



June 2024

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DATE:	May 31, 2024

Introduction and Instructions

General Information

Each registrant of the College is required to undertake a self-review, 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 2024 SAG/PDP and submit a Declaration of Completion by June 30, 2024</u>	
Certificate Type	Registration Number
Autonomous Practice Certificate of Registration	Even Registration Number
Academic Certificate of Registration	Even Registration Number
Inactive Certificate of Registration	Even 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>)

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 competence.

The professional objectives you create at the end of the SAG/PDP will inform the continuing education and professional development activities you engage in during your next two-year Continuing Professional Development (CPD) Program cycle. The objectives should be designed to remedy any gaps in knowledge, training, or experience that are identified through your completion of the SAG, in a manner that suits your individual needs and learning style.

Contents

The sections of the *Self-Assessment Guide and Continuing Professional Development Plan* are presented in a stepwise manner to facilitate your self-reflection and professional development planning through a continuous process.

Part 1: Practice Reflection

Part 2: Familiarity with Relevant Legislation, Regulations, Standards, Codes of Ethics and Guidelines

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

Part 3: Ethical Conduct

- Section A: Items Applicable to All Registrants
- Section B: Items Applicable to Registrants Performing Teaching/ Training and/ or Research Activities
- Section C: Items Applicable to Registrants Providing Supervision
- Section D: Development of Ethical Conduct Objectives

Part 4: Continuing Competence

- Section A: General Self-Reflection
- Section B: Reflection on Previous Professional Development Plan
- Section C: Development of New Professional Competence Objectives

Part 5: Summary of New Professional Development Plan

Part 6: Self-Care Plan

- Self-Care Attestation

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.

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

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. Therefore, it is expected that registrants will return to their SAG regularly after initial completion to monitor progress towards their *Professional Development Plan* objectives, and to update the information as necessary to support the ongoing maintenance of their knowledge and skills.

You are required to submit an electronic SAG Declaration of Completion by June 30, 2024, to attest to your fulfillment of the self-assessment component of the Quality Assurance Program. You do not need to submit your completed SAG/PDP document to the College unless it is requested.

Declaration of Completion

Your electronic SAG Declaration of Completion is an attestation to the College that you are sufficiently familiar with the listed Legislation, Standards, and Ethical Codes, and have created a Professional Development Plan to address any knowledge gaps you identify through self-assessment, by way of Continuing Professional Development (CPD) participation over the next two-year period.

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*, 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 registrant, 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.

Retention

As required by Ontario Regulation 209/94: General, under the *Psychology Act, 1991*, registrants must retain their completed Quality Assurance records and accompanying documentation for a minimum of five years. Please store these records in your files. If you are selected to participate in a Peer Assisted Review or other Quality Assurance Program assessment, you will be expected to provide your completed records.

PART 1: PRACTICE REFLECTION

Certificate Type: (please indicate)	
<input checked="" type="radio"/> Autonomous Practice	
<input type="radio"/> Interim Autonomous Practice	
<input type="radio"/> Supervised Practice	
<input type="radio"/> Academic	
<input type="radio"/> Inactive	
Note:	
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 <u>mandatory self-assessment programming as required by the Psychology Regulatory Body of their home jurisdiction</u> are not required to complete the SAG/PDP but must still submit the <i>Alternate Declaration of Completion</i> attesting to this.	
Authorized Area(s) of Practice: (please indicate)	
<input checked="" type="checkbox"/> Clinical Psychology	<input type="checkbox"/> School Psychology
<input checked="" type="checkbox"/> Clinical Neuropsychology	<input 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	
Have your practice or client needs changed since completing your last self-assessment? If so, describe the changes.	
I continue to serve the same client populations. My practice areas have not changed and I do not require additional authorizations.	

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

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

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

Section A: Items Applicable to All Registrants

This section contains Legislation, Standards and Ethical Codes which **all** registrants must be familiar with. Although some areas of practice may require greater familiarity with the following items than others do, a basic familiarity with all items in this section is mandatory for all registrants. Please indicate whether you are already "Sufficiently Familiar" with each item or record a "Target Date" (Month & Year) to achieve familiarity.

