawal (2021) "Viewpoint. Human Rights and the City: A View From Canada" *Journal of the American Planning Association* 87(1)
20. CIP-ICU Policy on Climate Change Planning
21. CIP-ICU Climate Change Glossary of Terms

22. CIP-ICU "Introduction" and "Layer 1" from *Model Standard of Practice for Climate Change Planning*
23. Kyriazis and Callihoo (2018) "Legal Implications of Climate Change" *Plan Canada*
24. Meerow and Woodruff (2021) "Viewpoint. Seven Principles of Strong Climate Change Planning" *Journal of the American Planning Association* 87(1)

Appendix 4: CIP Code of Professional Conduct Sections and Alignment of Readings

Note: The following list of readings has been compiled to provide context for the CIP Code Professional of Conduct for professional planners. The readings provide examples and reference material to assist in understanding why each section of the code has been included. **Remember that you will not be tested on the content of these readings.**

CIP Code of Professional Conduct		Article Reference	Why this Reading is included
1.1	Practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters.	Module 5 of the PSB Ethics and Professionalism Course	This section of the course provides a review of the public interest – more specifically that there are multiple public interests.
1.2	Provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client’s right to confidentiality and the importance of timely reporting.	Dear Dilemma – Public Interest Takes Precedence	This article provides a real-life example of how to address planning issues and changing circumstances. More specifically, it addresses how a planner is to approach fulfilling this section of the Code when circumstances change and professional opinions differ.
		City of Toronto Local Planning Appeals Tribunal decision	Please refer specifically to paragraph 181 and 183, which highlight a discussion between the Panel Member and a witness for the City. This is a very real example of what is expected of a professional expert, in providing clear and accurate information to assist the Panel in making its decision.
1.3	Acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments.	City of St. Catharines OMB decision	Please read the entire decision. Pay particular attention to pages 48 (4th paragraph) and 56 (last paragraph) to understand the inter-related nature of planning issues and assessing multiple issues simultaneously.

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	CIP Code of Professional Conduct	Article Reference	Why this Reading is included
1.4	Provide opportunities for meaningful participation and education in the planning process to all interested parties.	5 Things for Young Planners	Refer to the first part of the article on Communication and specifically the importance of the public and stakeholders.
2.1	Provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence.	Dear Dilemma – Community Conduct	This article speaks to the importance of independent professional opinion and how to maintain independent opinion in our roles in community volunteerism.
		Local Planning Appeal Tribunal Expert Witness Form	Pay attention to the requirements for an expert witness and the duty to provide impartial evidence with the planner’s area of expertise. This is an example of how this part of the Code has been translated into practice.
		Town of Oakville Ontario Municipal Board Decision	Please refer specifically to Paragraphs 33-36 of the decision as well as Paragraph 79. The decision speaks to this component of the Code of Conduct and provides a real-life example. Read the balance of the decision to understand how planners must provide independent advice even when their client/Council does not support the recommended approach.
		City of Toronto Local Planning Appeals Tribunal decision	Please refer specifically to paragraphs 181 through 192, inclusive, which highlight a very colourful commentary by the Panel Member regarding the failure of professional planning witnesses to provide unbiased opinions. In doing so, the Panel specifically references the “Acknowledgement of Expert’s Duty” form and responsibilities.
2.2	Undertake planning services with diligence and render services with appropriate preparation.	St. Catharines Ontario Municipal Board Decision	Please refer to pages 48 (4 th paragraph) and 56 (last paragraph) to understand the importance of appropriate preparation and thoroughly documenting the planner’s opinion.

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	CIP Code of Professional Conduct	Article Reference	Why this Reading is included
2.3	Acknowledge the values held by the client or employer in work performed, unless such values conflict with other aspects of this Code.	No specific reading provided	
2.4	Respect the client of employer right to confidentiality of information gathered through a professional relationship, unless such right conflicts with other aspects of this Code.	No specific reading provided	
2.5	Inform the client or employer in the event of a conflict between the values or actions of the client or employer and those of this Code in a timely manner.	Dear Dilemma – Under Pressure	This article describes how to address issues where there is a conflict between the employer’s perspective and the Code of Professional Conduct.
2.6	Ensure timely and full disclosure to a client of employer of a possible conflict of interest arising from the Member’s private or professional activities.	Gifts and Other Inducements – Plan West Article	This article provides insights and practical choices for planners in avoiding conflict of interest relative to gifts and inducements.
2.7	Not offer or accept any financial or other inducements, including prospective employment, that could, or appear to, influence or affect professional opportunities or planning advice.	Gifts and Other Inducements – Plan West Article	This article provides insights and clear direction on how to address financial or other inducements.

