



Quality Assurance Program

Self-Assessment Guide/Continuing Professional Development Plan

June 2023

NAME	Will Lernmore
DATE	June 1, 2023

Introduction and Instructions

General Information

Each member of the College is required to undertake a self-review, and declare the completion of the *Self-Assessment Guide and Continuing Professional Development Plan (SAG/PDP)* in accordance with the following Schedule:

<u>Members required to complete the 2023 SAG/PDP and submit a Declaration of Completion by June 30, 2023</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
Interim Autonomous Practice Certificate of Registration	ALL Registration Numbers (If you have completed mandatory self-assessment in your home jurisdiction, you may submit the Alternate Declaration attesting to the completion of those requirements)
Supervised Practice Certificate of Registration	ALL Registration Numbers

The SAG/PDP is designed to assist in the evaluation of your current level of professional knowledge, skill, and experience, and to identify areas of focus for your continuous professional development. It permits you to design and monitor your professional development activities in a manner that suits your individual needs and learning style.

The PDP, which is the second part of this document, will require you to create professional objectives that will inform the continuing education activities you choose to participate in throughout the next two-year Continuing Professional Development Program cycle. These goals should remedy any gaps that are identified via self-assessment and reflect the professional objectives you hope to achieve. The entire SAG/PDP is meant to be a tool used by all members.

The self-assessment and CPD planning components of the College's Quality Assurance Program are presented as a continuous process and are organized as follows:

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SAMPLE

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

Requirements and Outcomes

Submission of Completed SAG/PDP to College Not Routinely Required

The SAG and CPD requirements of the Quality Assurance Program are founded upon principles of self-evaluation and continuous improvement. This SAG/PDP, and any accompanying documentation related to your completion of the program requirements are not routinely submitted to the College and should only be submitted when specifically requested.

Declaration of Completion

You must submit an electronic *Declaration of Completion* through your CPO Membership Account once you have completed the SAG/PDP. Submitting a *Declaration* is a mandatory requirement as it is your attestation to the College that you have fulfilled the requirements of the Quality Assurance Program. If you do not make your *Declaration of Completion* by the deadline set by the College, you may be subject to a fine and required to submit the full, completed SAG/PDP for review by the Quality Assurance Committee.

Please note members must submit two separate Declarations:

- i. One *Declaration* for the SAG/PDP you are completing now; and,
- ii. One *Declaration* for the completion of the requirements of the Continuing Professional Development (CPD) Program for the cycle that has just ended.

MEMBERS WITH ODD REGISTRATION NUMBERS MUST SUBMIT BOTH DECLARATIONS BY JUNE 30, 2023.

You must retain all records of your Quality Assurance activities for a minimum of five years in accordance with the requirements outlined in O. Reg. 209/94, *General*, under the *Psychology Act, 1991*. If you are selected to participate in the Peer Assisted Review component of the Quality Assurance Program, you will be required to have your most recently completed SAG/PDP available for review at that time.

Confidentiality and Legislative Protection of Quality Assurance Material

The *Regulated Health Professions Act, 1991*, the *Personal Health Information Protection Act, 2004*, and the *Quality of Care Information Protection Act, 2004*, provide for the protection of Quality Assurance information, held by a member, which was completed for the purpose 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.

A [completed sample](#) of the 2023 *Self-Assessment Guide and Continuing Professional Development Plan* is available for reference on the College website.

PART 1: PRACTICE SUMMARY

Certificate Type: (please indicate)

- ☒ Autonomous Practice
☐ Interim Autonomous Practice
☐ Supervised Practice
☐ Academic
☐ Inactive

Please note:

Members with a Retired Certificate of Registration are not required to complete the SAG/PDP.

Members with a Certificate of Registration for Interim Autonomous Practice who are currently in compliance with the self-assessment requirements of the College or Board within their home jurisdiction may, instead of completing the Ontario SAG/PDP documents, make the Alternate Declaration of Completion through their CPO Membership Account.

Authorized Area(s) of Practice: (please indicate)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Clinical Psychology | <input checked="" type="checkbox"/> School Psychology |
| <input type="checkbox"/> Clinical Neuropsychology | <input checked="" type="checkbox"/> Counselling Psychology |
| <input type="checkbox"/> Health Psychology | <input type="checkbox"/> Forensic/Correctional Psychology |
| <input checked="" type="checkbox"/> Rehabilitation Psychology | <input type="checkbox"/> Industrial/Organizational Psychology |

Authorized Population(s): (please indicate)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Children | <input checked="" type="checkbox"/> Families |
| <input checked="" type="checkbox"/> Adolescents | <input type="checkbox"/> Seniors |
| <input checked="" type="checkbox"/> Adults | <input type="checkbox"/> Organizations |
| <input type="checkbox"/> Couples | |

Based upon your current authorizations, have your practice or client needs changed since completing your last Self-Assessment?

No, my client needs have not changed within the last two years. I do not require additional authorized Areas of Practice or Populations.

PART 2: FAMILIARITY WITH RELEVANT LEGISLATION, REGULATIONS, STANDARDS, CODES OF ETHICS AND GUIDELINES

In considering your familiarity with this material, please ensure you understand the scope of each item to determine whether it is relevant to your practice.

If other legislation, ethical codes, and guidelines are important to your practice, but not listed in the SAG, please notify the College so that these can be considered in future editions.

If you identify a need for greater familiarity with any of the information referenced in this section, a target date for achieving adequate familiarity must be indicated. As members are already expected to have adequate familiarity with the relevant documents at the time they provide services, it is important that the review of the required information occur at the time of completion of the SAG/PDP, or as soon as possible after that. Target dates must be as early as possible to ensure you are mitigating risk to the public.

Most documents listed below have been hyperlinked for ease of access. They are also available on the websites of the College, the Canadian Psychological Association or those of the provincial or federal government.

Section A: Items Applicable to All Members

This section contains legislation which all members must be familiar with. Although some areas of practice may require greater familiarity with the following, a basic familiarity with all of this information is required for all members.

