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## PRESIDENT'S MESSAGE

I am writing this, my final president's message, while participating in the Association of State and Provincial Psychology Boards' (ASPPB) mid-year meeting in Boston, MA. In this meeting I've learned much about the high stakes entrance to practice exams, EPPP1 & 2; everything from



item development, and testing to post-test evaluation and test security has been on the agenda. Our Registrar and Executive Director, Dr. Tony DeBono spoke about our excellent succession planning policy at the College of Psychologists of Ontario (CPO) to an audience seeking to apply this information in their own jurisdictions. And, at the end of each meeting day, I found myself enveloped by American history in a city that is identified as the birthplace of the American Revolution. The American poet and abolitionist, Henry Wadsworth Longfellow (1807-1882) immortalized the contribution of one revolutionary Bostonian when he penned, *Listen, my children, and you shall hear, Of the midnight ride of Paul Revere...*

Longfellow was joining a long tradition of writing about the accomplishments of individuals in his poem. Yet, this week, I also learned for the first time that Paul Revere did not ride alone, and he did not ride solely for his

own purposes. Revere rode with others in service to a group plan and the larger societal good. So, my *Listen, (my colleagues), and you shall hear statement today* is telling of the commendable work that each Council, Committee and staff member has accomplished during my presidency. I observed Council members fulfilling their role of visioning and planning for the public good, Committee members debating and decision making, and



**“ I have confidence in those who will continue to “build” the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) in the days ahead.”**

hard-working staff carrying out the actions that bring ideas to fruition. Our agenda has been full, with action plans and task responsibilities at times becoming daunting. In three short years, this team of participants has created

and implemented a new strategic and financial plan; developed a white paper focused on the discontinuation of Master’s level registration; implemented equity, diversity and inclusion work at the College; updated our professional standards of practice; undertaken training in governance review and right touch regulation practices; initiated an evaluation of registration examinations; and perhaps most impressively, completed the foundational work for the launch of the College of Psychologists and Behaviour Analysts of Ontario on July 1, 2024.

I am further reminded of another famous phrase attributed to Longfellow who penned that “today is the block with which we build”. I am proud of what the College of Psychologists of Ontario team has accomplished each day of my tenure and want to thank each member for their dedication to this work. I have confidence in those who will continue to “build” the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) in the days ahead.

I wish the best to each of you, Psychologists, Psychological Associates and Behaviour Analysts as you take the opportunity to “build” daily toward your personal goals, while also being part of a larger professional community and society that benefits from your individual contribution.

Wanda Towers, Ph.D., C.Psych.  
President

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## REGISTRAR’S MESSAGE



### THE END OF A CHAPTER IN THE COLLEGE’S HISTORY AND THE BRIGHT FUTURE AHEAD

Dear Registrants,

I am pleased to provide you with an update on the exciting developments at the College. I begin this Registrar’s message with a focus on access to high-quality, evidence-based care. The College is a proud signatory to a new Memorandum of Understanding (MOU) with the Association of Canadian Psychology Regulatory Organizations (ACPRO) that will permit eligible psychology professionals to provide

continuity of care to their clients using telepsychology under specific circumstances in specific jurisdictions. You're encouraged to visit the College's website for [more information](#). This MOU is in addition to the College's MOU with Nunavut, which you can find [here](#). The College continues to be interested in exploring further cross-jurisdictional practice opportunities that are centred around the provision of safe, high-quality care, leveraging technology to facilitate access to psychological services.

The College is also working diligently to prepare for the proclamation of the new Act and the welcoming of Behaviour Analysts. As could be imagined, this has been an intensive undertaking requiring the dedication and hard work of many people, including the College staff. I am immensely grateful for the spirit of collaboration from the Ontario Association of Behaviour Analysts as we share in the value of regulation to support safe, high-quality ABA services for the Ontario public. Establishing the regulatory infrastructure for a new profession while regulating the profession of psychology has not been without its share of challenges, and the team 'behind the scenes' deserves thanks and appreciation.

What do these changes mean for the people of Ontario? We believe that it is a privilege for any profession to be able to self-regulate, with the fiduciary duty being to the public. We have over sixty years of experience in health regulation, starting in 1960, with the [Psychologists Registration Act](#), and through to the current, [Psychology](#)

[Act \(1991\)](#). In alignment with best practices in health regulatory modernization, merging additional professions into a regulatory body enhances interprofessional care through shared values, ethical principles, legislation, and Standards of Conduct.

On a historic day, July 1, 2024, the [Psychology and Applied Behaviour Analysis Act \(2021\)](#), will be proclaimed into law. With ABA joining a well-established infrastructure that has withstood the test of time, we are poised to provide the public with the best that regulation has to offer in the public interest. The expectations placed on our registrants are high, and we take pride in upholding the utmost professional standards. This is what the public has come to expect of psychological care in Ontario. Now they can trust that Behaviour Analysts and those under their supervision will uphold the same tradition of quality care.

By the next edition of HeadLines, our first Behaviour Analysts will have officially joined the College of Psychologists and Behaviour Analysts of Ontario. Please join me in welcoming our newest professional colleagues!

Thank you for your dedication to the highest quality of care for the people of Ontario.

Sincerely,

Tony DeBono, MBA, Ph.D., C.Psych.  
Registrar and Executive Director

## ZEITGEIST



### CREATING MORE ACCESSIBLE PRACTICE

**Tae Hart, Ph.D., C.Psych.**

In 2022, the American Psychological Association published [Guidelines for Assessment and Intervention with Persons with Disabilities](#). Disability was not a topic I had received training in during graduate school, on internship, or beyond. Until recently, the topic wasn't well-integrated into the graduate courses that I have taught. In fact, I have to admit before the Guidelines were published in 2022 I hadn't given it much thought. What's ironic about this is that I am a clinical psychologist with a progressive, chronic medical condition that affects my ability to walk and stand.

I came across the APA Disability Guidelines while I was working on revisions to my graduate course in Professional Ethics, which is a required course in our clinical psychology program. It's a very lengthy read, so it might be helpful for you to first review the shorter 2023 Executive Summary for the Guidelines (Hanson, Bruyere, Forber-Pratt, Reesman, & Sung, 2023). Both the Guidelines and Executive Summary provide excellent learning about disability as well as some very practical points to implement into our clinical assessments and interventions.