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	CIP Code of Professional Conduct	Article Reference	Why this Reading is included
2.8	Not, as an employee of a public agency, give professional planning advice for compensation to a private client or employer within the jurisdiction of the public agency without disclosure to the agency and written consent.	Dear Dilemma – Advising previous clients	This article has information on how to manage changing client relationships when changing jobs and what the planner's obligation to the public interest is in these circumstances.
2.9	Not, as a consultant to a public agency during the period of contract, give professional planning advice for compensation to others within the jurisdiction of the agency without disclosure to the agency and written consent in situations where there is the possibility of a conflict of interest arising.	OPPI Summary of Decision	This reading includes information on how a professional planner conducted themselves while working in a volunteer capacity for multiple agencies. While not under contract to the public agency, the planner was under contract to private clients and provided advice to the public sector agencies. The relevance is the conflict created and impact on independent professional opinion.
3.1	Maintain an appropriate awareness of contemporary planning philosophy, planning theory and practice by obtaining professional education throughout their planning career, including complying with the Institute's continuing professional learning requirements.	5 Things for Young Planners	Refer to the first part of the article on Understanding the Planning Framework

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	CIP Code of Professional Conduct	Article Reference	Why this Reading is included
3.2	Not in professional practice, extra-professional activities or private life, engage in dishonourable or questionable conduct that may cast doubt on their professional competence or integrity or that may reflect adversely on the integrity of the profession.	Dear Dilemma – from Confused Member	This article addresses how planner’s must address their commitment to the public interest when undertaking volunteer activities.
3.3	Ensure that advertising or promotional activities fairly and accurately communicate the expertise and skills offered, including professional qualifications and affiliations, education and experience.	No Reading	
3.4	Act toward other Members and colleagues in a spirit of fairness and consideration and not falsely or maliciously injure the professional reputation, prospects or practice of another Member or other colleagues.	Oakville Ontario Municipal Board Case (Marine Drive)	Note the commentary of the Board Member on the professionalism of the planning witnesses and how the Board determined which planning opinion was preferred.
3.5	Respect colleagues in their professional capacity and when evaluating the work of another Member, show objectivity and fairness and avoid ill-considered or uninformed criticism of the competence, conduct or advice of the Member.	Oakville Ontario Municipal Board Case (Marine Drive)	Please refer to the summary of the planning opinions of the witnesses for the Town of Oakville and the applicant. The opinions clearly differ. How did each witness approach commentary on such differing opinions? How did each witness show objectivity?

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CIP Code of Professional Conduct		Article Reference	Why this Reading is included
3.6	Not attempt to supplant another Member once made aware that definite steps have been take toward the other member’s employment.	Dear Dilemma – Crossing the Line	There are four examples in this article of situations where “supplanting” another planner could be a violation of the Code. The article provides approaches to maintain compliance with the Code.
3.7	Only sign or seal a final drawing, specification, plan, report or other document actually prepared or checked by the Member.	See Sample Question and Explanation in Study Guide	
3.8	Report to the Institute the behaviour of any Member believed to be in breach of this Code in a timely manner.	OPPI Summary of Decision	Please read the decision to understand that the complaint was initiated by one member against another member relative to moonlighting, wearing two hats, and providing independent professional opinion.
3.9	Only make public statements on behalf of the Institute if authorized to do so.	No Reading	
3.10	Comply with any reasonable request of the Institute for information or for the co-operation of the Member in pursuit of any Institute objective.	Resolving Complaints – Dear Dilemma	This brief article describes in detail how to comply with a reasonable request for participation in a disciplinary process.
3.11	Respect the process and decision of any discipline proceeding affecting a Member.	Resolving Complaints – Dear Dilemma	This brief article describes in detail how to comply with a reasonable request for participation in a disciplinary process.

ANSWER KEY

Note: The correct response for each of the following questions is bolded for easy reference.

