



2025 Self-Assessment Guide and Continuing Professional Development Plan

Registrant Name: Will Lernmore

Date: May 31, 2025

Introduction and Instructions

General Information

As part of the mandatory Quality Assurance Program, each registrant of the College is required to undertake a self-review of their practice and declare completion of the *Self-Assessment Guide and Continuing Professional Development Plan* (SAG/PDP) in accordance with the following schedule:

<u>Registrants required to complete the 2025 SAG/PDP and submit a <i>Declaration of Completion</i> by June 30, 2025</u>	
Certificate Type	Registration Number
Autonomous Practice Certificate of Registration	Odd Registration Number
Academic Certificate of Registration	Odd Registration Number
Inactive Certificate of Registration	Odd Registration Number
Supervised Practice Certificate of Registration	ALL Registration Numbers
Interim Autonomous Practice Certificate of Registration	ALL Registration Numbers (Except if you have completed mandatory self-assessment in your home jurisdiction, in which case you must submit the <u>Alternate Declaration</u>)
These requirements are applicable to Psychologists, Psychological Associates, and Registered Behaviour Analysts.	

The SAG/PDP is designed to assist in the self-evaluation of your current level of professional knowledge, skill and experience, and identify areas of focus for your continuous professional development to maintain competency.

The professional objectives you create at the end of the SAG/PDP should be designed to remedy any gaps identified through your self-assessment and inform the Continuing Professional Development (CPD) activities you engage in throughout your next two-year cycle.

Please note that this tool is known as the *Self-Assessment Guide and Continuing Professional Development Plan* but may be referred to as the SAG or SAG/PDP.

Requirements and Outcomes

Submission to College Not Routinely Required

The requirements of the *Self-Assessment Guide and Continuing Professional Development Plan* are founded upon principles of independent reflection and planning. It is expected that you will return to your SAG/PDP regularly after initial completion to monitor progress towards your *Professional Development Plan* objectives, and to update the information as necessary to support the ongoing maintenance of your knowledge and skills.

You do not need to submit your completed SAG/PDP document to the College unless it is requested, however, you must submit an electronic SAG Declaration of Completion by June 30, 2025, to attest to your fulfillment of the self-assessment component of the Quality Assurance Program.

Declaration of Completion

Your electronic SAG *Declaration of Completion* is an attestation to the College that you have undertaken professional self-assessment, are sufficiently familiar with professionally relevant legislation, Standards, and ethical codes, and have created a *Professional Development Plan* to address any identified knowledge or skill gaps by way of CPD activity participation over the next two-year cycle.

Please note there are two separate Quality Assurance *Declarations of Completion* which registrants are required to submit:

- **Self-Assessment Guide and Continuing Professional Development Plan:** SAG *Declaration of Completion*
- **Two-year Continuing Professional Development Program Cycle:** CPD *Declaration of Completion*

Registrants must ensure they submit both Declarations when required. If you are unsure whether your CPD *Declaration of Completion* is also due this year, please check the College website [here](#).

Confidentiality and Legislated Protection of Quality Assurance Material

The *Regulated Health Professions Act, 1991*, *Personal Health Information Protection Act, 2004*, and *Quality of Care Information Protection Act, 2016* provide for the protection of Quality Assurance information held by a registrant, which was completed for the purposes of complying with the requirements of the College's Quality Assurance Program. This information may be required by the College to the extent permitted by legislation.

Retention

As required by Ontario Regulation 194/23: General, under the *Psychology and Applied Behaviour Analysis Act, 2021*, you must retain your completed Quality Assurance records and accompanying documentation for a minimum period of five (5) years. Please store these records in your files.

If you are selected to participate in a Peer Assisted Review or other Quality Assurance assessment, you will be expected to provide your completed records.

Contents

The sections of the *Self-Assessment Guide and Continuing Professional Development Plan* are presented in a stepwise manner to facilitate self-reflection and professional development planning through a continuous process. As some registrants are authorized to practise both professions of psychology and applied behaviour analysis, it is only expected that you will become familiar with or review the information and resources relevant to you.

