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PRESIDENT'S MESSAGE

When I was a youngster, time seemed to stand still but with the greying of the years, it has flown by at a very fast pace, indeed. I joined the Council of the College as an Academic Member in June of 2015, having just retired as Professor Emeritus in the Child and Adolescent Clinical Psychology graduate training program at the University of Guelph. Over the course of the past six years, I have co-chaired the Registration Committee, been a member of the Investigations, Complaints and Reports Committee, the Nomination and Leadership Development Committee, the Finance and Audit Committee, the Discipline Committee, the Executive Committee, and the Equity, Diversity and Inclusion Working Group. I have also been a representative of the College at the Association of Canadian Psychology Regulatory Organizations (ACPRO) and the Association of State and Provincial Psychology Boards (ASPPB) conferences.

For the past two years, I have had the honour of serving as President of the College. It has been a busy time indeed. However, reflecting back as my term on Council comes to its mandated end, it has also been a very fulfilling experience. I want to publicly thank our Registrar, Dr. Rick Morris. I so appreciate his strong dedication and leadership. He has been open, collaborative and committed to meeting the challenges faced by the College. Thanks are also due to the Deputy Registrar, Mr. Barry Gang, Ms. Caitlin O'Kelly, Assistant to the Registrar, all

“I believe that the College continues to play a major leadership role in the regulation of our profession in Canada.”



of the Directors of Departments, and their staff. The regulation of the profession of Psychology requires a multitude of administrative skills and an encyclopaedic knowledge of regulatory legislation which they have richly provided. Without the contributions of these talented folks, the College would definitely not function as efficiently and as effectively as it does.

We have seen many changes over the course of my tenure on Council. The ones that have stood out particularly for me include the following: We have weathered the pandemic in a fashion that has had little impact on the workings of the College; members have received timely and informative briefings on COVID and its implications for practice; staff have successfully transitioned to working from home; the Jurisprudence and Ethics Examination and the Registration Oral Examination are now offered online; the new communications strategy has been rolled out; the audit garnered praise from the auditors for the management of the College’s financial resources; the Quality Assurance and Registration Committees are engaged in major revamping of the implementation of

their mandates; steps toward registration of Applied Behaviour Analysts has begun; an Equity, Diversity and Inclusion Working Group has been struck; and finally, the reconstruction of the offices has been completed. I had hoped to add one more item to this list, that of title change, but with the Ministry’s attention diverted to COVID related issues, this will have to await the end of the pandemic.

And so, leaving the Council at the conclusion of my term, I believe that the College continues to play a major leadership role in the regulation of our profession in Canada. Thank you to all of the members who have written to me offering their words of support and thank you to all who have contributed their time and knowledge to the fulfilling of the mandate of the College.

I wish you all, peace, good health and success in your future endeavours.

Michael Grand, Ph.D., C.Psych.
President

THE COLLEGE TO REGULATE APPLIED BEHAVIOUR ANALYSIS

BACKGROUND

In December 2017, the provincial government undertook a review of the need for regulation of Applied Behaviour Analysis (ABA). In its submission to this review, the College indicated its willingness to consider undertaking this role should regulation of ABA be introduced. On September 19, 2019 the College received a letter from Minister Christine Elliott of the Ministry of Health and Minister Todd Smith of the Ministry of Children, Community and Social Services inviting the College to confirm its interest in accepting this responsibility. At its meeting of September 27, 2019, the College Council voted to confirm its willingness to undertake the regulation of Applied Behaviour Analysis.

LEGISLATION INTRODUCED

On April 27, 2021, the Ontario government introduced [Bill 283, *Advancing Oversight and Planning in Ontario's Health System Act, 2021*](#). Included in [Schedule 4](#) of this Bill is the legislative authority for the College to regulate the profession of Applied Behaviour Analysis. The proposed legislation, if passed, will repeal the *Psychology Act, 1991* and replace it with the *Psychology and Applied Behaviour Analysis Act, 2021*.

If passed, the new Act would establish the regulation of two separate and distinct professions, Psychology and Applied Behaviour Analysis. The current College of Psychologists of Ontario would be the regulator for both professions and would be renamed the College of Psychologists and Behaviour Analysts of Ontario to reflect its expanded role.

The proposed legislation would maintain the regulatory framework for current members, Psychologists and Psychological Associates, but additionally would:

- Define the scope of practice for ABA as follows, “The practice of applied behaviour analysis is the assessment of covert and overt behaviour

and its functions through direct observation and measurement, and the design, implementation, delivery and evaluation of interventions derived from the principles of behaviour in order to produce meaningful improvements”;

- Protect the title of “Behaviour Analyst”;
- Expand the “Representations of Qualifications” restriction to include holding oneself out as qualified to practice as a Behaviour Analyst or in a specialty of behaviour analysis; and
- Update the size and composition of the current College’s Council to enable equitable representation for both professions.



MOVING FORWARD

The College will now begin to draft regulations to be made under the Act and consider the By-law and Policy changes that will be necessary to support the regulation of Behaviour Analysts; work which must be completed before the Act can be fully proclaimed. The new Act and any other legislative changes will not come into force until a day to be named by proclamation of the Lieutenant Governor.

Regular updates on this major initiative will be provided to members as additional information becomes available.

Rick Morris, Ph.D., C.Psych.
Registrar & Executive Director

EQUITY, DIVERSITY AND INCLUSION (EDI) WORKING GROUP UPDATE



The College's Equity, Diversity and Inclusion (EDI) Working Group was established to consider issues of racism, systemic discrimination or bias that may be present within the College's regulatory structures, and the larger psychology profession. The Working Group is committed to reviewing College processes through an equity, diversity and inclusion lens and advocating for change as necessary. This work will occur from the inside out, first looking inward at the College's internal processes and then turning its attention outward to the larger professional community.

The EDI Working Group has begun to develop and prioritize a list of goals and actions to be pursued. An overarching goal is to ensure that everyone involved on the College Council, its Committees and staff consider equity, diversity and inclusion in every decision made; that everyone is asking, "how does this action reflect and support our commitment to equity, diversity and

inclusion?". A major first step will be to provide training to the College leadership as well as those involved at the Committee and staff levels. The Working Group believes it is vital that equity, diversity and inclusion is reflected throughout the College and modelled by the Council, Executive and the Senior Management Staff.

Prompted by the work of the EDI Working Group, the College has begun a review of its documents and posted information. The *Standards of Professional Conduct, 2017* have been revised to ensure gender neutral language and the question related to gender identity in the renewal form is now more inclusive and reflective of the College membership. Further revisions will take place as current documents are reviewed or new ones developed.

The next meeting is scheduled for mid-May.

Donna Ferguson, Psy.D., C.Psych.
Chair, EDI Working Group

VIRTUAL HEALTH CARE

NEW GUIDELINES FROM THE OFFICE OF THE INFORMATION AND PRIVACY COMMISSIONER OF ONTARIO



Despite all of our wishes for a return to “normal” service provision, there continues to be a need to provide services via technology, or “virtual care” whenever it is clinically appropriate to do so.

The College *Standards of Professional Conduct, 2017* set out members’ responsibilities and obligations in providing telepsychological services. These are found in [Principle 15, Use of Technology in the Provision of Psychological Services](#)

In February 2021, the Office of the Information and Privacy Commissioner (IPC) released new guidelines for the health care sector in order to support the safe and secure use of virtual care: [Privacy and Security Considerations for Virtual Health Care Visits \(PDF\)](#).

In addition to reminding health information custodians of their obligations under the [Personal Health Information Protection Act, 2004](#), the Guidelines provide advice on steps to enhance privacy and cybersecurity risks in virtual health care. According to the Guidelines, members should:

- Conduct [privacy impact assessments](#) to identify and manage specific privacy and information security risks associated with providing virtual care;
- Develop and implement virtual health care policies and notify clients about these virtual care policies;
- Ensure employees and other agents participate in ongoing privacy and security training; including training on the organization’s virtual health care policies;
- Develop an information security management framework to regularly monitor, assess, and mitigate any security risks that may arise while using the virtual platform. The framework must include all of the required administrative, technical, and physical safeguards.

The IPC Fact Sheet also provides information to assist practitioners in choosing virtual visit solutions. [Ontario Health \(OTN\)](#) has established a [Virtual Visit Solution Standard and Verification Process](#). According to the Fact Sheet, this provincial standard was developed to assist custodians and vendors deliver secure virtual health care by using “safe, secure and interoperable platforms”. The Virtual Visit Solution Standard provides general requirements of systems to be used for virtual service provision. OTN has developed a verification process to ensure telehealth platform vendors meet the privacy and security criteria laid out in its Standard. A list of [Verified Virtual Visit Solutions](#), to be updated regularly, is provided.

Please note that neither the College nor Ontario Health endorse any technological solution or vendor listed. Ontario Health advises health care providers to conduct their own due diligence to determine that any solution meets their requirements and needs.

QUALITY ASSURANCE (QA) NEWS



Quality Assurance Program Update – Part I

Self-Assessment Guide

The need for safe and competent psychological services has continued throughout the COVID-19 pandemic and the legislated requirements for Quality Assurance activities by the College remain as relevant as ever. Members, other than those with a Retired Certificate of Registration, must ensure that they are keeping up with developments in their areas of practice and that their knowledge and skills are up to date.

Members with “odd” Registration numbers, as well as those members with Certificates of Registration Authorizing Supervised Practice or Interim Autonomous Practice must make their online Declaration of Completion of the *Self-Assessment Guide*, including renewal of their *Continuing Professional Development Plan*, by June 30, 2021. They must also submit the separate Declaration of Completion indicating fulfillment of the requirements of the 2019-2021 CPD cycle, by June 30, 2021.

The College recognizes that the COVID-19 pandemic has made it difficult to engage in in-person activities. If

members are unable to meet any of the QA requirements for reasons related to the pandemic, they are asked to contact qualityassurance@cpo.on.ca, describing the specific obstacles preventing completion of the requirements. Members who have been unable to obtain the required minimum number of CPD credits, for reasons related to the COVID-19 pandemic, are reminded to use the Alternate Declaration which may be found along with the regular Declaration on their member page.