Legislation PLEASE RESPOND TO ALL ITEMS	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
Accessibility for Ontarians with Disabilities Act, 2005 , as amended	<input checked="" type="checkbox"/>	
Child, Youth and Family Services Act, 2017 , as amended Registrants must understand their mandatory obligation to report child abuse under (s.125). The <i>Child, Youth and Family Services Act</i> replaced the <i>Child and Family Services Act, 1990</i> , on April 30, 2018	<input checked="" type="checkbox"/>	
NEW: Fixing Long-Term Care Act, 2021 (FLTCA) , as amended 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). The FLTCA replaced the <i>Long-Term Care Homes Act, 2007</i> , on April 11, 2022.	<input checked="" type="checkbox"/>	
Health Care Consent Act, 1996 , as amended	<input checked="" type="checkbox"/>	
Human Rights Code, 1990 , as amended	<input checked="" type="checkbox"/>	
Missing Persons Act, 2018 , as amended	<input checked="" type="checkbox"/>	

Section A continues on the following page.

<p>Personal Health Information Protection Act, 2004 (PHIPA), as amended</p> <p>Regulations under the Act:</p> <ul style="list-style-type: none"> • AMENDED: O. Reg. 343/23: General Amendments to O. Reg. 329/04 came into force on January 1, 2024, concerning changes to administrative penalties for contravening the Act. 	<input checked="" type="checkbox"/>	
<p>Personal Information Protection and Electronic Documents Act, 2000 (PIPEDA), as amended</p>	<input checked="" type="checkbox"/>	
<p>NEW: Psychology and Applied Behaviour Analysis Act, 2021</p> <p>Regulations under the Act:</p> <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 will come into force on July 1, 2024. These statutes will replace the <i>Psychology Act, 1991</i>, and its regulations.</p>	<input type="checkbox"/>	<p>July 2024</p>
<p>Regulated Health Professions Act and Health Professions Procedural Code, 1991, as amended</p> <p>Generally, and with particular attention to:</p> <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. 85.1 - 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"/>	
<p>Retirement Homes Act, 2010, as amended</p> <p>Mandatory obligation to report abuse of a resident in a Retirement Home (s.75).</p>	<input checked="" type="checkbox"/>	
<p>Substitute Decisions Act, 1992, as amended</p>	<input checked="" type="checkbox"/>	
<p>Codes of Ethics and Guidelines</p> <p>PLEASE RESPOND TO ALL ITEMS</p>	<p>Sufficiently Familiar</p>	<p>Target Date to Achieve Sufficient Familiarity</p>
<p>Canadian Code of Ethics for Psychologists, Fourth Edition, 2017, <i>Canadian Psychological Association</i></p>	<input checked="" type="checkbox"/>	

Section A continues on the following page.

Practice Guidelines for Providers of Psychological Services, 2001, <i>Canadian Psychological Association</i>	<input checked="" type="checkbox"/>	
Preventing and Addressing Sexual Abuse and Boundary Violations, <i>College of Psychologists of Ontario</i>	<input checked="" type="checkbox"/>	
Standards of Professional Conduct PLEASE RESPOND TO ALL ITEMS	Sufficiently Familiar	Target Date to Achieve Sufficient Familiarity
<p>The <i>Standards of Professional Conduct, 2017</i>, issued by the College are undergoing revisions and will be published in July 2024. As such, registrants are not required to review the 2017 Standards before completing their Self-Assessment Guide or making their SAG Declaration of Completion by the June 30, 2024 deadline.</p> <p>Registrants are, however, expected to undertake a review of the <i>Standards of Professional Conduct, 2024</i>, as soon as possible after they are published. A pre-set Target Date has been suggested.</p> <p>Registrants will be notified once the <i>Standards of Professional Conduct, 2024</i>, are available through the College website for their review.</p>	N/A	August 2024

Section A End

Section B: Items Applicable to Specific Practices

Some of the following items may not be relevant to your practice. Please indicate whether each item is "Not Applicable" to you, if you are already "Sufficiently Familiar", or record a "Target Date" (Month & Year) to achieve sufficient familiarity.

Legislation PLEASE RESPOND TO ALL ITEMS	Not Applicable	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 <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 <p>Regulations under the 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 , 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"/>	
Public Hospitals Act, 1990 , as amended	<input checked="" type="radio"/>	<input type="radio"/>	

Section B continues on the following page.