Part 1: Practice Details

Part 2: Relevant Legislation, Regulations and Standards

- Section A: Items Applicable to All Registrants
- Section B: Items Applicable to Specific Practices

Part 3: Relevant Codes of Ethics and Guidelines

- Section A: Items Applicable by Profession
- Section B: Items Applicable by Professional Activities
- Section C: New Ethical Conduct Objectives

Part 4: Continuing Competence

- Section A: Competency Review
- Section B: Review of Previous Professional Development Plan
- Section C: New Professional Development Objectives

Part 5: New Professional Development Plan Summary

Part 6: Self-Care Plan

- Self-Care Attestation

A [completed sample](#) of the *Self-Assessment Guide and Continuing Professional Development Plan* is available for reference on the College website.

PART 1: PRACTICE DETAILS

Certificate Type: (please indicate)		
<div style="display: flex; flex-direction: column; gap: 10px;"> <div><input checked="" type="radio"/> Autonomous Practice</div> <div><input type="radio"/> Interim Autonomous Practice</div> <div><input type="radio"/> Supervised Practice</div> <div><input type="radio"/> Academic</div> <div><input type="radio"/> Inactive</div> </div>		
Note: <ul style="list-style-type: none"> i. Registrants with a Retired Certificate of Registration are not required to complete the SAG/PDP. ii. Registrants with an Interim Autonomous Practice Certificate of Registration that have completed mandatory self-assessment programming as required by the regulatory body in their home jurisdiction are not required to complete the SAG/PDP but must still submit the <i>Alternate Declaration of Completion</i> attesting to this. 		
Practice Authorizations and/or Scope of Competence:		
<input type="checkbox"/> Applied Behaviour Analysis <input checked="" type="checkbox"/> Clinical Neuropsychology <input checked="" type="checkbox"/> Rehabilitation Psychology	<input checked="" type="checkbox"/> Clinical Psychology <input type="checkbox"/> Forensic/Correctional Psychology <input type="checkbox"/> Industrial/Organizational Psychology	<input type="checkbox"/> Health Psychology <input checked="" type="checkbox"/> Counselling Psychology <input type="checkbox"/> School Psychology
Authorized Client Group(s): (psychology only)		
<input checked="" type="checkbox"/> Children <input checked="" type="checkbox"/> Adolescents <input checked="" type="checkbox"/> Adults	<input checked="" type="checkbox"/> Families <input type="checkbox"/> Seniors <input type="checkbox"/> Couples	<input type="checkbox"/> Organizations
Describe the focus of your current practice and if there have been any changes to your practice since completing your last self-assessment.		
I continue to serve the same client populations with a primary focus on child and adolescent assessment, intervention and therapy services. My practice areas have not changed and I do not require additional authorizations.		

PART 2: RELEVANT LEGISLATION, REGULATIONS AND STANDARDS

The following items are related to legislation, regulations, Standards and ethical jurisprudence which registrants must be familiar with. As registrants are expected to have sufficient familiarity with the relevant information at the time of service provision, it is important that the review of these resources occurs at the time of completion of the SAG/PDP, or as soon as possible thereafter, to ensure risk to the public interest is minimized.

If you identify the need for greater familiarity with any of the information referenced in this section, a target date for achieving sufficient familiarity must be indicated.

Most resources listed below are available through the provided weblinks or directly on the websites of the College, the Canadian Psychological Association, the Behavior Analyst Certification Board, or those of the provincial or federal government.

Section A: Items Applicable to All Registrants

This section contains legislation, Standards and ethical jurisprudence which **all** registrants of the College must be familiar with. Although some areas of practice may require greater familiarity with the following items than others, basic familiarity with the items in Section A is mandatory for all registrants.

Please indicate if you are already *Sufficiently Familiar* with each item or record a *Target Date* (Month & Year) by which you intend to achieve sufficient familiarity.

