

Infection Control Guidelines for Regulated Health Practitioners

The Ministry of Health and Long-Term Care has had a renewed focus on infection control expectations in the health care delivery system over the last few months. This has resulted in audits of acute care hospitals and infection control standards and guidelines for health care providers in all settings.

Some of the Health Professional Colleges participated in the development of recommendations regarding standards and guidelines which resulted in three important documents available directly from the Ministry website at www.health.gov.on.ca.

[Information for Health Care Professionals : Infection Control and Surveillance Standards for Febrile Respiratory Illness in Non-Outbreak Conditions in Acute Care Hospitals](#) released January 6, 2004

[Preventing Respiratory Illnesses In Community Settings - Guidelines for Infection Control and Surveillance for Febrile Respiratory Illness \(FRI\) in Community Settings in Non-Outbreak Conditions](#) released March 11, 2004

[Preventing Respiratory Illnesses Protecting Residents and Staff in Non-Acute Care Institutions - Infection Control and Surveillance Standards for Febrile Respiratory Illness \(FRI\) in Non-Outbreak Conditions](#) released March 11, 2004

It is the responsibility of all health care providers to ensure they are familiar with the guidelines and directives of the Ministry as they relate to their practice setting. To assist members in this, the College regularly updates the College website to include new information provided by the Ministry. Members should regularly visit either the Ministry or College website and review any new infection control documents posted.

**Part Time Contract Position Available:
Practice Advisor
See Page 10**

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- Barbara Wand Seminar: Audio, Video Order Form

President's Message

At the end of May, I will finish the second of two, three-year terms as the representative of Electoral District 1 (North) on the Council of the College of Psychologists. Six years ago, when I was first approached to run for Council, I was motivated to do so in order to give something back. The profession had been good to me; it was time for me to give something back. I also believed that I had something to offer, that I could do some good, and make things better. . . probably the same kinds of feelings that motivated many of us to embark on a career in psychology.

I must admit I was somewhat naive about the amount of time and energy that my involvement on the Council would consume. Not unlike most members of the College, I was relatively unaware of how the Council operates, how the statutory committees of the College function, or even how the day-to-day work of the College gets done.

I've logged a lot of miles in the past six years. I've been a member of almost every committee of Council. So now I have to ask myself, "Is the scorecard even?" Has all the work I've done, the miles traveled, the time away from home, the countless hours of reading and the many days of committee work totaled up enough points that I have paid back the profession? My answer to this must be, "No."

As it turns out, I'm still in debt. There is no question that my contribution to the College and therefore to the profession over the past six years has been significant; but, on balance, what I have gained has been so much more.

My time on Council has afforded me the opportunity to appreciate the significant contribution of psychological practitioners in this province. I now know a lot about professional regulation. Not as much as the College staff, but much more than I knew six years ago and not just regulation of the practice of psychology, but regulation generally. I know a lot about our profession in this province; the breadth of practice, the range of service and yes, the variation in expertise and professional practice. I know that the members of our College provide competent and much needed service to the people of this province. I know that there are a few, very few, members who sometimes lose sight of the values of this profession and when this occurs, the College has a very important responsibility to the public.

I've been privileged to represent the Council of the College at national and international meetings and have met regulators from all over North America. It was always with a sense of pride that I would find that Ontario is a leader, nationally and internationally, in the regulation of psychology. The legislation, guidelines and processes that have been developed in Ontario are frequently adopted as models by other jurisdictions. Our Registrar is a leader in her field; much respected and routinely consulted by other regulators.

I'm a better psychologist for having experienced these six years on Council. I can think my way through ethical issues more effectively, because of the things I've learned as a member of the Council. I have gained a broader perspective on the practice of psychology generally, and the contributions of our members to the larger community. I've met people and made contacts that have been invaluable, and I believe I've been helpful to others in this profession as they search for answers.

So while I began my involvement on the College Council with thoughts of giving something back, I now find that as much as I have tried to "do" for my profession, my experience on the College has done much more for me.

Thank you all for the opportunities that you have given me over the past six years to learn and grow as a psychologist and as a person.

Mary Ann Mountain, Ph.D., C. Psych., ABPP/CN
President, College of Psychologists of Ontario

What's New in Registration?

