

Regulating Psychologists and Psychological Associates

Registration Requirements and the Mutual Recognition Agreement: Proposed Changes

Introduction

The College Council will be proposing significant changes to the registration process for candidates seeking registration for the title of *psychologist* or *psychological associate*. The Council believes that these changes, as proposed, will be of significant benefit to the profession. It is felt the changes will make the registration requirements more transparent to all candidates and clearly fair.

The proposed changes are required in order for the College to comply with the Mutual Recognition Agreement (MRA), a provincial/territorial agreement among the Canadian regulators in psychology.

The current registration requirements, as prescribed in the Registration Regulation (Ontario Regulation 533/98), are not clearly in compliance with the MRA. Therefore, the College will be approaching the government with proposed changes to the regulation, changes that will bring the College requirements into full compliance. The Council is very interested in members' reaction and feedback to the proposed changes and trusts this article will be the beginning of the consultation process.

Overview of the MRA: History and Major Implications for the Registration Process

In 1994, the First Ministers of the federal, provincial and territorial governments signed the Agreement on Internal Trade (AIT). Chapter 7 of the Agreement mandated all professions in Canada to develop a process by which qualified professionals could move more easily from one province or territory to another, having their qualifications recognized by each other jurisdiction. The three levels of government agreed that the pro-

fessions should be in compliance by developing a mobility agreement no later than July 1, 2001, to be fully implemented by July 1, 2003.

In June 2001, following three years of discussion and debate, a Mutual Recognition Agreement was signed by all regulatory bodies for psychology in Canada. The full text of the agreement may be found at <http://www.cpa.ca/MRA.pdf>. The College of Psychologists of Ontario was an integral party to the lengthy discussions and the development of the final agreement.

The MRA was designed to facilitate mobility, and in doing so, specifies the core competencies necessary for the

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practice of psychology and the minimum methods of evaluating these competencies for registration in the profession of psychology in Canada.

The Mutual Recognition Agreement and the Implications for the Registration Process

The MRA states, in part, that:

- All provinces must be in compliance by July 1, 2003
- Every candidate for initial registration or licensure in Canada will be evaluated on 5 core competencies: *Interpersonal Relations*; *Assessment and Evaluation* (which may include diagnosis); *Intervention and Consultation*; *Research*; and, *Ethics and Standards*. To qualify for registration every candidate must achieve these 5 core competencies.

Appendix B of the MRA specifies the minimum necessary methods by which these core competencies will be evaluated:

- *Interpersonal Relations*: evaluated by supervised experience; references; and an oral exam or specific graduate training;
- *Assessment and Evaluation*: evaluated by relevant graduate courses in a psychology degree program; coursework in assessment; and supervised experience;
- *Intervention and Consultation*: evaluated by relevant graduate courses in a psychology degree program; and supervised experience;
- *Research*: evaluated by courses in methods and/or statistics at the advanced undergraduate or graduate levels; and a completed graduate research project; and,
- *Ethics and Standards*: evaluated by one graduate psychology ethics course or equivalent knowledge; one year of supervised experience; an oral or written examination with an ethics component.

There is a clear expectation in the MRA that the 5 core competencies will be addressed as part of each candidate's formal graduate training in psychology and will be an integral part of their degree. This has two implications:

- Approaches to the acquisition of the core competencies, such as experience, attending workshops, or a personal reading program, for example, are not acceptable as substitutes for graduate training in the core competencies; and,
- The core competencies are expected to be an integral part of the candidate's formal degree program and may not be attained piecemeal by adding courses once the degree is obtained.

In order to fully appreciate the implications of the MRA, it is important to understand the current registration requirements. At present, a psychologist or psychological associate candidate who has obtained a doctoral or masters degree from a program that is "primarily psychological in nature", is issued a *certificate of registration authorizing supervised practice*. After issuance of this certificate, the Registration Committee may require the candidate to complete further professional training or experience if the applicant's training and experience are insufficient for autonomous practice. This can be accomplished in a variety of ways. The candidate could attend a formal graduate course, audit a graduate course, develop a personal reading program with the supervisor or find other means to attempt to satisfy the requirements. Through this process, a candidate with a doctorate in purely experimental psychology, for example, is eligible to receive a certificate for supervised practice. This individual however, may or may not have any professional practice courses or practicum experience. Currently, while on the supervised practice register, the candidate could "make up" the areas where there were deficiencies with respect to becoming a psychological practitioner.

This situation would change significantly with the proposed changes required to fully comply with the MRA. To be eligible for a *certificate of registration authorizing supervised practice*, both psychologist and psychological associate candidates will have had to complete all of the necessary course work and practicum experience to satisfy the 5 core competencies, as part of their degree program. It will no longer be possible to "make up" deficiencies in the core competencies once a candidate has completed the graduate degree program. The individual with a purely experimental doctorate, for example, will no longer be able to "make up" the courses and experiential requirements for psychological practice.

Therefore, if an individual wants to be registered with the College of Psychologists, his/her terminal degree, whether it is a doctorate or a masters, will have to meet the minimum educational requirements of the MRA. These minimum requirements will be necessary if one is to be eligible for a *certificate of registration authorizing supervised practice*.

The College does have some flexibility with respect to the number of courses and the number of practicum hours that will be necessary for a candidate to meet the minimum MRA requirements. Presently, the Registration Committee of the College is meeting to develop a set of proposed guidelines that will outline these minimum requirements.

Once developed, the Council will be inviting feedback from the membership at large, the training programs in psychology, and the professional associations.

If you have any questions or would like to provide initial comments on the proposed changes, you may write to the Registration Committee c/o the College of Psychologists or e-mail your comments to MRA@cpo.on.ca. §

College Directory of Members Now Online

The College is pleased to announce that the *Directory of Members of the College of Psychologists* is now available on the College website. This searchable Directory has numerous advantages over the traditional print version as it can be continuously updated, it is searchable, and it is accessible to a much broader user group. In deciding to move to an electronic Directory, the Council of the College did recognize that a small number of members do not have access to the Internet. After much deliberation however, it was decided that, on balance, the benefits outweighed this concern.

The *Directory* is a searchable database that lists the following for each member:

Member Name

Title (e.g., C.Psych., C.Psych.Assoc.)

Registration Class (e.g., Autonomous, Supervised)

Status (e.g., Regular, Academic, Inactive)

Contact Information – as per the public register

Additional information may be added in future and the first step in this will be members' contact e-mail addresses. If you wish to have your e-mail address listed in the online Directory, please notify the College by e-mail at: directory@cpo.on.ca.

E-mail addresses will only be published for members who specifically request this to be included in their information.

President's Report

Dear Colleagues:

I hope that everyone had a restful and enjoyable summer. I would like to bring you up to date on a number of issues that I think might be of interest to you. First, a number of seats on Council will be up for election this May. They are two seats eligible for election by members in the Toronto area, and one seat for which the person will be selected by the graduate training programs. I urge you to consider running for Council or if you are not personally interested, to encourage a colleague to run. Many of us are on Council because of a colleague's initial encouragement. Personally, my time on Council has been one of the most rewarding experiences of my professional career. I have met wonderful colleagues both among the public and professional members, and it has given me the opportunity to discuss and act on issues that are of central importance to the profession. The official call for nominations will be published in the December issue of the Bulletin, please consider running.

It is my great pleasure to announce that Dr. Catherine Yarrow was elected to the position of member-at-large on the Board of Directors of the Association of State and Provincial Psychology Boards (ASPPB). The regulatory boards and colleges of 62 states, provinces and territories are members of ASPPB, which provides such services as the Examination for Professional Practice in Psychology as well as information and guidelines for use by member boards. It is both an honour for Dr. Yarrow, and an honour for Ontario psychology. Ontario has a long history of active participation with ASPPB, as Dr. Yarrow is now the fifth Ontario representative to be elected to the ASPPB Board during its forty year history. Ontario psychologists Dr. Roger C. Myers, Dr. Barbara Wand, Dr. Henry Edwards and Dr. Bill Melnyk have all served on the Board of ASPPB. We extend our warmest congratulations to Dr. Yarrow.

