COLLEGE OF PSYCHOLOGISTS AND BEHAVIOUR ANALYSTS OF ONTARIO

# 2026 Self-Assessment Guide

**Registrant Name:** Will Lernmore

**Date:** May 31, 2026

## Introduction and Instructions

### Self-Assessment

The *Self-Assessment Guide* (SAG) is designed to facilitate a self-evaluation of your professional knowledge, skill and experience, and identify areas of focus for your participation in Continuing Professional Development (CPD) to support ongoing competency.

The objectives you create in the *Professional Development Plan* portion of this Guide should address opportunities for knowledge and skill enhancement identified through the self-assessment process and inform the CPD activities you engage in throughout your next two-year Quality Assurance (QA) cycle.

Over the next two years, return to your SAG regularly to monitor progress towards the achievement of your objectives, and to update your plan as necessary to support the ongoing maintenance of your knowledge and skills.

You will not submit your completed SAG document to the College unless it is requested for audit or assessment purposes. However, you are required to retain this completed document for at least 5 years, per Ontario Regulation 194/23: General, under the *Psychology and Applied Behaviour Analysis Act, 2021.*

For the Guide to be an effective tool the information you record must be truthful and accurate. Should you be required to participate in an audit or assessment by the Quality Assurance Committee, your completed SAG will not be shared with other College Committees and is not admissible as evidence in a proceeding in accordance with the *Regulated Health Professions Act, 1991*.

### Next Steps

Self-assessment is one component of your overall QA requirements. After completing the SAG, you must submit an electronic *Declaration of Completion* by June 30, 2026, through your College Membership Account to demonstrate your QA participation.

For more information about QA obligations, please review the Quality Assurance section of the College website.

A **completed sample** of the *Self-Assessment Guide* is available for reference.

SAMPLE

# Contents

**Part 1: Practice Details**

**Section A: Practice Review**

**Part 2: Legislation, Regulations and Standards**

**Section A: Items Applicable to All Registrants**
**Section B: Items Applicable to Specific Practitioners**

**Part 3: Ethical Codes and Guidelines**

**Section A: Items Applicable by Profession**
**Section B: Items Applicable by Professional Activities**

**Part 4: Continuing Competence Planning**

**Section A: Review of Previous Professional Development Plan**

**Part 5: New Professional Development Plan**

**Section A: New Ethical Conduct Objectives**
**Section B: New Professional Development Objectives**

**Part 6: Self-Care**

**Self-Care Plan Attestation**

SAMPLE

# PART 1: PRACTICE DETAILS

| **Certificate Type (please indicate):** | | |
|---|---|---|
| Autonomous Practice | | |
| **Practice Authorizations and/or Scope of Competence:** | | |
| ☐ Applied Behaviour Analysis | ☑ Clinical Psychology | ☐ Health Psychology |
| ☑ Clinical Neuropsychology | ☐ Forensic/Correctional Psychology | ☑ Counselling Psychology |
| ☑ Rehabilitation Psychology | ☐ Industrial/Organizational Psychology | ☐ School Psychology |
| **Authorized Client Group(s) (psychology only):** | | Psychology |
| ☑ Children | ☑ Families | ☐ Organizations |
| ☑ Adolescents | ☐ Seniors | |
| ☑ Adults | ☐ Couples | |

## Section A: Practice Review

The below list includes examples of professional services and activities which you may be involved in. Indicate the services or activities you perform. If you are involved in other activities, please describe them.

| |
|---|
| ___ Administration<br>✓ Assessment<br>✓ Behavioural<br>✓ Consultation<br>✓ Family Intervention (Same below with forms of therapy)<br>✓ Group Therapy<br>✓ Individual Therapy<br>✓ Intervention<br>___ Research<br>✓ Supervision<br>___ Teaching and/or Training<br>✓ Psychoeducation – ***Psychology only***<br>✓ Psychotherapy – ***Psychology only***<br>✓ Controlled Act – ***Psychology only***<br>(Performing a "Controlled Act" as defined under the *Regulated Health Professions Act, 1991*) |
| Other (Please describe): |

SAMPLE

The below list includes some areas which may be the focus of your professional activities or services. Indicate the conditions addressed in your practice. If you address other conditions or areas, please describe them.