Regulations under the Regulated Health Professions Act, 1991 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 , 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"/>	
NEW: Rowan’s Law (Concussion Safety), 2018 <ul style="list-style-type: none"> 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"/>	
Standards, Code of Ethics, and Guidelines PLEASE RESPOND TO 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"/>	
NEW: (Updated) Guidelines for Child Custody Evaluation in Family Law Proceedings, 2022 , <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> Familiarity with this item is important for anyone working with children, adolescents, or families - not only those providing services related to family law matters.	<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"/>	
NEW: (Updated) Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2, 2022	<input type="radio"/>	<input checked="" type="radio"/>	

Section B End

PART 3: ETHICAL CONDUCT

The following information is intended to stimulate thinking about the practical application of your ethical knowledge and help you identify appropriate Continuing Professional Development objectives. The declarations requested in this section 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.

Weblinks to specific references or relevant resources are provided at the end of each statement.

“PM” refers to: O. Reg. 195/23: Professional Misconduct, under the *Psychology and Applied Behaviour Analysis Act, 2021*.

“CPA” refers to: Canadian Code of Ethics for Psychologists (4th Ed.), 2017.

Please note:

- i. This section is meant to be a reminder of various key obligations and prohibitions. It not an exhaustive list of all applicable Legislation, Regulations and Ethical Codes.
- ii. Citations referencing the *Standards of Professional Conduct, 2017*, have been removed, as it is expected that you will undertake a review of the revised Standards, once available, as indicated in **Part 2: Section A** (page 7).

Section A: Items Applicable to All Registrants

This section contains ethical information which **all** registrants must be familiar with, however, some statements may not apply to your individual practice. Please indicate whether you already "Agree" with each statement, if it is "Not Applicable" to you, or record a "Target Date" by which you intend to obtain sufficient familiarity with the relevant resources to achieve adherence.

	Not Applicable	Agree	Target Date to Achieve Adherence
PLEASE RESPOND TO ALL ITEMS			
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 1(3))	<input type="radio"/>	<input checked="" type="radio"/>	
2. I only discontinue professional services that are needed under the following conditions: <ol style="list-style-type: none"> i. the client requests the discontinuation; ii. the client withdraws from the service; iii. reasonable efforts are made to arrange alternative services; iv. the client is given a reasonable opportunity to arrange alternative services; or, v. continuing to provide the services would place me at serious personal risk. (PM 1(8)) 	<input type="radio"/>	<input checked="" type="radio"/>	
3. I only provide services that I believe are likely to benefit the client. (PM 1(9))	<input type="radio"/>	<input checked="" type="radio"/>	

Section A continues on the following page.

<p>4. I do not practise the profession if in a conflict of interest. (PM 1(10))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(11))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(13))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(14))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(18))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(21))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(22))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>11. I do not submit accounts or charges for services that are false or misleading. (PM 1(23))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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 1(26))</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	

Section A continues on the following page.

<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>15. Public announcements of psychological services and fees in respect of my supervisees are offered only in my name.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>20. 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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>21. 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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>22. 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.</p>	<input type="radio"/>	<input checked="" type="radio"/>	

Section A continues on the following page.

23. Information upon which my professional opinions are based is reliable, adequate and appropriate.	<input type="radio"/>	<input checked="" type="radio"/>	
24. I identify limits to the certainty with which diagnoses, opinions, or predictions can be made.	<input type="radio"/>	<input checked="" type="radio"/>	
25. 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. 9, III.10)	<input type="radio"/>	<input checked="" type="radio"/>	
26. I make best efforts to present information in a manner that is likely to be understood by the client.	<input type="radio"/>	<input checked="" type="radio"/>	
27. I reach an agreement concerning fees and billing with a client concerning 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.	<input type="radio"/>	<input checked="" type="radio"/>	
28. 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.	<input type="radio"/>	<input checked="" type="radio"/>	
29. 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.	<input type="radio"/>	<input checked="" type="radio"/>	
30. I am vigilant in ensuring that my professional objectivity is not compromised by any personal or professional interest.	<input type="radio"/>	<input checked="" type="radio"/>	
31. 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.	<input type="radio"/>	<input checked="" type="radio"/>	
32. I refrain from Harassment, Abuse and Sexual Relationships in any professional context.	<input type="radio"/>	<input checked="" type="radio"/>	

Section A continues on the following page.

