



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







# **PROFESSIONAL EXAMINATION**







***Study Guide***



## TABLE OF CONTENTS

---

Introduction.....	4
About this Guide .....	5
Feedback from Previous Candidates .....	7
The Exam Process .....	8
Exam Scoring and Results.....	10
Examination Preparation .....	11
Tips and Suggestions for Effective Preparation .....	15
Getting Ready for Examination Day .....	17
Examination Time.....	18
Cheating Policies .....	19
Rule Enforcement .....	19
Public Interest.....	20
Overview.....	20
 Activities.....	23
 Practice Questions .....	24
 Additional Resources .....	25
Professional Responsibility.....	27
Overview.....	27
Conflicts of Interest .....	28
 Activities.....	30
 Practice Questions .....	31
 Additional Resources .....	33

Ethics .....	34
Overview .....	34
 Activities .....	36
 Practice Questions .....	37
 Additional Resources .....	40
Emerging Issues in Planning Practice .....	41
Overview .....	41
 Activities .....	42
 Practice Questions .....	43
 Additional Resources .....	44
Appendices.....	46
Appendix 1: Canadian Institute of Planners Code of Professional Conduct .....	46
Appendix 2: Enabling Competencies .....	51
Appendix 3: List of Additional Readings.....	57
Appendix 4: CIP Code of Professional Conduct Sections and Alignment of Readings .....	61
Answer Key .....	67
Public Interest .....	67
Professional Responsibility .....	71
Ethics.....	75
Emerging Issues in Planning Practice.....	80

# 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 online examination. To write the exam, you must have:

1. Completed your work logbook, received Professional Standards Board (PSB) approval, and obtained your Sponsor's sign-off.
2. Concluded at least one year of mentorship to the satisfaction of both your Mentor and the PSB.
3. Successfully completed the Ethics and Professionalism course and test.

You are strongly encouraged to allocate sufficient time after completing these and other certification steps to prepare for the Professional Examination. The Examination is rigorous and demands substantial preparation, regardless of prior 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. Discuss your level of preparedness with your Mentor before registering for the Examination.

## 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. It provides information on the nature of the Examination, suggestions on how to prepare, practice questions, and includes the following:

- Examination comments from prior Candidates
- What to expect in the Examination process
- Tips and tools to prepare for the Examination
- Rules for conduct, including policies on cheating
- 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)

Throughout this guide, you will find various recommended study activities. You are strongly advised to take notes and review them with your Mentor. To better understand the complexities of professional responsibility, ethical practice, and the public interest, discuss the materials in this guide with your Mentor. Your Mentor, along with articles in CIP's *Plan Canada*, your PTIA's magazines and newsletters, and webinars offered by your PTIAs and CIP, are valuable resources for exploring emerging issues in planning practices. If you are no longer in touch with your Mentor, seek out one or more senior colleagues for this review. The

# PSB Study Guide

## Introduction

importance of choosing a Mentor with whom you can speak frankly and critically cannot be overstated.

At the end of each section, you will find practice questions to complete to reinforce key learnings. Answers and their rationales are provided 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](mailto: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 shared 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 follow this Study Guide “somewhat” in their preparation.

### Preparation Lead Time

Experience from previous **successful** Candidates indicates that preparation typically begins approximately two months before the Examination. Eighty-eight per cent of Candidates spend two months or longer preparing. While each Candidate should be guided by their own study habits and work/life commitments, the PSB strongly recommends a minimum of two months of advanced preparation.

### Preparation Time

Feedback from Candidates shows that, on average, 40 +/- hours are spent preparing for the Examination.

In addition, we suggest you review the Professional Examination FAQs on the PSB website:

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

## **THE EXAM PROCESS**

---

Certification is the official recognition that a Candidate has met all the requirements specified by the PSB and is, therefore, suitable for admission by your PTIA or CIP as a Member and/or Registered/Licensed Professional Planner.

The Professional Examination is designed to assess whether a Candidate:

1. Possesses the professional knowledge to provide an independent professional opinion.
2. Understands and acts in the public interest.
3. Commits to practising ethically in Canada.

The Professional Examination is a three-hour, closed-book, multiple-choice exam delivered online 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 are provided in later sections of this guide.

There are two types of multiple-choice questions included in the Examination:





### **Standard Multiple Choice**

Multiple Choice questions consist of a single question with multiple possible answers, including one correct option. These questions assess your knowledge of planning practice and key concepts from the study materials.



### **Case Study Multiple Choice**

Case Study Multiple Choice questions include a detailed description of a professional planning situation, relevant information to analyze, and a single question with multiple possible answers, including one correct option.

Due to the exam's length and the volume of information Candidates can process in a short period, the case studies are concise and may not contain all the details available in a real-life situation. Focus only on the information provided in the case study, as all necessary details to determine the correct answer will be included.

Case studies typically present a problem, scenario, or reading and require you to apply your knowledge, professional experience, and understanding of key concepts from the study materials to answer the question.

Examples of each type of question 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

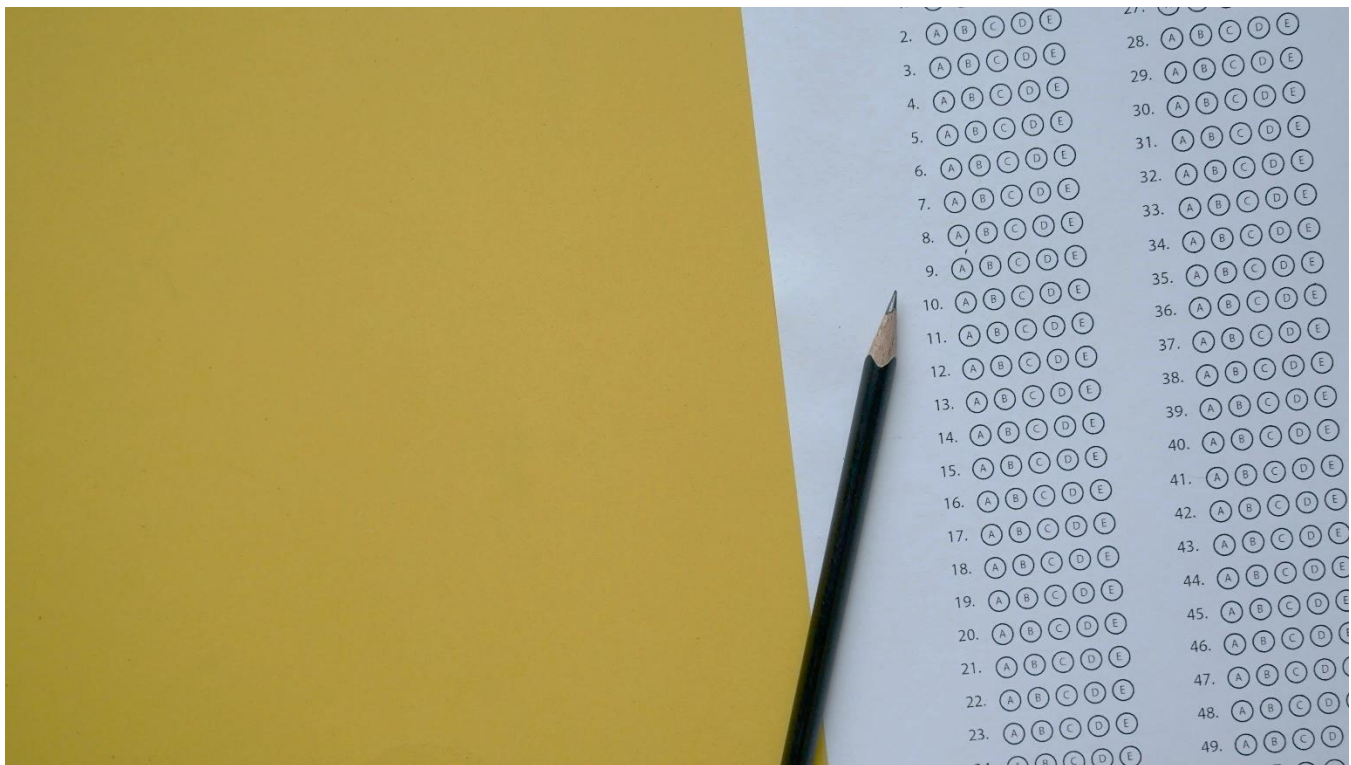
The Professional Examination is graded based on the following criteria:

1. There are no deductions for incorrect answers.
2. Each question carries equal weight, with no partial marks, so it is advantageous to answer every question.
3. The Examination is pass/fail, with an 80% pass rate required.

Please note that only pass or fail results are reported. However, if you fail the exam, you will receive additional information on the sections of the exam and your overall performance, but not your specific grade. You will be notified of your results within two weeks of writing the Examination.

### What if I Fail?

You are allowed three attempts at the Professional Examination. If you do not pass after three attempts, you must re-complete the entire certification process—including work experience logging, mentorship, the Ethics and Professionalism course and test, and the Professional Examination—if you wish to continue pursuing certification.



## EXAMINATION PREPARATION

There are several methods that Candidates find useful in preparing for the Professional Examination.

	Activity	Details
1.	Study the CIP Code of Professional Conduct.	<p>The CIP Code of Professional Conduct outlines a planner’s responsibilities to the public interest, to clients and employers, and to the profession and its members. This Code is relevant to all three sections of the Examination. A copy of the Code is included in this guide and will be provided during the Examination. It is also beneficial to review examples of non-compliance.</p> <p>Note: The Examination does not explicitly cover the Codes of Conduct from PTIAs; however, these codes may serve as additional resources for examples and will be valuable in your career as a Professional Planner.</p>
2.	Review your work and mentorship logs.	<p>These logs may help remind you how your own experiences reflect the concepts covered in the Code, assisting you in applying your knowledge. Reviewing the logs with a copy of the Code at hand can reinforce this understanding.</p>
3.	Study the Enabling Competencies.	<p>The Examination questions are linked to several enabling competencies. While the Examination does not directly assess your knowledge of these competencies, understanding them is essential for answering questions effectively. For example, a question about public interest in a scenario may require you to understand why public participation is fundamental to planning practice and what constitutes effective public engagement. A list of enabling competencies is provided in Appendix 2 of this guide.</p>
4.	Review current and past articles in <i>Plan Canada</i> and any publications from your PTIA.	<p>These articles may help you focus on how ethical, professional, or public interest issues relate to daily planning practice.</p>

## PSB Study Guide

### Examination Preparation

	Activity	Details
5.	Study the Ethics and Professionalism course materials and review the questions and cases at the end of the modules.	Although the Ethics and Professionalism course is not designed specifically as preparation for the Examination, it addresses issues that may be covered. Reviewing the course materials is strongly recommended.
6.	Review the supplemental reading list in the study guide.	Many readings are short articles or extracts from various publications. Appendix 4 provides a summary table of the Code of Professional Conduct, showing specific requirements along with references to supplemental articles and their relevance. These articles often include real-life examples of circumstances planners face when following the Code.  Note: You will <b>not</b> be tested on the specific content of these articles in the Professional Examination.



### Mentor

Having a Mentor who is actively engaged in supporting your success with the Examination is essential. It is perfectly acceptable to change Mentors during the process if needed.

Set aside time to review the materials mentioned earlier with your Mentor to:

- Confirm your understanding of key concepts.
- Identify areas requiring additional study.
- Prepare for potential Examination questions.
- Discuss any questions about the materials or your readiness for the Professional Examination.

This may require multiple meetings with your Mentor.

### Study Groups

You may be aware of other Candidates preparing for the Professional Examination and choose to form a study group to review and discuss various materials. Participation in a study group is optional and voluntary.

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

## PSB Study Guide

### Examination Preparation

DO	DON'T
<ul style="list-style-type: none"><li>✓ Prepare independently in addition to group preparation.</li><li>✓ Keep your study group small, ensuring a mix of planners with different experiences (e.g., private and public sector planning, work in various jurisdictions) to foster diverse perspectives and inclusive discussions.</li><li>✓ Schedule meetings and locations that are convenient for all members, and stick to the schedule.</li><li>✓ Plan topics for each meeting so everyone knows the focus and corresponding dates in advance.</li><li>✓ Connect your group with Mentors or experienced planners for additional guidance.</li><li>✓ Complete the Practice Questions individually, then review and discuss them as a group.</li><li>✓ Address questions or differences in understanding of Practice Question answers within the group.</li><li>✓ Share and discuss examples of non-compliance with the CIP Code of Professional Conduct that you have prepared.</li><li>✓ Respect the group's time by keeping discussions focused on scheduled topics.</li><li>✓ Promote active participation and input from all group members.</li></ul>	<ul style="list-style-type: none"><li>✗ Rely only on group discussions for your examination preparation.</li><li>✗ Discuss any questions from previous sittings of the examination. According to the Cheating Procedures, exam questions are prohibited from being shared or used in preparation.</li><li>✗ Dominate conversations or interrupt others while they are sharing their perspectives.</li><li>✗ Assume everyone understands a topic without confirming or clarifying as needed.</li><li>✗ Dismiss differing viewpoints without discussion or consideration.</li><li>✗ Focus solely on familiar topics, neglecting areas where others may need assistance.</li></ul>

Note: The PSB does not endorse study groups but provides these tips for Candidates who choose to study together. Study groups do not guarantee any advantage in exam success.

## Workshops

- Attend a workshop or seminar on ethics, if your PTIA offers one.
- Attend a workshop or seminar on ethics offered by another profession, such as those for lawyers, accountants, architects, or planning organizations like the American Planning Association. Issues such as ethical behaviour, professional responsibility, and service to the public interest are common across many professions. While specific applications may vary, and examples might differ, you are likely to gain insights applicable to the planning context.
- The PSB offers webinars prior to each exam sitting for Candidates. These webinars include presentations from recent successful Candidates and often feature a live question-and-answer segment. Register for the next webinar on the PSB's website and watch past sessions at <https://psb-planningcanada.ca/psb-professional-examination-preparation-webinars/>.

## Examination Questions

- Prepare for the examination format by practising answering multiple-choice questions within a short time frame. Determine how you will interpret and read through the questions as they are presented.
- Understanding what the question is truly asking and identifying key words to determine the correct answer are crucial for success in a multiple-choice examination. Read each question carefully.