Self-Assessment and Continuing Professional Development Planning

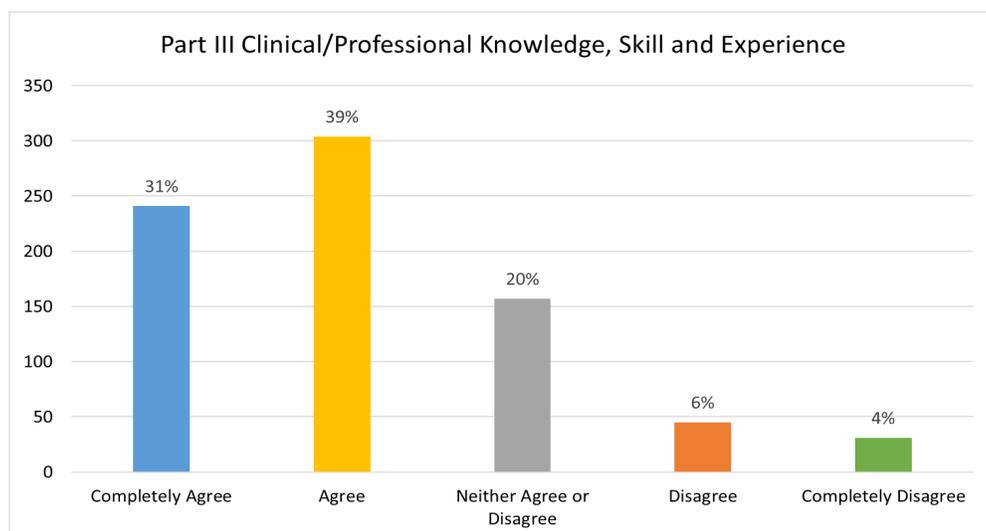
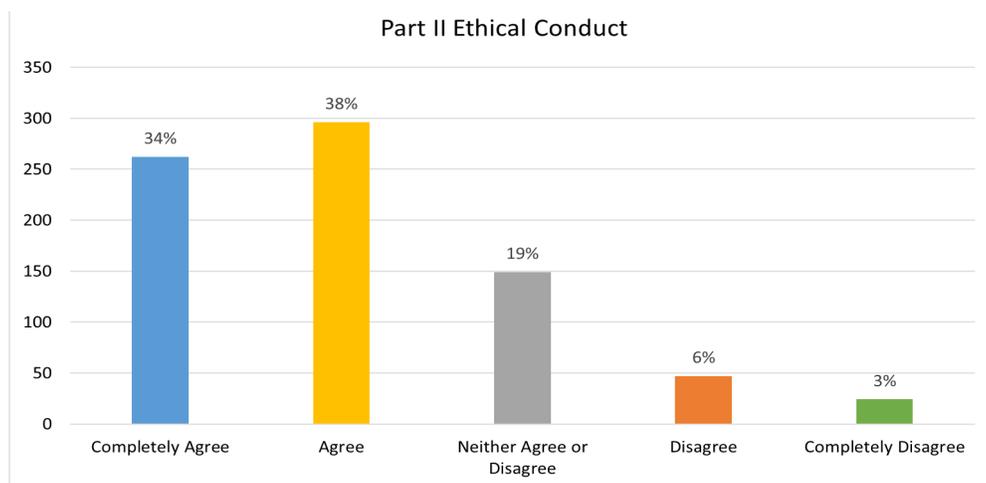
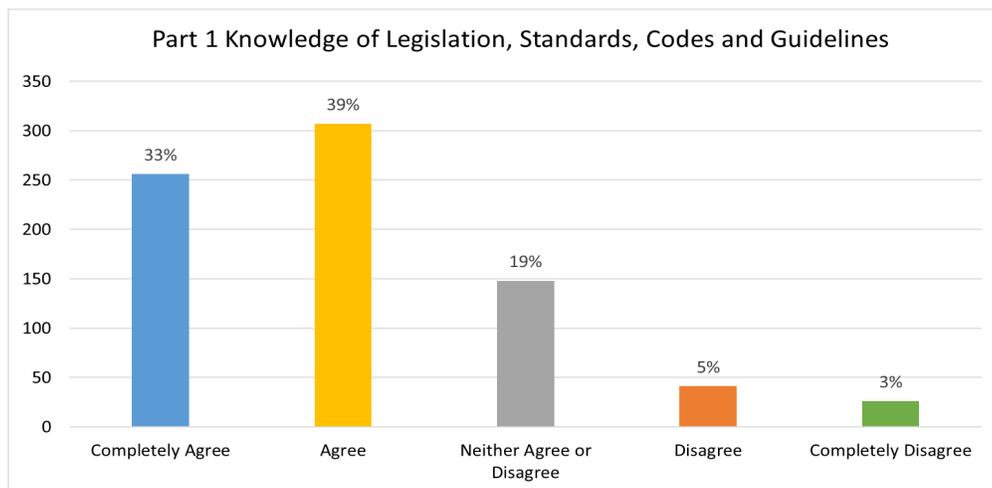
Members required to complete the *Self-Assessment Guide* and *Continuing Professional Development Plan* this year will notice that some changes have been made to the length and format of the documents. These were made in response to the many comments and suggestions from members who responded to the survey conducted by the Quality Assurance Committee this year.

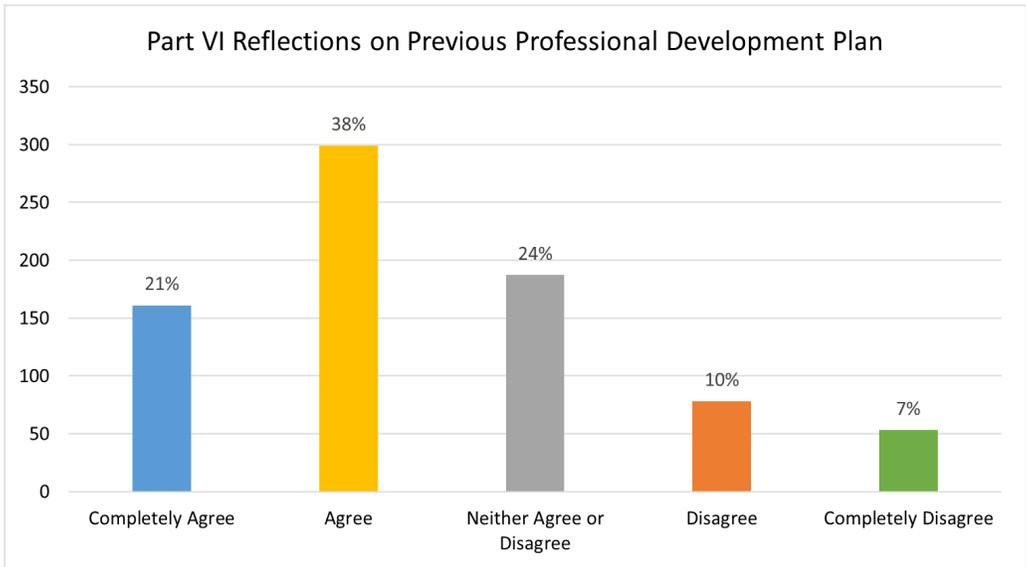
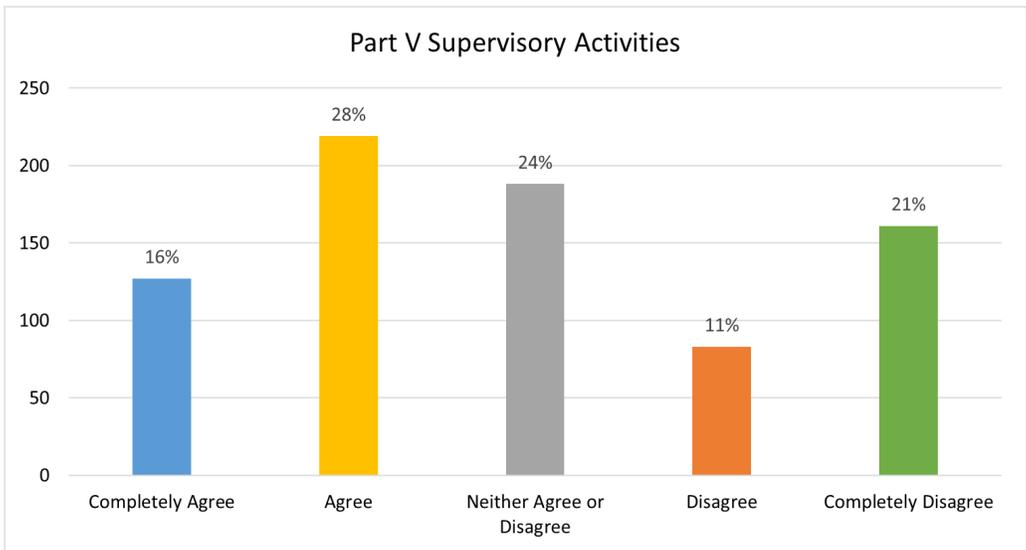
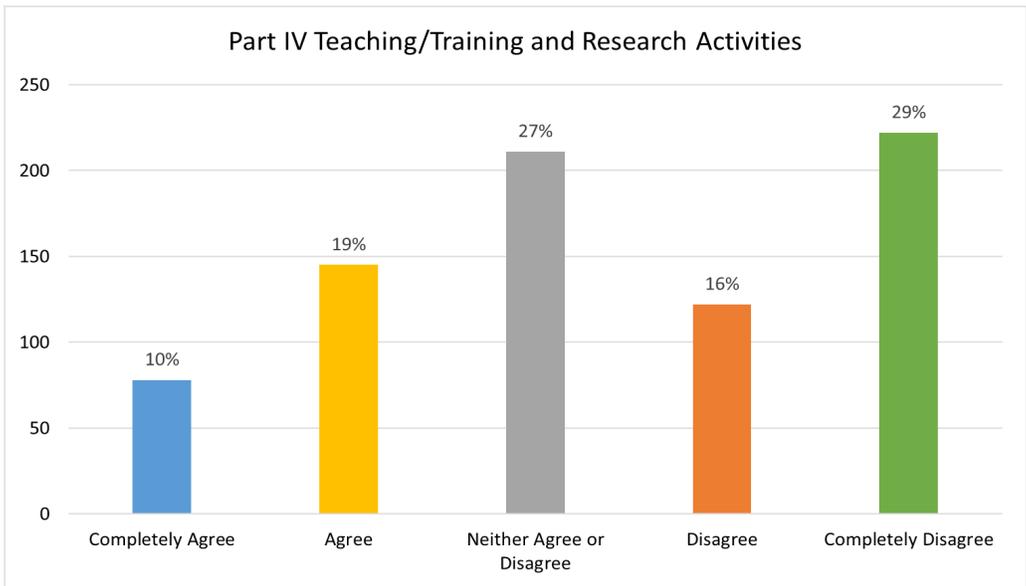
Self-Assessment Guide Survey Results