Equity, Diversity and Inclusion PLEASE RESPOND TO 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"/>	
3. I have made efforts to utilize an objective and structured method to develop my self-awareness and approach to Equity, Diversity, and Inclusion. While members may utilize any method that is appropriate to their own circumstances, some examples of resources to assist in this include: <ul style="list-style-type: none"> • Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, 1990, American Psychological Association • Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, American Psychological Association <p>This is not an exhaustive list. The College encourages registrants to explore other tools and resources when considering ways of gaining knowledge or skills to mitigate against unfair discrimination or oppressive practices.</p>	<input checked="" type="checkbox"/>	

Section A End

Section B: Items Applicable to Registrants Performing Teaching/ Training and/or Research Activities

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

If you answered No, please continue to **Section C** (page 17).

If you answered Yes, please indicate whether you already "Agree" with each statement, if it is "Not Applicable" to you, or record a "Target Date" by which you intend to obtain sufficient familiarity with the relevant resources to achieve adherence.

Teaching/Training Activities PLEASE RESPOND TO 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 RESPOND TO 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"/>	

Section B continues on the following page.

<p>2. I only proceed with 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)</p>	○	○	
<p>3. I record only that private information necessary for the goals of the particular research study being conducted or that is required or justified by law. (CPA I.37, I.39)</p>	○	○	
<p>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, III.26)</p>	○	○	
<p>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)</p>	○	○	
<p>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)</p>	○	○	
<p>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)</p>	○	○	

Section B End

Section C: Items Applicable to Registrants Providing Supervision

I am involved in supervisory activities: Yes No

If you answered No, please continue to **Section D** (page 19).

If you answered Yes, please address each of the items in this section.

When considering the declarations set out below, 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 relevant statutes, professional standards, and guidelines.

I provide supervision to: Supervised Practice members of the College
 Professionals or students not registered with the College

Supervision Requirements PLEASE RESPOND TO 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 are provided competently and ethically.	<input type="radio"/>	<input checked="" type="radio"/>	
2. I am competent to provide the services undertaken by those I supervise.	<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.	<input type="radio"/>	<input checked="" type="radio"/>	
4. I make best efforts to ensure that the supervisory relationship is conducive to professional development and in the best interests of the supervisee.	<input type="radio"/>	<input checked="" type="radio"/>	
5. 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.	<input type="radio"/>	<input checked="" type="radio"/>	

Section C continues on the following page.

<p>6. 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. 	<input type="radio"/>	<input checked="" type="radio"/>	
<p>7. I ensure that public announcements of psychological services and fees in respect of services under my supervision are offered in my name.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>8. I accept full responsibility for the security, accessibility, maintenance and retention of records of all services provided under my supervision.</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>9. 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)</p>	<input type="radio"/>	<input checked="" type="radio"/>	
<p>10. I have reviewed the Supervision Resource Manual for Registration, 2022, to ensure I am familiar with best practices for providing supervision to supervisees that are: supervised practice registrants, registrants seeking to expand their authorized areas of practice, individuals from other regulated health professions, and/or other unregulated providers.</p>	<input type="radio"/>	<input checked="" type="radio"/>	

As indicated in **Part 2: Section A** (page 7), the Standards of Professional Conduct are undergoing revisions. Additional Standards relevant to supervisory responsibilities for service provision, records and record keeping, and billing, will be available for review in the *Standards of Professional Conduct, 2024*, in July 2024.

Section C End

Section D: Development of Ethical Conduct Objectives

If you believe that a specific professional development activity is needed to remedy any knowledge gaps related to the jurisprudence or ethical conduct items from the previous sections, please note this below.

When 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 25).

Continuing Professional Development Objectives – Ethical Conduct				
Objective	Action Plan	Self-Reflection	Target Date	Progress Updates
Knowledge gap related to ethical conduct or jurisprudence.	What steps will you take to remedy this gap? (i.e., specific training activities, readings, etc.)	How do you anticipate the achievement of this objective will enhance your professional practice?	Anticipated Completion Date (Month/Year)	Reflection on objective progress or outcome.
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.	This will allow me to become aware of any changes that may impact my service provision. Remaining knowledgeable of the legislation relevant to the professional practice of psychology will ensure I continue to provide clients with ethical services.	July 2024	
Review the updated Standards of Professional Conduct, 2024.	Once available, I will review the revised Standards to ensure I am familiar with any changes. If needed, I can contact the College's Practice Advisor for support.	A general review of the Standards, as well as of those related to Supervision will be important to support my role as a competent supervisor of Supervised Practice registrants. This will ensure I am imparting knowledge of ethical conduct to supervisees, and protecting clients.	August 2024	

You may attach additional pages if more space is required.