A great deal of Council time has been devoted to Registration matters, and in particular the changes that the College needs to implement in order to be fully compliant with the Mutual Recognition Agreement (MRA). I am very excited about these changes, as I believe that they will benefit both the profession and the public. These proposed changes have been unanimously supported at Council by members of both titles and the public members. It has been very exciting to work on them, as they are the outcome of a great deal of collaborative work by both current and past Council members who were active on the Registration Committee.

The result of the proposed changes will be a clearer statement of the education and practicum/internship training required to be registered with the College of Psychologists. Our hope is that this will create a more transparent and fair system. My own hope is that once there is more clarity to the Registration, some of the tensions we have experienced between the two titles may settle. These changes will have no direct impact on members who are already registered with the College. However, they will have significant changes on the



profession, the training of members of our profession, and on both doctoral and masters level new candidates. I urge you to read the MRA lead article in this [Bulletin](#) for a fuller description of these proposed changes. In addition, there will shortly be a more formal consultation with members around this issue.

At the last Council meeting, Council passed the required by-law and application form necessary to permit members to incorporate their practice of psychology. For members who might be interested, these will be shortly available from the College.

I would like to encourage members to either contact your representative or myself if you have any concerns or issues that you would like raised at Council.

Nina Josefowitz, Ph.D., C.Psych.
President

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The Barbara Wand Seminar in Professional Ethics, Standards and Conduct is Moving

The Barbara Wand Seminar Planning Committee wishes to announce that this year's Seminar will take in the late spring rather than in February as has been the case. Shortly, the Committee expects to firm up a date in late April or early May. Members will be informed of the new date, as soon as it is confirmed. We hope that the later spring date will be suitable for members who have traditionally attended and will also enable other members for whom February attendance wasn't possible to now participate.

Upcoming COUNCIL MEETINGS

**DECEMBER 6, 2002 10:00a.m. - 4:00p.m.
DECEMBER 7, 2002 8:30a.m. - 12:00 noon
&
MARCH 14-15, 2003**



THE QUALITY ASSURANCE PROGRAM Status Update: Part II

This is the second in a series of update articles on the Quality Assurance Program. The first article [Bulletin, 29(1), July 2002] discussed the Self Assessment Guide and Professional Development Plan. This article reviews the Peer Assisted Review Process, providing information on the findings of the reviews to date, as well as feedback from those who have participated. Future articles will discuss developments in the Mandatory Continuing Education component as well as other initiatives the Quality Assurance Committee is undertaking.

The Peer Assisted Review (PAR) component of the Quality Assurance Program was initiated in the fall of 1999. Since that time, reviews have taken place each fall and spring with 34 members having now participated in the PAR process.

Members Reviewed

Members are randomly selected for involvement in the PAR process. The members reviewed to date represent a broad range of work settings, practice areas, and geographical locations across the province. Some members were employed full time, others were in private practice either individually or with a group, while others had a small private practice in addition to their work in some other setting. Work settings included hospitals, community mental health centres, university counselling services, school boards and correctional facilities. The members reviewed serve the full range of clients from children to seniors, individuals, couples and groups and represent the range of practice areas.

Reviewers

Each review is conducted by two members of the College. One member is appointed by the Quality Assurance Committee and the member being reviewed nominates the second. College appointed reviewers are drawn from the pool of members who have either been a previous reviewer or who have been the subject of a review. In an effort to promote and maintain the collegial nature of the process, it has been found to be helpful to select reviewers who have been part of the process.

Findings

Overall, the reviews that have been conducted have gone very well with no areas of serious concern raised by the reviewers. In the course of the review, suggestions were made to some members, for example:

- consideration of the use of coded client numbers rather than actual names in storing material on a lap top computer as this is highly vulnerable to loss or theft;
- the advisability of establishing institutional guidelines for the release of information from the common, multidisciplinary file;
- the need to consider procedures for the coverage of member's practice and file security in the event of illness or unplanned absence;
- consideration of improved soundproofing between waiting area and interview room
- additional security suggested for home office files

One topic that seems to be commented on with some consistency was that of the limits of confidentiality. The need for a more comprehensive discussion of the limits of confidentiality was noted in many reviews including, the expansion of child abuse reporting obligations to include concepts such as neglect, and an elaboration of the mandatory reporting requirements to include behaviour and remarks of a sexual nature. As well, in a number of cases, suggestions were made with respect to including or elaborating on the explanation provided regarding 'duty to warn'.

In some cases, there was follow up with the member by the College reviewer but in most cases these types of issues were taken care of independently by the member without further follow up by the College. To date, the results of the *Peer Assisted Reviews* have not included any concerns that would require the Quality Assurance Committee to engage in a discussion with the member regarding some form of practice remediation or other intervention.

Survey of Members' Experiences

Following the *Peer Assisted Review*, both the members reviewed and the reviewers are asked to complete a survey about their experience. The Quality Assurance Committee is interested in continual development and improvement of the *Peer Assisted Review* process. To this end, the survey is intended to capture members' ideas and suggestions in a number of important areas.

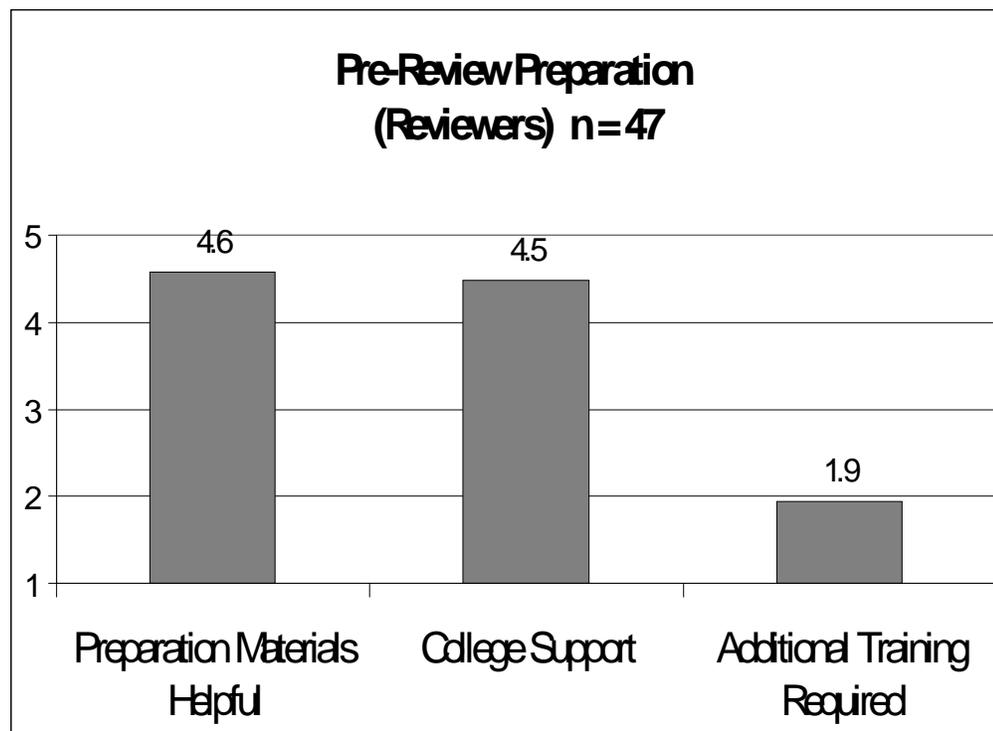
To date, the results are quite positive and encouraging. Generally the *Peer Assisted Review* has been seen as a positive, collegial and beneficial experience. The results of the surveys to date are discussed below:

Peer Assisted Review Feedback Survey Results - Reviewers

The Reviewers Survey consists of a series of six questions to which reviewers are asked to respond on a scale of 1 to 5, from *Strongly Disagree* to *Strongly Agree*. A final question asks for an overall rating of the process on a scale of 1 to 5, from *Very Poor* to *Very Good*. In all cases, the higher the response, the more positive the answer. Forty-seven reviewers who participated in the *Peer Assisted Reviews* have returned the survey form.