FEDERAL AND PROVINCIAL LEGISLATION	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Child, Youth and Family Services Act, 2017 , as amended All registrants must understand their mandatory obligation to report child abuse as described under s.125.	<input checked="" type="checkbox"/>	
Fixing Long-Term Care Act, 2021 (FLTCA) , as amended All registrants must understand their mandatory reporting requirements in situations where they have reasonable grounds to suspect that any of the prescribed matters have occurred. Reporting requirements are described under s.28.	<input checked="" type="checkbox"/>	
Health Care Consent Act, 1996 , as amended	<input checked="" type="checkbox"/>	
Missing Persons Act, 2018 , as amended	<input checked="" type="checkbox"/>	
Personal Health Information Protection Act, 2004 (PHIPA) , as amended Regulations under the Act: • AMENDED: O. Reg. 343/23: General The Regulation amends O. Reg. 329/04, concerning changes to administrative penalties for contravening the Act. In force as of January 1, 2024.	<input checked="" type="checkbox"/>	

Section A continues on the following page.

Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA) , as amended	<input checked="" type="checkbox"/>	
Psychology and Applied Behaviour Analysis Act, 2021 Regulations under the Act: <ul style="list-style-type: none"> • O. Reg. 195/23: Professional Misconduct • O. Reg. 193/23: Registration • O. Reg. 194/23: General (Quality Assurance and Advertising) <p>The <i>Psychology and Applied Behaviour Analysis Act, 2021</i> and Regulations under the new Act came into force on July 1, 2024. These statutes replace the <i>Psychology Act, 1991</i> and the Regulations under the Act.</p>	<input type="checkbox"/>	July 2025
Regulated Health Professions Act and Health Professions Procedural Code, 1991 , as amended Generally, and with particular attention to: <ul style="list-style-type: none"> ○(s.27) Controlled Acts Schedule 2, Health Professions Procedural Code: <ul style="list-style-type: none"> ○(s. 85.1 - 85.6.4) Mandatory obligations to report sexual abuse of patients, professional misconduct, incompetence, incapacity, offences, professional negligence, and malpractice ○(s. 1(6)) Definition of a patient for purposes of sexual abuse provisions 	<input checked="" type="checkbox"/>	
Retirement Homes Act, 2010 , as amended All registrants must understand their mandatory reporting obligations when they have reasonable grounds to suspect the abuse of a resident in a Retirement Home, as described under s.75.	<input checked="" type="checkbox"/>	
Substitute Decisions Act, 1992 , as amended	<input checked="" type="checkbox"/>	
STANDARDS OF PROFESSIONAL CONDUCT	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
NEW: Standards of Professional Conduct, 2024 , <i>College of Psychologists and Behaviour Analysts of Ontario</i> The <i>Standards</i> are applicable to all registrants for the professional practise of psychology and/or applied behaviour analysis, as well as to those individuals providing services under the supervision of a College registrant.	<input checked="" type="checkbox"/>	

Section A continues on the following page.

Please respond to the following prompts. If you do not already *Agree*, indicate a *Target Date* (Month & Year) by which you intend to achieve adherence

ETHICS AND HUMAN RIGHTS	Agree	Target Date to Achieve Adherence
<p>I demonstrate dignity and respect in my 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.</p> <ul style="list-style-type: none"> • Standards of Professional Conduct, 2024 (s.3.1, s.14) • Preventing and Addressing: Sexual Abuse and Boundary Violations, <i>College of Psychologists and Behaviour Analysts of Ontario</i> 	<input checked="" type="checkbox"/>	
<p>I am sufficiently familiar with the:</p> <ul style="list-style-type: none"> • Accessibility for Ontarians with Disabilities Act, 2005, as amended; and the, • Ontario Human Rights Code, 1990. <p>Note: The College encourages all registrants to further explore other tools and resources when considering ways of gaining knowledge or skills to mitigate bias, discrimination and oppressive practices.</p>	<input checked="" type="checkbox"/>	

Section A End

Section B: Items Applicable to Specific Practices

This section contains additional legislation, standards and ethical jurisprudence which **may** be relevant to your practice based upon your professional service areas and activities.

Please indicate whether you are already *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.