New Applications Forms On-line

Application Forms for Supervised Practice

Work has just been completed on new application forms for individuals applying for a Certificate Authorizing Supervised Practice. The new forms use terminology that is consistent not only with current privacy and human rights legislation, but with the requirements of the Mutual Recognition Agreement signed by all Canadian provinces and territories. Each form is now available on the College's website at www.cpo.on.ca in the Registration section. The Acrobat Reader format of the new forms allows an applicant to complete the form on-line and print it for submission. If the applicant does not wish to complete the forms on-line, the entire form may be printed and completed. It is still necessary to submit the application form and fee by mail.

Application Forms for Interim Autonomous Practice

Individuals applying to practise psychology in Ontario with the ASPPB Certificate of Professional Qualification (CPQ); through the terms of the Mutual Recognition Agreement; or, another reciprocity agreement may submit an application for interim autonomous practice. Newly developed application forms for interim autonomous practice are also available on the website, and can be filled in on-line or printed for completion.

Jurisprudence and Ethics Examination

In March 2004 the College Council approved a new *Blueprint of Areas and Topics for the Jurisprudence and Ethics Examination*. The examination administered on March 28, 2005 will be the first examination constructed from the new *Blueprint*. The next examination will take place on September 26, 2004 and will use the current *Blueprint*.

The new *Blueprint of Areas and Topics for the Jurisprudence and Ethics Examination* is outlined below:

Blueprint of Areas and Topics for the Jurisprudence and Ethics Examination

Areas

Application

Activities of members related to the application of psychology to human issues/problems; often described as "applied psychology." Includes applications of Clinical Psychology, Counselling Psychology, School Psychology, Forensic/Correctional Psychology, Clinical Neuropsychology, Health Psychology, Rehabilitation Psychology, Industrial/ Organizational Psychology, and Academic Psychology.

Research

Activities of members related to the collection, study and use of data for the purpose of answering a research question. Includes research with animals; studies conducted primarily to answer research questions; and studies in which the Member is conducting applied work but where additional data are collected to answer a research question (sometimes called “clinical research”). Also includes research in which students/trainees/supervisees become research participants. (Does not include the study of available information for quality management purposes [e.g. average waiting time for clients]. Quality management is classified below as a business practice.)

Teaching/Supervision

Activities of members related to teaching, training, and supervision of students, interns, registration candidates and non-regulated professionals.

Topics

Boundaries/Multiple Relationships

Avoidance and management of dual and multiple relationships and the establishment and maintenance of boundaries, in the three areas of application, research, and teaching/supervision. (For example: conflicts of interest; unacceptable dual/multiple relationships; methods for managing dual/multiple relationships and conflicts of interest; appropriate boundaries; risk to boundaries; and knowledge of relevant legislation and regulations.)

Business - Professional Practices/Quality Assurance

Appropriate business practices related to the three areas of application, research and teaching/supervision. (For example: advertising; use of title; billing practices; arrangements for absences; fiscal and personnel management; mandatory reporting responsibilities as manager or partner; quality management activities; ongoing continuing education practices; accountability to the College and other regulators, including College Quality Assurance Reports, response to College inquiries; submission of research progress reports to granting agencies; required office safety inspections.)

Civility

Courtesy, respectfulness and sensitivity in interactions with clients, students, research participants, colleagues, members of other professions and disciplines, and the public. (For example: cultural sensitivity, timeliness of response, tone of communications, the sensitive communication of feedback.)

Confidentiality/Privacy/Record Keeping

Protections, security, and exceptions regarding privacy and maintaining confidentiality, as related to the areas of application, research, and teaching/supervision. (For example: limitations on information to be collected; maintaining security of collected information; ownership of and rights to access stored confidential information; protection of privacy of third parties, duty to protect/warn; mandatory reporting of a child in need of protection; mandatory reporting of sexual abuse by regulated health professionals; and knowledge of relevant legislation and regulations.)

Delivery/Practice

The process and procedures related to the areas of application, research and teaching/supervision. (For example: knowledge of the scope of practice of members and its relationship to other professionals; competence; risk-benefit analyses; adequacy of assessment tools and practices; awareness and appropriate management of biases and values.)

Feedback/Reports

Providing accurate, clearer, objective and understandable feedback and reports regarding assessments, diagnoses, evaluations, and findings, as related to the areas of application, research, and teaching/supervision. (For example: communicating a diagnosis; writing reports and articles that are clear, justifiable, and balanced; and attending to characteristics such as sensory impairments.)