While I have had a strong sense of myself as a disabled person for the last many years, I realized that there were some concrete ways to make my own clinical practice more accessible to other disabled people. There are 23 specific guidelines, which are beyond this scope of this brief article. However, I want to share a couple of the guidelines that I began using right away in my clinical practice.

Guideline 1 states "Psychologists Strive to Learn About Various Disability Paradigms and Models and Their Implications for Service Provision." Guideline 1 provides an overview of common disability paradigms and models and helped me identify that much of what I understood about disability came from the medical model, of which "the focus is on the person's deficits and elimination of the pathology or restoration of functional capacity." This contrasts quite a bit from other disability models, such as the social model, in which psychologists help service users to develop "positive disability identity and self-advocacy skills, and/or consult with others to ensure that the client has opportunities for participation, a voice in decision-making, and adequate accommodations." One practice I implemented right away is the addition of several questions about disability into my initial assessment, so that I understand how the service user views their disability ("models"). This helps to strengthen the working alliance without assumptions, and to establish service user-centered therapy goals.

Guideline 5 states "Psychologists Strive to Provide Barrier-Free Physical and Communication Environments in Which Clients With Disabilities Access Psychological Services." As a person who has primarily an orthopedic disability, I

had considered some environmental factors as barriers to psychotherapy (e.g., the extent to which the office and restrooms were wheelchair accessible), but had not considered other points of accessibility such as sight, sound and communication. For example, was my consent form accessible for service users with vision impairments? Was the platform I used for virtual sessions adaptive enough for service users with hearing impairments? Could closed-captioning be utilized? I also realized the importance of assessment questions regarding specific needs for accessibility for any given service user (not just physical and communication needs, but also length of sessions, needs for rescheduling sessions). Asking these questions at the outset of therapy can build a more positive environment for service users with disabilities.

Of course, a service user may identify as disabled (or not) for a number of reasons: psychological, intellectual, physical, learning, pain, memory, and several others. Indeed, the 2022 Canadian Survey on Disability reported 27% of people over the age of 15 identify as having some type of disability; these statistics are even higher for women and older adults. Our common goal as psychology professionals is to provide the most effective and compassionate services possible. With that in mind, I invite you to review the APA Disability Guidelines and Executive Summary and to spend some time considering your own practice improvement for disabled service users.

## References

American Psychological Association, APA Task Force on Guidelines for Assessment and Intervention with Persons with Disabilities (2022). Guidelines for Assessment and Intervention with Persons with Disabilities. Retrieved from <https://www.apa.org/about/policy/guidelines-assessment-intervention-disabilities.pdf>

Hanson, S. L., Bruyere, S., Forber-Pratt, A., Reesman, J., & Sung, C. (2023). Guidelines for assessment and intervention with persons with disabilities: An executive summary. *American Psychologist*, 78(8), 995–1009. <https://doi.org/10.1037/amp0001150>

# PREPARING FOR APPLIED BEHAVIOUR ANALYSIS (ABA) REGULATION UPDATE



The College has reached another major milestone for welcoming Behaviour Analysts into what will be the new College of Psychologists and Behaviour Analysts of Ontario. On April 2, 2024, pre-registration opened for Behaviour Analysts applying via Transitional Routes 1 and 2. The College was pleased to receive hundreds of applications within the first week of preregistration. College staff are working hard to process applications and respond to enquiries.

The [application portal](#) is now open. Psychologists and Psychological Associates who are members of the College will access the application portal via their existing member account. Entry Level Route will not open during preregistration. These applications will open after the pre-registration period closes, on July 1, 2024.

Applicants can visit the [FAQ](#) and [How to Apply: ABA](#) pages of the College's website for further information about becoming registered as a Behaviour Analyst in Ontario. Please refer to the Registration Guidelines for Transitional Route 1, Transitional Route 2, and the Entry Level Route (Supervised Practice) for information specific to each route.

In other news, the College and the Ontario Association for Behaviour Analysis (ONTABA) released a [joint video information session](#) on April 10, 2024.

Applicants with questions related to the application process for Behaviour Analysts can contact the College at [aba@cpo.on.ca](mailto:aba@cpo.on.ca). Due to the high volume of applications, it may take longer than typical to receive a response.

# EQUITY, DIVERSITY, AND INCLUSION (EDI) UPDATE



The College remains committed to the principles of Equity, Diversity, and Inclusion (EDI) and to incorporating EDI into all aspects of the College's work and its regulatory processes and encouraging the same within the larger profession. The College has created an [Equity, Diversity, and Inclusion page](#) on which information and resources will be continually updated.

The EDI Working Group has continued to direct its efforts to the goals it established and remains focused on implementing diversity practices across the various College Committees and imbedding EDI into College processes. The main focus of the EDI Working Group over the past period was on the completion plan for the College's Equity Impact Assessment. This is a Ministry of Health

expectation within the [College Performance Measurement Framework \(CPMF\)](#). More specifically, we have been assessing the areas where we have been fairly successful with our EDI initiatives and areas where more work needs to be done. Several meetings were spent focusing on the document and reviewing the specific areas where we as a College are doing well and where we need to put in more work into our EDI initiatives. We will continue to keep you updated on these events.

The next meeting of the EDI Working Group is scheduled for the beginning of May 2024.

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## COMMUNICATION REMINDER

The College uses e-mail to communicate as this is a quick and efficient method to bring important information to registrant's attention. Registrants are reminded that it is important to keep their College contact email address up to date and ensure that the College is included in the list of safe senders. Protocols are often updated, and this can result in College emails being directed away from your

inbox. Please forward [cpo@cpo.ccsend.com](mailto:cpo@cpo.ccsend.com) to your IT department to ensure it is included on the safe sender list.

If you unsubscribe you will not receive these important, often time-sensitive, notices as the College does not distribute similar information by regular mail. If you have any questions, please contact the College.