FEDERAL AND PROVINCIAL LEGISLATION	N/A	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Child, Youth and Family Services Act, 2017 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Children's Law Reform Act, 1990 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Corrections and Conditional Release Act, 1992 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	
Criminal Code of Canada, 1985 , as amended Generally, and with particular attention to: <ul style="list-style-type: none"> • Part V Sexual Offences, Public Morals and Disorderly Conduct • Part VIII Medical Assistance in Dying (s.241.1, 241.2) • Part XX.1 Mental Disorder (s.672.1) 	<input checked="" type="radio"/>	<input type="radio"/>	
Education Act, 1990 , as amended <ul style="list-style-type: none"> • Definitions of Exceptional Pupil (s.1.1) • O. Reg. 298/90: Operations of Schools – General Duties of Principals – Consent (s.11(3)(m)) 	<input type="radio"/>	<input checked="" type="radio"/>	
Freedom of Information and Protection of Privacy Act, 1990 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Insurance Act, 1990 , as amended Regulations under the Act: <ul style="list-style-type: none"> • O. Reg. 34/10: Statutory Accident Benefits Schedule • O. Reg. 90/14: Service Providers – Standards for Business Systems and Practices and other Prescribed Conditions • O. Reg. 348/13: Service Providers – Licensing 	<input type="radio"/>	<input checked="" type="radio"/>	
Mental Health Act, 1990 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Municipal Freedom of Information and Protection of Privacy Act, 1990 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	

Section B continues on the following page.

Public Hospitals Act, 1990 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	
Regulated Health Professions Act, 1991 • O. Reg. 107/96: Controlled Acts – Forms of Energy – Psychology only	<input type="radio"/>	<input checked="" type="radio"/>	
Regulated Health Professions Act, 1991 • O. Reg. 39/02: Certificate of Authorization (Professional Corporations)	<input type="radio"/>	<input checked="" type="radio"/>	
Rowan’s Law (Concussion Safety), 2018 , Generally, and with particular attention to: • O. Reg. 161/19: General – Removal-From and Return-To Sport Protocol (s.5) • Information for Health Care Providers	<input type="radio"/>	<input checked="" type="radio"/>	
Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Workplace Safety and Insurance Act, 1997 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	
Youth Criminal Justice Act, 2002 , as amended	<input type="radio"/>	<input checked="" type="radio"/>	

Section B End

PART 3: RELEVANT CODES OF ETHICS AND GUIDELINES

The following information is intended to stimulate thinking about your ethical knowledge and how this is applied in your practice. Reflecting on your knowledge and related experiences will help you identify appropriate professional development objectives. This is not intended to be an exhaustive list of standards, ethical codes or guidelines which may be relevant to your specific practice.

Section A: Items Applicable by Profession

This section contains information relevant to each profession which registrants must be familiar with to ensure they are practising ethically, both generally and when conducting specific activities, such as research, training or supervision. Resources relevant to those authorized for the practise of psychology are indicated by “PSY”. Resources relevant to those authorized for the practise of applied behaviour analysis are indicated by “ABA”.

Please indicate whether you are already *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.

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	<input type="radio"/>	<input checked="" type="radio"/>	
PSY	Companion Manual to the Canadian Code of Ethics for Psychologists, 2018 , Canadian Psychological Association	<input type="radio"/>	<input checked="" type="radio"/>	
PSY	Practice Guidelines for Providers of Psychological Services, 2001 , Canadian Psychological Association	<input type="radio"/>	<input type="radio"/>	August 2025
PSY	Guidelines for Child Custody Evaluations in Family Law Proceedings, 2022 , American Psychological Association	<input type="radio"/>	<input checked="" type="radio"/>	
PSY	Standards for Educational and Psychological Testing, 2014 , American Psychological Association	<input type="radio"/>	<input checked="" type="radio"/>	
PSY	Information for Consideration by Members Providing Psychological Services in the Context of Child Custody Disputes & Child Protection Proceedings, 2014 , College of Psychologists and Behaviour Analysts of Ontario Familiarity with this item is important for any psychology practitioner working with children, adolescents, or families, and not only those providing services related to family law matters.	<input type="radio"/>	<input checked="" type="radio"/>	

Section A continues on the following page.

ABA	Ethics Code for Behaviour Analysts, 2020, <i>Behaviour Analyst Certification Board</i>	<input checked="" type="radio"/>	<input type="radio"/>	
ABA	Ethical Decision-making Framework for Behaviour Analysts, 2024, <i>College of Psychologists and Behaviour Analysts of Ontario</i>	<input checked="" type="radio"/>	<input type="radio"/>	

Section A End

Section B: Items Applicable by Professional Activities

This section contains additional information which you **may** need to be familiar with based upon your specific professional activities or services. Familiarity with these resources is intended to supplement the expectations set out by previously reviewed legislation, standards and ethical codes.