## Tips on Answering Multiple Choice Questions

- The Professional Examination is three hours long and consists of 90 questions. Divide the time into blocks to estimate how many questions you need to complete per hour. Aim to stick to this estimate to ensure you keep moving forward and answer all the questions. For example, with 90 questions, plan to complete approximately 25 to 28 questions per hour, leaving a few minutes at the end to review flagged questions.
- You may encounter questions where no option feels like the “right” answer or where there are partially correct answers. It is best to answer all questions. In such cases, select the option you believe is the best response.
- Read each question carefully. For multiple-choice questions, consider these approaches:

- **Answer Search:** Read the question and try to determine the answer without looking at the options. Then, choose the option that most closely matches your response.
- **Elimination:** Review all options, eliminate those that you believe are incorrect, and then choose from the remaining options.
- If you cannot answer a question, flag it so you can return to it later. Answering other questions might help clarify challenging ones. You may also provide comments on any questions you find unclear or unfair.

## 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.

Preparing for the Planning Professional Examination is a significant part of the process. Candidates must engage in a self-study approach to prepare effectively.

### Schedule your Preparation Time

- Set aside adequate time well in advance of the examination for preparation. Based on past Candidates' experience, allocate at least two months of lead time and a minimum of 40 hours for study. Plan this time in your calendar.
- Research and experience suggest that shorter, manageable study periods are more effective than long, uninterrupted hours of preparation.
- Study at the time of day when you feel most alert and focused. For many, this is the morning but determine what works best for you. Studying when tired reduces the effectiveness of your efforts.
- Set specific goals for each study session, whether focusing on sections of this guide, the Code, or other reading materials.
- Begin each session with a quick review of what you covered in the previous session to reinforce your learning.

### Effectively Using your Preparation Time

- Research indicates that reviewing material three times using different learning techniques is the most effective way to master it. Consider this approach:
  - First, read the material to understand the key concepts and themes.

## PSB Study Guide

### *Examination Preparation*

- During a second reading, highlight important points and write notes in the margins to capture major ideas, insights, and questions requiring further research or discussion with your Mentor.
- Use a third reading to review and refresh key concepts and themes.

### **Meeting with your Mentor**

Feedback from both Candidates and Mentors highlights the importance of meeting with a Mentor to review study materials and notes. While not mandatory, this step is strongly recommended. If your Mentor is unavailable, consider asking a senior colleague or Sponsor to meet with you.

Such conversations have been valuable for Candidates in preparing for the Professional Examination. Keep in mind that your Mentor may not have taken the Professional Examination in its current format. To supplement this, consider consulting recent Registered Professional Planners for advice on how to apply your knowledge and expertise in a multiple-choice examination format.



## Getting Ready for Examination Day

It is normal to feel anxious and nervous leading up to the examination because it is a new experience. Use the tools and tips in this section to support your well-being as you prepare for the examination.

Activity	Details
Prepare	<ul style="list-style-type: none"><li>✓ Prepare well using this guide.</li><li>✓ Ensure you have allocated sufficient time in your schedule to prepare in advance of the Examination.</li></ul>
Schedule Time	<ul style="list-style-type: none"><li>✓ Set aside enough time in your schedule to prepare.</li><li>✓ Meet with your Mentor, senior colleagues, and recent Registered Professional Planners. This can help reduce anxiety and nerves.</li></ul>
Healthy Lifestyle	<ul style="list-style-type: none"><li>✓ Focus on a healthy lifestyle in the days leading up to the Examination. This includes proper nutrition, adequate sleep, and connecting with supportive people in your life.</li></ul>
One Week before the Exam	<ul style="list-style-type: none"><li>✓ Confirm the details of the Examination logistics (sent via email from <a href="mailto:info@psb-planningcanada.ca">info@psb-planningcanada.ca</a>). This will include the time you need to log in, based on your time zone, and what you need to bring with you. Read this email carefully and follow all the instructions to understand what to expect on the day of your exam.</li></ul>
Day of the Exam	<ul style="list-style-type: none"><li>✓ Dress comfortably. Consider dressing in layers to accommodate fluctuations in room temperature.</li><li>✓ Stay calm and focused. If you feel overwhelmed, try these tips:<ol style="list-style-type: none"><li>1. Take slow, deep breaths.</li><li>2. Move on to another question and return to the challenging one later.</li><li>3. Stay positive.</li></ol></li></ul>

## **EXAMINATION TIME**

---

The day of the exam requires adherence to specific rules of conduct and thorough preparation to ensure all technical aspects are addressed in advance. Treat the exam as if it were an important job interview, a presentation to Council, or a key client meeting. You want everything to run smoothly.

### **Steps to Prepare for the Exam:**

1. **Ensure camera and microphone readiness:** Both must be turned on.
2. **Room privacy:** No one else should be in the room during the online Professional Examination. A proctor will monitor you throughout, and you must provide a 360° scan of the room using your webcam.
3. **Prohibited items:** Notes, books, pencil cases, and cell phones are not allowed.
4. **Unauthorized materials and devices:** Examples include books, class notes, aid sheets, cellular phones, calculators, electronic dictionaries, smartwatches, and smart glasses.
5. **Examination access:** Use the link sent via email the day before the exam. Join at least 20 minutes before the start time but note you may remain in a queue until the exam begins.
6. **Identification:** Have a government-issued, signed photo ID ready for verification.
7. **Illness or inability to continue:** Notify [operations@psb-planningcanada.ca](mailto:operations@psb-planningcanada.ca) immediately. Steps include:
  - The PSB will create an incident report.
  - Obtain a medical note from a recognized authority.
  - Submit the note to PSB as soon as possible.
8. **Emergencies during the exam:** Call 911 for health or security-related issues. Evacuate immediately if a fire alarm sounds. Inform PSB at [operations@psb-planningcanada.ca](mailto:operations@psb-planningcanada.ca) to discuss resuming the exam.
9. **Punctuality:** The exam begins promptly at the scheduled time. Late arrivals will not delay the start.
10. **Missed exam due to serious circumstances:**

## PSB Study Guide

### Examination Day – What to Expect and Rules for Conduct

- Contact the Operations Manager immediately at [operations@psb-planningcanada.ca](mailto:operations@psb-planningcanada.ca) or 647.317.6924.
- Notify PSB by 3:30 PM ET two business days before the exam to request a refund (processing may take up to 30 days) or retain your fee for the next sitting without penalty.
- Missing the deadline will count as an unused attempt with no refund.
- For emergencies after the cancellation deadline, contact PSB within five business days to appeal on compassionate grounds. Provide proof, such as a doctor's note or employer's letter, for review.

For more details, visit: <https://psb-planningcanada.ca/professional-examination/> .

## Cheating Policies

This is a Professional and Ethics exam, and cheating is strictly prohibited. Examples include:

1. Using unauthorized materials, such as phones, tablets, additional computers, or unpermitted webpages.
2. Using artificial intelligence tools.
3. Copying or photographing examination content.
4. Fraudulent access to questions or materials.
5. Impersonation or aiding impersonation.

### Consequences of Cheating:

- Immediate termination of the exam and a zero mark.
- The proctor will report the incident to PSB.
- PSB will notify the Candidate's PTIA, which will determine further actions and potential impact on membership status.

The proctor has sole discretion in identifying cheating.

## Rule Enforcement

All rules in this guide are strictly enforced, and violations may result in severe penalties, including exam termination. Following these rules is a professional obligation for all Candidates.

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

## **PUBLIC INTEREST**

---



### **Overview**

Please review this section alongside Section 1 of the CIP Code of Professional Conduct.

The protection of the public interest has a long history. Today, the concept is multifaceted, requiring the reconciliation of various interests. At times, the public interest may be challenging to define and affirm due to the diverse issues and perspectives a planner must address.