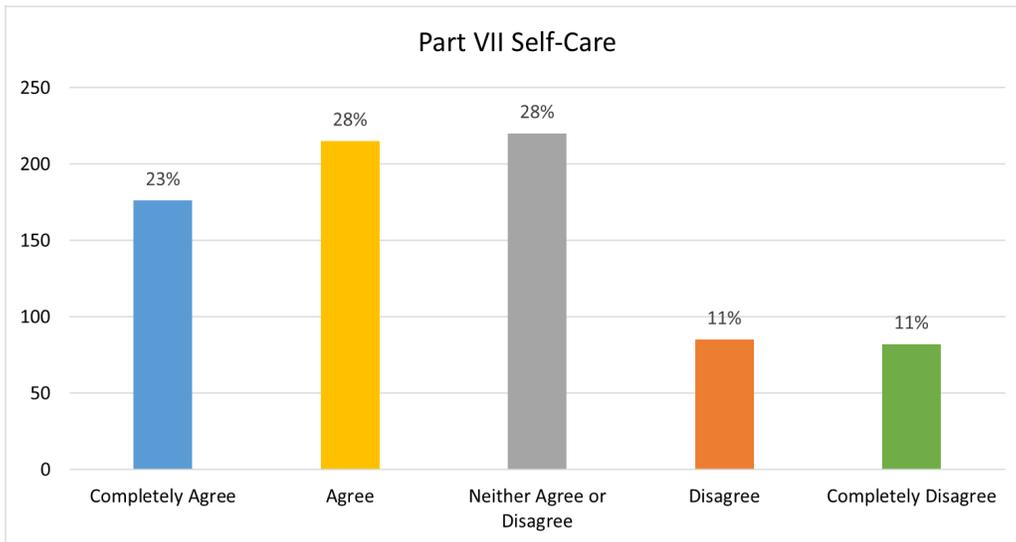
A survey was sent to those members who had recently completed the *Self-Assessment Guide* and 796 responses were received. The Committee continues to review the extensive and detailed responses as part of its ongoing review of the Self-Assessment program.

Quantitative information about responses to the following survey items provides some information about member experiences with the Self-Assessment requirements:

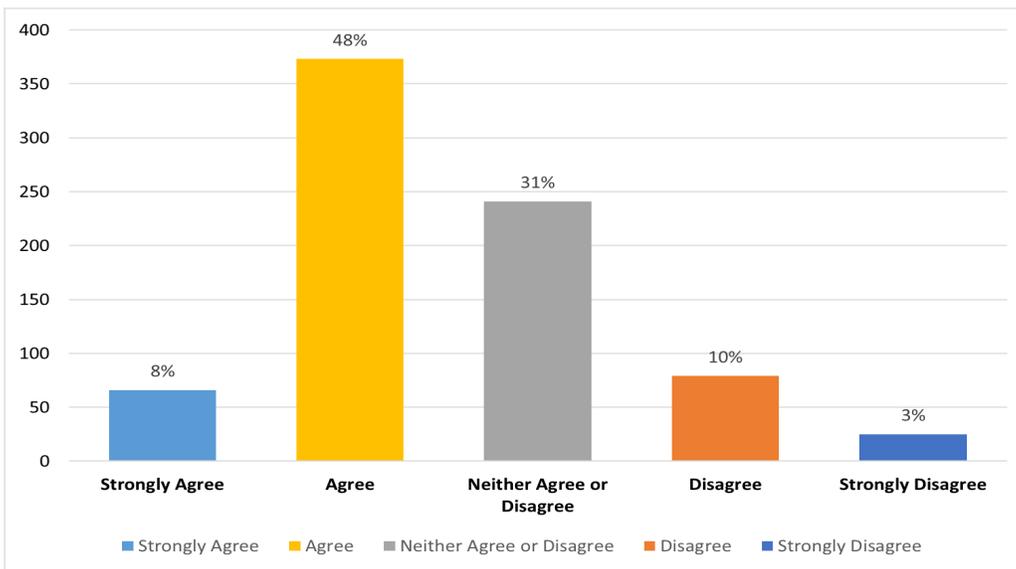
Q: The following aspects of the Self-Assessment Guide and Continuing Professional Development Plan were helpful to me:



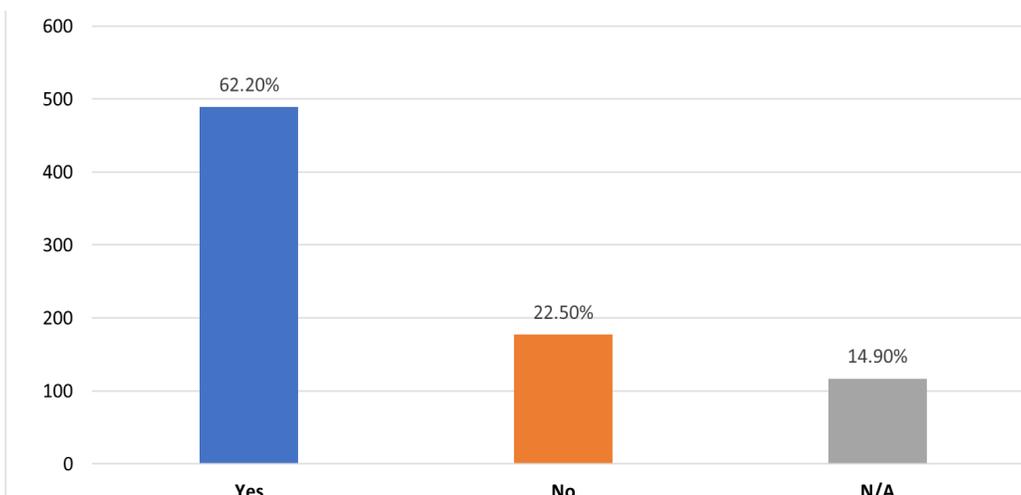




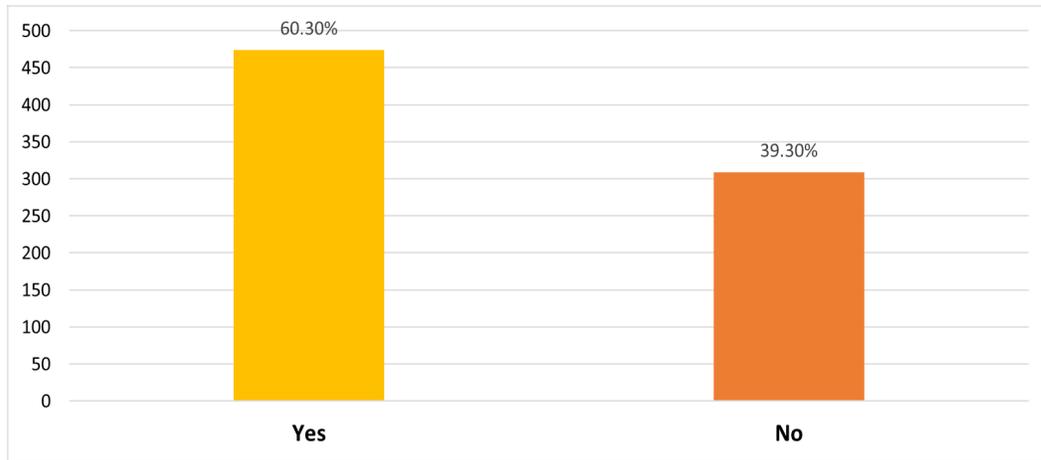
Q: Use of the structured goal setting format helped me to formulate more specific and objective CPD goals and objectives



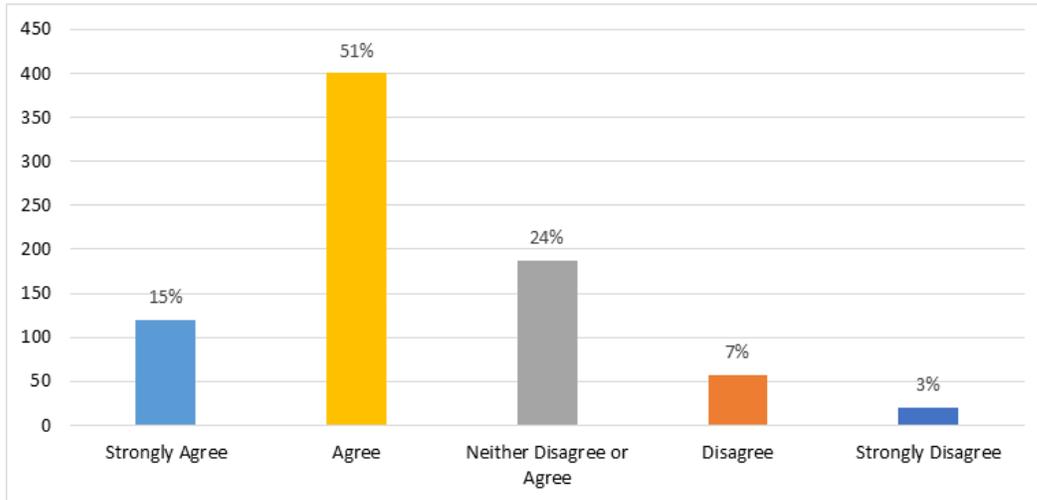
Q: The Guide to Self-Reflection helped me to set SMART CPD goals and objectives