Informed Consent

Informed consent in the context of application, research participation, teaching/supervision, and for the release of confidential information. Includes awareness of issues with respect to vulnerable populations. (For example: capacity, freedom of consent, adequacy of information provided, substitute decision-making, assent, use of consent forms; and knowledge of relevant legislation and regulations.)

A comprehensive list of legislation, professional standards and guidelines relevant to all members of the profession may be found on the College's website.

Change in Examination Accommodations

There has been a change in the accommodations available for individuals writing the Jurisprudence and Ethics Examination and the Examination for Professional Practice in Psychology. The Registration Regulation (section 4.2) states that, "The applicant must be able with reasonable fluency to speak and write either English or French." Both the Jurisprudence and Ethics Examination and the Examination for Professional Practice in Psychology are available in English and French. Effective June 1, 2004, the practice of allowing additional time for candidates for whom English or French is not a first language to write either the Jurisprudence and Ethics Examination or the Examination for Professional Practice in Psychology will be discontinued.

Revised Definitions of Practice Areas

At the March 2004 College Council meeting, revisions to the definitions of the eight practice areas of psychology were approved. The complete revised versions are available on the College website, but a brief description of the changes is provided here.

The basic definition of the area of *School Psychology* remains the same, but to declare competence in school psychology, members are expected to be currently practising, or to have had substantial practice, in a school setting.

In practising psychology, one must be able to determine the nature of the client's difficulty in order to treat the client and to evaluate the effectiveness of the treatment provided. Therefore, the ability to communicate a differential diagnosis must apply to all psychological associates or psychologists, with the exception of those practising exclusively within the area of *Industrial/Organizational Psychology*. The ability to formulate and communicate a diagnosis is required in the practice areas of: *Clinical Psychology*, *School Psychology*, *Clinical Neuropsychology*, *Counselling Psychology*, *Forensic/Correctional Psychology*, *Health Psychology*, and *Rehabilitation Psychology*. The previous definitions of the knowledge and skills were not explicit with respect to formulating and communicating a differential diagnosis in some of these practice areas.

Members may also have noticed that there is a new *Declaration of Competence* form. The area of *Academic Psychology* has been removed and the form now lists only the eight practice areas outlined above. As noted in Section 8 of the Registration Regulation, *Academic* is a status of certificate of registration, similar to *Regular Status* or *Inactive Status* and not an area of practice.

Volunteers Wanted

The College of Psychologists requires ***VOLUNTEERS: ORAL EXAMINERS*** to participate in the Oral Examination of Candidates seeking Registration.

The College of Psychologists of Ontario conducts oral examinations of candidates for registration, in Toronto, twice a year, in December and June. Each candidate is interviewed by a team of three members who question the candidate in areas of general practice and in the application of ethical and jurisprudence knowledge. To offer each candidate, who is ready to undergo this final step in the registration process, the opportunity for this interview, the College requires a number of oral examiners for each session. At the recent examinations conducted in December 2003, a total of 29 examiners were involved.

Qualifications

- Five or more years of practice since registration
- No disciplinary action pending
- Members able to conduct the oral examinations in French are especially needed

Availability

Examinations take place over a three-day period and examiners should be available for the entire examination schedule. Examiners are required for orals scheduled to take place December 1-3, 2004, June 1-3, 2005, and November 30 - December 2, 2005.

Compensation

Each examiner is paid a daily honorarium and as well, travel and accommodation expenses are covered.

Application Process

The selection of members to assist with a particular set of oral exams, from among those who are interested, is made based on a number of criteria. These include the necessity to match examiners' area of practice with that of the candidates, the need to provide bilingual examiners for Francophone candidates, and the desirability of having both new and experienced examiners on each team. In addition, the College strives to ensure the examination teams are made up of members from across the province and represent both male and female practitioners. Due to the need to match examination teams with candidates, it is not always possible to involve all interested members as examiners.

If you are interested in being on the roster of oral examiners please send a letter of interest to the College, to the attention of the Ms. Connie Learn, Director, Registration and Administration. Please indicate your area of practice, as well as your availability for the upcoming December 2004, June 2005 and December 2005 dates or your interest in being considered at some future time.