This presents significant challenges for the practice of planning. While planning seeks to articulate the ideas that guide public policy debate, it must also address the multiple perspectives, opinions, and values at play.

Identifying and upholding the public interest is a primary responsibility for the planning profession. Through your education, work experience, and the Ethics and Professionalism

## PSB Study Guide

### *Public Interest*

Course, you should already be familiar with the public interest requirements. The Professional Examination will assess your ability to think critically about acting in the public interest as a professional planner.

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

- Practise 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's or client's right to confidentiality and the importance of timely reporting.
- Acknowledge the interrelated nature of planning decisions and their 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 offers specific direction on a planner's responsibility to clients and employers, directly relating to their obligations to protect the public interest. It states that a planner will:

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

As a planner, you must exercise discretion and often make choices influenced by personal values. The Code of Professional Conduct provides standards of proper conduct to guide you. Beyond the Code, your experience in planning practices, application of the Code, and insights from court decisions about professionals' roles in upholding the public interest can also inform your decisions.

Public interest can be identified in several ways:

- Positions taken by individuals, interested parties, and lobbyists around a planning issue.
- Interests expressed by clients.
- Public policies established by governments to benefit society.
- Local, context-specific considerations outlined in community plans.

You must assess these elements while considering the concerns of interested parties, the public, municipalities, and elected leaders. Determining the public interest requires understanding planning issues and applying your knowledge and analysis to form an independent professional opinion.

## PSB Study Guide

### *Public Interest*

Throughout this process, you will draw on various Enabling Competencies, such as:

- Critical Thinking,
- Interpersonal Integrity and Trust,
- Climate of Excellence,
- Communications,
- Leadership, and
- Professional and Ethical Behaviour.

Planners can reference resources such as Provincial Planning Legislation and Regulations, Provincial Policy, Community Plans, and Secondary Plans to inform their understanding of the public interest. Provincial Planning Acts set expectations for the goals, values, and processes of planning, such as:

- Protecting the natural environment,
- Enhancing social and economic environments,
- Safeguarding agricultural land, and
- Addressing climate change.

Most Acts include process-oriented requirements, such as public engagement, notification standards, and decision-making procedures. While the specific goals and processes differ across jurisdictions, common themes such as housing, natural heritage protection, agricultural land protection, and efficient infrastructure use emerge.

Public interest is a broad concept, and there can be more than one valid public interest in a community or project. It is a planner's responsibility to identify the overriding public interest related to the project or initiative and to recommend solutions that protect and uphold this interest.

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

To prepare, it is essential to:

- Review the CIP Code of Professional Conduct and the Public Interest module in the PSB Ethics and Professionalism Course.
- Study examples of issues and breaches of the CIP Code of Professional Conduct for each requirement of the Code, as outlined in the Professional Codes of Ethics and Conduct module.

The Code will guide your professional practice as a planner throughout your career.



### Activities

1. **Read** the Oakville, Ontario, and St. Catharines Local Planning Appeal Tribunal (LPAT) cases in the “Additional Reading” section to understand 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 relevant pages for these cases. These cases represent situations where professional planners reached opposing conclusions on development based on competing public interest issues.
3. **Write** down the public interest issues and the rationale supporting each perspective. Conclude how you would make a recommendation. Then, read the end of the decision to see the outcome. Do you agree? Why or why not? Consider how key values, such as legislation, Official Plans, and provincial or territorial policies, influence the assessment of public interest, particularly when there is more than one public interest.

This exercise is designed to give you real-world experience in situations where competing interests emerge, requiring the formation of an independent professional opinion.



Discuss this with your Mentor or trusted colleagues.

4. **Reflect** on an example in your own work where you had to make a recommendation on a project involving more than one public interest:
  - How did you decide?
  - What information did you need to determine the public interest?
5. **Complete** the readings at the end of this section under Additional Resources:
  - Use the information to identify relevant sections of the CIP Code of Professional Conduct.
  - Focus on professional practice issues.
  - Remember, you will not be tested on the content of these readings—they are provided to broaden your understanding of issues planners face in real-life practice.
6. **Think** of your own examples of determining the public interest:
  - Focus on the Public Interest section of the CIP Code of Professional Conduct while reflecting on these examples.
  - Gather as many examples as you can.



Discuss these questions with your Mentor or colleagues to learn from their experiences.

## 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 the planner supports.
  - 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 the planner's 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.
  
4. A public open house has been scheduled for several weeks. However, the local sports team has now made the playoffs, which lands on the same day as the public open house. The planner knows this will impact attendance, what is the best course of action for the planner to take?
  - a. Reschedule the public open house to try to get a better attendance on a date where there is not such a conflict.
  - b. Hold the public open house anyway and use the information you get at the session for public input.
  - c. Hold the public open house and record it to allow you to share the information.



- d. Cancel the public open house as the report is scheduled to get to Council soon.
5. A developer has come to Council to ask for a relaxation of the need for the inclusion of a storm water pond in their development. A member of Council wants the development to proceed and wants the storm water pond requirement relaxed. The planner has determined that the storm water pond is critical to the drainage for the area. What does the planner do?
    - a. Ask the engineering department to modify their recommendations and remove the requirement for the storm water pond.
    - b. Recommend approval of the application based on the Council member's direction and waive the storm water pond requirement.
    - c. Meet with the Councillor to understand their position with the intent of granting the request.
    - d. Acknowledge the need for the storm water pond at the Council meeting, explaining why it is necessary and the implications of relaxing the storm water pond requirement.
  6. Media has posted an article about a proposed development. The municipal planner determines that the article is inaccurate and misleading. What's the best course of action?
    - a. The planner realizes there is incorrect information and assumes that their supervisor will identify the concerns and correct the misinformation.
    - b. The planner decides to contact the media and address the issue directly.
    - c. The planner identifies the incorrect information and recommends a process for getting the correct info to the public.
    - d. The planner considers the information from the article but decides to let the situation resolve itself and not address it.
  7. An application has been submitted for an assisted living building that has received community opposition due to traffic, noise, shadow, and density concerns. The application meets all municipal bylaws, policies, and regulations. What does the municipal planner recommend?
    - a. Recommend deferral for more information.
    - b. Recommend refusal because the community is opposed.
    - c. Recommend refusal because there are already assisted living buildings in the area.
    - d. Recommend approval to Council as it meets all requirements.



## 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" Plan Canada
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**

This section should be read in conjunction with Sections 2 and 3 of the CIP Code of Professional Conduct.

Professionalism encompasses how you conduct yourself in your work as a planner. It includes being accountable for your actions and behaviour throughout your career.

Under the CIP 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 respects the diversity, needs, values, and aspirations of the public while acknowledging the interrelated nature of planning decisions and their consequences for both the natural and human environments.

## PSB Study Guide

### *Professional Responsibility*

- Exercise independent professional judgement with diligence to serve both the client and the public, without forfeiting administrative responsibility.
- Maintain ongoing knowledge and education in planning theory and practice, treating other members fairly and with consideration.

Registered Professional Planners are expected to uphold and promote a high standard of conduct and excellence to maintain public respect. Professionalism, honesty, fairness, diligence, discretion, and competence are essential in all interactions, including those with fellow planners, clients, and employers.

When transitioning from one employer to another, confidentiality is critical. While knowledge gained from previous employment may remain relevant, it is essential to safeguard confidentiality while serving the public, the client, and the current employer's interests.