# QUALITY ASSURANCE (QA) UPDATE

Working within the statutory requirements established for all Health Regulatory Colleges in Ontario; the College views its [Quality Assurance Programs](#) as a means of supporting registrants in maintaining their knowledge and skills throughout their careers. While adhering to the rigorous legislative requirements, the components of the College's Quality Assurance Program have been designed to be supportive rather than investigative. Whenever participation in Quality Assurance leads to the identification of the need for remediation; information about this remains confidential as registrant-specific information about Quality Assurance involvement is not publicly available.



will be revised to make the process more dynamic and engaging.

- The process for engaging College members in the more intensive Quality Assurance activities, like Peer Assisted reviews will be revised and a step-wise process will see that those members most in need of assistance will be more intensively involved than others.

## COMMITTEE ACTIVITY

During the third quarter of this fiscal year, the Quality Assurance Committee has continued its review of the Quality Assurance Program and further considered long-term changes that will better assist registrants in maintaining their professional knowledge, skill and judgment.

Work is currently underway to simplify the requirements and encourage more meaningful participation between the regular declaration dates.

For example:

- The Self-Assessment Guide and CPD tracking mechanisms will be combined to form a Quality Assurance Portfolio to allow for ongoing monitoring of goals and achievements.
- Existing CPD categories will be simplified.
- Additional CPD requirements will be put in place for those engaged in Supervision.
- The process for review of legislative, regulatory and ethical standards, as well as self-reflection on practice,

The Committee intends to make these changes within the next year. The Committee has also finalized short-term changes to the Continuing Professional Development component of the QA Program that will take effect July 1, 2024, to ensure the requirements are appropriate for the regulation of behaviour analysts, as well as psychologists and psychological associates.

Registrants required to make their Declarations of Completion for the Self-Assessment Guide and Continuing Professional Development Plan (SAG), and the Continuing Professional Development (CPD) Program by June 30, 2024, will receive additional information and instructions in the coming weeks by e-mail. Members are encouraged to ensure that the College is on their "safe-senders" list to ensure that they receive this and other important messages from the College.

## REGISTRANT MATTERS

### Self-Assessment

Panels reviewed the participation of six members in the Self-Assessment process. In five cases, the members were seen to have met all requirements. In one

matter, the panel formed serious concerns and referred the member to the Inquiries, Complaints and Reports Committee.

### Continuing Professional Development

Panels of the Committee also concluded nine Continuing Professional Development (CPD) program audits. In all cases, the panels concluded that the members had met program requirements. Although the panels did not identify any substantial concerns related to completion of the CPD program requirements. The following feedback was provided:

- Greater detail when documenting the benefit of completed CPD activities towards enhancing professional knowledge, skill and judgment, would be beneficial to the process of self-reflection.
- Formal supporting records, where available, would assist in the verification of completed CPD activities.
- All records related to completion of the Quality Assurance Program requirements (SAG/CPD) must be retained for a minimum of five years.

- Interim Autonomous Practice registrants must ensure completion of the College's CPD Program requirements if they have not satisfied the complete professional development requirements set out by the regulator in their home jurisdiction.

### Peer Assisted Reviews

A panel of the Committee reviewed one Peer Assisted Review Report and concluded the matter after determining that the member was adhering to the Standards of the Profession.

As the Committee continues to clear up the backlog in reviews caused by the Covid-19 pandemic, the Committee made a decision to conduct the next stratified random selection with a focus on registrants that have been the subject of two or more remedial dispositions from the Inquiries, Complaints and Reports Committee of the College within the last five years.

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## INFORMATION FROM THE PRACTICE ADVICE SERVICE

**The Practice Advice Service provides information to College members and members of the public about relevant Legislation, Regulations, Standards of Professional Conduct, 2017, and other practical considerations. Answers are provided by College staff in response to specific inquiries and may not be applicable or generalized to all circumstances. Information is provided to support College members in exercising their professional judgment and is not an appropriate substitute for advice from a qualified legal professional.**

### QUERIES

During the third quarter of this fiscal year (December 1, 2023- February 29, 2024), the College's Practice Advice Service addressed 475 inquiries. The five most common topics queried during this period, in descending order, were:

1. Mobility and practice in other jurisdictions, mostly relating to member practice outside of Ontario;
2. Release of and access to information, mostly relating to the client's right of access and consent to access or disclose information;
3. Supervision, primarily concerning the supervision of non-members;
4. Fees and billing, most frequently relating to the setting of fees and prepayment of fees;



5. Records, mostly focusing on file contents and file retention.

Answers to many of these queries can be found on the [Professional Practice FAQ](#) page of the College website which includes the following recent additions.



### EXISTING CLIENTS EXPERIENCING NEW DIFFICULTIES OUTSIDE OF A MEMBER'S AUTHORIZED AREA OF PRACTICE

**Q:** I am working with a client to address the client's longstanding personality disorder. The client has recently experienced a traumatic brain injury, which has resulted in behavioural change, including disinhibition and impulsivity. If I am not authorized to provide services in the area of clinical neuropsychology, may I continue to work with the client?

**A:** In deciding whether one is authorized and competent to provide a service, the nature of the client's presenting difficulties will generally determine whether the member has the appropriate and required authorization. In this case, the initial presenting problems did not include the difficulties associated with the traumatic brain injury. It may, however, be difficult to intervene effectively without the knowledge and experience necessary to understand the complexities of central nervous system dysfunction.

As long as the focus of your intervention is the challenges associated with a personality disorder, you may be able to continue to work within your established clinical relationship with the client, if you obtain consultation from a member authorized in clinical neuropsychology, who can help to tailor the interventions to take into account the client's new challenges. If the task becomes one of helping

the client address these new challenges as well, then it may be appropriate to consider a referral for someone authorized in both clinical psychology and clinical neuropsychology.

### CONSENT TO PERMIT PARENTAL ACCESS TO CLIENT INFORMATION BY A YOUNG CLIENT WITH SIGNS OF POSSIBLE INCAPACITY.

**Q:** I recently conducted a psychoeducational assessment of an 18-year-old client referred by their parents. They present with cognitive abilities at the 1st percentile, although there is variability among subscale scores, with some within the low average ranges.

The client originally provided consent to share results of the assessment with their parents, but subsequently rescinded consent out of fear that their parents would be critical and punish what they may believe represents poor performance.