- ✓ Intellectual Disabilities
- ✓ Communication Disorders
- ✓ Autism Spectrum Disorders
- ✓ Neurocognitive Disorders
- ✓ Learning Disorders
- ✓ Motor and Tic Disorders
- ✓ Dissociative Disorders
- ✓ Bipolar and Related Disorders
- ✓ Depressive Disorders
- ✓ Anxiety Disorders
- ___ Feeding and Eating Disorders
- ___ Elimination Disorders
- ___ Sleep-Wake Disorders
- ___ Somatic Symptoms and Related Disorders
- ✓ Schizophrenia Spectrum and Other Psychotic Disorders
- ✓ Disruptive, Impulse-Control and Conduct Disorders
- ___ Trauma and Stressor-Related Disorders (Including Attachment Disorder, Adjustment Disorder)
- ✓ Gender Dysphoria
- ✓ Educational Issues
- ___ Substance-Related and Addictive Disorders
- ✓ Attention-Deficit / Hyperactivity Disorders
- ___ Sexual Dysfunction
- ✓ Personality Disorders
- ___ Paraphilic Disorders
- ___ Relationship Problems
- ___ Child Abuse and Neglect
- ___ Housing and Economic Issues
- ___ Problems Related to Divorce or Separation
- ___ Problems Related to Decisional Capacity
- ✓ Obsessive-Compulsive and Related Disorders
- ___ Adult/Spousal or Partner Violence, Maltreatment and Neglect
- ___ Issues Related to Social and/or Cultural
- ___ Environment Issues Related to Crime or Interaction with the Legal System
- ___ Industrial/Organizational Issues

Other (Please describe):

Based on your selections in the previous lists, reflect on and describe any changes to your practice that have occurred since your last self-assessment.

Sample considerations:

- Have you experienced any professional changes, such as entering a new practice setting or place of employment?
- Has there been a shift in your workload, areas of focus or the types of services you regularly perform?
- Have there been changes to the tests, techniques, tools, or interventions you typically use to carry out your professional activities?
- How have you adapted to these changes?

I continue to serve the same client populations with a primary focus on child and adolescent assessment, intervention and therapy services. I have moved to a new organization which requires me to remain familiar with internal policies for working with interdisciplinary teams.

SAMPLE

# PART 2: LEGISLATION, REGULATIONS AND STANDARDS

The following sections list applicable legislation, regulations, and Standards for professional practise. These lists are not intended to be exhaustive. If you identify the need for greater familiarity with any of the information referenced in these sections, a target date for achieving sufficient familiarity must be indicated.

Most resources are available through the provided weblinks or directly on the websites of the federal or provincial governments, or the indicated organizations.

## Section A: Items Applicable to All Registrants

The resources in Section A are applicable to all registrants.

Please indicate if you are *Sufficiently Familiar* with each item or record a *Target Date* (Month & Year) by which you intend to achieve sufficient familiarity. *Target Dates* should reflect the expectation that registrants must be sufficiently familiar with applicable jurisprudence and Standards at the time of service provision.

| LEGISLATION AND REGULATIONS | Sufficiently Familiar | Target Date to Achieve Sufficient Familiarity |
|---|---|---|
| Child, Youth and Family Services Act, 2017, as amended<br>• **(s. 125)** Mandatory duty to report child abuse | ☑ | |
| Fixing Long-Term Care Act, 2021 (FLTCA), as amended<br>• **(s. 28)** Mandatory reporting obligations regarding LTC residents and funding | ☑ | |
| Health Care Consent Act, 1996, as amended | ☑ | |
| Missing Persons Act, 2018, as amended | ☑ | |
| Personal Health Information Protection Act, 2004 (PHIPA), as amended<br>• **O. Reg. 329/04**: General | ☑ | |
| Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA), as amended | ☑ | |
| Psychology and Applied Behaviour Analysis Act, 2021<br>• **O. Reg. 195/23:** Professional Misconduct<br>• **O. Reg. 193/23:** Registration<br>• **O. Reg. 194/23:** General (Quality Assurance and Advertising)<br>• **NEW: O. Reg. 333/25**: Exemption — Restricted Titles | ☐ | July 2026 |