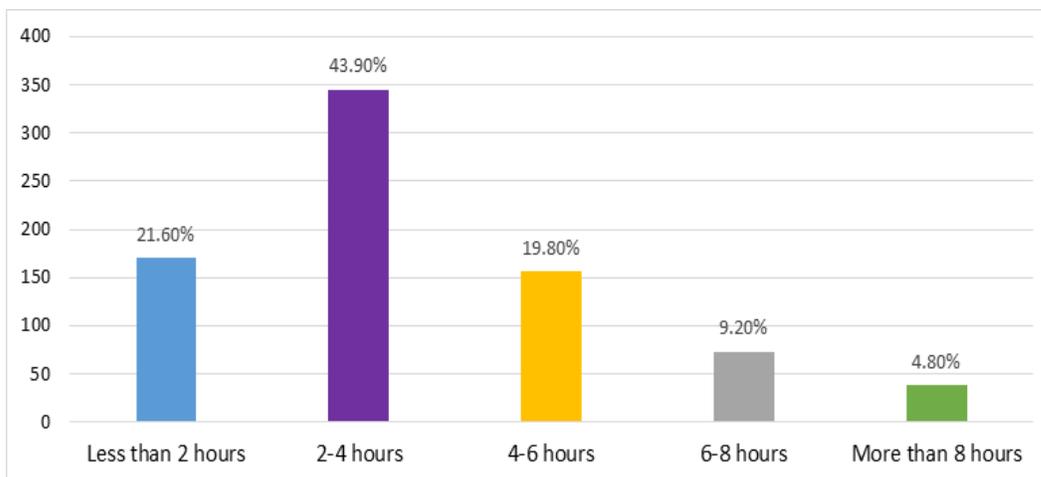
Q: The Self-Care Plan helped me to identify factors that may adversely affect my ability to provide competent and ethical professional services



Q: I believe the Self-Assessment and Continuing Professional Development Program will assist me in continuing to grow professionally and maintain my professional competence



Q: I was able to complete the Self-Assessment Guide and Continuing Professional Development Plan in



Quality Assurance Program Update – Part II

CONTINUING PROFESSIONAL DEVELOPMENT PLANNING

Over the past year, the Quality Assurance Committee reviewed the completed SAG/PDP documents of those members who did not submit their Declarations of Completion on time. The Committee believed it would be useful for the membership to know about some of the most common feedback provided to these members. For example:

- Members were reminded of the need to ensure they set CPD goals that are related to their professional competence, specifically to the identified gaps between their current and desired level of professional knowledge, skill and experience. It was also noted that becoming familiar with applicable Legislation and Standards of Conduct is a basic requirement for all members and, on its own, did not represent satisfactory engagement in CPD;

- All CPD goals identified should be Specific, Measurable, Achievable, Relevant, and Time-bound;
- Some of those who work with children and families may have mistakenly believed that the College document Information for Consideration by Members Providing Psychological Services in the Context of Child Custody Disputes & Child Protection Proceedings is not relevant to their practices; they were advised that it is relevant to anyone working with a child or a parent who is, or could later be, affected by separation or divorce.

CPD Audits

It has been almost 4 years since the inception of the mandatory CPD program requirements and all members have either completed, or are nearing completion of, their first two-year CPD cycle.



The Quality Assurance Committee currently audits the participation of 50 members at the end of every two-year CPD cycle. To date, it has completed the review of 82 CPD records.

The 82 audits completed since the inception of the [CPD program](#) provide some information about how members have been obtaining their required 50 CPD credits every two years. This is shown in the following table:

CREDITS REPORTED BY ACTIVITY		AVERAGE NUMBER	MEDIAN NUMBER
Total Credits Applicable* (Section A+B)		60	56
Total Credits Reported* (Section A+B)		142	97
Credits Applicable* for Section A		33	31
Credits Reported* for Section A		93	57
Credits Applicable* for Section B		28	29
Credits Reported* for Section B		49	39
Credits Applicable* related to Professional Ethics		17	15
Credits Entered* related to Professional Ethics		19	15
*Not all credits reported may be used to satisfy the requirements, due to category maximums.			
A1	Professional Consultation	48	20
A2	Teaching	8	0
A3	Delivering Workshops, etc.	11	5
A4a	Scientific Paper	7	0
A4b	Other Writing	6	0
A5	Formal Research	8	0
A6a	Council, Committee Activity	1	0
A6b	Acting as Oral Examiner or Quality Assurance Committee Peer Reviewer	1	0
A6c	College Consultations	1	0
A7	Practice Outcome Monitoring	3	0
A8	General Attendance at Conferences and Conventions	5	1
B1	Continuing Education- Formal CE Credits Provided	15	10
B2	Continuing Education - No Formal CE Credits Provided	18	12
B3	Self Directed Learning	16	10

These results suggest that most members are meeting at least the minimum program requirements and are consistent with the rate of positive declarations made by members concerning their completion of the requisite number of credits. The Committee is addressing situations, on a case by case basis, in which members had difficulty meeting program requirements.

HOW ARE MEMBERS OBTAINING “ETHICS CREDITS”?

In response to member concerns about the availability of opportunities to earn credits related to ethics and jurisprudence the Committee noted where members found opportunities to obtain these credits. In the 82 audited files, 475 ethics entries were reviewed. The majority (57%) of ethics credits were earned in

Category A, which includes more experience-based professional activities, often involving peer interaction. Still, a large number (43%) of ethics credits was earned for participation in Category B activities, representing more traditional “educational” activities that focus on knowledge acquisition.

In order of frequency, involvement in the following “ethics related” activity was reported:

A1 Professional Consultation/Interaction

- Most frequently these activities included discussion of ethical issues in providing or receiving supervision, consultation or mentorship, rounds, case conferences and peer discussion; live/interactive participation in workshops, seminars and courses with significant ethics content; program planning involving

consideration of ethical issues; group literature review; listserv participation with significant focus on ethics; peer review participation; and obtaining legal advice in the course of casework.

B3 Self Directed Learning

- These activities included independent reading of literature relevant to ethics, including journal articles, College and association publications and independent review of legislation and codes of ethics, independent review of archived Barbara Wand Seminars and independent preparation for ethics examinations.

B2 Programs/Courses/Workshops where Formal CE Credits are not Provided

- These activities included participation in structured programs with significant ethics content, including live or virtual attendance at the Barbara Wand Seminars or webinars related to ethics available through professional associations. Many of these activities were also appropriately recorded under A8, for peer interaction, when that was involved.

A8 General Attendance at Conferences, Workshops, Seminars and Conventions

- Live attendance at conferences where there is interaction with other participants, including viewing the Barbara Wand Seminars in groups, as well as a variety of other events where others were present with at least partial ethics content.

B1 Approved Continuing Education Where Formal CE Credits are Provided

- These credits reflected knowledge acquisition within a structured program in which there was significant ethics content. Many of these activities were also appropriately recorded under A8, for peer interaction, when that was involved.

A3 Delivering Workshops, Conferences and Presentations

- Developing content related to ethics.

A4 Writing, Reviewing, Editing

- Involvement in the publication of materials related to ethics.

Formal Research

- Addressing ethical issues in research.

College/Association Involvement

- Council, Board or Committee involvement, participation in College oral examinations or peer reviews.

A2 Teaching

- Developing course content related to ethics.

A7 Practice Outcome Monitoring

- Consideration of ethics in planning for clinical case monitoring.

Detailed results of the 2019 audit were provided in the [January 2020 e-Bulletin](#) to assist members in planning, carrying out and recording their CPD activities.

SUMMARY OF CPD AUDIT RECOMMENDATIONS

The following is a summary of the recommendations made to members through the CPD audit process since the inception of the program:

- Monitor the maximum number of credits allowable in each category; the CPD program was designed on the principle that people learn best when learning occurs through a variety of experiences;
- Complete the required credits within the two-year cycle; one cannot “catch up” once the end of a cycle has passed;
- Indicate which activities satisfy the ethics and jurisprudence requirements and, when there is no apparent relationship between the name of the event reported and how it relates to ethics or jurisprudence, provide some explanation;

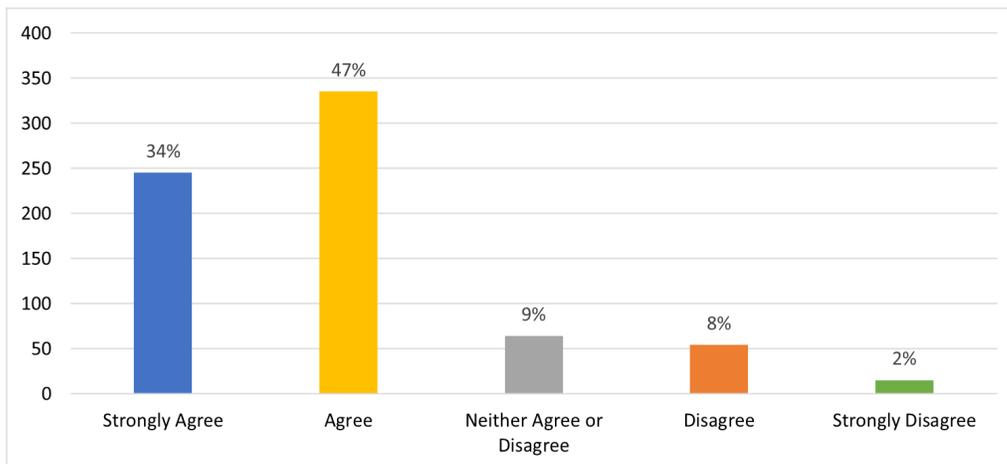
- Maintain records of the activities for which CPD credits are claimed. The College is flexible with respect to what information may be provided when a formal verification certification is not available but expects members to provide sufficient information to assist the QA Committee in verifying activities, such as:
 - » Names and dates of events;
 - » Names of presenters and sponsoring organizations;
 - » Names of individuals involved in consultations, organizations and agencies within which consultations occurred and a brief description of nature of the consultations;
 - » Names of authors, articles, journals, and books for which credit for either reading or writing is being claimed;
 - » Copies of documents announcing internal workplace events attended either as a presenter or audience member;
 - » Copies of any correspondence relevant to agreements to present; and
 - » Copies of emails confirming attendance at events.

CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM SURVEY RESULTS

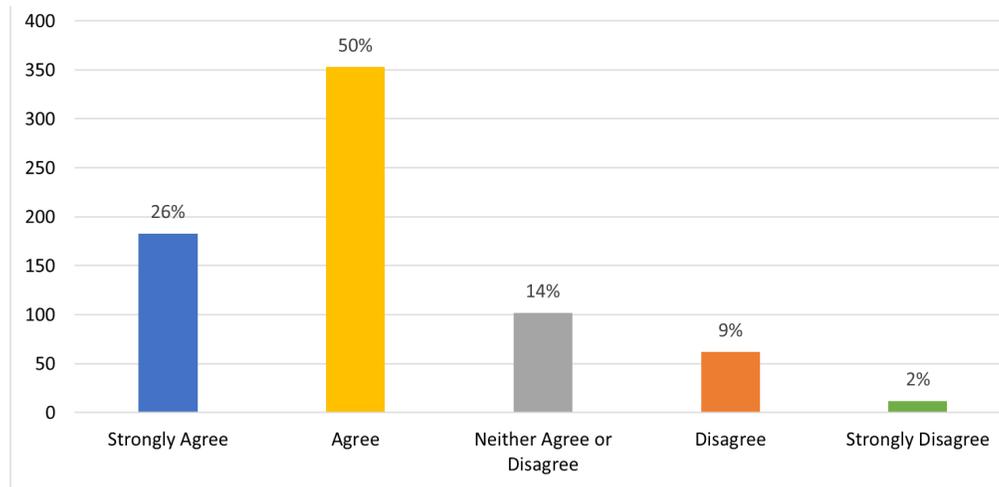
A survey was sent to those members who had recently completed their Continuing Professional Development and 725 responses were received. The Committee continues to review the very detailed responses submitted and will use this information to review the CPD program.

Quantitative information about responses to the following statements provides some information about member experiences with the CPD program requirements:

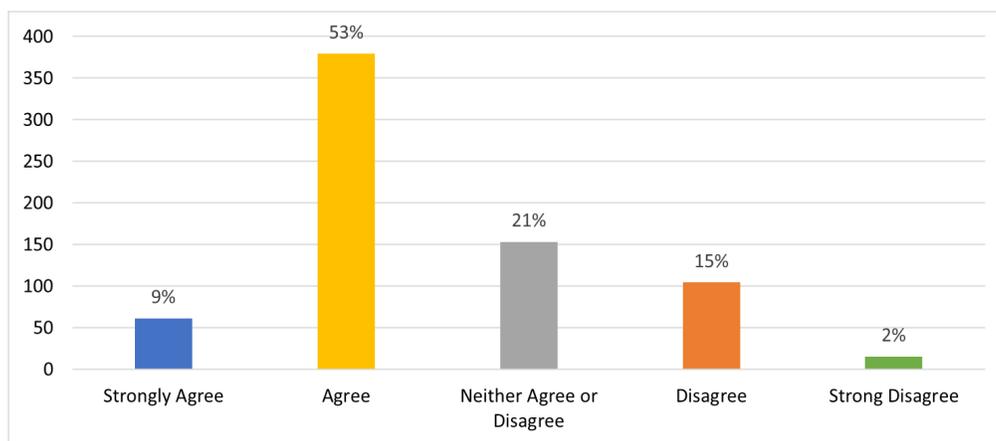
Q: I obtained the mandatory 50 credits within the 2-year CPD cycle without difficulty



Q: I obtained the mandatory 10 ethics or jurisprudence credits within the 2-year CPD cycle without difficulty



Q: I was able to determine the appropriate categories in which to list my CPD activities without difficulty



PEER ASSISTED REVIEWS (PAR)

Physical distancing necessary to decrease the spread of COVID-19 have led to the postponement of in-person PARs. Members selected this year were asked whether they would be willing to participate in a PAR via technology or wished to defer the review until it can be conducted safely in-person. Five PARs have been conducted via secure technology since the beginning of the pandemic and these reviews appear to have been conducted successfully.

In three of the PARs conducted, the members were seen to

have clearly met the standards in all nine domains of the PAR. In the other two cases, the members were provided with remedial messages concerning:

- Security and maintenance of records of clients being treated by supervisees; and
- Unauthorized photocopying of proprietary test materials

INFORMATION FROM THE PRACTICE ADVICE SERVICE

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

NATURE OF INQUIRIES

Between January 1, 2021 and March 31, 2021, the College received and responded to 518 inquiries. During this period, 19 of these queries were related to practicing during the COVID-19 pandemic and 499 were related to broader practice issues.

COVID-19 INQUIRIES

The nature of inquiries concerning the pandemic during this quarter was very similar to those responded to since the beginning of the pandemic. Information provided in response to pandemic queries can be found in the [October 2020](#) and [January 2021](#) editions of *HeadLines* and in the section of the College website dedicated to [COVID-19 Updates](#).

We continue to appreciate that the current situation is difficult for everyone and can present unique ethical challenges. In situations where government agencies have not provided specific guidelines, members are expected to make reasoned decisions based upon the ethical principles underlying the usual rules, the existing information about COVID-19 precautions, and the particular circumstances of their clients, practices and communities. It is also recommended that one consult with colleagues when these or other issues arise.

The pandemic is an increasingly active threat to community safety. The College continues to recommend that members provide services virtually when this can be done effectively. When clients require in-person services, members should undertake all necessary and appropriate

safeguards. In situations where there is ambiguity about the requirements, we urge members to take a conservative approach to minimize the risk of community spread as much as reasonably possible.

NON-PANDEMIC INQUIRIES

There were five areas of concern about which members and others sought advice from the College during this quarter. In order of frequency, these were:

- 1. Provision of Services Across Jurisdictions, Unrelated to the Pandemic** queries were equally divided between those from members of the College wishing to provide services in other jurisdictions and those registered in other jurisdictions seeking to provide services in Ontario;
- 2. Member Authorized Practice** queries included those about authorized areas of practice and/or authorized client populations; and, competence to provide specific services within ones' authorized areas of practice and client populations;
- 3. Supervision** queries related to the supervision of the controlled act of psychotherapy; supervision of non-regulated individuals; and supervision of members of other regulated professions;
- 4. Record Keeping** queries related to issues of file retention and destruction; the nature of information which must be contained in the records; planning for leaving or closing a practice; and the designation of a successor health information custodian;

5. Release of Information and the Client’s Right of Access to Information queries related to issues of substitute consent; release of raw test data; and release of information in the context of legal matters.

While not making the “top 5” list, the following composite Q&A’s illustrate principles from recent and frequently asked queries that have wide application.

PROFESSIONAL OPINIONS UNRELATED TO SERVICES PROVIDED

Q: May I provide a professional opinion about a client, when the information is likely to be used for purposes unrelated to the focus of the service I have provided?

A: This question often arises when a member has been treating or assessing a client where the primary focus of clinical attention has not involved an assessment of the factors bearing upon the opinion being sought. This may occur, for example, when a member has conducted a psychoeducational assessment, or treatment for an anxiety disorder, and the member is later asked to provide information to be used in a parental rights matter. Another example is when a member has provided psychotherapy to address a client’s emotional disorder and is then asked to provide a letter regarding the individual’s readiness to return to work after an injury.

In providing professional opinions, a member must consider the following requirement in [section 10.3 of the Standards](#):

10.3 Rendering Opinions

A member must render only those professional opinions that are based on current, reliable, adequate, and appropriate information.

In the first example above, a member should only provide information that they can reasonably expect to be used to determine custody or access arrangements if they have conducted an appropriate assessment for the purpose of determining child custody and/or access. Likewise, in the second example, a member should only opine on a person’s suitability to return to work after appropriate consideration of the person’s rehabilitation needs and the

task requirements of the workplace.

Members must ensure that they work only within their authorized areas of practice and provide only those services in which they have the adequate knowledge, skill, and experience, within those authorized areas.

Even when a member is authorized and qualified to provide an opinion unrelated to the service they have been providing, and have conducted an adequate assessment, problems may arise if they assume a dual role. Usually, such requests for information are related to the rights and entitlements of the client. They also have an impact on others, such as family members, colleagues, or employers. A clinician who has not conducted an appropriate, objective assessment of the matter at hand can face challenges with respect to whether they have exercised sufficient neutrality. There may also be a perceived conflict of interest if it appears that a continued professional relationship could be endangered by offering an opinion that is seen to be unfavourable to the client’s interests.



FEES AND BILLINGS AND SUPERVISED SERVICES

Q: When supervising non-members, or supervised practice members of the College, am I required to sign the client invoices and receipts?

A: [Section 4.1.1 of the Standards of Professional Conduct, 2017](#) requires that:

8) the supervising member must ensure that billing and receipts for services are in the name of the supervising

member, psychology professional corporation or employer and clearly identify the name of the supervising member and the name, relevant degrees and professional designations of the supervised psychological service provider

There is no explicit requirement under this Standard for there to be a *signature*, however, the following Standards are also applicable to these situations:

4.1.2 Supervision of Supervised Practice Members; and

4.1.3 Supervision of Non-Members

In addition to the responsibilities outlined in 4.1.1:

a) the supervising member must co-sign all psychological reports and formal correspondence related to psychological services provided by non-member supervisees;

Invoices (and receipts) would be considered by most to be “formal correspondence” and should be co-signed by supervisors.