Would it be appropriate to attempt to engage the client in discussion of the pros and cons of sharing the results with their parents, who appear supportive of the client, or perhaps have a discussion with all three of them together, without sharing the results, about how the parents could respond to the information in a positive, supportive way?

**A:** The first thing to do in this situation is make a decision about whether the client has the capacity to give direction concerning the release of their personal health information. As you likely know, capacity is not directly tied to IQ scores and must be made solely on the "understand and appreciate" test which is explained in section 21 of [PHIPA](#). It's important to note that the threshold for capacity is lower with low-risk decisions. The understand and appreciate test was constructed for a wide range of situations covering all of the health professions and for a wide range of situations with more complex information and higher risk decisions to be made, like invasive surgeries.

If the client is not capable of making the decision regarding parental access to the assessment results, it might be better not to give the client the false impression that they have control here and then ignore their wishes if

they are deemed incapable and parents are eligible to act as substitute decision makers. Even in situations like this, it is still important to involve an incapable person in the process to the extent possible.

If the client has an understanding of what the relevant information is and means, and also has an understanding of the consequences of sharing or not sharing the information, or in other words is found to be capable, then based upon your own clinical judgment, it could be very helpful to engage the three of them in discussion, with the client's capable consent, of course.

If the client is not capable, the client would have the right to appeal the decision by the Consent and Capacity Review Board.

Having a discussion with the parents about how to deal with the results, without disclosing the results, would also require the consent of the client and this would require a determination of whether the client has the capacity to grant consent to that. This is a different decision, with perhaps a lower threshold for capacity, than the decision to share the actual results. If the client is capable of granting consent to a discussion of that nature, it could possibly help identify a helpful path forward.

## CONSIDERING RETIREMENT?

Annual membership renewal time is approaching. As is often the case at renewal time, we are receiving queries about retirement and about arrangements for the transfer of records to new health information custodians and other related matters. Anyone considering retirement may wish to review this article originally published in July, 2020: [Preparation for Closing Your Practice and Preparing a Professional Will](#).

## INFORMED CONSENT WITH RESPECT TO MANDATED DISCLOSURE OF PERSONAL HEALTH INFORMATION IN THE ABSENCE OF CONSENT

**Q:** In the course of obtaining informed consent with a client, the client informed me that they do not grant consent for me to share information with the College in

the event of a Quality Assurance review of their file. I have been selected at random for a Peer Assisted Review and must make my files available so that the Assessor and Reviewer can select files at random. What should I do?

**A:** This is a difficult situation. If you agreed to such a request, please contact the Quality Assurance team at the College. Depending on the circumstances, they will do their best to assist in finding a creative solution.

The College has the authority to obtain a file in the absence of client consent. This is set out in legislation and is non-negotiable. In obtaining consent to collect personal health information, which must be done before collecting the information, it is important to avoid giving the false impression that the client has any control over whether the College exercises its legislated duty to obtain information in procedures designed to protect the public interest, in this case, to ensure that members are practicing competently and ethically.

While it is understandable that clients want to have control over who has access to what is often their most private information, careful framing of the issue may help avoid at least some difficulties of this nature. It may be best to let clients know that in order to provide the services they are seeking, you must maintain a file in accordance with the College's requirements (available on the College's website) and that, while you will protect their confidentiality where client consent is required before disclosing their personal health information, there are some situations, legislation mandates disclosure, even in the absence of consent. This is the case when review of information is required in order to protect clients and others from harm. In other words, the question is: do you agree to engage in services with the knowledge that I must keep a clinical record and that in rare circumstances the law allows access to the file without consent. It may also help to advise that this applies to any service by a regulated health professional in Ontario who is practicing ethically and lawfully.

You may also like to know that the College and all of its agents and staff have a strict duty of confidentiality and that in Quality Assurance matters, where the College

Assessor and Reviewer may have access to the client's identity, the College staff and Committee members reviewing the results of a Quality Assurance procedure are not given any identifying information about the

clients whose files have been reviewed. The focus of the procedure is the registrant and whether the review indicated that the registrant is practicing competently and ethically.

## ELECTION TO COUNCIL 2024

The College of Psychologists of Ontario is the governing body for Psychologists and Psychological Associates in Ontario. The College's mandate is to protect the public interest by regulating the practice of psychology in Ontario. The College is governed by a Council comprised of seven elected professional members, two to three appointed academic members or the profession, and five to eight public members appointed by the Lieutenant Governor in Council. In addition, there is one elected, non-voting Psychological Associate member. All members of the College Council, whether elected or appointed, represent the public and not the constituency of the district or university from which they were elected or appointed.



Elections to the College Council were held on March 31, 2023. We are pleased to announce the following results:

**David Kurzman, Ph.D., C.Psych. – District 5 (GTA East) (Acclaimed)**

**Rachel Wayne, Ph.D., C.Psych. – District 6 (GTA West) (Elected)**

The term of office for these Council Members begins on June 14, 2024 and continues until the first Council meeting following the elections in 2027. We wish to extend our congratulations to the successful candidates.

To introduce these members of Council, we are providing the Biographical and Candidate Statements as they were submitted to the College as part of the election process.

### **David Kurzman, Ph.,D., C.Psych.**

I have always strived to be involved in organizations that serve to enhance the discipline of psychology through education; collegiality with other mental health professionals; and through education and protection of

the public. It has been a longstanding personal aspiration to become involved at the college level to serve the public interest and to protect the public and the discipline of psychology while attempting to resolve any potential conflicts that may arise. I believe that this role is a critical one as it will allow for further growth and flourishing of the field of psychology.