## Conflicts of Interest

Conflicts of interest may take various forms and can directly or indirectly influence decisions or outcomes. A professional conflict of interest may occur when one party acts without fully disclosing potential competing interests.

As a planner, you must exercise full disclosure to avoid conflicts of interest, considering past and present clients, employers, projects, and activities. Using your employer's resources for personal or professional gain without their knowledge and permission may compromise your work's integrity. Potential conflicts of interest must be identified and addressed.

Ethical dilemmas may arise in the following scenarios:

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

### **Moonlighting/Wearing Two Hats**

- Moonlighting refers to holding a second job in addition to regular employment. While typically not problematic, it can become complex for professional planners when the second job involves, or appears to involve, planning-related activities.
- You must ensure that any additional jobs, volunteer work, services, or activities you undertake do not conflict with your regular employment or create the perception that you can influence decisions or outcomes.
- Additional obligations outside regular employment must not interfere with your ability— or your employer's ability—to perform required duties.
- Transparency with clients and employers is essential when undertaking a second role.

- Every situation is unique, so precise rules for moonlighting cannot be established. Use your conscience and professional judgement for guidance.



Refer to the 2009 OPPI Summary of Determination and Decision for further context.

### Volunteer Work for Community Organizations

- Volunteering can enhance career opportunities and skill development. However, if you are employed or consulting within a specific jurisdiction, you must not provide professional planning advice—or what may be deemed as such—without disclosing potential conflicts of interest. Written consent may be required if conflicts could arise.
- Transparency is critical. Even if you hold multiple roles (e.g., as a volunteer and as an employee or consultant), you are expected to maintain independent professional opinions.
- Review potential conflicts with your supervisor or client, and disclose all roles you may hold, such as consultant, employee, volunteer, or committee member. Holding multiple roles with differing interests could lead to questionable conduct or create the appearance of a conflict, casting doubt on your integrity or the profession's.
- You must always prioritize your commitment to the public interest when acting as a volunteer.



See the 2009 OPPI Decision regarding Section 2.2.1 of the Professional Code of Practice for a case where multiple roles led to potential breaches of the Code. Refer also to 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 wish to engage in local events related to planning matters. You may seek clarification, pose questions, or express private opinions. In some cases, you may be invited to provide comments.
- Carefully consider how you frame or offer comments on planning matters. Personal comments should be clearly identified as such and must not be confused with professional opinions. Before posting comments online, review your employer's social media policies.
- Conflicts arise when private interests influence professional decisions or when such decisions can be questioned. Publicly expressing opinions could create the perception of conflict or undue influence, especially if it appears to serve personal gain.
- Clear private gain, including financial gain, can lead to interpretations of a conflict of interest. This perception may undermine the public consultation process and erode trust in planning professionals. (Refer to the OPPI 2009 Summary of Decision.)

## PSB Study Guide

### Professional Responsibility

- If a conflict is present or perceived, it is your responsibility to disclose it promptly to the client or employer. Disclosure alone may not suffice; in some cases, you may need to recuse yourself to avoid further conflict.
- Planners working in both public and private sectors face unique situations that may result in real or perceived conflicts of interest. Examples include:
  - A private sector planner representing a client in the same municipality where they also conduct municipal work.
  - A private sector planner in a multidisciplinary firm working for a municipality, where development work (e.g., subdivisions) is completed by engineers within the firm.



For additional information, consult the Ethics and Professionalism Course and the CIP Code of Professional Conduct.



## Activities

1. **Ask** yourself 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? What would a reasonable person think of this action?
  - If there is a possible perception of conflict, how can you ensure transparency?
2. **Reflect** on examples from your own work and discuss with colleagues any situations they have observed.
3. **Consider** scenarios 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 of a potential conflict of interest?
4. **Review** all the supplemental readings in this guide. Make notes on what constitutes professional responsibility in relation to conflicts of interest.



Discuss these questions with your Mentor or trusted colleagues to gain insights from their experiences and perspectives. Review your notes with your Mentor.

## Practice Questions

### **Multiple Choice**

1. A public planner has 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. The public planner has some expertise regarding the impacts of climate change. The public planner is 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 the public planner 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 the senior 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 the 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.
  
4. A group in the planner's neighbourhood asks the planner to present on their behalf at a public meeting. As a private sector planner, what are the responsibilities under the Code?
  - a. Accept the role and agree to provide professional planning advice.
  - b. Decline the role and declare a conflict of interest.
  - c. Accept the role and support the group's position on the project.
  - d. Decline the role because the planner disagrees with the group's position.
  
5. A staff report from another department is presented that conflicts with the principles of good

## PSB Study Guide

### *Professional Responsibility*

- planning. As a public sector planner, what are the responsibilities under the Code?
- a. Do nothing, as the report comes from another department.
  - b. Complain to and seek advice from the municipal solicitor.
  - c. Raise the issue with your supervisor and seek their direction.
  - d. Raise the issue with the author and ask for a revision.
6. A planner is organizing a workshop. The planner widely advertised the event. At the workshop, a participant states that workshop participants are all from the same socio-economic backgrounds. What should the planner do?
- a. Explain that the project budget does not allow for any other workshops.
  - b. Explain that the notification methods used were adequate.
  - c. Host another workshop, using different forms of notification.
  - d. Rely on the methods used, extending the timelines for comments.
7. A consulting planner takes on a new municipal client. During that time, the planner accepts a new private client within that jurisdiction. What are the obligations of the planner to the municipal client?
- a. Disclose to the municipal client and obtain written consent where there may be a conflict of interest.
  - b. Upon review, it is determined that the scope of work on both projects presents no conflict, no action is required.
  - c. As a consultant, taking on new clients is permitted, no disclosure is required at this time.
  - d. Add a broad disclosure clause to the contract of the municipal client.
8. A private sector planner is offered a performance bonus by their employer after successfully completing a very difficult project. Can they accept the gift?
- a. No. This would be perceived as financial influence.
  - b. No. This would be against the code.
  - c. Yes. If all employees are offered the same gift.
  - d. Yes. The employee can accept the employer's gifts.





## **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 North West
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" Planning West
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 and natural heritage planning 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 affect 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 proactive method of providing planners with expectations on conduct. Being a Registered Professional Planner means each of us will analyse 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 our role in how communities grow, the need for independent professional opinion, and the increasing 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 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 (e.g., land development, policy issues, or natural heritage planning – these are technical competencies); you will be questioned on how to work within your area of competency. For example, you may be asked 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. 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 questions with your Mentor or trusted colleagues to learn from their experiences.

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?



4. Discuss these questions with your Mentor or trusted colleagues to learn from their experiences and perspectives. 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 or breaches of the CIP Code of Professional

Conduct for each 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. A public planner is employed by a municipality that is involved in intense consultations with a local Indigenous Community about the widening of a highway that runs through its traditional territory. During a particularly heated moment, the planner overhears a colleague make what the planner feels is an anti-Indigenous remark. Both the planner and the colleague are Registered Professional Planners. The planner chooses to remain silent about the 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 the colleague goes against the Code.
  - d. No, because the conduct of the colleague might harm sensitive negotiations.
  
2. A professional planner feels that their supervisor disregards their professional opinions during the decision-making process. Which of the following is an appropriate way for the professional planner to manage their disagreements with their supervisor?
  - a. Continue to provide their professional opinion and judgment to substantiate the planner's position as a professional planner.
  - b. Report their supervisor to the Provincial or Territorial Institute or Association (PTIA).
  - c. Avoid interactions with their supervisor.
  - d. Cease providing their professional opinion and judgment when their supervisor is present.
  