Within the past few years, the College has received an increasing number of complaints about the transparency of such documents and what some third-party payers have alleged to be misleading practices by members. Increasing vigilance by third-party payers has, unfortunately, led to denial of insurance benefits for some clients. It has also led to an increased level of scrutiny of College members by claims adjusters. Supervisors should demonstrate that they carefully oversee the administration of their services by personally applying their own signatures to invoices issued in their names.

RECORD KEEPING

Q: What are the record keeping requirements with respect to a client I met under a consultation contract to an agency.

A: In determining the appropriate record keeping requirements it’s important to consider what is meant by “consultation”. Sometimes, those using the title “consultant” are actually providing direct services to individuals. For example, this would be the case if the

service involved interviewing clients of an agency and providing an assessment of their treatment needs. The member would, in such a situation, be required to create a client record in accordance with [section 9.2 of the Standards of Professional Conduct, 2017](#). Even if, by virtue of the administrative arrangements, the client is also a client of the agency and agency is the Health Information Custodian, the definition of client in the *Standards* is applicable:

Client: an entity receiving psychological services, regardless of who has arranged or paid for those services. A client can be a person, couple, family or other group of individuals with respect to whom the services are provided. A person who is a “client” is synonymous with a “patient” with respect to the administration of the [Regulated Health Professions Act \(1991\)](#).

If involvement in a case was limited only to discussing the client with the clinician providing the direct client care, it is more likely that the consultation met the [definition](#) provided in the *Standards*:

Consultation: the provision of information, within a relationship of professionals of relatively equal status, generally based upon a limited amount of information that offers a point of view that is not binding with respect to the subsequent professional behaviour of the recipient of the information.

If acting as a consultant, as it is defined above, then the following requirements regarding contents of records apply:

9.3 Organizational Client Records

- 1) A member must keep a record related to the services provided to each organizational client.
- 2) The record must include the following:
 - a) the name and contact information of the organizational client;
 - b) the name(s) and title(s) of the person(s) who can release confidential information about the organizational client;
 - c) the date and nature of each material service

- provided to the organizational client;
- d) a copy of all agreements and correspondence with the organizational client; and
- e) a copy of each report that is prepared for the organizational client.

Even though the phrase “nature of” each material service, is not defined above, most prudent members record enough information to indicate the nature of the problem discussed and the nature of advice given.

Standard 9.4 provides the record retention requirements with respect to organizational records:

2) The organizational client record must be retained for at least ten years following the organizational client’s last contact. If the organizational client has been receiving service for more than ten years, information contained in the record that is more than ten years old may be destroyed if the information is not relevant to services currently being provided to the client.

COUNCIL HIGHLIGHTS – MARCH 19, 2021

The College Council met virtually on March 19, 2021. Information provided to members of Council for their review in anticipation of their deliberations and decision-making is posted on the homepage of College website a week in advance of meetings. Following the meeting, this information is archived on the website in the Council [Meeting Materials](#) Reference Library

POLICY ISSUES

Policies

Council approved revisions to the following policies:

- *Policy I-5: Confidentiality Obligations & Handling of Confidential Materials*
Small amendments were made to clarify the language regarding the use of unsecured public wi-fi for College business.
- *Policy II-5(i): Quality Assurance Committee Terms of Reference/Role*
Small amendments were made to provide clearer expectations with respect to the time commitment associated with Committee participation.

Council approved the following new policies:

- *Policy II-5(iv): Continuing Professional Development Program Audit: Criteria for Exemption or Deferral*
The Continuing Professional Development (CPD) audit provides the Quality Assurance Committee with information to monitor members’ compliance with the CPD program requirements and the program’s functionality. This policy sets out consistent and

transparent criteria to ensure fair principles are applied in responding to members’ requests for deferrals.

- *Policy II-5(iii): Quality Assurance Requirements for “Visiting” Members with a Limited Certificate of Registration for Interim Autonomous Practice*
This policy establishes clear, transparent, and appropriate Quality Assurance requirements for out-of-province individuals temporarily registered to provide psychological services to their clients located in Ontario.

Retired Certificate Holders

The Council approved changes to the permitted activities for members holding a Retired Certificate of Registration. These members will now be permitted to teach psychology classes so long as this does not include supervision of student’s clinical work.

Standards of Professional Conduct, 2017

The Council approved revisions to the *Standards of Professional Conduct, 2017*. Amendments were made to Principle 9 and Principle 11 as follows:

- *Principle 9.2 Individual Client Records* was amended by adding 6) *A member must explain or interpret a record written in a language other than that in which the service was provided, if requested by a client;* and
- *Principle 11 Fees/Contract for Services* was amended to specify that a member may charge a fee for interpreting or translating records (11.2.2.b.).

To view the *Standards of Professional Conduct, 2017*, please click [here](#).

College Performance Management Framework

At the Council meeting held in December 2020, the Council discussed the *College Performance Measurement Framework (CPMF)* developed by the Ministry of Health which sets out performance standards for Ontario’s 26 health regulatory Colleges. The *Framework*, set out in a standard format, was to be completed by March 31, 2021. At this meeting, the Council reviewed the completed draft *CPMF* and endorsed it for submission to the Ministry and posting on the College website. To view the College of Psychologist’s 2020 *College Performance Measurement Framework* please click [here](#).

ABA Regulation

The College is continuing to work with the Ministry of Health to establish regulation of Applied Behavioural Analysis in Ontario. At its recent meeting, the Council discussed the regulation of Behavior Analysts within the governance structure of the College of Psychologists. It was recognized that this will necessitate amendments to the *Psychology Act, 1991* as the College undertakes the governance of these two distinct professions. One such change to be considered is the composition of the College Council to ensure adequate representation of members from both Psychology and Applied Behaviour Analysis.

OTHER BUSINESS

Budget 2021-2022

The Council reviewed and approved the proposed Annual Budget for the 2021-2022 fiscal year.

The next meeting of Council will be held virtually on June 18, 2021.

ELECTIONS TO COUNCIL 2021

Elections to the College Council were held on March 31, 2021. We are pleased to announce the following results:

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

Archie Kwan, Ph.D., C.Psych. – District 6 (GTA West) (Elected)

Melanie Morrow, M.A., C.Psych.Assoc. – Psychological Associate (Non-Voting) (Acclaimed)

The term of office for these Council Members begins on June 18, 2021 and continues until the first Council meeting following the elections in 2024.

We wish to extend our congratulations to the successful candidates and want to thank all those who participated in this year’s College Council elections.

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. DISTRICT 5 (GTA EAST)

Biography

A little about me: I have been a registered Member of the College of Psychologists 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.

Candidate Statement

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.

ARCHIE B. KWAN, PH.D., C.PSYCH. DISTRICT 6 (GTA WEST)

Biography

I appreciate you taking the time to review my biography and statement. I live and work in Mississauga with my wife, Susan who is an elementary school teacher, and teenage children, Daniel (age 19) and Sarah (age 14). In fact, I have a connection to District 6 (GTA West) that is long-standing. I was born in Toronto, grew up in Chinatown, and I am a graduate of public education (i.e., Toronto DSB). My post-secondary and graduate training were completed at the University of Toronto. Some of my most rewarding educational experiences were attained through the School and Clinical Child Psychology Program at OISE/UT, culminating in the completion of both the MA and Ph.D. degrees.

I have worked in the field of school psychology for the past 25 years – a career aspiration of mine since I was a young teen. After spending many years working as a Psychoeducational Consultant at the Peel District School Board, I became the Board's Senior Psychologist in 2012, and then Psychology Manager. Currently, I am working for the school board as a consultant focusing on projects to advance equity and supports for marginalized and/or under-represented students. I am also teaching a doctoral level course on Psychodiagnostic Systems in the School and Clinical Child Psychology Program at OISE/UT and the experience is invigorating as I have the privilege of working with such talented and committed students.

Candidate Statement

I have been registered with the College since 2007 and, in the role of Senior Psychologist, I have guided professional practice in our large psychology department, adhering to standards of practice and ethical decision-making. I have mentored and supervised numerous early-career psychologists and provided leadership in these critical

areas of professional practice in psychology. At this stage in my life and career, I would like to further contribute to the profession through involvement on the Council and various committees. I believe that, with my school psychology background and lived experienced as a racialized individual, I can provide that additional lens to further the work of the College. The mandate of the College is to serve in the best interest of the public and this can best be met by upholding and enhancing standards of professional practice while also advocating for the profession. As a Council Member, I will work hard to assist the College in meeting this vital mandate. Thank you.

MELANIE MORROW, M.A., C.PSYCH.ASSOC. PSYCHOLOGICAL ASSOCIATE (NON-VOTING)

Biography

H.B.A. Psychology Lakehead University 1990

Member of Canadian ADHD Research Alliance

M.A. Psychology Lakehead University 1992

Member of Northern Ontario Psychology

B.Ed. Lakehead University 1994

Internship Consortium

Affiliated with provincial FASD diagnostic team

Licensed as Psychological Associate 2010

- Clinical Psychology
- Neuropsychology

Work Experience

Employee Assistance Program (Thunder Bay and Kitchener/Waterloo)

- Diagnosis, consultation, clinical treatment

In-patient Mental Health Unit (McKellar General Hospital Thunder Bay)

- Diagnosis, brief treatment, discharge planning

Out-patient Community Mental Health Program (Thunder Bay)

- Wide variety of assessment and clinical services to adults, adolescents and children

Special Education Consultant (Halton Catholic District School Board)

- Diagnosis, identification of exceptional students, IEP planning, consultation

Early Intervention Psychosis Clinic (First Place Clinic and Regional Resource Centre Thunder Bay)

- Diagnosis, treatment planning and intervention with adults and adolescents experiencing first episode psychosis

Concurrent Disorders and Addictions (Thunder Bay-10 years and current position)

- Case management, out-patient and residential services
- Diagnosis, treatment planning, clinical services, consultation

Private Practice (Thunder Bay-current)

- Neuropsychological assessments, diagnosis, treatment planning, consultation
- Adults, adolescents and children

Candidate's Statement

I believe that it is important for psychological associates to be represented within the College. We have some challenges that are unique to us and we need to be the ones to bring those issues forward. After many years of clinical work, in a wide variety of settings, I have the necessary perspective and experience to represent the interests of such a diverse group of clinicians. Many of my years as a clinician have been spent in the north and I believe I am in a position to inform others of the distinct challenges and opportunities relevant to the north.