Please indicate whether you are already *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.

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, <i>Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada</i>	<input checked="" type="radio"/>	<input type="radio"/>	
SUPERVISION ACTIVITIES	N/A	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Supervision Resource Manual for Psychology Registration, 2025, <i>College of Psychologists and Behaviour Analysts of Ontario</i> (Psychology only) Review of this manual is important for all supervised practice registrants working to fulfill the College's registration requirements to practise psychology, as well as the supervisors of such supervised practice registrants and of autonomous practice registrants seeking to expand their authorizations.	<input type="radio"/>	<input checked="" type="radio"/>	

Section B End

Section C: New Ethical Conduct Objectives

If you have identified knowledge gaps related to the jurisprudence or ethical conduct items from the previous sections, create new professional development objectives to address these gaps. It is important that you are specific when documenting the steps you will take to remedy an identified gap and to include particular Continuing Professional Development (CPD) activities which you intend to undertake to support objective achievement.

Create SMART Objectives

Specific, Measurable, Attainable, Realistic, and Time-bound

More information about creating SMART objectives can be found in the College's [Guide to Self-Reflection](#).

When completing the SAG/PDP electronically, objectives entered in the chart below will automatically be recorded in your **New Professional Development Plan** summary in Part 5. If you are completing this form in hard copy and wish to avoid recording the same information twice, you may write your objectives directly in Part 5 (page 18).

Professional Development Plan Objectives – Ethical Conduct			
Objective	Actionable Steps	Target Date	Reflection & Progress Monitoring
What knowledge or skill gap related to ethical conduct did you identify through the self-assessment process?	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.	Describe why this objective is relevant to your professional development and document progress as you complete related CPD activities to reflect on the knowledge or skills gained.
Become familiar with the Psychology and Applied Behaviour Analysis Act, 2021.	I will undertake a review of the new Act and Regulations under the Act to ensure I continue to understand my professional obligations.	July 2025	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.
Review the Practice Guidelines for Providers of Psychological Services, 2001.	I will review the Guidelines to ensure I am familiar with the CPA's recommendations. If needed, I can contact the College's Practice Advisor for support.	August 2025	A general review of the Guidelines as well as of those specifically related to Supervision will be important to support my role as a competent supervisor of Supervised Practice registrants. This will ensure I am imparting current knowledge of ethical conduct to supervisees, and protecting clients.

You may attach additional pages if needed.

Section C End

PART 4: CONTINUING COMPETENCE

Continuing Professional Development (CPD) is required to ensure you are maintaining competence to support ethical service provision. This is achieved by bridging gaps identified between your current and desired levels of knowledge, skill and experience. By reflecting on these gaps, you will have a clearer understanding of which CPD activities you will need to undertake to enhance your knowledge and skills over the next two-year cycle.

Please note that the College's CPD Program is intended to enhance service provision within your already authorized areas of practice or scope of competence. The CPD Program is **not** intended to provide sufficient preparation for registrants to expand their authorizations or scope of competence. Information about the steps necessary to expand authorizations can be found on the College website [here](#).

Section A: Competency Review

The below list includes some of the areas which may be the focus of your clinical, academic, research or other professional activities. To inform your self-reflection, indicate the issues which you address in your practice based upon your current competencies in psychology and/or applied behaviour analysis. This list is not exhaustive; if you are involved in other activities or areas of focus, please list them under "Other".