SAMPLE

| | | |
|---|---|---|
| Regulated Health Professions Act and Health Professions Procedural Code, 1991, as amended<br>Generally, and with particular attention to:<br>• **(s. 27)** Controlled Acts<br>Schedule 2, Health Professions Procedural Code:<br>• **(s. 85.1 - 85.6.4)** Mandatory obligations to report sexual abuse of patients, professional misconduct, incompetence, incapacity, offences, professional negligence, and malpractice<br>• **(s. 1(6))** Definition of a patient for purposes of sexual abuse provisions | ☑ | |
| Retirement Homes Act, 2010, as amended<br>• **(s. 75)** Mandatory reporting obligations regarding abuse of a Retirement Home resident | ☑ | |
| Substitute Decisions Act, 1992, as amended | ☑ | |
| **STANDARDS OF PROFESSIONAL CONDUCT** | **Sufficiently Familiar** | **Target Date to Achieve Sufficient Familiarity** |
| Standards of Professional Conduct, 2024<br>*College of Psychologists and Behaviour Analysts of Ontario* | ☑ | |

It is expected that all registrants demonstrate dignity and respect in their professional conduct towards all individuals in all professional contexts by remaining culturally responsive and practising consistent with relevant legislation and guidelines concerning all forms of abuse, harassment and discrimination.

Registrants are encouraged to further explore other tools and resources when considering how to gain or expand their knowledge and skills to mitigate bias and harmful or oppressive practices.

| **ETHICS AND HUMAN RIGHTS** | **Sufficiently Familiar** | **Target Date to Achieve Sufficient Familiarity** |
|---|---|---|
| Accessibility for Ontarians with Disabilities Act, 2005, as amended | ☑ | |
| Canadian Charter of Rights and Freedoms, 1982 | ☑ | |
| Ontario Human Rights Code, 1990 | ☑ | |
| Standards of Professional Conduct, 2024 (s. 3.1, s. 14),<br>*College of Psychologists and Behaviour Analysts of Ontario* | ☑ | |

SAMPLE

## Section B: Items Applicable to Specific Practitioners

The resources in Section B include legislation and regulations which may be relevant to your practice based upon the professional services or activities you perform.

Please indicate whether you are *Sufficiently Familiar* with each resource, if it is *Not Applicable* (N/A) to your practice, or record a *Target Date* by which you intend to obtain sufficient familiarity. *Target Dates* should reflect the expectation that registrants must be sufficiently familiar with applicable jurisprudence at the time of service provision.

| LEGISLATION | N/A | Sufficiently Familiar | Target Date to Achieve Sufficient Familiarity |
|---|---|---|---|
| Child, Youth and Family Services Act, 2017, as amended | ○ | ◉ | |
| Children's Law Reform Act, 1990, as amended | ○ | ◉ | |
| Corrections and Conditional Release Act, 1992, as amended | ◉ | ○ | |
| Criminal Code of Canada, 1985, as amended<br>Generally, and with particular attention to:<br>• **Part V** Sexual Offences, Public Morals and Disorderly Conduct<br>• **Part VIII** Medical Assistance in Dying (s. 241.1, 241.2)<br>• **Part XX.1** Mental Disorder (s. 672.1) | ◉ | ○ | |
| Education Act, 1990, as amended<br>• Definition of Exceptional Pupil (s. 1.1)<br>• **O. Reg. 298/90:** Operations of Schools – General Duties of Principals – Consent (s .11(3)(m)) | ○ | ◉ | |
| Freedom of Information and Protection of Privacy Act, 1990, as amended | ○ | ◉ | |
| Insurance Act, 1990, as amended<br>Regulations under the Act:<br>• **O. Reg. 34/10:** Statutory Accident Benefits Schedule<br>• **O. Reg. 90/14:** Service Providers – Standards for Business Systems and Practices and other Prescribed Conditions<br>• **O. Reg. 348/13:** Service Providers – Licensing | ○ | ◉ | |
| Mental Health Act, 1990, as amended | ○ | ◉ | |
| Municipal Freedom of Information and Protection of Privacy Act, 1990, as amended | ○ | ◉ | |
| Public Hospitals Act, 1990, as amended | ◉ | ○ | |