Investigations and Hearings

The Committees involved in Investigations and Hearings reported the following activity between March 1 and May 11, 2004 (cumulative statistics for current fiscal year in parentheses)

Number of New Complaints: 13

Complaints Received by Nature of Complaint

Bias	3	(7)
Boundary Violation		(2)
Breach of Confidentiality	1	(3)
Conflict of Interest		(1)
Failure to Obtain Informed Consent		(4)
Failure to Fulfill Terms of Agreement with User		(1)
Failure to Render Services Appropriate to User Needs	2	(6)
Failure to Respond in a Timely Manner	2	(2)
False, Misleading or Inaccurate Information	1	(4)
Fees and Billing Problems	1	(2)
Illegal Conduct		(1)
Improper Supervision	2	(5)
Inaccurate Data to Support Conclusions		(4)
Insensitive Treatment of Clients	1	(2)
Quality of Services		(3)
Sexual Comments/Questions		(1)
Sexual Touching		<u>(4)</u>
	13	52

Complaints Received by Nature of Service

Corrections Assessment		(7)
Custody & Access Assessment/Child Welfare	3	(8)
Educational Assessment		(4)
Mediation		(1)
Neuropsychological Assessment	1	(2)
No Service Provider	1	(2)
Other Assessment	2	(6)
Psychotherapy/Counselling	3	(10)
Rehabilitation Assessment	2	(6)
Supervision	1	(4)
Teaching/Training		<u>(2)</u>
	13	52

Decisions Released by Nature of Disposition

Take no Further Action (Dismiss)	9	(25)
Take no Further Action, following Facilitated Resolution)	1	(3)
Advice	3	(24)
Written Caution	4	(13)
Written Caution with Undertakings	2	(6)
Refer to Quality Assurance Committee		(2)
Refer to Discipline Committee		<u>(2)</u>
	19	75

Disciplinary Proceedings:

The Discipline Committee of the College holds hearings into allegations of professional misconduct and/or incompetence. A summary of disciplinary proceedings is provided for the information of the public, members of the College, and other practitioners.

Findings of the Discipline Committee

Dr. Antoinetta Mantini-Atkinson, C.Psych.

The Executive Committee referred specified allegations to the Discipline Committee with respect to the above-named member, to the effect that she had allowed her professional liability insurance policy to lapse, contrary to By-Law 22 of the College of Psychologists of Ontario. It was alleged that this conduct amounted to professional misconduct contrary to s.1(34) of O. Reg. 801/93, made pursuant to the *Psychology Act, 1991*, S.O. 1991, Chap. 38. As a result, Dr. Mantini-Atkinson practiced without professional liability insurance for the period June 15, 2001 to May, 2002.

On February 17, 2004, Dr. Mantini-Atkinson pled guilty to these allegations. The Discipline Committee accepted a joint submission by the parties and imposed the following penalty:

1. The Committee ordered that Dr. Mantini-Atkinson appear before it to be reprimanded and that the fact of the reprimand be recorded on the public register.
2. The Committee ordered that Dr. Mantini-Atkinson's Certificate of Registration be suspended for a period of fourteen (14) days, commencing on March 19, 2004.

At the hearing, the College prosecutor submitted, and Dr. Mantini-Atkinson acknowledged through her counsel, that it was her ultimate responsibility to ensure that her professional liability insurance policy was kept in good standing. The parties also submitted that the proposed penalty was appropriate in light of mitigating factors, including: (1) Dr. Mantini-Atkinson's early guilty plea; (2) that Dr. Mantini-Atkinson had delegated issues relating to her professional liability insurance policy to others and feels that her trust was violated; (3) that the professional liability insurance policy was allowed to lapse by inadvertence, not deliberately, and without Dr. Mantini-Atkinson's knowledge; and (4) that when Dr. Mantini-Atkinson learned that her professional liability insurance policy had lapsed, she took prompt and appropriate steps to obtain a new policy and did obtain a new policy. In light of the foregoing, it was submitted that this conduct is unlikely to repeat itself.

Dr. Alvin H. Shapiro, C.Psych.

A hearing was held on March 4, 2004, into allegations against Dr. Shapiro arising from three separate complaints.

Established Facts:

The following is a summary of the conduct which was described in a Statement of Agreed and Uncontested Facts:

- Failing to establish and maintain appropriate professional boundaries
- Asking questions and providing interventions which might reasonably be perceived by the client as sexual in nature and which were not clinically appropriate in the circumstances
- Failing to provide an adequate explanation or take reasonable steps to ensure that the purpose of his actions was understood
- Making inappropriate personal disclosure of a sexual nature, or which could reasonably have been interpreted as sexual in nature

- Failing to have reasonably foreseen that such comments and actions would have caused some confusion about the nature of the relationship to the client
- Failing to refrain from such conduct, after receiving a request to do so

Decision:

Based upon the Statement of Agreed and Uncontested Facts, the Panel found that Dr. Shapiro had committed professional misconduct.