Public Interest

Multiple Choice

1. Acting in the Public Interest includes:
 - a. Responding to a member of the public who is openly angry about a planning matter by relying on technical jargon.
 - b. Eliminating certain community groups from consultation sessions, especially if they are opposed to an application that you want approved.
 - c. **Empowering all members of the public who may be affected by a development application to have a voice in the public discourse, regardless of your own personal biases.**
 - d. Clarifying with the public that special interests will not be put ahead of the general public good, especially if those interests relate to matters of religion, ethnicity or sexual orientation.

Rationale: The primary responsibility of planners is to the public interest. This means we must be inclusive, transparent, open, unbiased and clear and concise. Section 1.1 of the Code of Conduct requires planners to practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters; [A Member unreasonably dismisses ethnic and/or religious based concerns.] Section 1.4 of the Code of Conduct requires planners to provide opportunities for meaningful participation and education in the planning process to all interested parties. [A Member conducts a public hearing process without the required notice(s) or without indicating to a member of the public that their speaking time will be limited.]

2. Determining the Public Interest in a planning scenario is best accomplished by:
 - a. Conducting a survey of public attitudes.
 - b. **Examining relevant planning policy documents that outline Public Interest and objectives.**
 - c. Consulting with an experienced planner.
 - d. Researching scholarly articles related to the planning matter.

Rationale: While surveying the public is one method to gather information on the public interest, it is generally considered that the public interest is reflected in the relevant public

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Answer Key

*documents that have been prepared using a public process and adopted. The other two answers are actions you may take; however, the question is asking how determining the Public Interest is **best accomplished**.*

3. Which of the following statements concerning the Public Interest is correct?
- a. **There are multiple Public Interests that come into play in most planning scenarios.**
 - b. Some of these interests will not be met in recommending a direction that advances the overall Public Interest.
 - c. There is always only one Public Interest in a planning scenario, and the challenge in planning is to define it and advance it.
 - d. The Public Interest in a planning scenario is determined by surveying public opinion.

Rationale: The Public Interest is made up of many public interests. For example, in streetscape design, cycling, environmental, active transportation; local businesses, transit, car users, accessible design etc. The public interest has to balance all of these individual interests and reflect the greater public good for all.

Professional Responsibility

Multiple Choice

1. You have been asked to review and offer a planning opinion on a proposed subdivision in a coastal area. A senior colleague in private practice has designed the subdivision, complete with lots that meet the appropriate design and flood standards. You have some expertise regarding the impacts of climate change. You are aware that the existing access road will be at risk of flooding due to the effects of climate change (storm surge and sea level rise). . What should you do?
 - a. **Acknowledge the subdivision meets appropriate design and flood standards and comment that the elevation of the existing access road is an issue.**
 - b. Acknowledge your colleague's expertise at subdivision design and do not comment on the existing access road elevation because it is not part of the subdivision.
 - c. Do not comment on the existing access road elevation, as doing so would reflect negatively on your colleague.
 - d. Do not comment on the existing access road elevation, as the access road is already in place, and the road will be addressed by another department.

Rationale: The access to the subdivision is relevant to your planning opinion and you have expertise on sea level rise. The existing access road vulnerability is an important and valid comment to make. Section 2.1 of the Code of Conduct requires planners to provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence. In this case the member clearly has expertise in sea level rise. [A Member provides advice in an area of planning or another discipline where they do not have appropriate training and experience. An example is a Member who does not have professional competence in transportation planning and prepares a report with recommendations in this area.]

2. In certain situations, the first formal mechanism to enforce the professional code of practice is:
 - a. A letter from a member's employer.
 - b. The national professional standards committee.
 - c. **The provincial institute's discipline committee.**
 - d. The provincial institute's council.

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Answer Key

Rationale: Discipline is through the local PTIA. While in some instances you may approach the alleged offender directly, if there is no resolution there, contacting the local PTIA would be the appropriate move to start the disciplinary wheels in motion.

3. According to the CIP Code of Professional Conduct, a planner must acknowledge the values held by the client or employer:
 - a. Unless such values conflict with the planner's own deeply held beliefs.
 - b. Especially if such values conflict with the planner's own deeply held beliefs.
 - c. Unless such values conflict with other aspects of the CIP Code of Professional Conduct.**
 - d. In such a way as to reconcile those values and the planner's own values.

Rationale: Section 2.3 of the Code of Conduct requires a planner to acknowledge the values held by the client or employer in work performed, unless such values conflict with other aspects of this Code; [A Member ignores the client or employer's standards or needs in the work being done and does not adhere to the agreed-upon Terms of Reference for a project.]