SAMPLE

| | | | |
|---|---|---|---|
| Regulated Health Professions Act, 1991<br>• **AMENDED: O. Reg. 107/96:** Controlled Acts – Forms of Energy– ***Psychology only*** | ◯ | ◉ | |
| Regulated Health Professions Act, 1991<br>• **O. Reg. 39/02:** Certificate of Authorization (Professional Corporations) | ◯ | ◉ | |
| Rowan's Law (Concussion Safety), 2018,<br>Generally, and with particular attention to:<br>• **O. Reg. 161/19: General –** Removal-From and Return-To Sport Protocol (s. 5)<br>• Information for Health Care Providers | ◯ | ◉ | |
| Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, as amended | ◯ | ◉ | |
| Workplace Safety and Insurance Act, 1997, as amended | ◉ | ◯ | |
| Youth Criminal Justice Act, 2002, as amended | ◯ | ◉ | |

SAMPLE

# PART 3: ETHICAL CODES AND GUIDELINES

The following resources set guidelines for ethical conduct within professional practice. If you identify the need for greater familiarity with any of the information referenced in these sections, a target date for achieving sufficient familiarity must be indicated.

## Section A: Items Applicable by Profession

The resources in Section A contain profession-specific information. Resources relevant to those authorized to practise psychology are indicated by "**PSY**". Resources relevant to those authorized to practise applied behaviour analysis are indicated by "**ABA**".

Please indicate whether you are *Sufficiently Familiar* with each resource relevant to your profession, if it is *Not Applicable* (N/A) to your practice, or record a *Target Date* by which you intend to obtain sufficient familiarity. *Target Dates* should reflect the expectation that registrants must be sufficiently familiar with applicable ethical codes and guidelines at the time of service provision.

| ETHICAL CODES AND GUIDELINES | | N/A | Sufficiently Familiar | Target Date to Achieve Sufficient Familiarity |
|---|---|---|---|---|
| **PSY** | Canadian Code of Ethics for Psychologists, Fourth Edition, 2017, *Canadian Psychological Association* | ○ | ◉ | |
| **PSY** | Companion Manual to the Canadian Code of Ethics for Psychologists, 2018, *Canadian Psychological Association* | ○ | ◉ | |
| **PSY** | Practice Guidelines for Providers of Psychological Services, 2017, *Canadian Psychological Association* | ○ | ◉ | |
| **PSY** | Guidelines for Child Custody Evaluations in Family Law Proceedings, 2022, *American Psychological Association* | ○ | ◉ | |
| **PSY** | Standards for Educational and Psychological Testing, 2014, *American Psychological Association* | ○ | ◉ | |
| **ABA** | Ethics Code for Behavior Analysts, 2020, *Behavior Analyst Certification Board* | ◉ | ○ | |
| **ABA** | Ethical Decision-making Framework for Behaviour Analysts, 2024, *College of Psychologists and Behaviour Analysts of Ontario* | ◉ | ○ | |

SAMPLE

## Section B: Items Applicable by Professional Activities

The resources in Section B contain additional information which may be relevant to your practice based upon the professional services or activities you perform. This is not intended to be an exhaustive list of the guidelines which you may find beneficial.

Please indicate whether you are *Sufficiently Familiar* with each resource relevant to your professional activities, if it is *Not Applicable* (N/A) to your practice, or record a *Target Date* by which you intend to obtain sufficient familiarity. *Target Dates* should reflect the expectation that registrants must be sufficiently familiar with applicable guidelines and Standards at the time of service provision.

| **RESEARCH ACTIVITIES** | **N/A** | **Sufficiently Familiar** | **Target Date to Achieve Sufficient Familiarity** |
|---|---|---|---|
| Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2, 2022, *Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada* | ◉ | ○ | |
| **SUPERVISION ACTIVITIES** | **N/A** | **Sufficiently Familiar** | **Target Date to Achieve Sufficient Familiarity** |
| Standards of Professional Conduct, 2024 (s. 4) *College of Psychologists and Behaviour Analysts of Ontario* | ○ | ◉ | |
| Supervision Resource Manual for Psychology Registration, Fourth Edition, 2025, *College of Psychologists and Behaviour Analysts of Ontario* - ***Psychology only*** | ○ | ◉ | |

SAMPLE

# PART 4: CONTINUING COMPETENCE PLANNING

## Section A: Review of Previous Professional Development Plan

Prior to creating your new ***Professional Development Plan,*** review and reflect on the outcomes of the objectives you set when self-assessment was last completed. In most cases, registrants were last required to create a *Plan* in the 2024 *Self-Assessment Guide*.