A little about me: I have been a registered Member of the College of Psychologist of Ontario (CPO) for over 20 years, with a practice in Clinical Neuropsychology. I am licensed to practice in Ontario, New Brunswick, and Newfoundland. I completed my formal education including a BSc from McGill University, an MSc from the University of Victoria,

and a PhD from Concordia University. Continuing education has always been important to me and I have completed the Microprogram in Insurance Medicine and Medicolegal Expertise for Canadian Health Professionals through the University of Montreal as well as the coursework requirements towards a post-doctoral Master's Degree in Psychopharmacology through Fairleigh Dickinson University. I have received the C-CAT (Mental/Behavioral) certification through the joint CSME/CAPDA Catastrophic Training Certification Program and have also completed the CAPDA/CSME CMLE Program. I have held positions at the Baycrest Centre for Geriatric Care, Sunnybrook and Women's College Health Sciences Centre, and St. John's Rehabilitation Hospital prior to entering into private practice. I have been president of the Canadian Academy of Psychologists in Disability Assessment (CAPDA) as well as an active Board Member for many years. I am a member of several psychology-based organizations including OPA, APA, INS, CSME, and ASAPIL. In the past I have served on the College of Psychologists Inquiries, Complaints and Reports Committee, which was an educational experience and something that I think any registered and practicing psychologist should get involved in, to better understand the process by which the College performs investigations of other members. I have been in private practice for the last 20 years.

### **Rachel Wayne, Ph.D., C.Psych.**

I am a Clinical and Rehabilitation Psychologist working in private practice. Prior to this, I most recently worked in an Assistant Practice Lead role with University Health Network (UHN) in Toronto for individuals with work-related injuries. Currently, I treat mood and anxiety concerns in the adult population, with a specialized focus in individuals with complex trauma, as well as those with chronic health conditions, particularly hearing loss and tinnitus. As a hard of hearing individual, I have long been engaged in advocacy for awareness and accessibility for individuals living with disabilities. I have won numerous awards at the provincial and federal levels for my research in the field of cognitive hearing science.

I consider myself a lifelong learner, avid reader, and critical thinker, with a longstanding interest in matters of philosophy and ethics. I welcome difficult, complex, and challenging conversations, as I believe they promote opportunity for empathy, mutual understanding, and growth.

I am committed to values of social responsibility, inclusivity, equity, fairness, and integrity. This, coupled with my clinical expertise and personal experiences, makes me uniquely well suited to be a member of the CPO council. I would be honoured to represent our profession as we continue to advance and refine the practice of psychology in an ever-changing world.

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## **MEMBERSHIP RENEWAL 2024-2025**

Membership Renewal is now open for the 2023-2024 membership year.

The Practice Update Form and fees are due by June 1. Please visit our [website](#) for more information.



# BARBARA WAND SEMINAR IN PROFESSIONAL ETHICS, STANDARDS & CONDUCT

## MEDICAL ASSISTANCE IN DYING: ETHICAL IMPLICATIONS

The next Barbara Wand Seminar will be held on June 24, 2024 from 9am - 12pm. Please visit the College [website](#) for more information and the registration form.

## CALL FOR INTEREST IN PARTICIPATING ON COLLEGE COMMITTEES FOR 2024-2025



The College is looking for members who are interested in being appointed to serve on College committees beginning in June 2024. The Regulated Health Professions Act, 1991, requires the College to have seven Statutory Committees: Executive; Registration; Inquiries, Complaints and Reports; Discipline; Fitness to Practice; Quality Assurance; and Client Relations. Involvement on College Committees provides members with an opportunity to take an active role in the self-regulation of the profession. Selection of members is based upon the current needs of each Committee ensuring a mix of experienced and new members.

A brief description of each Committee's composition, role, and functions as well as anticipated time commitment, may be found on the College website at: [Call for Interest in Participating on College Committees](#).

Both membership titles, Psychologist and Psychological Associate, are represented on every Committee. Effective July 1, 2024, the College will also regulate the profession of applied behavior analysis (ABA) as prescribed in the Psychology and Applied Behaviour Analysis Act, 2021.

In considering Committee membership, the College strives to create Committees that reflect equity, diversity, and inclusion. Ontario is home to one of the most diverse populations in the world; most Ontarians can trace their roots outside of Canada. Ontarians represent diversity of race, colour, being Indigenous, places of origin, religions, immigrant and newcomer status, ethnic origins, abilities, sexual orientations, gender identities, gender expression, socioeconomic status, and age. Recognizing this, the College knows that the needs of the public and the profession are best served through the involvement of those who recognize, respect, and promote the value inherent in such diversity.

Through its Council and Committees, the College endeavours to reflect the diversity of the Ontario public served by Psychologists, Psychological Associates, and practitioners of ABA (in anticipation of).

If you are interested in serving on a Committee for the 2024-2025 year, please visit our [website](#) to learn more.

# COUNCIL HIGHLIGHTS - MARCH 21, 2024



The College Council met virtually on March 21, 2024. Information provided to members of Council for their review in preparation for their deliberations and decision-making was posted on the homepage of the College website a week in advance of the meeting. Following the meeting, this information was archived and is available on the website in the [Council Meeting Materials](#) Reference Library.

## POLICY ISSUES

### Proposed Amendment to the By-Laws

Council approved proposed amendments to the College By-laws after receiving the responses from consultation that opened on December 18, 2023. The By-laws will be effective on July 1, 2024.

### College Performance Management Framework

The Council endorsed the College Performance Management Framework Report for 2023, to be submitted to the Ministry of Health. To view the College of Psychologist's 2022 College Performance Measurement Framework please click [here](#).

## COMMITTEE UPDATES

### ABA Regulation

Progress updates were provided to the Council regarding the regulation of applied behavior analysis in Ontario,

including pre-registration for behaviour analysts beginning this April 2024 and mandatory registration on July 1, 2024. Information for potential members and the public about the upcoming regulation of the profession, including the Registration Guidelines for each registration route, can be found in the [ABA Portal](#) on the College's website.

## OTHER BUSINESS

### Budget 2024-2025

The Council reviewed and approved the proposed Annual Budget for the 2024-2025 fiscal year.