PART 4: CONTINUING COMPETENCE

Section A: General Self-Reflection

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 level of knowledge and experience, and the level of knowledge and experience you wish to achieve. 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 period.

Please note that the CPD Program should be used to fulfill the objectives set out in your Professional Development Plan. The CPD Program is intended to enhance service provision within your already authorized areas of practice and client populations. The CPD Program is **not** intended to provide sufficient preparation to obtain authorization for new areas of practice or client populations. Information about expanding your practice authorizations can be found on the College website [here](#).

This section is applicable for all registrants and must be reviewed even if clinical services are not provided.

The following list includes some of the areas which may be the focus of your clinical, academic, research, or other professional activities, which require specific competencies to address. To focus your self-reflection, please indicate those issues which you address in your practice:

- | | |
|---|--|
| <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 the 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 items that are also relevant to your professional practice) |
| <input type="checkbox"/> Other (Please describe): | |

Section A continues on the following page.

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

- Assessment
- Behavioural
- Intervention
- Consultation
- Family Intervention (Same below with therapy)
- Group Therapy
- Individual Therapy
- Psychoeducation
- Psychotherapy
- Controlled Act (Performing a “Controlled Act” as defined under the Regulated Health Professions Act, 1991)
- Research
- Supervision
- Teaching and/or Training
- Other (Please describe):

Considering your responses, do you currently agree with the following statements?	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.	<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.	<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.	<input checked="" type="checkbox"/>	

Section A End

Section B: Reflection on 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 2022 Self-Assessment Guide. Supervised 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, you may continue to Section C (page 23).

Questions to reflect upon when reviewing progress towards past CPD goals:

- How effective was your last Professional Development Plan for completing **specific** objectives?
- Did the objectives created include enough detail to guide participation in **relevant** CPD activities and facilitate progress monitoring?
- Did you achieve the objectives you created? If yes, in what ways **did your achievements** benefit your knowledge and skills? If no, what changes could have made the **experience** more successful?
- Will you be carrying forward any of your previous objectives to **continue** working towards achievement?

Reflection on Previous SAG/PDP Objectives		
Previous Objective	Related CPD Activities Completed	Reflection on Objective Outcome (completed, modified, ongoing, etc.)
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 2023.	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 C: Development of New Professional Competence Goals

The Quality Assurance Committee has prepared a [Guide to Self-Reflection](#) which registrants may find helpful in determining the substantive gaps between their current and desired level of professional competence. Please use this reference to identify new or ongoing Continuing Professional Development goals and objectives.

In this section, you will be asked to consider and indicate:

- i. **Objectives** (gaps in knowledge, skill or experience you would like to address, e.g., the ability to independently use a particular new assessment tool)
- ii. **Action Plan** (specific activities, courses, seminars, readings, or other Continuing Professional Development activities that you intend to complete in order to achieve the objectives created)
- iii. **Self-Reflection** (consideration of the ways in which working towards or achieving your objectives will enhance your professional practice)
- iv. **Target Dates** (to allow you to monitor your progress by selecting a month and year within the two-year CPD cycle by which you intend to achieve your objectives)
- v. **Progress Updates** (registrants should return to their Professional Development Plan regularly to document the progress they have made towards their objectives and reflect on the knowledge or skills gained)

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

Questions to reflect upon when creating new CPD goals:

1. What were my top professional accomplishments within the last two years?
2. If any of my goals were not achieved, what got in the way?
3. What were my biggest professional challenges?
4. What are some things that may be keeping me from accomplishing my professional objectives?
5. How did I respond to the statements in [Section A](#) (page 21)? Are there any areas which I could examine further to enhance my knowledge or skills?
6. 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?
7. What are my current top three goals for professional development?
8. Where do I want to be by the end of the upcoming two-year CPD cycle?
9. What are my goal deadlines?
10. How can I measure progress towards my goals?
11. What can I do to motivate myself to accomplish my goals?
12. 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

When 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 26).