Penalty:

- A reprimand, the fact of which is to be recorded on the public register
- A six month suspension of his Certificate of Registration, to be suspended if, within 12 months, he successfully:
 - completes a course on boundaries; and
 - one year of clinical practice review and advice by a member appointed by the Registrar
- A limitation on his Certificate of Registration forbidding him from conducting sex therapy. This limitation may be suspended after one year, following the successful completion of the above conditions as well as:
 - successful completion of a program on theory and practice of sex therapy, which has been approved in advance
 - initiation of an additional one year of clinical practice review and advice by an expert in sex therapy
- If, upon a report from the Practice Reviewer/Advisor, the Registrar is satisfied that Dr. Shapiro may practice sex therapy without posing any risk to the public, the limitation on providing sex therapy may be removed
- Sex therapy is defined as: any attempt to provide any kind of intervention whatsoever, including but not limited to the provision of counselling or therapy, relating to an individual's or couple's sexual functioning. General questions about sexual functioning contained in a standard assessment protocol are not included in this definition, provided that no intervention is offered or provided as a result of any answers given

Panel's Reasons:

- The facts were considered very serious
- The conduct was not clinically or otherwise appropriate in the circumstances
- There were no prior disciplinary findings during many years of service
- The agreement to plead guilty or 'no contest' spared the complainants the distress of testifying and being subjected to cross-examination
- There was a demonstration of willingness to engage in rehabilitation, and
- The penalty is of significant severity and allows for public protection as the Registrar can take action if the Practice Reviewer/Advisor indicates that rehabilitation is not proceeding satisfactorily.

Further information about these proceedings is on the Public Register of the College and may be obtained by contacting The College of Psychologists of Ontario.

Part Time Contract Position Available

The College of Psychologists of Ontario is seeking a Practice Advisor

Reporting to the Deputy Registrar/Director, Professional Affairs this experienced practitioner will provide practice advice to members of the profession, respond to inquiries from members of the public and assist with the administration of the College's Quality Assurance and Client Relations Committees.

Qualified applicants will be members of the College of Psychologists with at least five years of broadly based professional practice experience; possess excellent interpersonal and oral and written communication skills; be well organized; possess good judgment and analytical skills; and demonstrate a clear understanding of the mandate of the College.

This is a two or three day a week contract position with a competitive salary. Reply, in confidence, by June 30, 2004 enclosing Curriculum Vitae to:

Practice Advisor
The College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
practiceadvisor@cpo.on.ca

Annual Membership Renewal

Please ensure you received your package!

All members should now have received the 2004-2005 annual membership renewal package. These were mailed on April 15, 2004. The package contains the Practice Update Form, an invoice for the fees due, as well as other information on completing the required information. Membership renewal forms and fees are due by June 1.

Do not forget to complete and sign the Practice Update Form ensuring the information is accurate and up-to-date. As well, it is important that you complete the separate section regarding mandatory Professional Liability Insurance.

If you have not received your renewal package, or if you have any questions about the forms or any aspect of the renewal process, please contact the College.



COLLEGE NOTICES

Election Results

Elections to Council were held this year in Electoral District 1 (North), District 2 (Southwest), and District 3 (Central).

The Council welcomes:

Josephine Tan, Ph.D., C.Psych., elected in District 1
Maggie Gibson, Ph.D., C.Psych., acclaimed in District 2 for second term
Dorothy Cotton, Ph.D., C.Psych. acclaimed in District 3 for second term

In an effort to introduce these members of Council, reproduced below are the Biographical and Candidate Statements submitted by the candidates as part of the election process.

Josephine C. H. Tan, Ph.D., C. Psych.
Electoral District 1 - North

Biography and Candidate Statement

I am a clinical psychologist, an Associate Professor of Psychology, a Co-Director of the Psychology Clinic and a faculty member with the Women's Studies Collaborative Program at Lakehead University. I received my PhD from the University of New Brunswick, and undertook clinical training for two years at the Children's Hospital of Eastern Ontario and the Ottawa General Hospital. Following that, I joined Lakehead University and worked in the McKellar General Hospital for a year in supervised practice before gaining the certificate for autonomous practice.