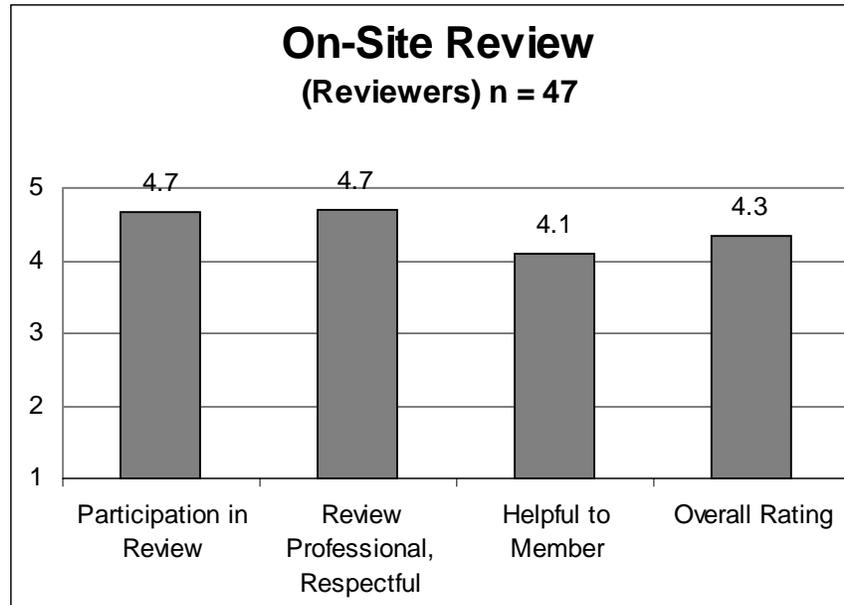
The results of the survey are presented below in graph form. With respect to pre-review preparation, GRAPH 1 suggests that the reviewers were very positive with respect to the adequacy of the preparation materials received, and the support available to clarify any questions or concerns. As a result, little additional training was required. Each reviewer had either been a reviewer previously or had been the subject of a review and, with the materials and support provided, this appeared to be adequate training.

GRAPH 1



The second graph presents the results of the reviewers' experiences on-site. All reviewers strongly agreed they were able to participate in the review in a manner consistent with how they perceived their role. They believed the process was experienced by the member being reviewed as professional and respectful and felt it was helpful to the member. Overall, the *Peer Assisted Review* process was highly rated by both the College appointed and member nominated reviewers.

GRAPH 2



Space was provided after each question for any comments the reviewer might wish to add. These are very helpful in fully appreciating the reviewer's experience. Below are the questions asked and a sample of the comments provided.

1. The material I received before the review was helpful in preparing for the interview.

"The information received was comprehensive." – "As this was my initial experience as a reviewer and I had some questions about all the areas needing to be covered, yes, I found the material very helpful." – "The information was very complete." – "The materials sent were comprehensive which helps one feel confident and competent in the role." – "The process was well laid out." – "It provides a nice framework and is flexible enough to allow us to pursue areas of mutual interest." – "The suggested outline for the process was useful."

2. I was able to clarify any questions or concerns prior to the review.

"E-mail queries to the College were responded to very promptly which eases anxiety" – "I was given the opportunity to ask questions before the review but did not avail myself of this opportunity as questions did not come to me until after the review was done. I did expect the College appointed reviewer to initiate contact with me before the review but this was not done." – "Any outstanding questions were quickly clarified." – "Good communication with other reviewer." – "Members frequently need reassurance that this will not be an inquisition." – "Not needed, I assume I could have reached the contact people, if needed." – "There was some difficulty in obtaining information about the College appointed reviewer."

3. I would have benefited from additional training.

"I felt the process was very well informed. I did not feel the need for any additional training and can't suggest anything else to be included." – "Having been through the process myself, I felt that I was quite clear on how the review should proceed, the information that should be covered and the importance of a positive focus." – "I felt competent without any additional training." – "Having been a participant as a member nominated reviewer prior to being the College reviewer for this review was extremely helpful. Also having a chance to discuss the process with a colleague, who was also a reviewer, was helpful." – "May be useful for the sake of reliability." – "Not necessary"

4. I had the opportunity to participate in the interview in a manner consistent with how I saw my role.

"Perhaps the roles should be clarified by the College." – "The member appointed reviewer initially responded to most of the questions but then gave the floor to the member being reviewed. It's a difficult role for the member appointed reviewer if he/she is employed in the same work setting." – "Perhaps the roles should be clarified by the College." – "I was uncertain of my specific role until well into the review." – "I liked setting a non-confrontational tone and dispelling the formality misconception many members have of the process."

5. I think the member reviewed felt the interview was conducted in a professional and respectful manner.

"It seemed clear to me that Dr. ___ was at ease during the interview." – "She appeared to become increasingly less tense as the review progressed." – "The member stated that she appreciated the 'conversational' format of the review." – "Hopefully this was the case." – "Feedback to the member was not provided in a timely fashion, although I completed my report the day of the review." – "I think she felt at ease after a short while and perceived the process as an attempt to obtain an overview of her work and standards followed, rather than a form of interrogation with a design on being critical, which seemed to be her initial fear."

6. I believe the review was helpful to the member interviewed.

"Dr. ___ appeared to appreciate the few suggestions provided." – "The member's comments following the review were quite positive." – "Dr. ___ appeared to be very interested in the feedback provided." – "I believe she found some of the suggestions to be helpful, but as an overview of her work at the clinic. I don't feel that she found the process to be of direct help in any very significant way. Despite the challenges of a heavy caseload, she follows standards and guidelines quite well." – "I think she was relieved to have it over with." – "It was also very helpful to me and hopefully to the other reviewer as well." – "It added only slightly to his professional experience and competence." – "I believe it was a relief to have completed but did not offer any positive benefit."