Continuing Professional Development Objectives – Professional Knowledge, Skill and Experience				
Objective	Action Plan	Self-Reflection	Target Date	Progress Updates
Desired knowledge, skill or experience.	What steps will you take to achieve this objective? (i.e., specific training activities, readings, etc.)	How do you anticipate the achievement of this objective will enhance your professional practice?	Anticipated Completion Date (Month/Year)	Reflection on objective progress or outcome.
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.	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.	Complete course by Dec. 2024. Meet with Dr. Smith regularly until June 2026.	
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.	It is important that I remain current on new findings that may impact data interpretation, therapies, and intervention.	March 2025	
Learn to use WMS assessment tool for applications relevant to clients with TBI.	Review updated test manual and support materials for use of WMS.	As above, this will support my objective to remain familiar with research and ensure services provided are relevant and necessary for client needs.	July 2025	

You may attach additional pages if more space is required.

PART 5: SUMMARY OF NEW PROFESSIONAL DEVELOPMENT PLAN

Please combine and consolidate the goals and objectives identified on pages 19 and 24 within the chart below to consolidate your new Professional Development Plan. It is expected that you will return to your plan to document progress towards the achievement of your objectives, and to guide ongoing decisions regarding the Continuing Professional Development activities you choose to undertake.

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

Please note that more frequent self-assessment is encouraged, and additional objectives should be added to your plan, as required, throughout your cycle.

Professional Development Plan				
July 1, 2024 to June 30, 2026				
Continuing Professional Development Objectives – Ethical Conduct				
Objective	Action Plan	Self-Reflection	Target Date	Progress Updates
Knowledge gap related to ethical conduct or jurisprudence.	What steps will you take to remedy this gap? (i.e., specific training activities, readings, etc.)	How do you anticipate the achievement of this objective will enhance your professional practice?	Anticipated Completion Date (Month/Year)	Reflection on objective progress or outcome.
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.	This will allow me to become aware of any changes that may impact my service provision. Remaining knowledgeable of the legislation relevant to the professional practice of psychology will ensure I continue to provide clients with ethical services.	July 2024	
Review the updated Standards of Professional Conduct, 2024.	Once available, I will review the revised Standards to ensure I am familiar with any changes. If needed, I can contact the College's Practice Advisor for support.	A general review of the Standards, as well as of those related to Supervision will be important to support my role as a competent supervisor of Supervised Practice registrants. This will ensure I am imparting knowledge of ethical conduct to supervisees, and protecting clients.	August 2024	

Continuing Professional Development Objectives – Professional Knowledge, Skill and Experience

Objective	Action Plan	Self-Reflection	Target Date	Progress Updates
Desired knowledge, skill, or experience.	What steps will you take to achieve this objective? (i.e., specific training activities, readings, etc.)	How do you anticipate the achievement of this objective will enhance your professional practice?	Anticipated Completion Date (Month/Year)	Reflection on objective progress or outcome.
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.	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.	Complete course by Dec. 2024. Meet with Dr. Smith regularly until June 2026.	
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.	It is important that I remain current on new findings that may impact data interpretation, therapies, and intervention.	March 2025	
Learn to use WMS assessment tool for applications relevant to clients with TBI.	Review updated test manual and support materials for use of WMS.	As above, this will support my objective to remain familiar with research and ensure services provided are relevant and necessary for client needs.	July 2025	

You may attach additional pages if more space is required.

PART 6: SELF-CARE PLAN

Registrants are asked to consider stressors that may adversely affect their ability to perform professionally. Registrants must assess the impact of these factors on their competence and judgment, and then 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.

You are encouraged to consider the factors which reflect your own circumstances as different life and career stages typically pose different stressors.

For example:

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

Registrants must consider how each of the personal and professional factors they have identified may impact their professional activities and what action, if any, is needed to address any adverse impacts or risk.

You may elect to use a formal self-assessment tool, such as the College provided *Self-Care Plan*, or determine individual risk factors in a manner of your choice.

The College *Self-Care Plan* is provided as a separate component of the *Self-Assessment Guide and Continuing Professional Development Plan* to allow registrants to protect the privacy of their sensitive and personal information. You will not be required to submit your completed Self-Care Plan to the College.

The College *Self-Care Plan* can be downloaded from the College website by [clicking here](#).

Please ensure you mark the following Self-Care attestation once 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.

Once you have completed the 2024 *Self-Assessment Guide and Continuing Professional Development Plan*, ensure you submit your electronic SAG Declaration of Completion through your College account by June 30, 2024.

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