Please indicate whether you are sufficiently familiar with each item, or set a target date for obtaining sufficient familiarity, with the following:

Legislation PLEASE ENSURE YOU COMPLETE ALL ITEMS	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Accessibility for Ontarians with Disabilities Act, 2005	<input checked="" type="checkbox"/>	
Child, Youth and Family Services Act, 2017 (s.125) Mandatory obligation to report child abuse. The Child and Family Services Act was replaced by the Child, Youth and Family Services Act on April 30, 2018.	<input checked="" type="checkbox"/>	
Health Care Consent Act, 1996 as amended	<input checked="" type="checkbox"/>	
NEW: Fixing Long-Term Care Act, 2021 (FLTCA) Members must understand their mandatory reporting requirements in situations where they have reasonable grounds to suspect that abuse or neglect of a Resident has occurred. Reporting requirements are described under s.28.	<input checked="" type="checkbox"/>	
Missing Persons Act, 2018	<input checked="" type="checkbox"/>	
Personal Health Information Protection Act, 2004 (PHIPA)	<input checked="" type="checkbox"/>	

Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA)	<input checked="" type="checkbox"/>	
Psychology Act, 1991 Regulations under the Psychology Act: <ul style="list-style-type: none"> • O. Reg. 801/93: Professional Misconduct • O. Reg. 74/15: Registration • O. Reg. 209/94: General, Quality Assurance and Advertising 	<input checked="" type="checkbox"/>	
Regulated Health Professions Act and Health Professions Procedural Code, 1991 as amended Generally, and with particular attention to: <ul style="list-style-type: none"> • <i>Regulated Health Professions Act, 1991:</i> <ul style="list-style-type: none"> ○ (s. 27) Controlled Acts • <i>Health Professions Procedural Code, 1991:</i> <ul style="list-style-type: none"> ○ (s. 85) Mandatory obligations to report sexual abuse of patients, professional misconduct, incompetence, incapacity, offenses, professional negligence, and malpractice ○ (s. 1.6) Definition of a patient for the purposes of the sexual abuse prohibitions 	<input checked="" type="checkbox"/>	
Retirement Homes Act, 2010 Mandatory obligation to report abuse of a resident in a Retirement Home (s.75).	<input checked="" type="checkbox"/>	
Substitute Decisions Act, 1992	<input checked="" type="checkbox"/>	
Human Rights Code, 1990 , as amended	<input checked="" type="checkbox"/>	

Standards, Codes of Ethics and Guidelines PLEASE ENSURE YOU COMPLETE ALL ITEMS	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Canadian Code of Ethics for Psychologists, Fourth Edition, 2017, <i>Canadian Psychological Association</i>	<input type="checkbox"/>	July 3, 2023
Practice Guidelines for Providers of Psychological Services, 2001, <i>Canadian Psychological Association</i>	<input checked="" type="checkbox"/>	
Standards of Professional Conduct, 2017, <i>College of Psychologists of Ontario</i>	<input checked="" type="checkbox"/>	
Preventing and Addressing Sexual Abuse and Boundary Violations, <i>College of Psychologists of Ontario</i>	<input checked="" type="checkbox"/>	

Section B: Items Applicable to Members in Specific Practice Areas

Some of the following items may not be relevant to your practice. Unless you have indicated, "Not Applicable", please note whether you are sufficiently familiar or set a target date for obtaining sufficient familiarity.

Legislation PLEASE ENSURE YOU COMPLETE ALL ITEMS	Not Applicable	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Child, Youth and Family Services Act, 2017	<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, Canada, 1992 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	
Criminal Code of Canada, 1985, as amended <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 Mental Disorder (s.672) 	<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 (s.11(3)(m)) Duties of Principals – Consent 	<input type="radio"/>	<input checked="" type="radio"/>	
Freedom of Information and Protection of Privacy Act, 1990, (FIPPA) as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Insurance Act, 1990 , as amended <p>Regulations under the Insurance Act:</p> <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	<input type="radio"/>	<input checked="" type="radio"/>	
Municipal Freedom of Information and Protection of Privacy Act, 1990, (MFIPPA) as amended	<input type="radio"/>	<input checked="" type="radio"/>	
Public Hospitals Act, 1990 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	

Regulations under the Regulated Health Professions Act, 1991, • O. Reg. 107/96: Controlled Acts: Forms of Energy, Communication of a Diagnosis, Psychotherapy	<input type="radio"/>	<input checked="" type="radio"/>	
Regulations under the Regulated Health Professions Act, 1991, • O. Reg. 39/02: Certificate of Authorization (Professional Corporations)	<input type="radio"/>	<input checked="" type="radio"/>	
Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008	<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"/>	
NEW: Rowan's Law (Concussion Safety), 2018 • O. Reg. 161/19: General Removal-From and Return-To Sport Protocol (s.5)	<input type="radio"/>	<input type="radio"/>	July 3, 2023

Standards, Code of Ethics, and Guidelines PLEASE ENSURE YOU COMPLETE ALL ITEMS	Not Applicable	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Companion Manual to the Canadian Code of Ethics for Psychologists, 2017 , <i>Canadian Psychological Association</i>	<input type="radio"/>	<input checked="" type="radio"/>	
Guidelines for Child Custody Evaluation in Family Law Proceedings, 2010 , <i>American Psychological Association</i>	<input type="radio"/>	<input checked="" type="radio"/>	
Information for Consideration by Members Providing Psychological Services in the Context of Child Custody Disputes & Child Protection Proceedings, 2014 , <i>College of Psychologists of Ontario</i> <i>Please note, familiarity with this item is important for <u>anyone working with children, adolescents, or families</u> - not only those performing functions related to family law matters.</i>	<input type="radio"/>	<input checked="" type="radio"/>	
Standards for Educational and Psychological Testing, 2014 , <i>American Psychological Association</i>	<input type="radio"/>	<input checked="" type="radio"/>	
(Updated) Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2, 2022	<input type="radio"/>	<input checked="" type="radio"/>	July 3, 2023

PART 3: ETHICAL CONDUCT

The following information is meant to stimulate thinking about the practical application of your professional knowledge, skill and judgement and help you to identify appropriate Continuing Professional Development goals and objectives. The attestations requested are related to the most up to date versions of the Regulations, Standards, Guidelines or Ethical Codes. The items are not intended to provide a comprehensive list of all requirements or to convey the exact wording of the documents referenced.