THE BARBARA WAND SEMINAR IN PROFESSIONAL ETHICS, STANDARDS AND CONDUCT

This Seminar was established to honour Dr. Barbara Wand who served as Registrar of the Ontario Board of Examiners in Psychology for 15 years, from 1976 to 1991. It was established to recognize her contribution to the regulation of the profession of psychology, not only in Ontario, but also throughout North America.

Please join us for this upcoming Seminar:

ETHICAL PRACTICE IN THE CONTEXT OF SEXUAL AND GENDER DIVERSITY

ALLISON KIRSCHBAUM, PH.D.

June 10, 2021 9am to 12pm

Registration forms will be sent to members by email and posted to the [website](#) shortly.

CALL FOR INTEREST IN PARTICIPATING ON COLLEGE COMMITTEES FOR 2021-2022



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 monitoring and regulating the practice of psychology. Through the participation of the public and the profession, the College ensures the delivery of safe, competent, and ethical professional psychological services from qualified providers.

The College is governed by a Council made up of both elected professional members and members of the public. The Council's work is supported by its Committees.

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. The Executive Committee is elected from the members of the College Council. The remaining Committees are comprised of elected and public members of the Council as well as College members who are not on Council. Both titles, Psychologist and Psychological Associate, are represented on every Committee. The College is seeking applications for appointment to these Committees

If you are interested in serving on a Committee for the coming year, we are interested in hearing from you.

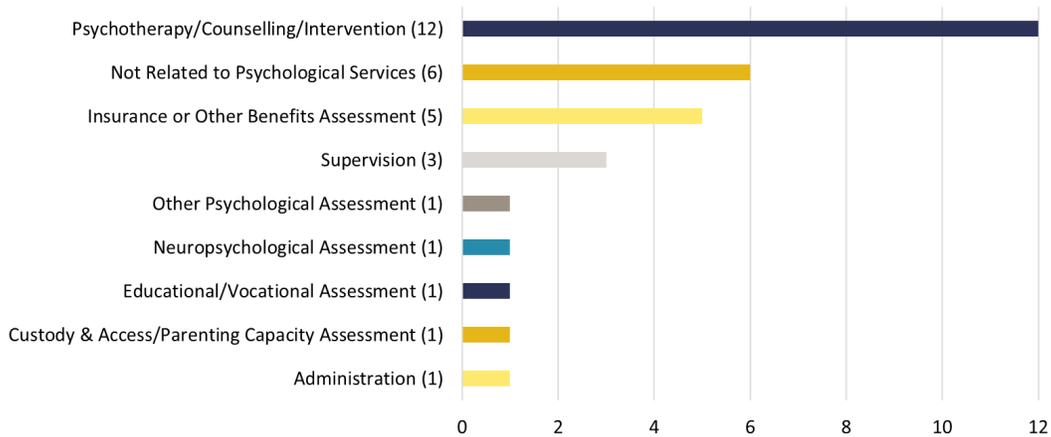
Please visit the College [website](#) for more information on how to participate. The deadline to apply is May 7, 2021.

INQUIRIES, COMPLAINTS AND REPORTS COMMITTEE

THIRD QUARTER, DECEMBER 1, 2020 – FEBRUARY 28, 2021

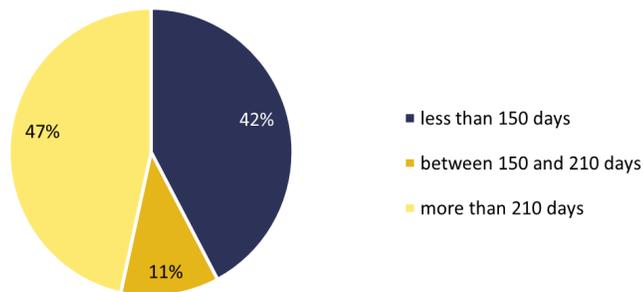
New Complaints and Reports

In the 3rd Quarter, the College received 27 new complaints. The nature of service in relation to these matters is as follows:



Timeline Snapshot

There are currently 116 open and active Complaints and Registrar's Investigations. Most of these cases have been open for less than 210 days, with 42% of files under 150 days old.

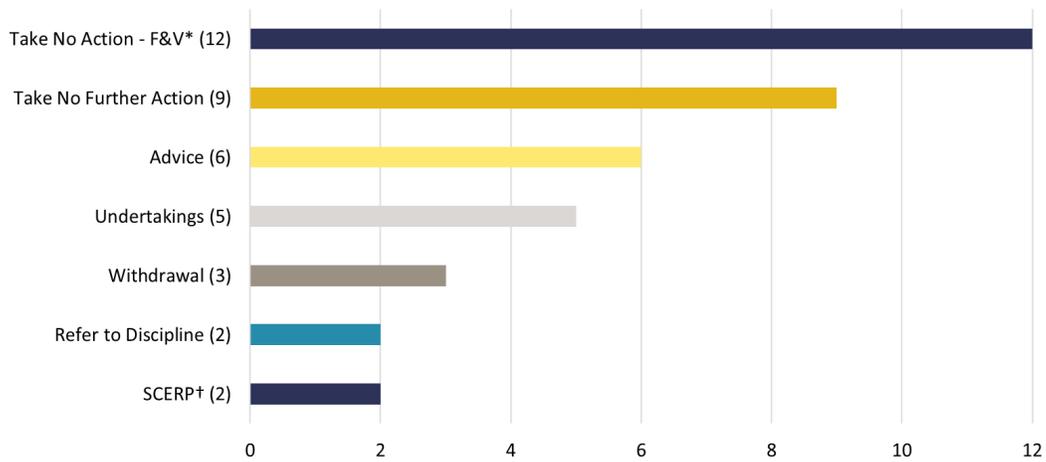


ICRC Meetings

The ICRC met on December 16, 2020, January 12, 2021, February 17, 2021, to consider a total of 30 cases. The ICRC also held 10 teleconferences to consider 13 cases. The next meeting was scheduled for March 23, 2021; 10 cases were scheduled to be discussed. A Plenary Session was held on April 14, 2021.

ICRC DISPOSITIONS

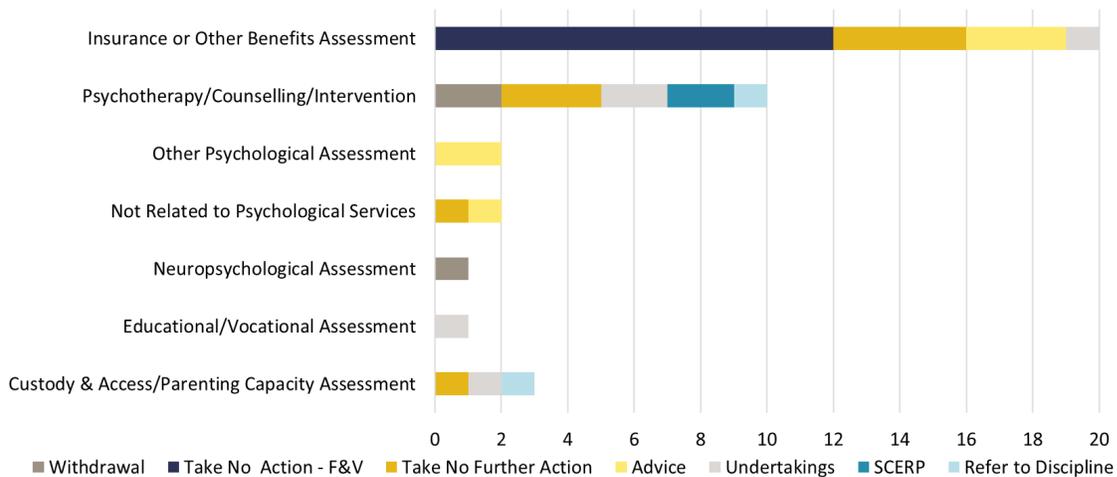
The ICRC disposed of 39 cases during the 3rd quarter, as follows:



*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.