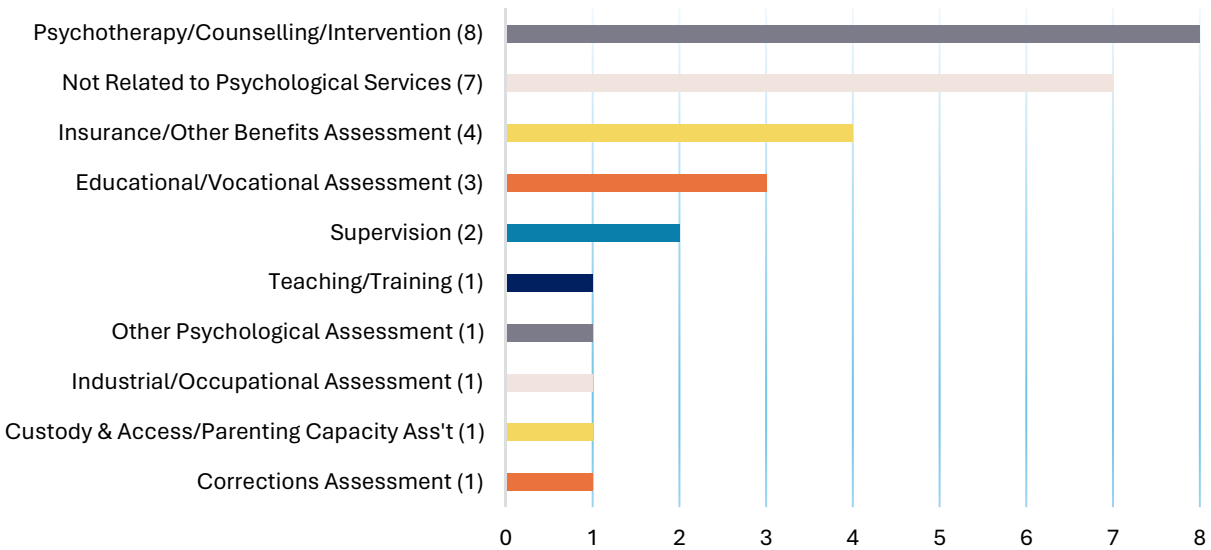
The next meeting of Council will be held virtually on June 14, 2024.

# INQUIRIES, COMPLAINTS & REPORTS COMMITTEE (ICRC)

December 1, 2023 – February 29, 2024

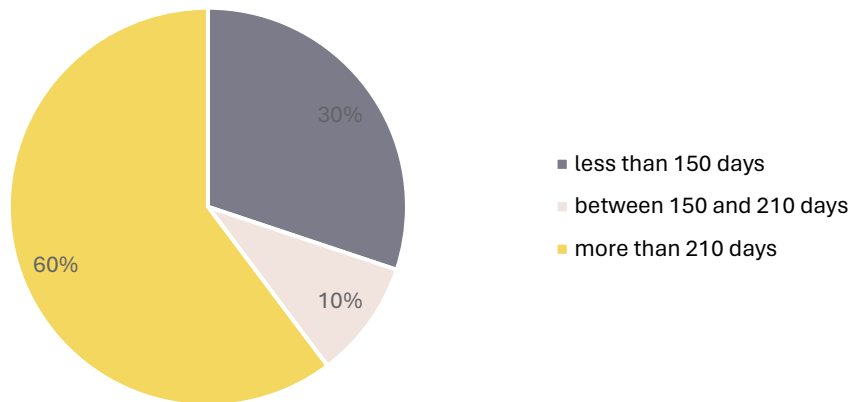
## NEW COMPLAINTS AND REPORTS

In the 3rd Quarter, the College received 22 new complaints, and opened 5 Registrar’s Investigations and 2 Health Inquiries, for a total of 29 new matters. The nature of service in relation to these matters is as follows:



## TIMELINE SNAPSHOT

There are currently 156 open Complaints and Registrar’s Investigations being actively investigated.

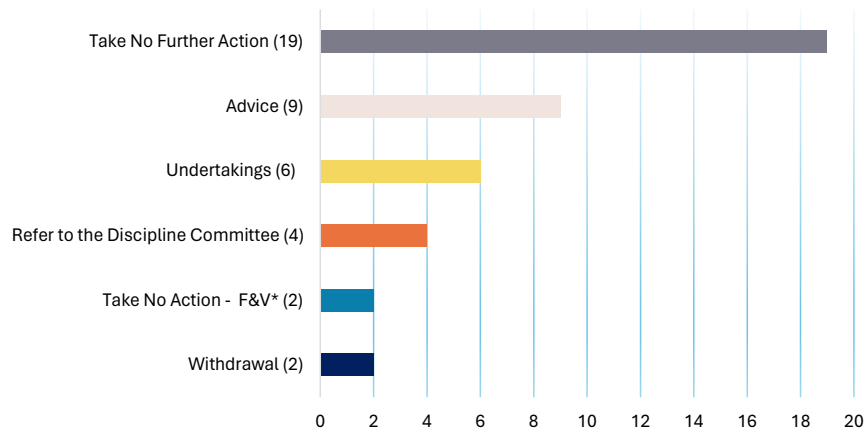


## ICRC MEETINGS

The ICRC met three times to consider a total of 18 cases. In addition, the ICRC held 16 teleconferences to consider 29 cases.

## ICRC DISPOSITIONS

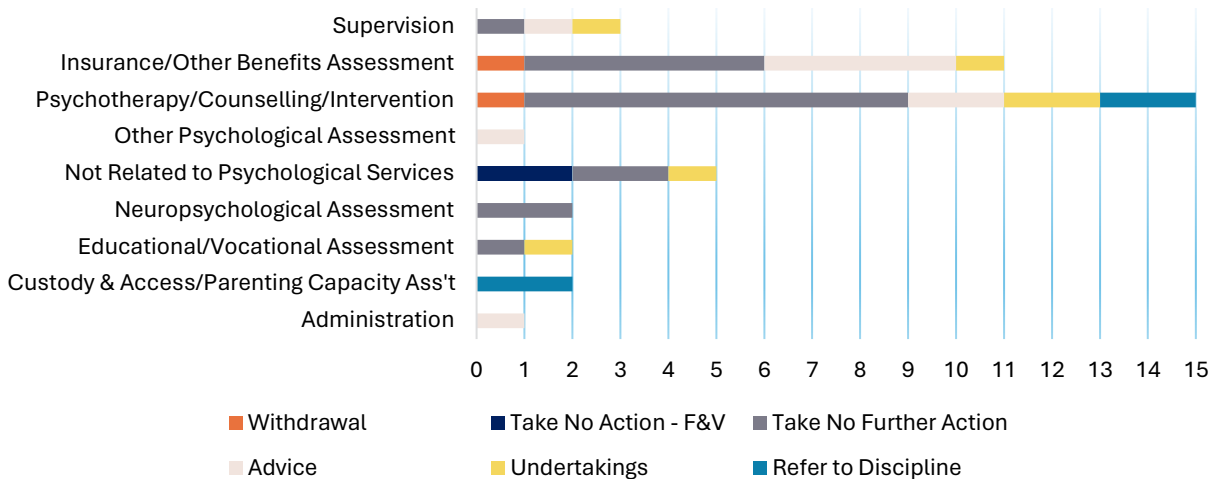
The ICRC disposed of 42 cases during the 3rd Quarter, as follows. The ICRC took some action, ranging from providing advice to referring the matter to the Discipline Committee, in 19, or 45%, of these cases.:



\*F&V: Frivolous, vexatious, made in bad faith, moot or otherwise an abuse of process, pursuant to s.26(4) of the Health Professions Procedural Code.