Overall, rating of the Peer Assisted Review and other comments or suggestions

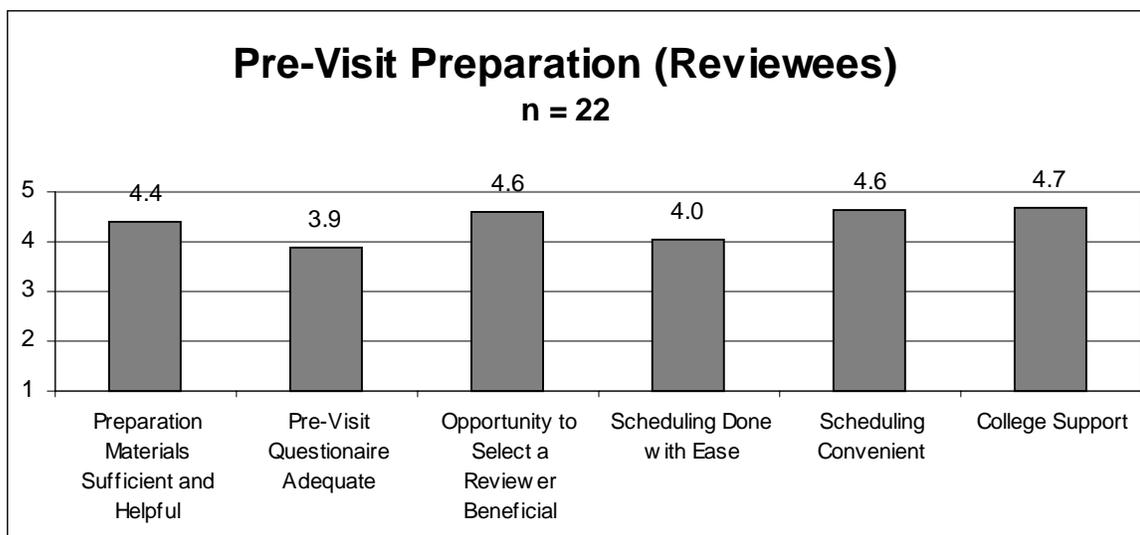
"I found the Peer Assisted Review process to be a useful process regarding quality assurance. I would be happy to assist the College in future reviews." – "I found the process to be a mutually beneficial and enriching experience." – "I have written the College in the past with my views on peer-assisted review by the College. I appreciated the opportunity to have participated in the process, but it has done little to convince me that it has a great deal to offer as a formative learning experience." – "I felt that it was a positive experience for both the reviewer and the member being reviewed. I felt that the second reviewer, having been nominated by the member, was in a stronger position to make suggestions for changes or items for immediate follow-up given the rapport that existed between the two individuals prior to the review." – "I feel that the Peer Assisted Review was extremely useful. I found that the process did allow for an actual review of Dr. ___'s practice, to accomplish the goal of ensuring public protection of the quality of services provided. At the same time, the process utilized was one which of openness, self-examination and growth and improved practice. It was a privilege to participate in the process." – "A very respectful process." – Thank you for asking me to do the Peer Review. I found it a very rewarding process." – "Focus seems to be on process rather than content of work." – "Dr. ___'s practice was exemplary. Reviewing a poor practice would have been much more difficult and uncomfortable." – "It was certainly interesting to have the opportunity to observe and discuss the methods of practice of two other psychologists." – "The process itself was very well thought out, but it can still be an instrument of obsessive punitiveness in the hands of 'bad' reviewers. I was fortunate to be paired with a competent and sensitive college peer." – "The College might want to review the process with a view to possible modifications for members approaching the ends of their careers. Identifying future areas of practice and personal development may not be as relevant."

Peer Assisted Review Feedback Survey Results – Members Reviewed

Following the *Peer Assisted Reviews*, the members reviewed are asked to complete a survey regarding their experiences. A series of 14 questions are asked with the respondent indicating their agreement with the statements on a scale of 1 to 5, from *Not at All* to *Extremely*. In all cases, the higher the response, the more positive the answer. Twenty-two of the members reviewed to date completed and returned the survey.

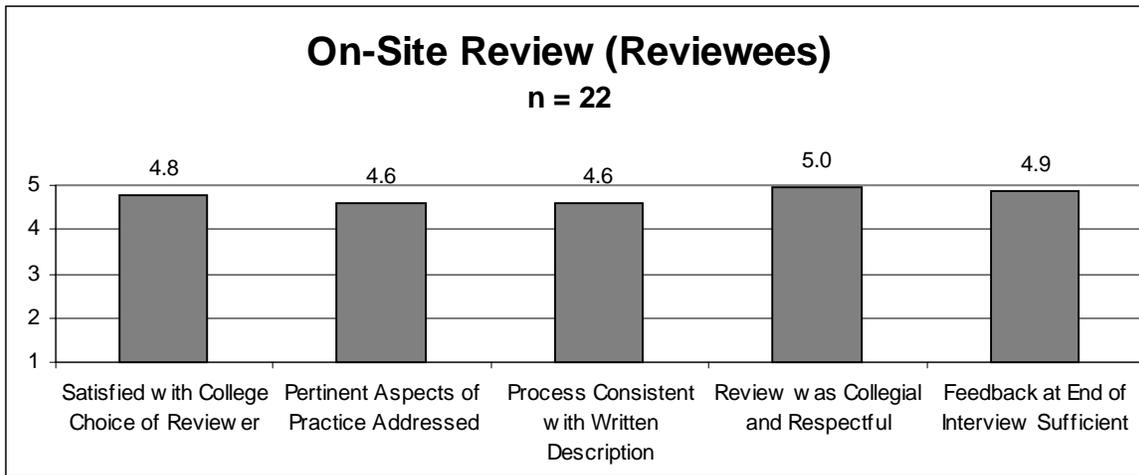
The results of the survey are presented below in graph form. With respect to pre-review preparation, one can see from GRAPH 3 that the members found the preparation materials sufficient and helpful, found the support available to clarify any questions or concerns satisfactory. Difficulty was noted in scheduling the review as it was complicated to find a time that was mutually agreeable to all parties. Once the review was scheduled, most agreed it was conducted at a convenient time. For the most, part members found the opportunity to select a reviewer to be beneficial. The lowest rating was given to the adequacy with which the Pre-Visit Questionnaire allowed them to summarize their practice and changes. The Quality Assurance Committee is reviewing this form.

GRAPH 3



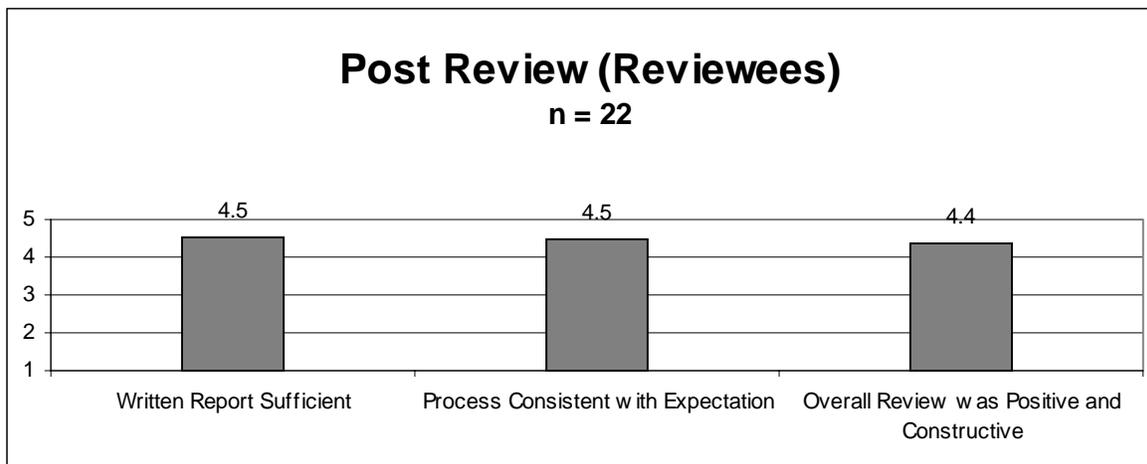
GRAPH 4 presents the results of the experiences of the members with the on-site review. Members generally reported a very positive experience including the satisfaction with the College’s choice of reviewers although it was suggested that the College appointed reviewer be of the same title as the member being reviewed. Members found the process to be respectful and collegial and were satisfied with the adequacy of the feedback provided at the end of the review. Members felt the process reviewed the pertinent aspects of their practices although it was mentioned that there should be more emphasis on the content of the work done and less on the adherence to standards of practice.

GRAPH 4



As demonstrated by GRAPH 5, members reviewed were satisfied with the nature of the written report and overall although a couple of members did note that the feedback was not provided in a timely manner. Most reported that the process was consistent with what they expected and it was positive and constructive.

GRAPH 5



As with the survey completed by the reviewers, space was provided after each question for any comments the member reviewed wished to add. These were very helpful in fully appreciating their experience. Below are the questions asked and a sample of the comments provided.



PRE-VISIT

1. Was the written material helpful and sufficient in explaining the review process?

"Very helpful guidelines" – "It helped to organize m thinking about my practice, so I could methodically evaluate my activities prior to the actual visit." – "The list of potential questions and areas of the review was particularly helpful in guiding my preparation efforts." – "A bit too 'sufficient', a bit too heavy on potential consequences. For me, fewer details would have reduced the anticipatory anxiety." – "It was very complete, but most of the info was not new to me." – "Very thorough"

2. Did the pre-visit questionnaire allow for a reasonable summary of your practice?

"I have a complicated dual role of administration and clinician that took a while to explain to the reviewers. My job experiences are not typical and were not captured on the questionnaire." – "My work is currently focussed on research and program development. The questionnaire is focussed on traditional practice." – "Generally yes but I would have liked more space to write answers."