Specific references are provided at the end of each statement.

- “**PM**” refers to: O. Reg. 801/93 under the Psychology Act, 1991 (The Professional Misconduct Regulation)
- “**GRA**” refers to: O. Reg. 209/94 under the Psychology Act, 1991 (General Regulation/Advertising)
- “**SPC**” refers to: The Standards of Professional Conduct (2017)
- “**CPA**” refers to: The Canadian Code of Ethics for Psychologists (Fourth Edition), which is applicable to all members

Section A: Items Applicable to All Members

The items in this section are to be reviewed by all members as they will be applicable to most. Please indicate whether you already adhere to the requirements which are relevant to your practice, and if not, the date by which you intend to be fully adherent.

PLEASE ENSURE YOU COMPLETE ALL ITEMS			
	Not Applicable	Agree	Target Date to Achieve Adherence
1. I ensure that informed consent is obtained with respect to the delivery of all psychological services unless otherwise permitted or required by law. (PM 3 , SPC 7.2)	<input type="radio"/>	<input checked="" type="radio"/>	
2. I only discontinue professional services that are needed under the following conditions: a. the client requests the discontinuation; b. the client withdraws from the service; c. reasonable efforts are made to arrange alternative services; d. the client is given a reasonable opportunity to arrange alternative services, or; e. continuing to provide the services would place me at serious personal risk. (PM 8)	<input type="radio"/>	<input checked="" type="radio"/>	
3. I only provide services that I believe are likely to benefit the client. (PM 9)	<input type="radio"/>	<input checked="" type="radio"/>	
4. I do not practice the profession if in a conflict of interest. (PM 10)	<input type="radio"/>	<input checked="" type="radio"/>	

5. I only give information about a client to a person other than the client or their authorized representative with the consent of the client or their authorized representative or as required or allowed by law. (PM 11)	<input type="radio"/>	<input checked="" type="radio"/>	
6. I provide a truthful, understandable and appropriate explanation of the nature of an assessment, intervention, or other service following a client's request for an explanation. (PM 13)	<input type="radio"/>	<input checked="" type="radio"/>	
7. I only use terms, titles or designations in respect of my practice in a manner consistent with the relevant legislation, guidelines, and professional standards. (PM 14)	<input type="radio"/>	<input checked="" type="radio"/>	
8. I do not permit, counsel, or assist any person who is not a member to represent themselves as a member of the College. (PM 18)	<input type="radio"/>	<input checked="" type="radio"/>	
9. I provide reports and certificates relating to services performed by me, within a reasonable time, to the client or their authorized representative after a client or their authorized representative has requested such a report or certificate. (PM 21)	<input type="radio"/>	<input checked="" type="radio"/>	
10. I inform clients, before or at the commencement of a service, of the fees and charges to be levied for the service, and for late cancellations or missed appointments. (PM 22)	<input type="radio"/>	<input checked="" type="radio"/>	
11. I do not submit accounts or charges for services that are false or misleading. (PM 23)	<input type="radio"/>	<input checked="" type="radio"/>	
12. I do not receive or confer rebates, fees or other benefits by reason of the referral of a client from or to another person. (PM 26)	<input type="radio"/>	<input checked="" type="radio"/>	
13. In providing psychological services on behalf of an organizational client my obligations and professional responsibilities to individual clients in those situations are not diminished. (SPC 3.2)	<input type="radio"/>	<input checked="" type="radio"/>	
14. When providing formal, ongoing consultation regarding psychological matters to other service providers, but not providing supervision, I have a clear agreement, signed by both parties, confirming the understanding that I am not taking on the responsibility for client care and that the person receiving such consultation retains responsibility for client care. (SPC 4.1.5)	<input type="radio"/>	<input checked="" type="radio"/>	
15. Public announcements of psychological services and fees in respect of my supervisees are offered only in my name. (SPC 6.4)	<input type="radio"/>	<input checked="" type="radio"/>	
16. Any advice or comments I make to the public via any media are accurate, supportable and based on current professional literature or research and I take steps to ensure that those receiving this information understand that these statements are for information only, that a professional relationship has not been established and that there is no intent to provide professional services to an individual. (SPC 6.6)	<input type="radio"/>	<input checked="" type="radio"/>	