†SCERP: Specified Continuing Education or Remedial Program

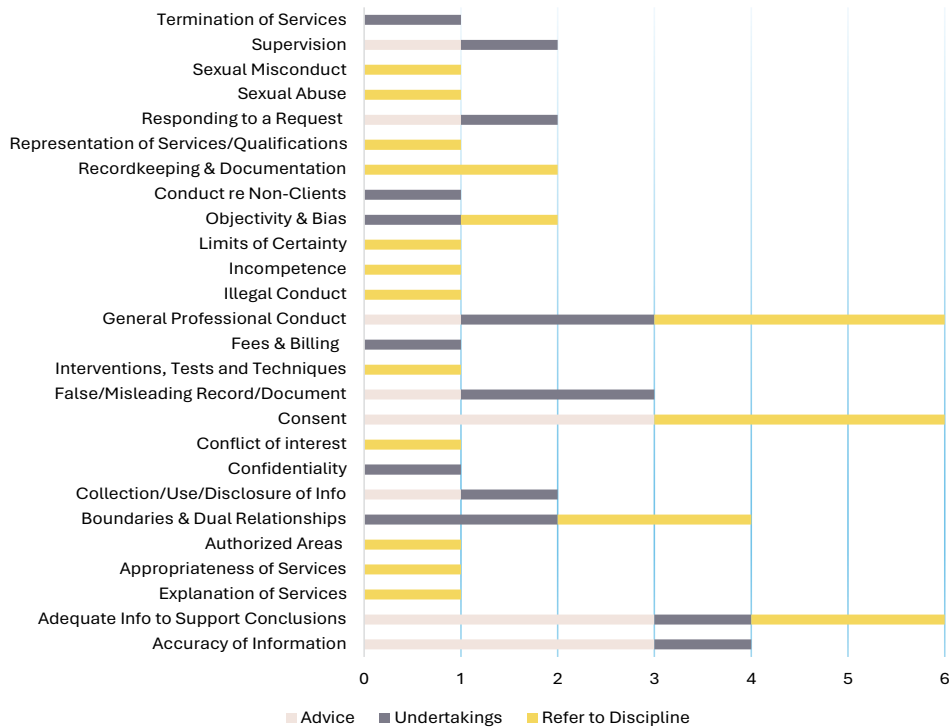
The dispositions of the 19 cases, as they relate to nature of service, are as follows:





## DISPOSITION OF ALLEGATIONS

The 42 cases disposed of included the consideration of 164 allegations. The ICRC took some action with respect to 54, or 33%, of these allegations.



## HEALTH PROFESSIONS APPEAL AND REVIEW BOARD (HPARB)

In the 3rd Quarter, two HPARB reviews of ICRC decisions were requested. The College received one HPARB decision, which dismissed the review request as frivolous, vexatious, made in bad faith, moot, or an abuse of process.

## INQUIRIES, COMPLAINTS AND REPORTS COMMITTEE (ICRC) DECISIONS

The following are summaries of some recent decisions of the Inquiries, Complaints and Reports Committee reflecting three different dispositions. They are provided for educational purposes. Information in these summaries has been altered to protect the privacy of both members and complainants, and to protect the confidentiality of the investigation process. The relevant substance of the allegations and outcomes remain unchanged.

### TERMINATION OF SERVICES: DECISION: TAKE NO FURTHER ACTION

A client alleged that a psychologist had terminated services without explanation. In response, the psychologist indicated that a conflict had emerged which would have

made it inappropriate to continue providing services to this client.

The panel of the ICRC considering this matter believed that upon learning of the emerging conflict, the psychologist proceeded to terminate services in an appropriate

manner. This included consulting with three other professionals and legal counsel, as well as taking proactive steps to assist with the client’s transfer of care. The panel therefore decided to *take no further action* with respect to the complaint.

### PROFESSIONAL BOUNDARIES: DECISION: *ADVICE*

The complainant had concerns about a psychologist and reported those concerns to the clinic at which the psychologist was employed. The psychologist approached the complainant outside of a community centre to address the concerns the complainant had reported.

In her response to the College the member acknowledged that it was inappropriate approach the complainant in a public space and apologized for having done so. The panel believed that by approaching the complainant in this way the client’s confidentiality was compromised, and boundaries were not maintained as they ought to have been. The panel therefore decided to provide the member with *Advice* in this regard.

### TIMELINESS OF REPORT: DECISION: *UNDERTAKING*

The complainant indicated that her child had undergone testing for an assessment to address school issues, and the parents received verbal feedback within six weeks. However, eleven months later, the parents had yet to receive a written report or the forms needed for tax purposes, despite multiple requests. The member in response indicated that there were multiple reasons for this delay, including health concerns, and that she had already planned changes to her practice to ensure a situation like this would not arise again.

The panel of the ICRC considering this matter believed that there were moderate to high risks involved in this kind of delay, including negative impacts on students and their families who are trying to support them. The panel did believe that the mitigation strategies the member proposed were reasonable and appropriate; however there did not appear to be any information regarding implementation of those strategies. The panel therefore asked the member to work with a coach by way of an *Undertaking* with the College, to ensure that the strategies were appropriately implemented.