3. If a planner is tasked with obtaining opinions from other professionals, such as lawyers or engineers, the planner should always:
  - a. Preface the request with the fact that the planner needs the opinion to suit the planner's 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 the planner's 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 the planner can have final say if clarification is requested regarding the opinion.
4. A family member approaches a planner and requests that the planner speak in favour of a new development project near the family member's home. The family member offers to make a sizable donation to the planner's favourite charity in exchange for their support. What should the planner do?
  - a. Advise that the planner will speak at the hearing and identify the charity to which the donation is to be made.
  - b. Advise that the planner will refer the family member to another planner who is independent.
  - c. Advise that the planner will need to review the development before speaking in favour of the project.
  - d. Advise that the planner cannot undertake the work as the planner has not reviewed the development.
5. The planner worked for a municipality exploring land acquisition for future parks. The planner now works in the private sector. A client owns land being planned for a subdivision that was being considered by the municipality. What should the planner do?
  - a. Disclose the information to the planner's supervisor and request advice on what to disclose to the client.
  - b. Do not disclose the information and treat the information as confidential from previous work for the municipality.
  - c. Do not disclose the information and remain silent regarding the previous work for the municipality.
  - d. Disclose the information to the supervisor and do not work on the client's subdivision plan and application.
6. A planner used to work as a consultant where the planner signed a non-disclosure agreement respecting a major development project. The planner now works for the municipality in the planning department where an application for planning approval has just been made. What should the planner do?
  - a. Work on the application but do not use any of the information that the planner gained while working under the Non-Disclosure Agreement.
  - b. Advise the manager of the conflict of interest and Non-Disclosure Agreement and cannot work on this application.

- c. Volunteer to work on the application because the planner has expert knowledge of the project.
  - d. Speak to the former employer and ask for permission to provide confidential information to the planner assigned the file.
7. A municipal planner is processing a development application with a real estate agent acting as an authorized representative for the landowner. A potential buyer contacts the planner about purchasing details. What's the most ethical course of action?
- a. Direct the buyer to the agent, respecting the landowner's designated representative.
  - b. Provide general process information but avoid disclosing application-specific details.
  - c. Refer the buyer to public records or meetings where the application might be discussed.
  - d. Offer full details of the application process and status to ensure transparency.
8. The planner is asked to prepare an analysis of sun shadow to support an application. The planner only has a basic understanding of sun shadow studies. What should the planner do?
- a. Ask a colleague for assistance in preparing the sun shadow study and report.
  - b. Direct the client to hire an individual with specialist knowledge on sun shadow studies.
  - c. Research sun shadow studies and prepare the report based on best practices and the results of the research.
  - d. Use an artificial intelligence program that does sun shadow studies to complete the analysis.



## 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 practices evolve over time as new issues and solutions emerge. Historically, projects were often approved with little or no community consultation. Over time, the practice of planning has evolved to include significant community engagement, working with communities on various projects, from comprehensive municipal plans to localized neighbourhood initiatives. This evolution demonstrates how planning practice has adapted and improved over time.

The Professional Examination is continually updated to address emerging issues and developments in planning practice, reflecting the evolving role of professional planners.

One of the emerging issues included in the Professional Examination is the role of professional planners in reconciliation.

## Indigenous Communities, Reconciliation and the Role of the Professional Planner

The CIP provides resources and tools to help professional planners understand their role in reconciliation with Canada's Indigenous communities. The foundational report for this work stems from the Truth and Reconciliation Commission.

Key Calls to Action from the final report include:

- Building relationships with Indigenous communities.
- Recognizing shared responsibilities on land issues with Indigenous communities.
- Understanding the importance of the Duty to Consult.
- Gaining education on Indigenous history, culture, traditions, and land stewardship.

Professional planners are encouraged to take meaningful actions, such as:

- Educating themselves about the Indigenous communities where they work.
- Gaining a strong understanding of the Duty to Consult, ensuring their practice incorporates this understanding into their professional obligations, work, and projects.

The Professional Examination will include questions about the planner's role in reconciliation, specifically as it relates to professional practice. The questions will not focus on Indigenous history, law in Canada, or planning within Indigenous communities.



### Activities

1. **Attend, watch, and review** conferences, workshops, and webinars (live or recorded) provided by PTIAs and CIP. These continuous professional learning opportunities often highlight emerging and pressing trends that practising planners must address. The topics covered in these sessions offer timely insights into new policies, tools, and practices shaping the planning profession.
2. **Read** the latest *Trend Report for Planners* published by the American Planning Association, along with the list of readings in Appendix 3 of this Study Guide. The annual report highlights existing, emerging, and potential future trends relevant to planning. For each trend, the report provides insights and explains why it is important for planners to understand and consider these trends in their work. While tailored for American planners, many of the trends are applicable to Canadian planners. To access the latest edition, visit <http://www.planning.org> and search for "trend report for planners."

## PSB Study Guide

### *Emerging Issues in Planning Practice*

3. **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 translate into planning practice where you work? Do planning studies and reports reference consultation with Indigenous communities? Why or why not?
4. **Research** Indigenous history in your community to better understand the Indigenous communities where you work. Is there more than one Indigenous community? Is there a treaty or more than one treaty with the Indigenous groups? Speak with your Mentor about their experience and work in consultation with Indigenous communities. Seek out examples of strong practices in Duty to Consult within your community, province, and/or territory.
5. **Read** the reports from the CIP and the Ontario Professional Planners Institute on planning practice. Make notes on what you believe is important in planning practice. Review these reports with your Mentor or colleague, and discuss what they mean for your practice as a professional planner.



Review these reports with your Mentor or colleague and discuss their implications for your practice as a professional planner.



## Practice Questions

### Multiple Choice

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

## PSB Study Guide

### Appendix 1

**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]*



## PSB Study Guide

### Appendix 1

**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*

## PSB Study Guide

### Appendix 1

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

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

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

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

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

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



## 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" *Plan Canada*
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 North West*
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" *Planning West*
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 explain 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, noting 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. It addresses how a planner should approach fulfilling this section of the Code when circumstances change, and professional opinions differ.
		City of Toronto Local Planning Appeals Tribunal decision	Refer to paragraphs 181 and 183, which highlight a discussion between the Panel Member and a witness for the City. This is a 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 Ontario Municipal Board decision	Read the entire decision. Pay particular attention to pages 48 (fourth paragraph) and 56 (last paragraph) to understand the interrelated nature of planning issues and assessing multiple issues simultaneously.

## PSB Study Guide

### Appendix 4

	<b>CIP Code of Professional Conduct</b>	<b>Article Reference</b>	<b>Why this Reading is included</b>
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 interested parties.
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 maintaining that 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 within 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	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 or Council does not support the recommended approach.
		City of Toronto Local Planning Appeals Tribunal decision	Refer specifically to paragraphs 181–192, 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	Refer to pages 48 (fourth paragraph) and 56 (last paragraph) to understand the importance of appropriate preparation and thoroughly documenting the planner’s opinion.

## PSB Study Guide

### Appendix 4

	<b>CIP Code of Professional Conduct</b>	<b>Article Reference</b>	<b>Why this Reading is included</b>
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.