*If you are newly registered or have not completed the SAG before, continue to* ***Part 5*** *(page 12).*

**Reflect on the progress made towards your previous objectives by considering prompts, such as:**

- How effective was your previous *Professional Development Plan* for addressing specific objectives?
- Did the objectives created in your last *Plan* include enough detail to guide participation in relevant CPD activities and facilitate ongoing progress monitoring?
- Did you achieve the objectives you created? If yes, in what ways did your achievements enhance your ethical conduct and/or professional knowledge and skills? If no, what changes can you make in your new *Professional Development Plan* to make your experience more valuable?
- Will you be carrying forward any of your previous objectives to your new *Plan* to continue working towards achievement?

| Previous Professional Development Plan Reflection | | |
|---|---|---|
| **Previous Objective** | **Related CPD Activities Completed** | **Outcome Reflection** |
| What objective did you set to enhance ethical knowledge, professional skills, or achieve a professional goal? | What CPD activities did you complete during the last two-year cycle which directly supported your objective? | Did you complete, modify or abandon your objective? If completed, what was gained? Is the objective still in progress? If not, what changed? |
| Further develop competence in mindfulness training to better understand emotional responses when assessing behavioural challenges. | I completed the Clarion Meditation Inc. training course on Mindfulness Interventions in September 2025. | The course provided an introduction to the theoretical lens and led me to further explore the benefits and limitations which these techniques may have for my clients. Completed, but will continue studies. |
| | | |
| | | |
| | | |

SAMPLE

# PART 5: NEW PROFESSIONAL DEVELOPMENT PLAN

After reviewing your current practice and the outcomes from your previous *Professional Development Plan*, create your new *Professional Development Plan*.

The ***Ethical Conduct*** and ***Professional Development*** objectives you create in your new *Plan* should aim to address the knowledge or skill gaps identified throughout the self-assessment process and assist you in exploring areas of professional interest. You can plan to achieve your objectives by specifying Continuing Professional Development (CPD) activities that will support the maintenance of your competency over the next two-year cycle, and promote continued learning within your current scope of practice.

---

To create your new *Professional Development Plan*, indicate the following:

**Objective:** a specific gap in knowledge, skill or experience you would like to address, or areas of interest to explore. E.g., the ability to independently use a particular new assessment tool.

Objectives should be **SMART: S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound

**Actionable Steps:** identify specific courses, seminars, readings, or other continuing education or professional development activities that you intend to complete to achieve the objectives created.

**Target Date:** to facilitate progress monitoring and support continual participation, indicate the month and year within your two-year QA cycle by which you intend to achieve your objective.

**Reflection & Progress Monitoring:** regularly return to your new *Professional Development Plan* to document the progress you have made towards your objectives. This will assist you in reflecting on the specific knowledge or skills gained to enhance your practice services and maintain competency.

When creating your **SMART** objectives, consider prompts from the College's **Guide to Self-Reflection,** such as:

- Are there any areas which I could examine further to enhance my knowledge, skills or experience?
- What short-term and long-term goals do I want to work towards? What are some concrete steps I can take towards accomplishing each goal?
- Where do I want to be by the end of the upcoming two-year cycle?
- What are my goal deadlines and are they reasonable?
- How can I measure progress towards my goals?

SAMPLE

# Professional Development Plan
## July 1, 2026 – June 30, 2028

Frequent self-assessment is encouraged to maintain an awareness of your strengths and weaknesses, and objectives should be modified or added to your plan throughout your cycle, as necessary. Document progress made towards the achievement of your objectives to support ongoing reflection, and to guide decisions regarding the Continuing Professional Development activities you choose to undertake.