3. Did you find the opportunity to select one of the reviewers beneficial?

"Beneficial, but also difficult to make appropriate choice" – "I misunderstood the concern regarding conflict of interest and thought I was to select someone in my community who did not know me well. As I later understood from the College reviewer, the purpose was supposed to have been supportive, with a reviewer who knew my area and my work. I selected someone I respected and from whom I wanted feedback. In the end, it worked out well." – "This is an essential component for this process to be collegial. Guidelines should clarify whether this person should be in the same area of practice as the member or if it matters at all." – "not particularly since I have a rural practice and didn't feel my clients would want a local person having access to their files. Had I known someone outside of the area, it might have been beneficial." – "This was a crucial aspect of the process. This is what allowed it to feel collegial. Once the review began and it became clear that the College's reviewer was also very friendly and comfortable in her approach, the need for a reviewer 'on your side' became less important. It certainly helped to ease anxieties prior to the review to know she was going to be there." – "very, helps to decrease the uncertainty of the process of the review." – "This helped to add a familiar element to the process. Also, one could select someone who was aware of the issues in one's area of practice." – "Very helpful in review and prior for anxiety reduction."

4. Was the procedure to establish a date, time, and location of the review easy?

"This was fraught with difficulty, numerous telephone messages, etc. Eventually all was sorted out but the first impression was poor." – "I found it short notice, to co-ordinate the schedule of 3 people did not allow for much choice." – "E-mail, if available, a helpful tool in this." – "This did take some time. The reviewer that I selected ended up calling the College because we had not received any information to confirm a date." – "It was difficult to co-ordinate a time that suited all three busy people, but we eventually did it."

5. Was the review conveniently scheduled?

"Good Cooperation" – "I really appreciated the reviewers' willingness to see me after hours so that I did not inconvenience clients or interfere with income." – "My only concern was the length of time required for the review. Setting aside a 3-4 hour block of time was somewhat tricky." – "The reviewer was extremely flexible and accommodating." – "This took place at a very busy time of the year (June) for personnel who work in the schools." – "It was not really convenient but then I don't know when it ever would be convenient."

6. Were you satisfied with the College's choice of reviewer?

"Very satisfied" – "similar work experiences, maintained focus, covered all bases quickly and efficiently in a skilled, warm and professional fashion" – "Personally yes however, I think that Ph.D. psychologists should be reviewed by Ph.D. level psychologists, not psychological associates and someone who does similar work. Although my reviewer was very pleasant and competent and I had no problem with her personally." – "She was quite friendly, open and non-threatening, a pleasure to be reviewed by her." – "Dr. ___ was very professional, personable and knowledgeable." – "Yes, Dr. ___ was professional, thorough and helpful. His interpersonal style set a relaxed tone. His experience was similar enough to my own to allow for good discussion." – "Concise, reasonable reviewer. Would prefer and expected a Ph.D. level due to 'peer' aspect." – "It would have made more sense to have a reviewer who work in the schools and would then be more familiar with my area of practice." – "Dr. ___ was interested in my work, respectful of my opinions and experience and helpful in her advice. It was excellent that her practice had aspects similar to mine."

7. Did you have the opportunity to clarify any questions or concerns prior to the review?

"Telephone contacts with College were very helpful and reassuring" – "the College reviewer was extremely considerate in contacting me prior to the review and in attempting to assuage my level of anxiety." – "Yes, this was very well handled prior to the review, once contact with the College was made." – "Opportunity was offered however I had no questions."

ON-SITE REVIEW

8. Did the review sufficiently address the most pertinent aspects of your practice?

"Very good questions, helpful" – "Sample questions were useful. Need to know whether the reviewers should choose files at random or should member have a sample available and at hand, otherwise contributes to awkwardness." – "Yes, although we did run a little tight on time."

9. Was the review process consistent with the description you received prior to the site visit?

"No surprises" – "For the most part however, there were several questions and areas we didn't get to, that I had prepared for, because certain questions and issues took longer to explore." – "almost exactly"

10. Was the review conducted in a collegial and respectful manner?

"Very much collegial and respectful" – "very collegial and respectful while doing their duty" – "I found the reviewers' comments and suggestions to be very helpful. They were clearly interested in being helpful, not in finding fault." – "Very much so!" – "Both reviewers were open to discussion and were willing to give their opinions on issues I raised."



11. Did you receive sufficient feedback regarding the outcome of the review at the end of the interview?

"Very good feedback" – "They discussed all of their findings and comments with me." – "This was very important. One needs feedback particularly of a supportive nature because preparing for the review is time intensive and anxiety provoking. Feedback allows one to feel it was worth the effort."

Please provide any further thoughts you may have regarding the site visit.

"I really appreciate the fact that I could have feedback regarding my practice from a professional of my own discipline. It gave me confidence in my own judgement and application of standards." – "I appreciate the logistical and ethical morass, but I think the reviewers would have had a better sense of my competence as a clinician and administrator if they had been able to talk with my supervisor/ colleagues/clients and families. They got a very good sense of my level of organization and the policies that I've put in place. I am intrigued by the challenge of evaluating competence but have not got any brilliant ideas for how to assess this." – "It was thorough, but carried out in a courteous manner. The two reviewers did an excellent job!" – "Reviewers should arrange to arrive together. When one arrives first it is easy to feel like the review has started with one person missing."

POST REVIEW

12. Was the written report received following the review sufficient?

"Very good report, very helpful, something that I can refer back to" – "might consider areas for positive observations as well as for concerns. This would give a more balanced, collegial tone to summary, i.e., difference between 'we were satisfied with practice' vs. 'we couldn't find anything wrong' – "It was very thorough, more detailed than I expected."

13. Overall, did you find the review to be consistent with what you had expected?

"I was expecting another oral exam" – "I think I expected more difficulty – that somehow or other it would be reminiscent of a senate oral or some such thing. Other 'paranoid' psychologists in the area didn't help alleviate any fears." – "Didn't know what to expect because of the unknown aspect of the person of the reviewer." – "It followed the process outlined in the materials I received prior to the review."

14. Overall, did you find the review to be a positive and constructive experience?

"Still very anxiety provoking. I wasn't concerned so much about my own practice as some of the procedures developed by my employer that I may disagree with." – "I actually enjoyed the opportunity to talk to other psychologists about general practice issues, to get supportive feedback, to learn, and to have an opportunity to share what I have learned." – "It is a necessary, anxiety producing by-product of QA. The reviewer was very accommodating, professional and respectful. I'm not sure I would describe it as a process I desired to complete, but it was quite acceptable given its mandated nature." – Extremely helpful and enjoyable after my initial anxiety subsided." – Pre-review stressful and anxiety provoking but outweighed the reasonable and not too stressful review itself." – "Yes, I know I am a good practitioner who tries hard to maintain a standard of excellence in all aspects of my work, but it was absolutely marvellous to have that feedback and confirmation from two peers that I respect immensely."

GENERAL QUESTIONS

What was most helpful aspect of the Peer Assisted Review?