## PSB Study Guide

### Appendix 4

	<b>CIP Code of Professional Conduct</b>	<b>Article Reference</b>	<b>Why this Reading is included</b>
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 includes 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 its 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



## PSB Study Guide

### Appendix 4

	<b>CIP Code of Professional Conduct</b>	<b>Article Reference</b>	<b>Why this Reading is included</b>
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 planners must uphold 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)	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?

## PSB Study Guide

### Appendix 4

	<b>CIP Code of Professional Conduct</b>	<b>Article Reference</b>	<b>Why this Reading is included</b>
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	Read the decision to understand that the complaint was initiated by one member against another member, involving moonlighting, wearing two hats, and providing an 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. Examples of possible non-compliance are in square brackets: [].

### 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 the planner supports.
  - 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 the planner's 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 serve the public interest. This requires being inclusive, transparent, open, unbiased, and clear and concise.*

*Section 1.1 of the Code of Conduct requires planners to practise in a manner that respects the diversity, needs, values, and aspirations of the public and encourages discussion on these matters. [A Member unreasonably dismissing ethnic 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 conducting a public hearing process without the required notices or failing to inform 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.

## PSB Study Guide

### Answer Key

*Rationale: While surveying the public is one method of gathering information on the public interest, it is generally understood that the public interest is best reflected in relevant public documents prepared through a public process and formally adopted.*

*The other options represent actions you may take; however, the question focuses on 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 encompasses many individual public interests. For example, in streetscape design, these may include cycling, environmental considerations, active transportation, local businesses, transit, car users, and accessible design. The public interest must balance these individual interests to reflect the greater public good for all.*

4. A public open house has been scheduled for several weeks. However, the local sports team has now made the playoffs which lands on the same day as the public open house. The planner knows this will impact attendance, what is the best course of action for the planner to take?
  - a. **Reschedule the public open house to try to get a better attendance on a date where there is not such a conflict.**
  - b. Hold the public open house anyway and use the information you get at the session for public input.
  - c. Hold the public open house and record it to allow you to share the information.
  - d. Cancel the public open house as the report is scheduled to get to Council soon.

*Rationale: It is necessary to provide opportunities for meaningful participation and education in the planning process to all interested parties Section 1.4. By rescheduling the open house it recognizes the importance to some of the public of major sporting events and allows the best opportunity to understand the public interest.*

5. A developer has come to Council to ask for a relaxation of the need for the inclusion of a storm water pond in their development. A member of Council wants the development to

## PSB Study Guide

### Answer Key

proceed and wants the storm water pond requirement relaxed. The planner has determined that the storm water pond is critical to the drainage for the area. What does the planner do?

- a. Ask the engineering department to modify their recommendations and remove the requirement for the storm water pond.
- b. Recommend approval of the application based on the Council member's direction and waive the storm water pond requirement.
- c. Meet with the Councillor to understand their position with the intent of granting the request.
- d. Acknowledge the need for the storm water pond at the Council meeting, explaining why it is necessary and the implications of relaxing the storm water pond requirement.**

*Rationale: It is necessary to acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments - Section 1.3. By acknowledging the need for the storm water pond at the public meeting it ensures the needs of the public interest are being considered.*

6. Media has posted an article about a proposed development that is determined by the municipal planner to be inaccurate and misleading. What's the best course of action?
  - a. The planner realizes the incorrect information and assumes that their supervisor will identify the concerns and correct the misinformation.
  - b. The planner decides to contact the media and address the issue directly.
  - c. The planner identifies the incorrect information and recommends a process for getting the correct info to the public.**
  - d. The planner considers the information from the article but decides to let the situation resolve itself and not address it.

*Rationale: It is the responsibility of the planner to provide full, clear and accurate information on planning matters to the public. Recognizing that the information in the media is incorrect, the planner must identify it, outline how it is incorrect and take this to their supervisor with a recommendation on how to get the correct information to the public. Contacting the media directly may be inappropriate and may be something that is left to senior people in an organization or the communications staff. Section 1.2*

7. An application has been submitted for an assisted living building that has received community opposition due to traffic, noise, shadow, and density concerns. The application meets all municipal bylaws, policies, and regulations. What does the municipal planner recommend?
  - a. Recommend deferral for more information.
  - b. Recommend refusal because the community is opposed.
  - c. Recommend refusal because there are already assisted living buildings in the area.
  - d. Recommend approval to Council as it meets all requirements.**

## PSB Study Guide

### Answer Key

*Rationale: The public interest is considered in the creation of municipal bylaws, regulations and policies. If the application meets the established standards, it is interpreted to meet the greater public good. Communities need a variety of housing options for a diverse population. Section 1.1 of the Code - practice in a manner that respects the diversity, needs, values and aspirations of the public.*

## Professional Responsibility

### Multiple Choice

1. A public planner has 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. The public planner has some expertise regarding the impacts of climate change. The public planner is 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 the public planner 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 the senior 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 the 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 the public planner's planning opinion, and the public planner has expertise in sea level rise. The vulnerability of the existing access road is an important and valid point to address.*

*Section 2.1 of the Code of Conduct requires planners to provide independent professional opinions to clients, employers, the public, and tribunals, and to 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.**

## PSB Study Guide

### Answer Key

- d. The provincial institute's council.

*Rationale: Discipline is managed through the local PTIA. While you may address the alleged offender directly in some instances, if the issue is not resolved, contacting the local PTIA is the appropriate next step to initiate the disciplinary process.*

- 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 planners to acknowledge the values held by the client or employer in their work, unless those values conflict with other aspects of the 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.]*

- 4. A group in the planner's neighbourhood asks the planner to present on their behalf at a public meeting. As a private sector planner, what are the responsibilities under the Code?
  - a. Accept the role and agree to provide professional planning advice.
  - b. Decline the role and declare a conflict of interest.**
  - c. Accept the role and support the group's position on the project.
  - d. Decline the role because the planner disagrees with the group's position.

*Rationale: As a resident of the neighbourhood, the planner may be impacted, and has a perceived conflict of interest. It is important that planners make "timely and full disclosure to a client or employer of a possible conflict of interest arising from the Member's private or professional activities" (CIP Code 2.6).*

- 5. A staff report from another department is presented that conflicts with the principles of good planning. As a public sector planner, what are the responsibilities under the Code?
  - a. Do nothing, as the report comes from another department.
  - b. Complain to and seek advice from the municipal solicitor.
  - c. Raise the issue with your supervisor and seek their direction.**
  - d. Raise the issue with the author and ask for a revision.



## PSB Study Guide

### Answer Key

*Rationale: At times, other disciplines or professions may be conflict with the Code. It is the planner's responsibility to disclose to clients or employers of matters that conflict with the Code (CIP Code 2.5).*

6. A planner is organizing a workshop. The planner widely advertised the event. At the workshop, a participant states that workshop participants are all from the same socio-economic backgrounds. What should the planner do?
- Explain that the project budget does not allow for any other workshops.
  - Explain that the notification methods used were adequate.
  - Host another workshop, using different forms of notification.**
  - Rely on the methods used, extending the timelines for comments.