I adopt a strong scientist-practitioner approach in my work. My academic activities include teaching and research training at the undergraduate and graduate level, and clinical supervision of graduate practicum students. My research interests relate to clinical issues in rural and remote communities, seasonal depression, and family violence. I am part of the Centre of Excellence for Children and Adolescents with Special Needs, collaborate with the Government of Nunavut on research with the Inuit, and have a program of collaborative research on seasonal affective disorder and biological rhythms. My clinical activities include providing clinical consultation to the Lakehead University Health and Counselling Centre, involvement with the McMaster's Family Medicine North training program, and a long-term partnership with the Canadian Mental Health Association for public education on mental health issues. I have a private practice which also serves as a training opportunity for the graduate students. I am a member of APA, CPA, American Psychological Society, and Society for Light Treatment and Biological Rhythm.

There are a number of issues that face us today. There is general ignorance among the public and allied health disciplines about our epistemology, the scientific basis to our practice, the rigor of our training, and the high ethical standards and accountability to which we hold ourselves for the protection of the public.

Consequently, there is a general perception that anyone can practise psychotherapy. My work with the Canadian Mental Health Association and with the Family Medicine North program gave me the venue to help the public and the medical professionals understand who we are, what we do, and the importance of extensive formal scientific training in our practice. I believe that we need to continue to reinforce the scientific aspects of our discipline, work with the other Colleges to increase their understanding of psychology and continue to enlist their support in our efforts to have psychotherapy become a controlled act. Another issue is telehealth care. Although technology has made mental health services accessible to rural and remote communities, we do not have regulations that define the parameters of adequate supervision and practice of psychological services from a distance. This is a matter of great relevance to the northern region where the need for psychological services far outweighs the resources. We need to ensure that the northern population is looked after without compromising the quality of care. Finally, the College needs to develop a position on some of the online training that confers clinical degrees requiring formal and supervised clinical training. All these aforementioned issues are important in protecting public safety and ensure that our profession stays true to its integrity, standards and accountability.

Maggie Gibson, Ph.D., C.Psych.
Electoral District: 2 (Southwest)

Biography:

I have been a staff psychologist at Parkwood Hospital, St. Joseph's Health Care London (SJHC), since 1993. My role includes program development, applied research and clinical consultation for the Veterans Care Program (a 360 bed service with inpatient and outreach components). I am the lead collaborator for Vet-link, a national, interdisciplinary clinical-research network for veterans care (www.vet-link.ca).

I hold appointments as Clinical Adjunct Faculty, Department of Psychology, University of Western Ontario (UWO) and Associate Investigator, Rehabilitation and Geriatric Care Program, Lawson Health Research Institute, London. I represent the Canadian Psychological Association on the steering committee of the Canadian Coalition for Seniors Mental Health, and I am a member of the Gender, Sex and Health research review committee of the Canadian Institutes of Health Research. I have served as SJHC's Professional Practice Leader for Psychology and on the UWO Research Ethics Review Board. I regularly participate in community-based and professional conferences and publish in the gerontology literature.

I obtained my Ph.D. from UWO in 1987, followed by a postdoctoral fellowship in pain research and management. I have been a Registered Psychologist in the Province of Ontario since 1988.

Candidate Statement:

I believe that the public protection mandate of the College requires a balance between proactive and reactive strategies. We need to facilitate the availability of competent and ethical providers, to identify when remediation is an appropriate response to error, and to curtail the unprofessional and unethical activities engaged in by a minority of our peers.

I also believe that the Colleges can play a major role in assisting the public, service providers and organizations to find their way amid the tensions and ambiguities that accompany reshaping of health care both provincially and nationally. We will do this by maintaining professional standards, engaging in dialogue and problem solving about contentious issues, and liaising with other professional and political groups. I believe that this College has, and should strive to maintain, a leadership position in health care regulation.

I was elected to the College Council representing District 2 in October 2001. In my first term I served on the Complaints Committee, Discipline Committee (past year as Chair), Quality Assurance Committee (present year as Chair), and Executive Committee (currently member at large). I would welcome the

opportunity to serve a second term on Council to further my contribution to the regulation of the profession of psychology in Ontario.