<input checked="" type="checkbox"/> Intellectual Disabilities	<input checked="" type="checkbox"/> Gender Dysphoria
<input checked="" type="checkbox"/> Communication Disorders	<input checked="" type="checkbox"/> Educational Issues
<input checked="" type="checkbox"/> Autism Spectrum Disorders	<input type="checkbox"/> Substance-Related and Addictive Disorders
<input checked="" type="checkbox"/> Neurocognitive Disorders	<input checked="" type="checkbox"/> Attention-Deficit / Hyperactivity Disorders
<input checked="" type="checkbox"/> Learning Disorders	<input type="checkbox"/> Sexual Dysfunction
<input checked="" type="checkbox"/> Motor/Tic Disorders	<input checked="" type="checkbox"/> Personality Disorders
<input checked="" type="checkbox"/> Dissociative Disorders	<input type="checkbox"/> Paraphilic Disorders
<input checked="" type="checkbox"/> Bipolar and Related Disorders	<input type="checkbox"/> Relationship Problems
<input checked="" type="checkbox"/> Depressive Disorders	<input type="checkbox"/> Child Abuse and Neglect
<input checked="" type="checkbox"/> Anxiety Disorders	<input type="checkbox"/> Housing and Economic Issues
<input type="checkbox"/> Feeding and Eating Disorders	<input type="checkbox"/> Problems Related to Divorce or Separation
<input type="checkbox"/> Elimination Disorders	<input type="checkbox"/> Problems Related to Decisional Capacity
<input type="checkbox"/> Sleep-Wake Disorders	<input checked="" type="checkbox"/> Obsessive-Compulsive and Related Disorders
<input type="checkbox"/> Somatic Symptoms and Related Disorders	<input type="checkbox"/> Adult/Spousal or Partner Violence, Maltreatment and Neglect
<input checked="" type="checkbox"/> Schizophrenia Spectrum and Other Psychotic Disorders	<input type="checkbox"/> Issues Related to Social and/or Cultural Environment
<input checked="" type="checkbox"/> Disruptive, Impulse-Control and Conduct Disorders	<input type="checkbox"/> Issues Related to Crime or Interaction with the Legal System
<input type="checkbox"/> Trauma and Stressor-Related Disorders (Including Attachment Disorder, Adjustment Disorder)	<input type="checkbox"/> Industrial/Organizational Issues (If endorsing this item, please review and endorse any other focus areas related to your I/O activities)
Other (Please describe):	

Section A continues on the following page.

The below chart includes examples of professional services and activities that you may perform or provide in your psychological or applied behaviour analysis practice which require specific competencies. Review and indicate the services or activities you provide in your practice.

<input type="checkbox"/> Administration <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Behavioural <input checked="" type="checkbox"/> Consultation <input checked="" type="checkbox"/> Family Intervention (Same below with forms of therapy) <input checked="" type="checkbox"/> Group Therapy <input checked="" type="checkbox"/> Individual Therapy <input type="checkbox"/> Intervention <input type="checkbox"/> Research <input checked="" type="checkbox"/> Supervision <input type="checkbox"/> Teaching and/or Training <input checked="" type="checkbox"/> Psychoeducation – Psychology only <input checked="" type="checkbox"/> Psychotherapy – Psychology only <input checked="" type="checkbox"/> Controlled Act – Psychology only (Performing a “Controlled Act” as defined under the Regulated Health Professions Act, 1991)
Other (Please describe):

After reviewing the issues addressed in your practice, and the professional services or activities you perform, determine whether you *Agree* with the following statements based upon your current level of knowledge, skill and experience. If you do not, consider creating relevant objectives within your **New Professional Development Plan** in **Section C** (page 16) to achieve adherence.

COMPETENCY REFLECTION	Agree	Target Date to Achieve Adherence
1. I only perform services that I have sufficient knowledge, training and experience to provide and that are within my authorizations and/or scope of competence.	<input checked="" type="checkbox"/>	
2. I am familiar with the standardization, norms, reliability, and validity of any tests, techniques, tools, and interventions I use, and seek consultation or undertake formal supervision from a qualified professional with specialized knowledge when required.	<input checked="" type="checkbox"/>	
3. I am familiar with the evidence supporting the effectiveness and utility of the interventions and tools I use and can provide a reasoned explanation for use of these interventions and tools.	<input checked="" type="checkbox"/>	

Section A End

Section B: Review of Previous Professional Development Plan

Prior to creating your **New Professional Development Plan**, it is important that you reflect upon the implementation of the plan you created when you last completed self-assessment. Most registrants were last required to develop a plan in the 2023 Self-Assessment Guide. Supervised Practice and Interim Autonomous Practice registrants must complete the SAG/PDP annually and should reflect on their most recently completed plan.