*Rationale: The Code requires that members practice in a manner that respects the diversity, needs, values, and aspirations of the public and encourages discussion on these matters, so a member cannot dismiss concerns based on diversity concerns (CIP Code 1.1)*

7. A consulting planner takes on a new municipal client. During that time, the planner accepts a new private client within that jurisdiction. What are the obligations of the planner to the municipal client?
- Disclose to the municipal client and obtain written consent where there may be a conflict of interest.**
  - Upon review, it is determined that the scope of work on both projects presents no conflict, no action is required.
  - As a consultant, taking on new clients is permitted, no disclosure is required at this time.
  - Add a broad disclosure clause to the contract of the municipal client.

*Rationale: Planners consulting with public agencies are required to disclose when they are providing professional planning advice for compensation to others and must obtain written consent where there may be a conflict of interest (CIP Code 2.9)*

8. A private sector planner is offered a performance bonus by their employer after successfully completing a very difficult project. Can they accept the gift?
- No. This would be perceived as financial influence.
  - No. This would be against the code.

## PSB Study Guide

### Answer Key

- c. Yes. If all employees are offered the same gift.
- d. Yes. The employee can accept the employer's gifts.**

*Rationale: Planners cannot accept financial inducements that could appear to influence or affect their professional planning advice, but a gift from an employer is acceptable (CIP Code 2.7).*

## Ethics

### Multiple Choice

1. A public planner is employed by a municipality that is involved in intense consultations with a local Indigenous Community about the widening of a highway that runs through the traditional territory of the Indigenous Community. During a particularly heated moment, the planner overhears a colleague make what the planner feels is an anti-Indigenous remark. Both the planner and the colleague are Registered Professional Planners. The planner chooses to remain silent about the 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 the colleague goes against the Code.**
  - d. No, because the conduct of the colleague might harm sensitive negotiations.

*Rationale: The Code of Conduct requires members to ensure that the membership acts ethically. Section 3.8 of the Code of Conduct obliges members to report any behaviour by another member believed to be in breach of the Code to the PTIA in a timely manner. It is recommended to first attempt a planner-to-planner conversation; if that is not possible, contacting the PTIA is the next appropriate 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. A professional planner feels that their supervisor disregards their professional opinions during the decision-making process. Which of the following is an appropriate way for the professional planner to manage their disagreements with their supervisor?
  - a. Continue to provide their professional opinion and judgment to substantiate their position as a professional planner.**
  - b. Report their supervisor to the Provincial or Territorial Institute or Association (PTIA).
  - c. Avoid interactions with their supervisor.
  - d. Cease providing their professional opinion and judgment when their supervisor is present.

*Rationale: It is your responsibility to continue providing your best advice and recommendations based on the research and knowledge you have. As an emerging professional, you are not the ultimate decision-maker.*

## PSB Study Guide

### Answer Key

*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, to demonstrate objectivity and fairness, avoiding ill-considered or uninformed criticism of the member's competence, conduct, or advice. [A Member makes derogatory comments at a Public Hearing on a planning matter about the work performed by another Member.]*

3. If a planner is tasked with obtaining opinions from other professionals, such as lawyers or engineers, the planner should always:
  - a. Preface the request with the fact that the planner needs the opinion to suit the planner's 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 the planner's 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 the planner can have final say if clarification is requested regarding the opinion.

*Rationale: As a professional, you respect other professionals, do not seek to influence their professional opinions, and honour their ethics as you would expect them to honour yours.*

*Section 2.1 of the Code of Conduct states that planners shall provide independent professional opinions to clients, employers, the public, and tribunals, and perform work only within their areas of professional competence. By requesting an objective opinion, you are seeking information that will assist you in forming 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.]*

4. A family member approaches a planner and requests that the planner speak in favour of a new development project near the family member's home. The family member offers to make a sizable donation to the planner's favourite charity in exchange for their support. What should the planner do?
  - a. Advise that the planner will speak at the hearing and identify the charity to which the donation is to be made.

## PSB Study Guide

### Answer Key

- b. Advise that the planner will refer the family member to another planner who is independent.**
- c. Advise that the planner will need to review the development before speaking in favour of the project.
- d. Advise that the planner cannot undertake the work as the planner has not reviewed the development.

*Rationale: The family member is providing the donation to induce the planner's opinion with the donation which undermines the planner's ability to provide independent opinion. (CIP Code 2.7).*

5. The planner worked for a municipality exploring land acquisition for future parks. The planner now works in the private sector. A client owns land being planned for a subdivision that was being considered by the municipality. What should the planner do?
- a. Disclose the information to the planner's supervisor and request advice on what to disclose to the client.
  - b. Do not disclose the information and treat the information as confidential from previous work for the municipality.**
  - c. Do not disclose the information and remain silent regarding the previous work for the municipality.
  - d. Disclose the information to the supervisor and do not work on the client's subdivision plan and application.

*Rationale: The Code of Conduct, Section 2.4, requires the planner to maintain the confidentiality of the work done for the municipality.*

6. A planner used to work as a consultant where the planner signed a non-disclosure agreement respecting a major development project. The planner now works for the municipality in the planning department where an application for planning approval has just been made. What should the planner do?
- a. Work on the application but do not use any of the information that the planner gained while working under the Non-Disclosure Agreement.
  - b. Advise the manager of the conflict of interest and Non-Disclosure Agreement and cannot work on this application.**
  - c. Volunteer to work on the application because the planner has expert knowledge of the project.

## PSB Study Guide

### Answer Key

- d. Speak to the former employer and ask for permission to provide confidential information to the planner assigned the file.

*Rationale: The planner signed a non disclosure agreement. Even if the former employer agrees to sharing information, the planner is still under a signed non-disclosure agreement. Section 2.4 of the Code states that the planner must respect to client or employer right to confidentiality of information gathered through a professional relationship.*

7. A municipal planner is processing a development application with a real estate agent acting as an authorized representative for the landowner. A potential buyer contacts the planner about purchasing details. What's the most ethical course of action?
  - a. **Direct the buyer to the agent, respecting the landowner's designated representative.**
  - b. Provide general process information but avoid disclosing application-specific details.
  - c. Refer the buyer to public records or meetings where the application might be discussed.
  - d. Offer full details of the application process and status to ensure transparency.

*Rationale: By directing the buyer to the agent, the planner avoids disclosing potentially confidential application details and upholds the landowner's right to control information flow through their chosen representative. This aligns with the code's principle of confidentiality, except in conflicting situations (Section 2.4).*

8. The planner is asked to prepare an analysis of sun shadow to support an application. The planner only has a basic understanding of sun shadow studies. What should the planner do?
  - a. Ask a colleague for assistance in preparing the sun shadow study and report.
  - b. **Direct the client to hire an individual with specialist knowledge on sun shadow studies.**
  - c. Research sun shadow studies and prepare the report based on best practices and the results of the research.
  - d. Use an artificial intelligence program that does sun shadow studies to complete the analysis.

## PSB Study Guide

### Answer Key

*Rationale: The planner does not have the education or experience to prepare a sun shadow study. Section 2.1 of the Code of Conduct requires the planner to work within their professional competence.*

## Emerging Issues in Planning Practice

### Multiple Choice

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

*Rationale: As professional planners, it is crucial that each of us actively opposes racism. Our work requires inclusivity and the welcoming of all perspectives, communities, and individuals.*

*Comments such as the one made by this colleague undermine the engagement process, its results, and reflect a racist bias against Indigenous communities and individuals.*

*CIP's Equity, Diversity, and Inclusivity Roadmap includes a key pillar emphasizing inclusive planning practices and our profession's commitment to embracing inclusivity. This means professional planners must address the racist statement made by the colleague and bring it to their attention as a first step.*