Term	Definition
Take No Further Action	A panel may take no further action if it believes there is no risk to the public.
Advice	A panel may give advice if it identifies low risks. Advice is meant to help the member avoid future risks.
Undertaking	An undertaking is a binding and enforceable agreement made by a member with the College that sets out one or more obligations or restrictions on the member. A member may enter into an undertaking with the ICRC or Registration Committee. Entering into an undertaking is not an admission of misconduct or incompetence. The public register must contain a notation and summary of any undertaking, while that undertaking is in effect. Once the undertaking is completed, the notation is removed from the public register.

# DISCIPLINE COMMITTEE REPORT



**DECEMBER 1, 2023 – FEBRUARY 29, 2024**

## REFERRALS TO DISCIPLINE

There were no referrals to the Discipline Committee in the second quarter.

## PRE-HEARINGS

[Dr. Frank Kane:](#)

A referral was made to the Discipline Committee on December 18, 2023.

[Ms. Tatiana Zdyb:](#)

A referral was made to the Discipline Committee on December 20, 2023.

[Dr. Irina Trofimova:](#)

Referrals regarding two related matters were made to the Discipline Committee on January 10, 2024.

## PRE-HEARINGS

[Dr. Douglas Misener:](#)

A pre-hearing for this matter was held on December 13, 2023. The Hearing has been scheduled for March 25, 2024.

## HEARING AND MOTIONS

[Dr. Owen Helmky](#)

A written motion to withdraw the Notice of Hearing was held on January 19, 2024. A signed Order withdrawing the Notice of Hearing was received on January 22, 2024.

## ONGOING MATTERS

[Dr. Laura Brown](#)

The Hearing for this matter has not yet been scheduled.

# CHANGES TO THE REGISTER

## CERTIFICATES OF REGISTRATION

The College would like to congratulate those **Psychologist** and **Psychological Associate** members who have received Certificates of Registration since January 2024

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### Psychologists - Certificate of Registration Authorizing Autonomous Practice

Benjamin F. Armstrong	Alara Hedebring	Evelyn Jane Platts
Sarah Lynne Breckenridge	Kartik Kaushik	Angela Ribout
Myriam Castonguay-Dellouche	Marie-Eve Leclerc	Katherine Rolfe
Esha Chakraborti	Melodie Lemay-Gaulin	Dominique Roumieh
Megan Carol Collins	Sarah MacAulay	Sophie St-Pierre
Cosmin Grigore Coltea	Brittany Nicole Welton Mamone	Karolina Sztajerowski
Meagan Daley	Danijela Maras	Jillian Taylor
Philippe Desmarais	Jennifer Leah Mazur	Helen Lilith Taylor-Allan
Shane Dutt	Dermot Paul McLoughlin	Karen I. Wilson
Jordan Samantha Friedmann	Ali Mindel	Nida Yousuf
Camille Guérin Marion	Jonah Nadler	Vanessa Kinda Zayed
Noshaba Haq	Mariia Pavlova	Catherine Zygmontowicz

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### Psychological Associates - Certificate of Registration Authorizing Autonomous Practice

Corrie Danielle Brownlee

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### Psychologists - Certificate of Registration Authorizing Interim Autonomous Practice

Brittani Baldwin Gracey	Christopher Graham	Marie-Josée Mercier
Kallista Bell	Samir Guerioune	Lyna Mourad
Alexandru Clivada	Rupinder Kaur Hehar	Carla Jane Petker
Steven Mitchell Colp	Stephanie Houle	Ida Pienaar
Michelle Dewar	Megumi Iyar	Tianyou Qiu
Jonathan Dudek	Sudheej Krishnan	Lauren Anne Rosen
Gila Foomani	John Laing	Daniel Rudofossi
Christine Gagnon	Alissa Langlois	Kay Vinova
Pierre-Olivier Gaudreault	Alexandra Stelle Lerner	Roselynn Kyambi Webbo
Mary Annette Gillis	Ian Howard MacAusland-Berg	

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### Psychological Associates - Certificate of Registration Authorizing Interim Autonomous Practice

No Certificates were issued in this period.

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## Psychologists - Certificate of Registration Authorizing Supervised Practice

Safi Abbas	Akanksha Tripathi Dubey	Tochukwu Orjiakor
Sarah Allisa Bacso	Alison Moira Farrell-Reeves	Daniel Provenzano
Lindsay Bryant	Sari Genny Elana Isenstein	Natasha Ramzan
Laura Lee Cestnick Kelly	Rex Jose Joseph	Haleh Sanaei
Evan Charles	Krista Mitchnick	Mackenzie Kate Seasons
Amanda Cox	Allegra Stockwood Netten	Patapia Tzotzoli

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## Psychological Associates - Certificate of Registration Authorizing Supervised Practice

Parisa Akhlaghi	Irene Canepa	Lubin Alice Lukas
Jennifer Al Helou	Lea Chebli	Alyson Francine Mandelbaum
Nancy Al Kayal	Zahra Kanjee	I Pascal Okorie
Marc Berube	Kate Pui Yi Kwong	Anzhela Povar
Shelley Brock	Kirsten Cleo Lalonde	Lauren Marie Sadowski

*The College wishes to thank those members who generously provided their time and expertise to act as primary and alternate supervisors for new members issued Certificates Authorizing Autonomous Practice.*

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### Retired

Milton Blake	Stephen B Hotz	Martin Steven
Ester Cole	Maria Kokai	Rappeport
Cynthia Fekken	Michael Joseph Kral	Robert L Rodensky
Anneke Fischer-Fay	Terry Leigh Mitchell	Elizabeth Sutherland
Rhonda Gilby	Lora Christine Moller	Gail Barbara Sweeney
Anthony Joseph James Glover	Raymond Martin Morris	

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### Resigned

Brian John Bigelow	Judith Anne Fair	Rachel Toledano
Kenneth Erwin Breitman	Sidney Freedman	Sarah Reanne Yachison
Pamela Jean Brown	Chandra Merry	Trudi Anne Yeger
Ann Welton Croll	Molly Shainfarber	

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### Deceased

The College has learned with regret of the death of the following members and extends condolences to family, friends and professional colleagues of:

Kenneth Erwin Breitman	Kenneth Stewart J Foley	Fredric Weizmann
Barbara Jean Erskine	Ralph Charles Serin	