"The visit itself, the possibility to review my practice, my understanding of the Standards, the positive way it was done" – "Reviewers appeared to have a good understanding of my practice, focussed questions and opportunity for discussion" – "It was nice to be able to share what I do with 2 peers. I was pleased and relieved to receive the positive feedback about many of the policies and procedures I have implemented." – "Some specific suggestions that were made regarding confidentiality of research records." – "The opportunity to discuss difficult aspects of working in a setting where the standards of our profession are not necessarily understood." – "The pre-visit time finally required that I do some administrative tidying up and that I attend to some decorating issues – the office is now better organized and prettier." – "The list of questions prior to the review, this helped to guide my preparatory efforts tremendously." – "The aftermath, the confirmation that I was meeting or exceeding College standards in my practice, also the opportunity to express unmet needs to the reviewer and ideas about what I, as a member, would like from the College." – It provided an opportunity to reflect on my practice and the opportunity to discuss it, in detail, with colleagues. I found it a very validating experience, somewhat reminiscent of my defense oral." – "Selecting one of the reviewers" – The review was a validation of my practice procedures. It gave me a chance to talk to colleagues about private practice and the special challenges one comes up against. Perhaps we should set up small group forums for such discussions outside of the peer review process." – "The supportive and respectful approach of the reviewers." – "Discussion related to 'tricky issues' which I had initiated. Pre visit information gave me an opportunity to think about my practice as a whole." – "Discussion of key issues in the setting I work in." – "It encouraged me to review some of the policies and procedures of our Board. Also I decided to update my knowledge of the standards and ethics." – "The feedback regarding my practice and some of the information and resources provided by the reviewer."

What was least helpful aspect of the Peer Assisted Review?

"My own anxiety! I didn't have to be nearly as anxious as I was." – "Not having information regarding the impact or consequences of any possible concerns which may be identified." – "The choice of my reviewer was difficult. I felt somewhat 'awkward' having to ask someone. I wanted to make a good choice, i.e., someone who knows my practice but not too much so that he/she could be objective." – "None evident" – "the file reviews, this is where I felt most on the sidelines and not a part of the process as the reviewers must sit apart with files awhile you wait for their 'judgement.'" – "The fact that I was selected at all, I never win lotteries!" – I found the written material somewhat intimidating. Somehow, getting a package from the College can create a visceral experience, too bad because the process is a positive, professionally meaningful exercise." – "A summary report from the College in a more timely manner would have brought closure to the process." – "Although a necessary part, I found the time waiting for files to be reviewed least helpful, very few comments followed this review which I guess is a good thing." – "Since I work in a large agency with strict regulations, re: storage of client information, etc. this section probably not as relevant to me personally." – "Probably the anxiety that one feels ahead of time, the anticipation of what will happen. I did feel fairly relaxed during the actual review." – "The interruption to my very busy schedule and workload."



What were the most problematic aspects of the Peer Assisted Review?

The anxiety I felt at first when I received the letter stating that I had been selected. – “The initial attempts to get my questions answered.” – “I explained to my patients what was going to take place and that this might mean their files would be reviewed. Some were slightly concerned about how I would protect their confidentiality. I reassured them as best I could and this was helpful.” – “no problems evident” – It is inevitably anxiety provoking to under go such scrutiny, but I thought the anxiety was dealt with in a thoughtful and compassionate manner.” – “Peer should be a peer, that is C.Psych should be reviewed by same.” - “The wait for the reviewers to be selected. There was about 10 weeks from the first notice of the review to the actual visit.” – “co-ordinating the time of the review.”

What changes would you suggest to further improve the Peer Assisted Review?

As noted earlier, regarding eliciting some type of clinical feedback, for example in my setting, the reviewers could have met briefly with the Director of the setting and the psychometrist I supervise to get a sense of how I actually relate to others. This would not require the logistical confidentiality challenge of talking to actual clients.” – “a more formal written summary from College following review to officially acknowledge the results, something that could be shared by member with employer.” – “I would encourage more explanation and reassurance that the College does differentiate between major city and rural practices. The sensitivity to these issues was apparent once I met the reviewers but it was of concern that people not understand the flexibility required to provide service effectively in under serviced areas.” – “I believe 3-4 hours is likely too long. Two to three hours is probably sufficient.” – “Provide information beforehand on the implications in the event concerns are identified and examples of minor vs. major concerns.” – “I think you have done an excellent job in setting up the process to be collegial and potentially helpful rather than merely regulatory. Well done. I would value being part of your team if you require additional help.” – “I feel that the process is quite appropriate for many people who work in private practice or who are not supervised in any capacity. It seemed in my case to be more a review of the Board’s policies rather than my own practice. Also, the review seems to focus more on procedures like record keeping and informing parents than on evaluating my competence to work in school psychology.” - “I hope that others have as positive and enjoyable experience as I had.” – “I found the review process very enjoyable, much more so that I had expected. When I mentioned that I was to be reviewed to several colleagues, the responses varied from audible gasps to outpourings of sympathy, not one positive reaction. I assume after more people have been through the process, the impressions will change.” – “Some incorporation of clinical aspects as clinical judgement can be weak even if one is ethical and legislatively sound.’

Summary

Currently, the Quality Assurance Committee on behalf of the College organizes a minimum of 12 reviews annually. It is anticipated that, as the program matures, this number will increase to include a larger representation of the membership.

If you have any questions about the Peer Assisted Review process or any aspect of the Quality Assurance Program please do not hesitate to contact the College.

Rick Morris, Ph.D., C.Psych.
Deputy Registrar/Director, Professional Affairs
rmorris@cpo.on.ca

Congratulations

We are pleased to announce that Dr. Catherine Yarrow, C.Psych., Registrar and Executive Director of the College of Psychologists was elected to the Board of Directors of the Association of State and Provincial Psychology Boards (ASPPB) at its recent general meeting. ASPPB is the association of psychology regulatory/licensing boards in Canada and the United States. Formed in 1961, ASPPB creates the Examination for Professional Practice in Psychology (EPPP) which is used by regulatory/licensing boards to assess candidates for licensure and certification. ASPPB also offers mobility programs to assist in registration/licensure of psychologists already registered/licensed in another province, territory or state, and also publishes materials for training programs and for students preparing to enter the profession. We congratulate Dr. Yarrow on this important achievement.



Investigations and Hearings

The Committees involved in Investigations and Hearings reported the following activity between June 1 and August 31, 2002, the first quarter of the fiscal year:

Number of New Complaints against members: 11

Nature of Service

Custody & Access/Child Welfare Assessments	3
Correctional Assessments	2
Educational Assessments	1
Industrial/Organizational Assessments	1
Psychotherapy/Counselling	2
Other Service	2

Nature of Complaint

Conduct Unbecoming a Member of the College	1
Bias	1
Quality of Services	2
Inaccurate Information	2
Breach of Confidentiality	1
Inadequate Data to Support Conclusions	2
Improper Supervision	1
Failing to Provide Services Appropriate to User's Needs	1

The Complaints Committee considered a variety of cases and released 19 decisions regarding matters that had been under review. The *Nature of Disposition* of these matters is shown below:

Take No Further Action/ Dismiss	9
Advice	1
Written Caution	1
Caution with Undertakings	6
Referral to Discipline Committee	1
Deemed Frivolous/ Vexatious	1

The Executive Committee considered whether to appoint a Board of Inquiry following allegations about a member's incapacity in two cases. In one, it appointed a Board of Inquiry and decided not to take further action in the other.

The Discipline Committee adjourned one matter. It was agreed that the following information would be published in the Bulletin:

On September 18, 2001, Dr. Denton C. Buchanan entered into an Undertaking and Agreement with the College in resolution of matters then before the Discipline Committee. Dr. Buchanan is a principal of Disability Assessments Incorporated. Particulars of the resolution are set out in the October, 2001 edition of The Bulletin. One of the conditions of the Undertaking and Agreement was that Dr. Buchanan resign from the College by November 30, 2001.

The College did not receive Dr. Buchanan's resignation on or before November 30, 2001 and obtained information that Dr. Buchanan was continuing to practice psychology. The College also was advised by the College of Alberta Psycholo-

gists that Dr. Buchanan remained a member of that College, contrary to a representation by Dr. Buchanan in the Undertaking and Agreement. Accordingly, the Executive Committee referred to the Discipline Committee allegations that Dr. Buchanan breached the Undertaking and Agreement. In 2002, the Complaints Committee of the College referred allegations to the Discipline Committee relating to a complaint similar in substance to the complaints that were before the Discipline Committee in September, 2001. This complaint was received by the College prior to the entering into of the Undertaking and Agreement of September 18, 2001.