Ethics

Multiple Choice

1. You are employed by a municipality that is involved in intense consultations with a local First Nation about the widening of a highway that runs through its territory. During a particularly heated moment, you overhear a colleague make what you feel is an anti-Indigenous remark. Both you and your colleague are registered professional planners. You choose to remain silent about your colleague's remark. According to the CIP Code of Professional Conduct, is this an acceptable response?
 - a. Yes, because the Code seeks to prevent conflict between members, whenever possible.
 - b. Yes, because the Code is singularly concerned with professional incompetence, not personal integrity.
 - c. No, because the conduct of your colleague goes against the Code.**
 - d. No, because the conduct of your colleague might harm sensitive negotiations.

Rationale: the Code of Conduct requires members to ensure that our membership acts in an ethical manner. Section 3.8 of the Code of Conduct requires members to report to the Institute the behaviour of any Member believed to be in breach of this Code in a timely manner. This is recommended to be a planner to planner conversation, which if not possible, contacting the PTIA would be the next step. [In spite of extensive media coverage and personal knowledge, a Member does not report that a fellow CIP member has vociferously criticized a planning scheme proposed by the firm of another Member]

2. As a professional planner, you feel that your supervisor disregards your professional opinions during the decision-making process. Which of the following is an appropriate way to manage your disagreements with your supervisor?
 - a. Continue to provide your professional opinion and judgment to substantiate your position as a professional planner.**
 - b. Report your supervisor to the Provincial or Territorial Institute or Association (PTIA).
 - c. Avoid interactions with your supervisor.
 - d. Cease providing your professional opinion and judgment when your supervisor is present.

Rationale: It is your responsibility to continue to give your best advice and recommendations based on the research and knowledge that you have. As an emerging

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Answer Key

professional, you are not the ultimate decision maker. Section 3.5 of the Code of Conduct requires members to respect colleagues in their professional capacity and when evaluating the work of another Member, show objectivity and fairness and avoid ill-considered or uninformed criticism of the competence, conduct or advice of the Member; [A Member makes derogatory comments at a Public Hearing on a planning matter about the work performed by another Member.]

3. If you are tasked with obtaining opinions from other professionals, such as lawyers or engineers, you should always:
 - a. Preface the request with the fact that you need the opinion to suit your needs, regardless of whether it is accurate.
 - b. Preface the request with the need to focus only on certain aspects of a given situation, so the opinion ends up supporting your biases, no matter what.
 - c. Preface the request by stating to the professional that the opinion needs to be objective in nature, regardless of whether it works for or against the situation at hand.**
 - d. Withhold any details requested to ensure that you can have final say if clarification is requested regarding the opinion.

Rationale: As a professional, you respect other professionals, and you do not seek to influence their professional opinion and review and respect their ethics as we would have them respect ours. Section 2.1 of the Code of Conduct says planners shall provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence. In requesting the objective opinion, you are requesting information that will also assist you in determining your own independent professional opinion.; [A Member provides advice in an area of planning or another discipline where they do not have appropriate training and experience. An example is a Member who does not have professional competence in transportation planning and prepares a report with recommendations in this area – which is why we would hire another professional.]

Emerging Issues in Planning Practice

Multiple Choice

1. You are employed by a municipality that is involved in intense consultations with a local First Nation about the widening of a highway that runs through the traditional territory of the First Nation. During a particularly heated moment, you overhear a colleague make what you feel is an anti-Indigenous remark. Both you and your colleague are Registered Professional Planners. In response, what is the **first** step you should take?
 - a) Notify the Provincial or Territorial Institute or Association (PTIA) of the dishonourable conduct of your colleague.
 - b) Assume that your colleague's comment was unintentional, and let the matter drop.
 - c) Remind your colleague that such remarks are unprofessional.**
 - d) Do nothing, since your colleague's remarks fall outside of the standards set by the Code of Professional Conduct.

Rationale: As professional planners, it is important that each of us is actively anti-racist. The work of professional planners requires each of us to be inclusive and welcoming of all perspectives, communities, and individuals. Comments such as the one made by this colleague undermine the engagement process, the results of the engagement, and reflect a racist bias to Indigenous communities and individuals. CIP's Equity, Diversity, and Inclusivity Roadmap includes a key pillar about inclusive planning practice and our profession embracing inclusivity. This means professional planners must address the racist statement of the colleague and bring it to the colleague's attention as a first step.