*If you are newly registered and have not completed the SAG/PDP before, please continue to **Section C** (page 16).*

Questions to reflect upon when reviewing progress towards your past plan:

- How effective was your last *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 benefit your 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 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 which directly supported your objective?	Did you complete, modify or abandon your objective? If completed, what was gained? If not, is the objective still in progress?
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 2024.	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.

You may attach additional pages if more space is required.

Section B End

Section C: New Professional Development Objectives

In the previous sections, you reflected on your ethical knowledge and created objectives to address any identified gaps. To further your professional competence and guide your Continuing Professional Development participation over the next two-year cycle, you must also create objectives related to maintaining your professional skills and experience.

The objectives created in this section may be related to gaining additional familiarity with tools, techniques or interventions, exploring areas of professional interest, or enhancing your practice services.

To create actionable professional objectives, indicate the following:

- i. **Objective:** specific gaps 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.
- ii. **Action Plan:** specific courses, seminars, readings, or other Continuing Professional Development activities that you intend to complete in order to achieve the objectives created.
- iii. **Target Date:** to allow you to monitor your progress and support continual participation, indicate the month and year within your two-year CPD cycle by which you intend to achieve each objective.
- iv. **Reflection & Progress Monitoring:** regularly returning to your *Professional Development Plan* to document progress you have made towards your objectives will assist you in reflecting on the knowledge or skills gained to enhance your practice services and competency.

Reflection Prompts from the [Guide to Self-Reflection](#):

1. What were my top professional accomplishments within the last two years?
2. What have been my biggest professional challenges?
3. What are some factors that may be keeping me from accomplishing my professional objectives?
4. How did I respond to the statements in **Section A** (page 14)? Are there any areas which I could examine further to enhance my knowledge, skills or experience?
5. 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?
6. What are my top three current goals for professional development?
7. Where do I want to be by the end of the upcoming two-year CPD cycle?
8. What are my goal deadlines and are they reasonable?
9. How can I measure progress towards my goals?
10. What can I do to motivate myself to accomplish my goals?
11. How can I include my professional peers to support the completion of my goals?

If you are completing the electronic PDF version of this form, the objectives entered in the chart below will automatically be recorded in your **New Professional Development Plan Summary** in Part 5. If you are completing this form in hard copy and wish to avoid recording the same information twice, you may write your objectives directly in Part 5 (page 19).

Create SMART Objectives

Specific, Measurable, Attainable, Realistic, and Time-bound

Professional Development Plan Objectives – Knowledge, Skill and Experience			
Objective	Actionable Steps	Target Date	Reflection & Progress Monitoring
What knowledge or skill gap, or area of professional interest do you intend to explore 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.	Describe why this objective is relevant to your professional development and 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. Engage in regular consultation with colleague Dr. J. Smith regarding their experience with familial education techniques.	Complete course by Dec. 2025. Meet with Dr. Smith regularly until June 2027.	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.
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 2026	It is important that I remain current on new findings that may impact data interpretation, therapies, and intervention.
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 2026	As above, this will support my objective to remain familiar with research and ensure services provided are relevant and necessary for client needs.

You may attached additional pages if more space is required.

Section C End

PART 5: NEW PROFESSIONAL DEVELOPMENT PLAN SUMMARY

If you have used the electronic PDF version of this tool, the chart below will already contain the information entered in the previous sections.

If you are completing this form in hard copy, consolidate the goals and objectives identified on pages 12 and 17 within the charts below to summarize your New Professional Development Plan.

It is expected that you will return to your plan regularly to document progress towards the achievement of your objectives, and to guide ongoing decisions regarding the Continuing Professional Development activities you choose to undertake. Frequent self-assessment is encouraged to maintain an awareness of your strengths and weaknesses, and additional objectives can be added to your plan throughout your cycle, as necessary.