### Section A: New Ethical Conduct Objectives

If you have identified opportunities to improve your knowledge, skill or judgment related to professional jurisprudence or ethical conduct, create your ***Ethical Conduct*** objectives below.

| Professional Development Plan – Ethical Conduct | | | |
|---|---|---|---|
| **Objective** | **Actionable Steps** | **Target Date** | **Reflection & Progress Monitoring** |
| Identified knowledge or skill gap related to ethical conduct you intend to address. | What steps will you take to remedy this gap or achieve your objective? (e.g., reading jurisprudence, specific CPD ethics courses, etc.) | Set a target date for completion. | 1) Describe why this objective is relevant to your professional development.<br>2) Document progress as you complete related CPD activities to reflect on the knowledge or skills gained. |
| Become familiar with the new Exemption Regulation under the Psychology and Applied Behaviour Analysis Act, 2021. | I will complete a review of the new Regulation to ensure I continue to understand my professional obligations. | July 2026 | 1. This will allow me to become aware of any changes that may impact my service provision. Remaining knowledgeable of the legislation relevant to the practise of psychology will ensure I continue to provide clients with ethical services.<br>2. TBD. |
| | | | |
| | | | |
| | | | |
| | | | |

SAMPLE

## Section B: New Professional Development Objectives

If you have identified opportunities to improve your knowledge, skill and judgment with tools, techniques or interventions, enhance your practice services, or explore areas of professional interest, create your ***Professional Development*** objectives below.

| Professional Development Plan – Professional Development | | | |
|---|---|---|---|
| **Objective** | **Actionable Steps** | **Target Date** | **Reflection & Progress Monitoring** |
| Identified knowledge or skill gap, or area of professional interest you intend to address or gain additional experience in. | What steps will you take to remedy this gap or achieve your objective? (e.g., specific CPD courses, consultation, readings, etc.) | Set a target date for completion. | 1) Describe why this objective is relevant to your professional development.<br>2) Document progress as you complete related CPD activities to reflect on the knowledge or skills gained. |
| Explore self-regulation techniques for adolescents and young adults with behavioural challenges. Learn about educational supports for parents/caregivers. | - Complete PsychCAN 4-hr course on Emotional Regulation Techniques.<br>- Engage in regular consultation with colleauge Dr. J. Smith regarding their experience with familial education techniques. | Complete course by Dec. 2026. Meet with Dr. Smith until June 2028. | 1. This will continue to build upon knowledge gained from my previous goal to explore mindfulness techniques, and provide the opportunity to collaborate with interdisciplinary peers to develop an intersectional lens.<br>2. TBD. |
| Review annual TBI journal publication to remain familiar with research findings. | Complete self-directed readings of new articles relevant to brain injury and behavioural changes. | March 2027 | 1. It is important that I remain current on new findings that may impact data interpretation, therapies, and intervention.<br>2. TBD. |
| Learn to use WMS assessment tool for applications relevant to clients with TBI. | Review updated test manual and support materials for use of WMS. | July 2027 | 1. As above, this will support my objective to remain familiar with research and ensure services provided are relevant and necessary for client needs.<br>2. TBD. |
| | | | |
| | | | |

***You may attach additional pages to your Plan if necessary.***

SAMPLE

# PART 6: SELF-CARE

Personal and professional stressors, and other related risk factors may affect your ability to perform professionally. It is important to assess your circumstances and identify the factors which might be affecting your wellness so that you are able to plan mitigation strategies. Due to the personal nature of this self-examination, you may elect to use the College's *Self-Care Plan* tool or complete another manner of self-care planning to reflect on and address personal and professional risk factors. You will not be required to submit any self-care tool used.

**The College's *Self-Care Plan* can be downloaded by clicking here.**

If you find that an identified risk cannot be resolved and may affect professional performance, you are expected to determine whether it may be necessary to reduce or withdraw from professional activities.

Once you have completed your *Self-Care Plan*, ensure you mark the below Self-Care Attestation complete.

**SELF-CARE ATTESTATION:**

☑ **I have completed a *Self-Care Plan* to reflect upon my personal and professional wellness and address potential risk factors.**

SAMPLE