17. At the onset of the provision of psychological services, or at the earliest reasonable opportunity, I ensure that clients are informed of the limits of confidentiality relevant to the service. (SPC 7.1)	<input type="radio"/>	<input checked="" type="radio"/>	
18. I ensure that consent is obtained with respect to the collection, use and disclosure of personal information and personal health information in a manner required by legislation applicable to the relevant service. (SPC 8.1)	<input type="radio"/>	<input checked="" type="radio"/>	
19. I ensure that access to a person's personal information and personal health information is provided to the individual and or their authorized representative, unless prohibited by law or I am otherwise permitted to refuse access. (SPC 8.2)	<input type="radio"/>	<input checked="" type="radio"/>	
20. My records contain all of the information required by the Standards (SPC 9.2 , 9.3 , 9.5) and are accessible for the entire required retention period (SPC 9.4); if my records are maintained in electronic form, I maintain current knowledge of risks and associated risk mitigation strategies with respect to all technologies.	<input type="radio"/>	<input checked="" type="radio"/>	
21. My client records are secure and protected from loss, tampering or unauthorized use or access and when disclosing or transmitting client information I make best efforts to ensure the privacy of the client. (SPC 9.6)	<input type="radio"/>	<input checked="" type="radio"/>	
22. I take care when placing information in a common record to ensure that my reports and recommendations are not misunderstood or misused by others who may have access to the file. (SPC 9.7)	<input type="radio"/>	<input checked="" type="radio"/>	
23. I have made arrangements for the accessibility, security and maintenance of client records in the event of my incapacity or death and have informed the College of these arrangements. (SPC 9.8)	<input type="radio"/>	<input checked="" type="radio"/>	
24. Information upon which my professional opinions are based is reliable, adequate and appropriate. (SPC 10.3)	<input type="radio"/>	<input checked="" type="radio"/>	
25. I identify limits to the certainty with which diagnoses, opinions, or predictions can be made. (SPC 10.4)	<input type="radio"/>	<input checked="" type="radio"/>	
26. In order to ensure that my professional opinions are fair and unbiased, I evaluate how my personal experiences, attitudes, values, social context, individual differences, stresses, and specific training influence my activities and thinking. (CPA III.10) & (SPC 10.5)	<input type="radio"/>	<input checked="" type="radio"/>	
27. I make best efforts to present information in a manner that is likely to be understood by the client. (SPC 10.5)	<input type="radio"/>	<input checked="" type="radio"/>	
28. I reach an agreement concerning fees and billing with a client regarding psychological services to be provided prior to providing services and those fees are based on the amount of time spent and complexity of the services rendered. (SPC 11.1)	<input type="radio"/>	<input checked="" type="radio"/>	

29. If necessary, I would inform a client of the intention to use a collection agency or other legal option to collect fees and provide an opportunity for payment to be made before doing so. (SPC 11.3)	<input type="radio"/>	<input checked="" type="radio"/>	
30. I would not require a client to prepay for any psychological services including preparation of reports; however, if requesting retainer funds in advance, I would hold these funds in a segregated account, separate from any other account, to be applied to services rendered, when such services are rendered and invoiced, returning any excess segregated funds following the termination or conclusion of services. (SPC 11.4)	<input type="radio"/>	<input checked="" type="radio"/>	
31. I am vigilant in ensuring that my professional objectivity is not compromised by any personal or professional interest. (SPC 13)	<input type="radio"/>	<input checked="" type="radio"/>	
32. I would not enter, or make plans to enter, into an intimate or sexual relationship with a current client or a former client for whom psychological services were provided by me within the previous two years. Even after two years, I would not enter into an intimate or sexual relationship with a former client if they are vulnerable to exploitation or may require future service or some other professional involvement from me. (SPC 13.5)	<input type="radio"/>	<input checked="" type="radio"/>	
33. I would not accept a gift of more than token value from a client. In accepting even a small gift, I would carefully consider the potential clinical implications of this. (SPC 13.6)	<input type="radio"/>	<input checked="" type="radio"/>	
34. I refrain from Harassment, Abuse and Sexual Relationships in any professional context. (SPC 14)	<input type="radio"/>	<input checked="" type="radio"/>	
35. If using technology in the provision of psychological services, I am familiar with, and would comply with, all of the relevant requirements of the Standards of Professional Conduct (2017). (SPC 15)	<input type="radio"/>	<input checked="" type="radio"/>	

Equity, Diversity, and Inclusion PLEASE ENSURE YOU COMPLETE ALL ITEMS	Agree	Target Date to Achieve Adherence
1. I make my best efforts to provide services in a manner that is equitable and inclusive to all members of our diverse society. (CPA I.1, II.13, II.20, III.28, III.30, IV.16, IV. 21, IV.26)	<input checked="" type="checkbox"/>	
2. I have made efforts to understand the socioeconomic and political factors that impact the psychosocial, political, and economic development of ethnic and culturally diverse groups I work with, as well as the pre-existing beliefs and assumptions that influence the ways in which I respond to clinical and research data.	<input checked="" type="checkbox"/>	

<p>3. I have made efforts to utilize an objective and structured method to develop my self-awareness and approach to Equity, Diversity, and Inclusion.</p> <p>While members may utilize any method that is appropriate to their own circumstances, some examples of resources to assist in this include:</p> <ul style="list-style-type: none"> • Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations • Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017 • Ontario Ministry of Health: Health Equity Impact Assessment (HEIA) 	<input type="checkbox"/>	<p>August 15, 2023</p>
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Section B: Items Applicable to Members who are Teaching, Training and/or conducting Research

I am involved in teaching, training and/or research activities: ☐ Yes ☒ No

If you answered No, please continue to **Section C**.

Teaching and Training Activities PLEASE ENSURE YOU COMPLETE ALL ITEMS	Not Applicable	Agree	Target Date to Achieve Adherence
1. I adhere to the formal written codes of ethics and policies regarding professional behaviour in my workplace.	<input type="radio"/>	<input type="radio"/>	
2. I perform my teaching duties on the basis of careful preparation, so that my instruction is current and scholarly. (CPA II.25)	<input type="radio"/>	<input type="radio"/>	
3. I encourage and assist students in the publication of worthy student papers. (CPA II.27)	<input type="radio"/>	<input type="radio"/>	
4. I give credit for work done or ideas contributed by others (including students), in proportion to their contributions. (CPA III.7)	<input type="radio"/>	<input type="radio"/>	
5. I present instructional information accurately, avoiding bias in the selection and presentation of information, and publicly acknowledge any personal values or bias that influence the selection and presentation of information. (CPA III.7 , III.11)	<input type="radio"/>	<input type="radio"/>	
6. I encourage and do not interfere with the free and open exchange of psychological knowledge and theory between myself, students, colleagues, and the public. (CPA III.21)	<input type="radio"/>	<input type="radio"/>	