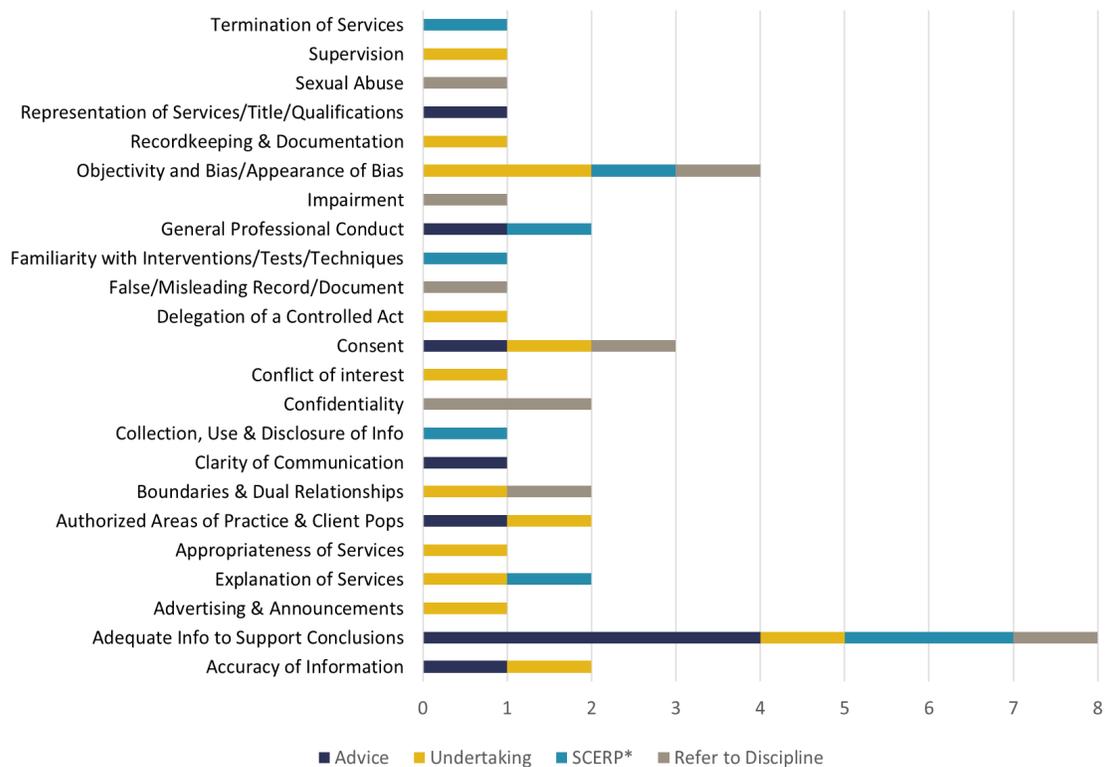
†SCERP: Specified Continuing Education or Remediation Program.

The dispositions of these 39 cases, as they relate to nature of service, are as follows:



Disposition of Allegations

The 39 cases disposed of included the consideration of 130 allegations. The ICRC took some remedial action with respect to 41, or 32%, of these allegations.



Health Professions Appeal and Review Board (HPARB)

In the 3rd Quarter, eight HPARB reviews of ICRC decisions were requested, and the College received two HPARB decisions. One ICRC decisions was confirmed, and one was dismissed as being frivolous, vexatious, made in bad faith, moot or otherwise 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.

CONSENT TO SERVICES: DECISION – TAKE NO FURTHER ACTION

The complainant alleged that a member did not give her any documentation to sign regarding consent or confidentiality with respect to her child’s treatment. The child did not live with this parent, and the parent lived several hours away from the member’s office.

The panel of the ICRC considering this matter noted that the member documented both having explained the limits of confidentiality and having obtained informed consent during two telephone calls with the parent before initiating services with the child. The parent subsequently signed a consent form several months later, upon her first attendance at the member’s office. The panel therefore decided to take no further action with respect to the complaint.

DOCUMENTATION OF SUPERVISION: DECISION - ACKNOWLEDGEMENT & UNDERTAKING

The College received a complaint from an insurance company regarding a member’s supervision practices. In particular, the insurance company alleged that the member made supervisory agreements with supervisees for the sole purpose of facilitating billing and payment for services by third-party payers. This was particularly the case for supervisees registered with other regulatory bodies.

The panel of the ICRC considering this matter noted that a member may supervise services that a registered member of another College is independently authorized to provide. Since the supervisee could independently provide the services however, the panel had concerns that the reason for the supervision at issue, e.g., training,

support, etc., was not adequately documented. The panel noted that the [Supervision Standards](#) specify expectations for supervision records. These Standards are necessary to ensure that supervision meets the expectation of 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. The panel therefore determined that an Acknowledgement and Undertaking, which included an assessment and report to the Registrar with respect to supervision records, would be appropriate to address and remediate these concerns.

TERMINATION OF SERVICES: DECISION - SPECIFIED CONTINUING EDUCATION OR REMEDIATION PROGRAM (SCERP)

The member provided court-ordered counselling to a child with the consent of both parents. After seeing the child for several months, the member felt that her services were no longer helpful and terminated counselling services. The complainant had several concerns with the way services were terminated.

The panel of the ICRC considering this matter was concerned that it did not appear appropriate to terminate services by email and without addressing the termination with the child client. The panel was also concerned with the member’s refusal to provide the complainant parent with access to the child’s clinical record post-termination. Finally, the panel was concerned that the member’s conduct with respect to both parents lacked transparency and may have given rise to the appearance of bias. The panel therefore decided that it was appropriate and in the public interest to order the member to complete a Specified Continuing Education or Remediation Program (SCERP), comprised of a [Coaching Program](#), to address and remediate these concerns.

DISCIPLINE COMMITTEE



THIRD QUARTER, DECEMBER 1, 2020 – FEBRUARY 28, 2021

REFERRALS TO DISCIPLINE

Two referrals were made to the Discipline Committee in the third quarter:

1. Dr. Augustine Meier: https://members.cpo.on.ca/public_register/show/1032

A referral was made to the Discipline Committee on December 9, 2020. The matter is currently at the pre-hearing stage and a hearing has not yet been scheduled.

2. Dr. André Dessaulles: https://members.cpo.on.ca/public_register/show/2530

A referral was made to the Discipline Committee on February 17, 2021. The matter is currently at the pre-hearing stage and a hearing has not yet been scheduled.

HEARINGS

There were no hearings held in the third quarter.

ONGOING MATTERS

1. Dr. Martin Rovers: https://members.cpo.on.ca/public_register/show/3067

A referral was made to the Discipline Committee on June 29, 2020. A hearing is scheduled for June 29, 2021.

2. Dr. Darren Schmidt: https://members.cpo.on.ca/public_register/show/21702

A referral was made to the Discipline Committee on July 14, 2020. A pre-hearing motion will be heard on June 2, 2021 and the hearing is scheduled for June 21-23, 2021.

College hearings are open to the public and are currently being held virtually. [Links to the livestream](#) are posted on the College [website](#) when they are available.

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 2021.

Psychologists - Certificate of Registration Authorizing Autonomous Practice

Ana Adelstein	Mélanie Fox	Nisha Mehta
Ambreen Basria	Myriam Gagnon	Carey Mintz
Simone Diane Billing	Robert Benoit Gauthier	Dayna Elise Morris
Lisa Marie Borg	Daniella Sarah Ivonne Goldberg	Abigail Muere
Kimberly Burnside	Mandy Hawkins	Farah Nanji
Avital Burstein	Stephanie Anne Hayes	Katia Nelson
Camille Dawn Cato	Sosan Hejazi	Melissa Francine Pye
Marco Silvio Chiodo	Monita Wai Yie Ho	Sylvie Sauriol
Jennifer Cieslak	Theresa Jubenville-Wood	Jill Ann Schroeder
Jeannine Crofton	Anna Kazmi	Kathryn Sexton
Irene Margaretha den Bak-Lammers	Bethany Keleher	Emilie Sheppard
Anna Kristen Margrethe Deuzeman	Parvati Sonia Khan	Ann Claude Simoneau
Gurmeet Kaur Dhaliwal	Donna Kwan	Lindsey Thomas
Brianne Elizabeth Drouillard	Carmen Lalonde	Kailyn Maria Turner
Heather Drummond	Monica Alina Lazarescu	Nerehis Tzivan
Hallie Melody Farrow	Cynthia Dawn Lee	
Laura Flanigan	Joyce Li	

Psychological Associates - Certificate of Registration Authorizing Autonomous Practice

Paula Louise Corradini	Calandra Breanne Craft	Jeremy Daniel Doucette
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Psychologists - Certificate of Registration Authorizing Interim Autonomous Practice

Neda Safvati Agius	Jenna Caron	Juliana Negreiros
Kevin Alderson	Myriam Castonguay	Jennifer Pink
Jane Allen	Zuraida Dada	Tania Renaud Fournier
Catherine Joy Archibald	Gitty Dashtban	Kristin Romanoski
Raurie Birch	Micheline Gagnon	Vanessa Tassé
Lynda Bissonnette	Joel Geleyne	William Utendale
Adrienne Blacklock	Emma Jane Geoghegan	Tigerson Young
Gabrielle Blais	Janine Groeneveld	
Maude Bouchard	Natalia Manay Quian	
Karis Callaway	Tessa Martin	

Psychological Associates - Certificates of Registration Authorizing Interim Autonomous Practice

No Certificates were issued in this period

Psychologists - Certificate of Registration Authorizing Supervised Practice

Ava Dawn Agar	Kyrsten Grimes	Tiffany-Anne O'Connor
Karin Almuhtadi	Santiago Hoyos	Amy O'Neill
Matthew Bernstein	Linda Iwenofu	Staci Person
Willy Birman	Anna Lisa Johannsdottir	Katherine Reif
Nicole Cormier	Georden Jones	Tsubasa Sawashima
Alexander Crenshaw	Stacey Jane Kosmerly	Asma Tabbasum
Tanya Danyliuk	Jeanine Elizabeth Marcie Lane	Lindsey Torbit
Devina Daya	Natania Marcus	Gillian Wilson
Nicole Anne Dent	Teresa Johanne Marin	Shawn Wilson
Jessica Flynn	Angela Massey-Garrison	
Justin Thomas Gates	Molly Clare McCarthy	

Psychological Associate - Certificate of Registration Authorizing Supervised Practice

Daniel Balk	Sabrina Geanne McHugh-Thomas	Jennifer Leigh Post
Hayley Lynn Benrubi	Fareeha Nadeem	Olivia Radocchia
Michal Gilboa-Hermel	Chantal Marie Pomerleau	Maryam Rahat Varnosfaderani

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.

Retired

Susan Berry	Mary Quan Hyatt	Suzanne Edna Weld
Robert Morton	Carole Mary Jane Sinclair	
Teresa Perri-Galluzzo	Cheryl D. Thomas	

Resigned

Kathryn Ann Manson Birnie	Robert Stephan Gelfand	Howell Mark Gotlieb
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Deceased

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

David Richard Evans