Dorothy Cotton, Ph.D., C.Psych.
Electoral District: 3 (Central)

My career in psychology has spanned more decades than I care to think about, but during that time I have managed to have a taste of a variety of different areas of psychological practice. I am currently the neuropsychology consultant for Ontario for Correctional Services Canada. This position came on the heels of 25 years in a variety of positions at a provincial psychiatric hospital—general adult psychiatry, geriatrics, forensics—as well as stints as a department head and a program director. I have practiced at both the masters and the PhD level and have a good appreciation of the complexity of the issues around the registration and “name” issues. In addition, I have a long standing but small private practice, I have taught at both university and community college level, I write newspaper and magazine columns about psychology I am actively involved in graduate student training, am a member of a number of professional organizations (including the Canadian Association of Chiefs of Police—I suspect the only Psychologist member!), have degrees from McGill, Purdue and Queen’s...

I guess the point is that I have a fairly broad perspective on the practice of psychology and I think that is probably the strength I bring to the College. I am currently running for my second term on Council, and it is work I consider valuable and essential to the well-being of our profession. My role on Council is that of “worker bee.” I don’t have a “cause” within the profession. I think my contribution is to offer the perspective of those of us out in the trenches, to try to maintain that ever delicate balance between the protection of the public and the interest of the profession (which are, in the end, the interests of the public). It does mean at times that we have to gently prod members of the profession to stop and think about what they are going—or even to stop doing what they are doing. But equally it means assisting the profession as whole to offer all the many things it has to offer.

I would welcome to opportunity to serve on Council as your representative for another term.

Thank You...

The Quality Assurance Committee wishes to thank the many members who volunteered to submit their *Self Assessment Guide and Professional Development Plan* as part of the Committee’s review of this process. The Committee was interested in better understanding how members link their *Self Assessment Guide and Professional Development Plan* to their continuing education activities. The materials submitted were extremely useful and an article is being prepared for a future Bulletin discussing the findings of this review.

Changes to the Register

The College would like to congratulate and welcome the 2 new *Psychologist* members issued with Certificates Authorizing Autonomous Practice between December 15, 2003 and April 30, 2004. The College also wishes to welcome the 4 new *Psychologist* members issued with a Certificate Authorizing Interim Autonomous Practice.

PSYCHOLOGISTS

Rebecca Baird
Ben Chung-Hsing Kuo

INTERIM AUTONOMOUS CERTIFICATES

PSYCHOLOGISTS

Sylvie Bourgeois
Rosemarie Krausz
Bernadette Laframboise
Yves Turgeon

The College would like to congratulate and welcome the 37 new *Psychologist* members and the 16 new *Psychological Associate* members issued with Certificates Authorizing Supervised Practice between December 15, 2003 and April 30, 2004.

PSYCHOLOGISTS

Revital Ben-Knaz
Olivera Bojic-Ognjenovic
Mila Buset
Wenna Chan Reynolds
Ravi Choudhry
David Collins
M. Christine Curran
Ida Dickie
Robert Duck
Camille Frey
Anna Gold
Brent Hayman-Abello
Peter Hoaken
Sandeep Hunjan
Galit Ishaik
Nasreen Khatri
Sean Kidd
Rossana Lake
Lisa Linders
A. Peter MacLean
Kirsten Oinonen
David Paré
Catherine Pryor
Margaret Reid
Deborah Reixach
Nicole Rielly
Carol Root
Rachel Shayna Rosenbaum
Karen Rowa
Angela Saunders
Rajko Seat
Geris Serran
Judith Smith

Daniel Taylor
Nicole Varshney
Serine Warwar
Heather Wheeler

PSYCHOLOGICAL ASSOCIATES

Casey Batchelor
Geneviève Bureau
Kingsley Caldwell
Paola Caponetto
Mary Helen Champagne
Jane Cuttress
Grazyna Gronkowska
Michelle Joly
Mary Kirby
Susan Koschmider
Billy Mangos
Nancy Montgomery
Larisa Selivanov
Amanda Symboluk
Roy Thompson
Teresa Young

Deceased

The College has learned with regret of the deaths of **Dr. Gerald Plum** and **Dr. G. A. V. Morgan** and extends condolences to their families, friends and professional colleagues.

THE THIRTEENTH ANNUAL BARBARA WAND SEMINAR

SUPERVISION IN THE PRACTICE OF PSYCHOLOGY

Principles of supervision, pitfalls, tips, and ethical dilemmas

DR. RODNEY GOODYEAR, co-author of *Fundamentals of Clinical Supervision*

AUDIO AND VIDEO CASSETTES
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The Thirteenth Annual Barbara Wand Seminar in Professional Ethics, Standards and Conduct was held on Friday, May 7, 2004 in the Alumni Hall of the University of St. Michael's College.

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