Research Activities PLEASE ENSURE YOU COMPLETE ALL ITEMS	Not Applicable	Agree	Target Date to Achieve Adherence
1. I adhere to the codes of ethics and policies regarding professional behaviour established by relevant fund granting bodies or research facilities.	<input type="radio"/>	<input type="radio"/>	
2. I only proceed with a research activity if capable consent is given without any condition of coercion, undue pressure or undue reward and respect the right of persons to discontinue participation or service at any time, whether they communicate their wishes verbally or non-verbally. (CPA I.28, I.30)	<input type="radio"/>	<input type="radio"/>	
3. I collect and record only that private information that is necessary for the goals of the particular research study being conducted or that is required or justified by law. (CPA I.37, I.39)	<input type="radio"/>	<input type="radio"/>	
4. I debrief research participants in such a way that participants' knowledge is enhanced and participants have a sense of contribution to knowledge and in such a way that any harm caused can be discerned and corrected. (CPA II.24, II.47, III.25 and III.26)	<input type="radio"/>	<input type="radio"/>	
5. I use animals in research only if there is a reasonable expectation that the research will increase understanding of the structures and processes underlying behaviour, increase understanding of the particular animal species used in the study, or result eventually in benefits to the health and welfare of humans or other animals; when doing so I make every effort to minimize discomfort, illness, and pain to the animals. (CPA II.48, II.49, II.50)	<input type="radio"/>	<input type="radio"/>	
6. I acknowledge the limitations of my own and my colleagues' knowledge, methods, findings, interventions, and views and do not suppress any disconfirming evidence or fail to acknowledge alternative hypotheses and explanations. (CPA III.8)	<input type="radio"/>	<input type="radio"/>	
7. I carry out, present and discuss research in a way that is consistent with a commitment to honest, open inquiry and clearly communicate any research aims, sponsorship, social context, personal values or financial interests that might affect or appear to affect the research. (CPA III.19)	<input type="radio"/>	<input type="radio"/>	

Section C: Items Applicable to Members providing Supervision

I am involved in supervisory activities: ☒ Yes ☐ No

If you answered No, please skip to **Part 4**.

☒ I provide supervision to Supervised Practice members of the College of Psychologists of Ontario.

☐ I supervise non-members of the College of Psychologists of Ontario.

In considering the declarations set out below, please keep in mind that Supervision is an ongoing educational, evaluative and hierarchical relationship, where the supervisee is required to comply with the direction of the supervisor, and the supervisor is responsible for the actions of the supervisee. A supervisor must actively oversee and take full responsibility for the provision of service to each client whose services are supervised, and direct that each supervised service is provided in accordance with the Standards of the profession.

Supervision Requirements PLEASE ENSURE YOU COMPLETE ALL ITEMS	Not Applicable	Agree	Target Date to Achieve Adherence
1. I meet with each person I supervise closely and frequently enough to maintain adequate oversight of every supervised service to each client and recognize that I am professionally responsible for ensuring that the services provided to each client are in accordance with all of the Standards of the profession. (SPC 4.1)	<input type="radio"/>	<input checked="" type="radio"/>	
2. I am competent to provide the services undertaken by those I supervise. (SPC 4.1.1)	<input type="radio"/>	<input checked="" type="radio"/>	
3. I assess the knowledge, skills and competence of the supervisee and provide supervision as appropriate to the supervisee's knowledge, skills and competence. (SPC 4.1.1)	<input type="radio"/>	<input checked="" type="radio"/>	
4. I keep a record of supervision activities and contacts between the supervisor and supervisee that contains all of the information required under item 4.1.1 of the Standards of Professional Conduct (2017). (SPC 4.1.1)	<input type="radio"/>	<input checked="" type="radio"/>	
5. I maintain supervision records for a minimum of two years past the date of the last supervisory contact. (SPC 4.1.1)	<input type="radio"/>	<input checked="" type="radio"/>	
6. I ensure that there is an individual supervision agreement, signed by both myself and my supervisee, for each supervisory relationship including, at a minimum, all of the information required under item 4.1.1 of the Standards of Professional Conduct (2017). (SPC 4.1.1)	<input type="radio"/>	<input type="radio"/>	Update future agreements re: 4.1.1 (h) July 3, 2023
7. I ensure that supervisory arrangements are not made for the sole purpose of facilitating billing and payment for services by a third-party payer. (SPC 4.1.1)	<input type="radio"/>	<input checked="" type="radio"/>	

<p>8. I ensure that billing and receipts for services are in my name or the name of my psychology professional corporation or employer and clearly indicate my name and the name, relevant degrees and professional designations of the supervised psychological service provider, except when that supervised psychological provider is an Autonomous Practice member of the College. (SPC 4.1.1)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>9. I make best efforts to ensure that the supervisory relationship is conducive to professional development and in the best interests of the supervisee. (SPC 4.1.1)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>10. When acting as primary or alternate supervisor for a member holding a Certificate Authorizing Supervised Practice, I provide reasonable training and mentoring to assist the supervised member in the registration process. (SPC 4.1.2)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>11. When supervising non-members and Supervised Practice members of the College, I co-sign, and provide my contact information on, all psychological reports and formal correspondence related to psychological services prepared by supervisees. (SPC 4.1.2, SPC 4.1.3)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>12. When supervising an individual who is not engaged in fulfilling the requirements to become a member of the College, unless the psychological service is provided in the context of an organized program where supervisors are accountable for the services by legislation, I have a direct supervisory relationship with the supervisee who is the service provider and do not permit such a supervisee to assign services to, or to supervise, another service provider. (SPC 4.1.3)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>13. When supervising Autonomous Practice members who are seeking to provide services outside of their authorized areas of practice and/or client groups, I document my approval of all final drafts of reports and formal correspondence. (SPC 4.1.4)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>14. I confirm that clients have been informed of the following at the onset of services provided by a supervisee:</p> <ul style="list-style-type: none"> a. the professional status, qualifications, and functions of the individual providing the service; b. that all services are reviewed with, and conducted under the supervision of, the supervisor; c. the identity of the supervisor and how the supervisor can be contacted; d. that meeting with the supervisor can be arranged at the request of the client, supervisor, and/or supervisee; and, e. with respect to the limits of confidentiality, that the supervisor will have access to all relevant information about the client. (SPC 4.2) 	<input type="radio"/>	<input checked="" type="radio"/>	