The foregoing discipline proceedings were adjourned sine die, on consent of all parties upon receipt from Dr. Buchanan of formal letters of resignation from Dr. Buchanan from the College of Psychologists of Ontario and the College of Alberta Psychologists.

Concerning Custody and Access

Almost one quarter of the 65 complaints currently being investigated at the College, arise from Custody and Access or Child Welfare Assessments. These are cases in which members of the College have been specifically retained to perform assessments to be used by the Courts for purposes of child placement. Although the College has not formally adopted any particular set of guidelines for performing such assessments, the Complaints Committee does consider submissions made by members that they have performed the assessment in accordance with generally accepted principles. In the Bulletin, volume 24(2), December 1997, the following statement was published:

The College does not formally endorse a set of guidelines related to the provision of custody and access services. The College does advise members working in this area of the useful information provided in the Ethical Guidelines for Psychological Practice Related to Child Custody and Access (1998) developed by the Ontario Psychological Association.

Members may wish to review the Ethical Guidelines for Psychological Practice Related to Child Custody and Access as well as the Guidelines for Child Custody Evaluation in Divorce Proceedings (1994) of the American Psychological Association, [American Psychologist, 49(7) 677-680], for guidance in this area of practice.

Members may also find the information and discussion presented in an older volume of the Bulletin [17(1), July 1990] to be of value.

In addition to the 'pure' Custody and Access service related complaints, the Complaints Committee has also recently considered a number of complaints in which members have provided services to children and families where custody and access is at issue. In these cases, members have encountered difficulty because they became involved, somewhat unintentionally, in the custody and access matters.

In one recent case, the Committee advised the member to review an article published by the California Board of Psychology. While there may be other such principles published, the Committee believed that the principles presented in this article would be particularly helpful in negotiating the tricky issues involved where one is working with a member of the family but has not been retained to make custody and access recommendations. This article: *Treating Psychologists in Child Custody Matters; Principles for Prudent Practice*, by Gary Rick, Ph.D., Licensed Psychologist and Lucia Tebbe, Esq., Attorney at Law was published in the Update, Issue 9, March 2002 of the California Board of Psychology. This issue may be accessed at www.psychboard.ca.gov/pubs/bop_2002_03.pdf. §



COLLEGE NOTICES

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

Retired

Since the publication of the last Bulletin, the following members have requested their Certificates of Registration be changed to Retired status. The College would like to wish them well in their retirement.

Ben Barkow
J. Carson Bock
Ruth M. Bray
Muriel Derrick
Norman Endler
Catherine Gildiner
Malcolm Godin
Anne Green
Margaret Hearn
Janet Hinchley
Ahmed Ijaz
Frederic L R Jackman
Glen Lawson
Dorothy Mandel
Patricia Oertel
Christos Papastergiou
Donald Posluns
Sandra Pyke
David Randall
Rosemary Scott
Yvonne L. Shaker
Doris Swan
John Paul Szalai
Peter West
George Wilkinson
John Williams
Barbara Wilson-Nolan

Suspended

The following individuals have had their Certificates of Registration suspended due to unpaid fees.

Neil Applebaum
David J. Baxter
Garland Brooks
Deborah Carroll
Douglas Cooper
Steven Cronshaw
Cynthia Kubu
Pierre Laviolette
Tanju Mishara
Shannon Muldrew
Richard Neufeld
Lynn Oldershaw
Norman Park
Annie Pettit
Dennis Robinson
Matti Saari
Richard D. Schneider
Warren Shepell
Patrick Sibbald
Lynn Stewart
Marta Townsend
Michael Vallis
Jill Worsley
Edward Zamble

Deceased

The College has learned with regret of the death of Dr. Gad Czudner and extends condolences to his family, friends and professional colleagues.



Resignation

The following individuals have resigned their membership in the College.

Gary Austin
 Joan Backman
 Denton Buchanan
 Doreen Darbis-Gibson
 Ray Engel
 Gail Eskes
 Glen Hamilton
 Polly Henninger
 Doreen Kimura
 Andrew Kizik
 Mary Klein
 Anne Liphardt
 Marvin MacLean
 William Maniago
 Sergio Piccinin
 David Romney
 Graham Saayman
 K. Samuel Solway
 Bruce Whitehouse
 Barbara Willson
 Marilyn Zivian

NOTICE OF UPCOMING ELECTIONS

In March 2003, elections will be held for two professional member positions on the College Council representing the two districts within the GTA: *Electoral District 5 (GTA East)* comprised of the addresses within the Municipality of Toronto which have postal codes beginning with M1, M2, M3, and M4, and the municipalities of Vaughan, Richmond Hill, Markham, Pickering, Ajax, Whitby and Oshawa; and, *Electoral District 6 (GTA West)* comprised of the addresses within the Municipality of Toronto which have postal codes beginning with M5, M6, M7, M8, and M9 and the municipalities of Mississauga and Brampton.

Members from these districts are encouraged to begin to think about running for a Council position or to consider colleagues who they might wish to nominate.

The December issue of the Bulletin will provide full details regarding the nomination procedure and the election process.

Conducting Assessments under the Ontario Disability Support Program: A Reminder

It has been brought to the College's attention that some members are not conducting full and complete assessments in preparing reports in support of a client's application under the Ontario Disability Support Program. The College wishes to remind members of Principle 2.8 of the Standards of Professional Conduct, which states that, *Professional opinions rendered by a member shall be founded on adequate and appropriate information* and that this principle applies to all work done.



Changes to the Register

The College would like to congratulate and welcome the 5 new *Psychologist* members and the 2 new *Psychological Associate* members issued with Certificates Authorizing Autonomous Practice since July 15, 2002. The College also wishes to welcome 3 new *Psychological Associate* members issued with Certificates Authorizing Interim Autonomous Practice.

PSYCHOLOGISTS

James Cantor
Shashi Goyal
Thomas Shing-fu Li
Roswitha Roese
James Alexander Seager

PSYCHOLOGICAL ASSOCIATES

Glen Robert Bailey
Linda Cossette

Interim Autonomous Certificates PSYCHOLOGICAL ASSOCIATES

Kevin L. Kapler
Catherine Arbuckle
Philip J. McMahon

The College would like to congratulate and welcome the 11 new *Psychologist* members and the 7 new *Psychological Associate* members issued with Certificates Authorizing Supervised Practice since July 15, 2002.

PSYCHOLOGISTS

Frances Fletcher Clark
Lauren Annette Dade
Kim Edelstein
Minakshi Gajjar
Alison Inglis
Jean-Luc Guy LeBlanc
Sandra Deanne McKenzie
Edward Joseph Peacock
Sohaila Raees
Robyn Margaret Westmacott
Pamela Beth Wilansky-Traynor

PSYCHOLOGICAL ASSOCIATES

Lisa Lea Bechtel
Julie Lynne Brundle
Lesley Covington
Maria Grazia De Palma
Maria Monika Adele Pepperall
Marcia C.A. Swaby
Cleidemar Estevam de Oliveira Teani

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.



THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

MAY 31, 2002

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THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

FINANCIAL STATEMENTS

MAY 31, 2002

F//G
 FREEDMAN // GOULD
 CHARTERED ACCOUNTANTS

F//G
 FREEDMAN // GOULD
 CHARTERED ACCOUNTANTS



AUDITORS' REPORT

To the Members of
The College of Psychologists of Ontario

We have audited the statement of Financial Position of The College of Psychologists of Ontario as at May 31, 2002 and the statements of changes in net assets, revenue and expenses and cash flow for the year then ended. These financial statements are the responsibility of the college's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free from material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the college as at May 31, 2002 and the results of its operations and the changes in its financial position for the year then ended in accordance with Canadian generally accepted accounting principles.

Toronto, Ontario
August 19, 2002

Frederick J. Gould
Chartered Accountants

1.