Professional Development Plan July 1, 2025 – June 30, 2027			
Professional Development Plan Objectives – Ethical Conduct			
Objective	Actionable Steps	Target Date	Reflection & Progress Monitoring
What knowledge or skill gap related to ethical conduct did you identify through the self-assessment process?	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.	Describe why this objective is relevant to your professional development and document progress as you complete related CPD activities to reflect on the knowledge or skills gained.
Become familiar with the Psychology and Applied Behaviour Analysis Act, 2021.	I will undertake a review of the new Act and Regulations under the Act to ensure I continue to understand my professional obligations.	July 2025	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.
Review the Practice Guidelines for Providers of Psychological Services, 2001.	I will review the Guidelines to ensure I am familiar with the CPA's recommendations. If needed, I can contact the College's Practice Advisor for support.	August 2025	A general review of the Guidelines as well as of those specifically related to Supervision will be important to support my role as a competent supervisor of Supervised Practice registrants. This will ensure I am imparting current knowledge of ethical conduct to supervisees, and protecting clients.

You may attach additional pages if more space is required.

Professional Development Plan Objectives – Knowledge, Skill and Experience			
Objective	Actionable Steps	Target Date	Reflection & Progress Monitoring
What knowledge or skill gap, or area of professional interest do you intend to explore 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.	Describe why this objective is relevant to your professional development and 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. Engage in regular consultation with colleague Dr. J. Smith regarding their experience with familial education techniques.	Complete course by Dec. 2025. Meet with Dr. Smith regularly until June 2027.	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.
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 2026	It is important that I remain current on new findings that may impact data interpretation, therapies, and intervention.
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 2026	As above, this will support my objective to remain familiar with research and ensure services provided are relevant and necessary for client needs.

You may attach additional pages if more space is required.

PART 6: SELF-CARE PLAN

In accordance with Standard 13.1 [Impairment Due to Health Factors](#), registrants must not undertake or continue to provide services when mental, emotional, medical, pharmacological or substance use conditions could be reasonably expected to adversely affect their ability to perform competently. Registrants must make efforts to ensure that clients are notified that they are unable to continue providing services and, where possible, assist in obtaining replacement services to ensure continuity of care.

Self-assessing personal and professional stressors, and other related factors which may adversely affect capacity, competence and judgment, will assist in planning to mitigate the negative impacts of these circumstances. If you determine that an identified risk cannot be resolved and may affect professional performance, it is expected that you will take steps to determine whether it may be necessary to reduce or withdraw from professional activities.

As different life and career stages typically pose different stressors, consider the factors which relate to your own circumstances.

For example:

- childcare or eldercare
- physical or cognitive changes
- starting in a new area of practice or place of employment

You may elect to use the College's *Self-Care Plan* tool or determine individual risk factors in the manner of your choice. The College's *Self-Care Plan* is provided as a separate document to allow registrants to protect the privacy of their sensitive and personal information. In the event of an audit, your completed *Self-Care Plan* will not be requested for review.

The College's *Self-Care Plan* can be downloaded by clicking [here](#).

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

SELF-CARE ATTESTATION:



I have completed the College's *Self-Care Plan* or used a different tool to reflect upon my personal and professional wellness and address potential risk factors.

After completing the 2025 *Self-Assessment Guide and Continuing Professional Development Plan*, you must submit your electronic SAG [Declaration of Completion](#) through your College account by June 30, 2025.

The completed SAG/PDP document will not be submitted when making your Declaration but must be stored in your files for a minimum period of five (5) years.

RESOURCES

College of Psychologists and Behaviour Analysts of Ontario, <https://cpbao.ca>
110 Eglinton Avenue West, Suite 500, Toronto, Ontario, M4R 1A3. (416)-961-8817 / 1 (800)-489-8388

American Psychological Association, www.apa.org
750 First St. NE, Washington, DC 20002-4242

Behavior Analyst Certification Board, <https://www.bacb.com>
7950 Shaffer Parkway, Littleton, CO 80127, USA

Canadian Psychological Association, www.cpa.ca
1101 Prince of Wales Drive, Suite #230, Ottawa, ON K2C 3W7

Government of Canada, Federal Justice Laws, <http://laws-lois.justice.gc.ca/eng/> (English) or
<https://laws-lois.justice.gc.ca/fra/> (French)

Government of Ontario, Ontario e-Laws, <https://www.ontario.ca/laws> (English) or
<https://www.ontario.ca/lois> (French)

Ontario Psychological Association, www.psych.on.ca
PO Box 42507 Eastown Centre PO, Toronto, Ontario M1K 5K2