15. When supervising non-member providers who are not authorized to perform the controlled act of communicating a diagnosis, I perform the controlled act of communicating a diagnosis, either in person or through 'real time' communication such as by telephone, teleconferencing or videoconferencing. (SPC 4.3.2)	<input type="radio"/>	<input checked="" type="radio"/>	
16. I ensure that public announcements of psychological services and fees in respect of services under my supervision are offered in my name. (SPC 6.4)	<input type="radio"/>	<input checked="" type="radio"/>	
17. I accept full responsibility for the security, accessibility, maintenance and retention of records of all services provided under my supervision by a service provider who is not an Autonomous Practice member of the College. (SPC 9.1)	<input type="radio"/>	<input checked="" type="radio"/>	
18. I facilitate the professional and scientific development of my employees, supervisees, students, and trainees by ensuring that these persons understand the values and ethical prescriptions of the discipline, and by providing or arranging for adequate working conditions, timely evaluations, and constructive consultation and experience opportunities. (CPA II.26)	<input type="radio"/>	<input checked="" type="radio"/>	

If you believe that a specific professional development activity is required in order to adhere to any of the ethical requirements addressed in the above sections, please note this below and add this information to your overall Continuing Professional Development Plan in Part 5 (Summary of Ongoing and New CPD Goals and Objectives).

If you are completing the PDF version of this form, the objectives set in this section will automatically be entered in your overall CPD Plan in Part 5. If you are completing this form in hard copy and wish to avoid entering the same information twice, you may record your objectives directly in Part 5.

Continuing Professional Development Objectives – Ethical Conduct

Goal	Plan of Action	Self-Reflection	Target Date	Progress Updates
Knowledge gap or professional objective to be addressed.	What steps will you take to achieve this goal (e.g., specific training activities, readings, etc.)?	How will the achievement of this goal enhance your professional services?	Month and year for completion.	Notes on progress towards goal achievement.
Revise supervisory agreements to comply with the Standards of Professional Conduct.	Review Standard 4.1.1 (h) and make appropriate changes. Ensure supervisees understand all relevant issues. Contact Practice Advisor for assistance with implementation, if necessary.	This will prevent risk for members involved and the public when supervised services are provided, and ensure that clients receive competent supervised services.	July 3, 2023	

PART 4: CONTINUING PROFESSIONAL COMPETENCE

Section A: General

Continuing Professional Development (CPD) is required to ensure that you maintain competence in your existing authorized area(s) of practice. This is achieved by bridging any gaps identified between your current knowledge and practice, and the level of knowledge and practice you wish to achieve. By identifying these gaps, you will have a clearer understanding of the Continuing Professional Development activities required to enhance your knowledge, skill and judgement over the next two-year CPD period.

Identifying these gaps requires Self-Reflection. A [Guide to Self-Reflection](#) has been developed by the Quality Assurance Committee to assist members in this process.

The CPD Program may be used to plan and monitor preparation for new activities or services you may be considering that are within your already authorized area(s) of practice and client population(s). It is not intended to provide sufficient preparation to obtain additional authorizations for your practice. Further information about the requirements for making changes to your authorized area(s) of practice or client population(s) may be found on the College website [here](#).

The following list includes some of the difficulties which may be the focus of attention in your practice, academic activities and/or research and require specific competencies to address. To focus your reflections, please indicate those issues which you address in your practice:

You must complete this section, whether or not your practice includes clinical services.

- ☒ Intellectual Disabilities
- ☒ Communication Disorders
- ☒ Autism Spectrum Disorders
- ☒ Attention-Deficit/Hyperactivity Disorders
- ☒ Learning Disorders
- ☐ Motor / Tic Disorders
- ☐ Schizophrenia Spectrum and Other Psychotic Disorders
- ☒ Bipolar and Related Disorders
- ☒ Depressive Disorders
- ☒ Anxiety Disorders
- ☒ Obsessive-Compulsive and Related Disorders
- ☒ Trauma and Stressor-Related Disorders (including Attachment Disorder, Adjustment Disorder)
- ☐ Dissociative Disorders
- ☒ Somatic Symptom and Related Disorders
- ☒ Feeding and Eating Disorders
- ☒ Elimination Disorders
- ☐ Sleep-Wake Disorders
- ☒ Sexual Dysfunction
- ☒ Gender Dysphoria
- ☐ Disruptive, Impulse-Control and Conduct Disorders
- ☐ Substance-Related and Addictive Disorders
- ☒ Neurocognitive Disorders
- ☐ Personality Disorders
- ☐ Paraphilic Disorders
- ☐ Relationship Problems
- ☒ Child Abuse and Neglect

- ☒ Educational Issues
 - ☐ Adult/Spousal or Partner Violence, Maltreatment and Neglect
 - ☐ Occupational Issues
 - ☐ Housing and Economic Issues
 - ☒ Issues related to the Social and/or Cultural Environment
 - ☐ Issues related to Crime or Interaction with the Legal System
 - ☒ Problems related to Divorce or Separation
 - ☐ Problems related to Decisional Capacity
 - ☐ Industrial/Organizational Issues
 - (PLEASE ALSO REVIEW ITEMS ABOVE WHICH MAY APPLY IF YOU HAVE ENDORSED THIS ITEM)
 - ☐ Others:
-

The following list includes some of the services and professional activities you may perform that may require specific competencies. Please indicate the services you provide in your practice:

- ☒ Assessment
 - ☒ Behavioural
 - ☒ Intervention
 - ☒ Consultation
 - ☒ Counselling
 - ☒ Family Intervention (same below with therapy)
 - ☒ Group Therapy
 - ☒ Individual Therapy
 - ☒ Psychoeducation
 - ☒ Psychotherapy (Controlled Act: the controlled act of communicating a diagnosis)
 - ☐ Research
 - ☒ Supervision
 - ☐ Teaching/Training
 - ☐ Others:
-