FREEDMAN / GOULD, CHARTERED ACCOUNTANTS 285 EGLINTON AVE. E., TORONTO, ON M4P 1L3 Tel: (416) 465-5502 Fax: (416) 465-4592

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
STATEMENT OF FINANCIAL POSITION
AS AT MAY 31, 2002

	2002	2001
ASSETS		
Bank	\$ 166,363	\$ -
Short-term investments	1,648,852	1,028,806
Sundry assets	27,419	21,370
Capital assets (Note 3)	346,669	77,523
	<u>\$ 2,389,503</u>	<u>\$ 1,128,699</u>
LIABILITIES		
Bank indebtedness	\$ -	\$ 125,225
Accounts payable and accrued liabilities	140,141	107,770
Registration fees received in advance	1,059,378	52,011
Loan payable (Note 4)	347,063	-
	<u>1,546,582</u>	<u>285,006</u>
NET ASSETS		
Net assets invested in capital assets	346,869	77,523
Net assets internally restricted for management purposes (Note 5)	437,350	437,350
Unrestricted net assets	56,284	328,826
	<u>842,921</u>	<u>843,699</u>
	<u>\$ 2,389,503</u>	<u>\$ 1,128,699</u>

APPROVED ON BEHALF OF THE BOARD

W. S. ...
...

See Accompanying Notes

2.



THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
STATEMENT OF REVENUE AND EXPENSES
FOR THE YEAR ENDED MAY 31, 2002

	2002	2001
REVENUE		
Registration fees	\$ 1,766,307	\$ 1,689,069
Examination fees	148,835	134,655
Interest and miscellaneous income	79,125	97,812
	<u>1,994,267</u>	<u>1,921,536</u>
EXPENSES		
Administration	1,265,098	1,237,972
Registration and examinations	249,442	239,990
Hearings	138,385	94,662
Government	109,455	131,472
Communication, education and training	70,948	90,138
Investigations and resolutions	69,232	109,968
Moving expenses	46,145	
Quality assurance	26,463	21,934
Professional organizations	16,437	25,860
Government relations	1,434	7,620
	<u>1,995,039</u>	<u>1,959,636</u>
DEFICIENCY OF REVENUE OVER EXPENSES	<u>\$ (772)</u>	<u>\$ (38,300)</u>

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED MAY 31, 2002

	Invested in Capital Assets	Restricted for Management Purposes	Unrestricted	2002 TOTAL	2001 TOTAL
NET ASSETS					
BALANCE - Beginning of year	\$ 77,523	\$ 437,350	\$ 328,820	\$ 843,693	\$ 881,893
(Deficiency) excess of revenue over expenses	(61,188)	-	60,416	(772)	(38,300)
Investment in Capital Assets	330,534	-	(330,534)	-	-
BALANCE - End of year	<u>\$ 346,869</u>	<u>\$ 437,350</u>	<u>\$ 58,702</u>	<u>\$ 842,921</u>	<u>\$ 843,693</u>

See Accompanying Notes

3.

See Accompanying Notes

4.



THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
STATEMENT OF CASH FLOW
FOR THE YEAR ENDED MAY 31, 2002

	2002	2001
During the year, cash flow was provided by (used in) the following activities:		
OPERATING ACTIVITIES		
Deficiency of revenue over expenses	\$ (772)	\$ (38,300)
Add: Items not involving cash		
Amortization	61,188	57,020
	60,416	18,720
Increase in short-term investments	(819,046)	(220,630)
Increase in sundry assets	(6,049)	(6,789)
Increase in accounts payable and accrued expenses	32,374	37,903
Increase (decrease) in registration fees received in advance	1,007,366	(328,449)
CASH FLOW PROVIDED BY (USED IN) OPERATING ACTIVITIES	275,061	(500,245)
FINANCING ACTIVITIES		
Proceeds of loan payable	385,000	-
Less: Loan repayments	17,937	-
CASH USED IN FINANCING ACTIVITIES	347,063	-
INVESTING ACTIVITIES		
Purchase of capital assets	(330,534)	(28,011)
NET INCREASE (DECREASE) IN CASH DURING THE YEAR	291,590	(528,256)
(BANK INDEBTEDNESS) CASH BALANCE, beginning of year	(125,225)	403,031
CASH BALANCE (BANK INDEBTEDNESS), end of year	\$ 166,365	\$ (125,225)

See Accompanying Notes

5.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
NOTES TO THE FINANCIAL STATEMENTS
MAY 31, 2002

1. **PURPOSE OF THE ORGANIZATION**
The College of Psychologists of Ontario is charged with developing, establishing and maintaining standards of qualifications for members of the profession under the terms of The Psychology Act (1991) and the Regulated Health Professions Act (1991). As a not-for-profit professional body, the College is not liable for income taxes.
2. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**
 - a) **Use of Estimates**
The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires that management make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses for the year. Actual amounts could differ from these estimates.
 - b) **Capital Assets**
Capital Assets are recorded at cost less accumulated amortization. Rates and bases of amortization applied to write off the cost of capital assets over their estimated useful lives are as follows:

Furniture and equipment	5	years straight-line
Computer equipment	4	years straight-line
Leasehold improvements	10	years straight-line or the remaining term of the lease
 - c) **Registration fees**
In accordance with the regulations of the organization, annual registration fees cover a period of twelve months commencing June 1st of each year. Registration fees received prior to May 31, 2002 covering the subsequent period from June 1st, 2002 to May 31, 2003 have been deferred.

Continued

6.



THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
NOTES TO THE FINANCIAL STATEMENTS
MAY 31, 2002

3. CAPITAL ASSETS

	Cost	Accumulated Amortization	Net Carrying Amount
	2002	2002	2001
Furniture and equipment	\$ 192,910	\$ 161,696	\$ 30,214
Computer equipment	119,265	101,288	17,977
Leasethold improvements	433,620	137,942	295,678
	<u>\$ 747,795</u>	<u>\$ 400,926</u>	<u>\$ 346,869</u>
			<u>\$ 77,523</u>

4. LOAN PAYABLE

A convertible revolving bank loan bearing interest at prime rate is repayable in monthly payments of \$3,174 plus interest. The loan is secured by a hypothecation of short-term investment in the amount of \$365,000, and a general security agreement.

The future loan principal repayments are as follows:

2003	\$ 38,088
2004	38,088
2005	38,088
2006	38,088
2007	38,088
Thereafter	190,440
	<u>156,623</u>
	<u>\$ 347,063</u>

5. NET ASSETS INTERNALLY RESTRICTED FOR MANAGEMENT PURPOSES

The Core Reserve Fund is to be utilized in extreme circumstances as determined and approved by the Council of the College. At the end of each fiscal year, an allocation from any excess of revenue over expenses is made to maintain the core reserve fund to a maximum of 75% of budgeted annual salaries of the College.

Continued

7.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
NOTES TO THE FINANCIAL STATEMENTS
MAY 31, 2002

6. COMMITMENTS

Under the terms of a lease expiring December 31, 2011, the College is liable for the following minimum annual rental payments.

2003	\$ 73,150
2004	79,246
2005	87,780
2006	87,780
2007	93,876
	<u>\$ 421,832</u>

7. FINANCIAL INSTRUMENTS

The College's financial instruments consists of cash in bank, short-term investments, and accounts payable and accrued liabilities. It is management's opinion that the College is not exposed to significant interest risk arising from these financial instruments.

Continued

8.



The Bulletin is a publication of the College of Psychologists of Ontario

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Jennifer Connolly, Ph.D., C.Psych.

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The Bulletin is published quarterly. Subscriptions for members of the College are included in their registration fee. Others may subscribe at \$20 per year, or \$5.00 per single issue. The College will also try to fill requests for back issues of the Bulletin at the same price.

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Les articles dans ce numéro de The Bulletin sont disponibles en français.

Mission

To serve and protect the public interest: by promoting excellence in the profession, by ensuring that psychological services are safe and effective, and by advocating for accessibility to psychological services.