Considering whether you already adhere to the following requirements may assist you in formulating your professional Goals and Objectives:

Self-Reflection on Practice PLEASE ENSURE YOU COMPLETE ALL ITEMS	Agree	Target Date to Achieve Adherence
1. I only provide services that I have adequate knowledge, training and experience to provide and that are within my authorized areas of practice and with my authorized client populations. (SPC 5.1)	<input checked="" type="checkbox"/>	
2. I am familiar with the standardization, norms, reliability, and validity of any tests and techniques I use and with the proper use and application of these tests and techniques. (SPC 10.1)	<input checked="" type="checkbox"/>	
3. I am familiar with the evidence for the relevance and utility of the interventions I use and with the proper use and application of these interventions. (SPC 10.2)	<input checked="" type="checkbox"/>	

Section B: Reflections on Previous CPD Goals

Prior to developing your new CPD Plan, please reflect upon the plan you developed when you last completed the Self-Assessment Guide. In doing so, it may be helpful to consider the effectiveness of the plan, whether the objectives are still relevant, and if so, why a particular aspect of it may not have been carried out as intended.

Sample Questions to Reflect Upon When Reviewing Past Progress Towards CPD Goals:

1. Last time I set goals, did I choose the right ones?
2. Am I finishing this 2-year cycle with any unfinished projects or work and, if so, what got in the way?
3. Did I take adequate time to plan how I would achieve my goals?
4. What was the most significant professional change I made within the last year?
5. How am I measuring progress?

Review of Progress towards objectives set in your last SAG/PDP:

Previous Goal	CPD activities completed that were related to the Goal	Comments (e.g., Objective met, reasons Goal or Objective may have changed or not been met)
Understand the economic, social and political factors impacting the ethno-cultural groups I work with.	Completed EDI centered program with HealthPsychCAN, obtained Certificate of Completion for 6.5 hours of training.	Met goal by gaining a deeper understanding of intersectionality and socio-cultural issues which I have applied to my practice approach. Course information recorded in CPD records.
Develop sufficient familiarity with the Missing Persons Act.	Reviewed the Act and discussed limits of confidentiality in special cases, received clarification from the College's Practice Advisor.	Met goal, gained sufficient understanding.

You may attach additional pages if you require more space.

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Section C: Development of New Professional Competence Goals and Objectives

Reviewing the [Guide to Self-Reflection](#) prepared by the Quality Assurance Committee may assist you in determining any substantive gaps between your current and desired levels of knowledge, skill and experience relating to professional competence. Please use this reference to identify ongoing continuing professional development goals and objectives.

At the end of this section you will be asked to list:

- i. **Goals** (knowledge gaps you would like to address, or professional objectives you would like to achieve, e.g., the ability to independently use a new tool or technique)
- ii. **Plan of Action** (specific activities, courses, seminars, readings, or other Continuing Professional Development activities that you will need to complete in order to achieve your goals)
- iii. **Self-Reflection** (consider the ways in which working towards or achieving your goals will enhance your professional services)
- iv. **Target Date** (to allow you to monitor your progress, select a date within the next two-year CPD cycle by which you will aim to achieve this goal)
- v. **Progress Updates** (members should return to this SAG/PDP document throughout the next two-year CPD cycle to note progress made towards their identified goals or to revise them as needed)

In setting CPD goals and objectives, it is recommended that they be SMART (specific, measurable, achievable, realistic and time-bound). More information about SMART goals can be found in the [Guide to Self-Reflection](#).

Sample Questions to Reflect Upon When Setting CPD Goals:

1. What were my top professional accomplishments within the last two years?
2. What were my biggest professional challenges?
3. What are some things that may be keeping me from accomplishing my professional objectives?
4. What long-term goals do I want to work towards? What are some concrete steps I can take towards accomplishing each goal?
5. What short-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 goals for professional development?
7. Where do I want to be by the end of the upcoming two-year CPD cycle?
8. Do I have goal deadlines?
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 in achieving my goals?

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

Please use the space below to identify professional goals you wish to achieve and any objectives that will bridge gaps between your current and desired levels of knowledge and skill.

Continuing Professional Development Objectives – Professional Knowledge, Skill and Experience

Goal	Plan of Action	Self-Reflection	Target Date	Progress Updates
Knowledge gap or professional objective to be addressed.	What steps will you take to achieve this goal (e.g., specific training activities, readings, etc.)?	How will the achievement of this goal enhance your professional services?	Month and year for completion.	Notes on progress towards goal achievement.
Gain greater knowledge regarding impact of intersectionality on clients from marginalized or disadvantaged groups.	Create a working group for colleagues to discuss new approaches to intersectionality, invite private practice peers and their supervisees to a monthly meeting.	This will support the avoidance of inadvertent missteps with clients, and more effective clinical services will be provided to these individuals.	Start group meetings in January 2024	
Update knowledge concerning effective intervention, including bibliotherapy regarding social anxiety, GAD and phobias.	Create a reading list; include a review of recent CPA publications. Read all materials and revise fact sheets for clients to include new resources on anxiety and related stressors.	I realize that i am acting on knowledge obtained several years ago, which may be out of date. Updating this information will provide assurance that I am operating under current knowledge and providing clients with an up to date understanding of these disorders, which will likely increase efficacy of services both during and between sessions.	August 2023	
Ensure knowledge of Supervision theory and practices which are in accordance with CPO Standards of Professional Conduct.	Review Standards of Professional Conduct relevant to Supervision and the new Supervision Resource Guide. Select and attend at least one professional seminar or conference offered by a professional association (OPA, APA, CPA, OAPA) focusing on supervision.	This will ensure maximum benefit of supervised services to supervisees and clients.	January 2025	

You may attach additional pages if you require more space.

PART 5: SUMMARY OF ONGOING AND NEW CPD GOALS AND OBJECTIVES

Summary of CPD Objectives for the Period: July 1, 2023 to June 30, 2025

Please combine and consolidate the goals and objectives identified in the above sections within the charts below. The preparation of these goals will comprise your CPD Plan for the next two-year cycle and should guide you in your ongoing decisions regarding participation in Continuing Professional Development activities, and in the self-reflection you undertake the next time you are required to complete the *Self-Assessment Guide and Continuing Professional Development Plan*.

If you have used the fillable PDF version of this tool, the charts below should already contain the information you have entered in the sections above.

Please note that more frequent self-assessment is encouraged, and additional objectives may be added as required at any time.

Continuing Professional Development Objectives – Ethical Conduct

Goal	Plan of Action	Self-Reflection	Target Date	Progress Updates
Knowledge gap or professional objective to be addressed.	What steps will you take to achieve this goal (e.g., specific training activities, readings, etc.)?	How will the achievement of this goal enhance your professional services?	Month and year for completion.	Notes on progress towards goal achievement.
Revise supervisory agreements to comply with the Standards of Professional Conduct.	Review Standard 4.1.1 (h) and make appropriate changes. Ensure supervisees understand all relevant issues. Contact Practice Advisor for assistance with implementation, if necessary.	This will prevent risk for members involved and the public when supervised services are provided, and ensure that clients receive competent supervised services.	July 3, 2023	

You may attach additional pages if you require more space.

Continuing Professional Development Objectives – Professional Knowledge, Skill and Experience

Goal	Plan of Action	Self-Reflection	Target Date	Progress Updates
Knowledge gap or professional objective to be addressed.	What steps will you take to achieve this goal (e.g., specific training activities, readings, etc.)?	How will the achievement of this goal enhance your professional services?	Month and year for completion.	Notes on progress towards goal achievement.
Gain greater knowledge regarding impact of intersectionality on clients from marginalized or disadvantaged groups.	Create a working group for colleagues to discuss new approaches to intersectionality, invite private practice peers and their supervisees to a monthly meeting.	This will support the avoidance of inadvertent missteps with clients, and more effective clinical services will be provided to these individuals.	Start group meetings in January 2024	
Update knowledge concerning effective intervention, including bibliotherapy regarding social anxiety, GAD and phobias.	Create a reading list; include a review of recent CPA publications. Read all materials and revise fact sheets for clients to include new resources on anxiety and related stressors.	I realize that i am acting on knowledge obtained several years ago, which may be out of date. Updating this information will provide assurance that I am operating under current knowledge and providing clients with an up to date understanding of these disorders, which will likely increase efficacy of services both during and between sessions.	August 2023	
Ensure knowledge of Supervision theory and practices which are in accordance with CPO Standards of Professional Conduct.	Review Standards of Professional Conduct relevant to Supervision and the new Supervision Resource Guide. Select and attend at least one professional seminar or conference offered by a professional association (OPA, APA, CPA, OAPA) focusing on supervision.	This will ensure maximum benefit of supervised services to supervisees and clients.	January 2025	

You may attach additional pages if you require more space.

PART 6: SELF-CARE PLAN

As reflected in Standard 12.1 of the *Standards of Professional Conduct, 2017*, member well-being is important for both members and their clients:

12.1 Impairment Due to Health Factors

Members must not undertake or continue to provide psychological services when they are, or could reasonably be expected to be, impaired due to mental, emotional, physiological, or pharmacological or substance abuse conditions. If such a condition develops after psychological services have been initiated, members must discontinue the psychological services in an appropriate manner. Members must make best efforts to ensure that clients are notified and assisted in obtaining replacement services to ensure continuity of care.

As part of self-assessment, it is important for members to review factors that may act as stressors to them or affect their ability to perform professionally. Members must assess the impact of these factors on their competence, professional performance and judgment, and engage in self-care to mitigate the negative impact of these circumstances. If they are unable to do so, it is expected that they will take steps to reduce or withdraw from professional activities, as appropriate.

College members may elect to use a formal self-assessment tool or determine their individual risk factors in a manner of their choice.

Members are encouraged to consider factors that reflect their own circumstances. Different life and career stages typically pose different stressors that may need to be considered. For example:

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

Members are expected to consider how each of the personal factors they have identified may impact their professional activities and what action, if any, is required to address any adverse impacts.

The Self-Care component of the *Self-Assessment Guide* is provided as a separate document to make it easier for members to protect and maintain their own personal confidentiality. The College-provided Self-Care Plan can be accessed by [clicking here](#).

THE SELF-CARE PLAN IS FOR YOUR USE ONLY AND YOU WILL NOT BE REQUIRED TO SUBMIT THIS TO THE COLLEGE.

ATTESTATION:



I attest that I have completed the Plan for self-care or used a different method to address my own self-care.

RESOURCES

Publications Ontario, <http://www.e-laws.gov.on.ca/navigation?file=home&lang=en> (English) or <http://www.e-laws.gov.on.ca/navigation?file=home&lang=fr> (French)

College of Psychologists of Ontario, www.cpo.on.ca
110 Eglinton Avenue West, Suite 500, Toronto, Ontario, M4R 1A3.

Ontario Psychological Association, www.psych.on.ca
21 St. Clair Avenue East, Suite 403, Toronto, Ontario M4T 1L8. (416) 961-5552

Canadian Psychological Association, www.cpa.ca
151 Laurier Avenue West, Suite 702, Ottawa, Ontario, K1P 5J3. (613) 237-2144

Federal Publications, <http://laws-lois.justice.gc.ca/eng/> (English) or <http://laws-lois.justice.gc.ca/fra/> (French)
425 University Avenue, Suite 401, Toronto, Ontario M5G 1T6. (416) 860-1611

American Psychologist, 1994, 49(7) 677-680. American Psychological Association, www.apa.org

SAMPLE