

# The CAP Monitor

College of Alberta Psychologists

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To serve the interests of the public and guide the Profession of Psychology.

## Supervision by Jean L. Pettifor

*You have supervisory responsibility for Enid, a provisional psychologist who is usually quite competent but sometimes really misses the boat. Enid has assessed a client and recommended specialized treatment at a residential centre for seriously disturbed youth. After the residential centre's admissions committee has reviewed the application, you receive a stinging letter from the psychologist at the centre. The psychologist points out inadequacies in the assessment and the potential for damage to the client's family as well as for the wasting of public funds. You have had no previous involvement in the case. What are the ethical issues in this situation, and what do you do next?*

The College of Alberta Psychologists is committed to providing more recognition and support for supervisors, as supervision is an extremely important professional activity for many psychologists. Since supervisors are charged with monitoring a colleague's competence to practice, they deserve the highest recognition for their contributions to the credibility and status of the profession. Supervisors are responsible for the welfare of clients, the staff they supervise and the agency or work setting in which they are situated. Ethically, they may not exploit the supervisory relationship for self-interest, and legally, they are responsible for the services provided under their supervision.

### Defining supervision

The Association of State and Provincial Psychology Boards defines supervision as a relationship that focuses on developing, enhancing and evaluating the supervisee's skills, knowledge and behaviour in the practice of psychology. Supervision is

neither psychotherapy nor consultation. The effectiveness and success of supervision depends to a large extent on the nature and quality of the relationship between the supervisor and supervisee, and on the characteristics of the persons involved. Supervision has a central role in the development of professional identity and commitment to ethical behaviour.

The Mutual Recognition Agreement defines supervision as a kind of management that involves responsibility for the services provided under one's supervision. It may involve teaching in the context of a relationship that is focused on developing or enhancing the competence of the person being supervised. Supervision is a preferred vehicle for integrating practice, theory and research, with the supervisor acting as a role model.

The draft ethical guidelines for supervisors and supervisees developed by the College of Alberta Psychologists define the objectives of supervision as:

1. Education and the learning of competent practice in psychology by supervisees.
2. Assurance of competent and ethical services for clients of supervisees.
3. Protecting the credibility of the employing agency in providing competent services.
4. Meeting the requirements of supervisees to complete educational programs.
5. Meeting the requirements of the supervisees to become licensed practitioners.
6. Adhering to the administrative rules and policies of the employing organizations.

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## Supervision (continued) by Jean L. Pettifor

### Revised standards

The College has recently introduced a number of measures to help psychologists provide competent and relevant supervision services. In addition to providing information about the *Alberta Health Professions Act* and the Mutual Recognition Agreement, the College has revised the standards for supervising provisional psychologists and made them more specific.

For example:

- The College's Registration Committee must approve a supervision plan before the supervision begins.
- A supervisor has to have been chartered for five years or more, and not be under orders of discipline.
- There are rules on the ratios of supervision to practice hours, on-site to off-site supervision and individual to group supervision.
- The standards set out the requirements for co-signing reports, keeping records of supervision and filing evaluation reports.
- Other standards include the need to avoid supervising persons who present a conflict of interest and the need to be aware of a supervisee's oral examination requirements.
- Provisional psychologists who have successfully completed their supervision must remain under supervision until they are registered for independent practice.

As well, the standards require supervisors to assist their supervisees in applying:

1. The *Psychology Profession Act* and Regulations.
2. The CAP Bylaws related to the practice of psychologists and provisional psychologists.
3. The Canadian Code of Ethics adopted by CAP.
4. CAP's Code of Conduct.
5. Jurisprudence matters relevant to the provisional and chartered

psychologist's areas of practice.

6. The CAP guidelines relevant to the provisional psychologist's areas of practice.

In keeping with the Mutual Recognition Agreement, supervisors are expected to evaluate supervisees on the following approved competency areas of practice: interpersonal relationships, assessment and evaluation, interventions, and ethics and standards.

### Supervision consultants

Regulatory standards enhance the quality of supervision but they generally do not address relationships between supervisors and supervisees. Recognizing that there can be difficult-to-resolve differences, the College has appointed two supervision consultants, Walter Goos and Jon Amundson. (See "Resources" section of this newsletter for details.) The supervision consultants are available on request to assist provisional psychologists and supervisors. This conflict resolution mechanism gives supervisees a voice and gives both parties a process they can tap into as needed.

### Guidelines

The College has available guidelines for supervisors who need to address unacceptable performance by a provisional chartered psychologist. To obtain a copy of the guidelines, please contact the College office.

Also, the College has developed draft ethical guidelines for supervisors and supervisees. These draft guidelines, which have been sent to members for their review and comments, apply the following four principles:

- Respect for the dignity of persons.
- Responsible caring.
- Integrity in relationships.
- Responsibility to society.

Whereas the standards for supervising provisional psychologists are focused largely on administrative issues, the guidelines emphasize respectful, caring relationships between supervisors and supervisees, and competency, accountability, openness, a lack of conflicting inter-

ests and a lack of bias. Positive relationships between the supervisor and the supervisee, although not measurable or enforceable, are essential. These guidelines are applicable to supervision required by the College as well as supervision required within employing agencies. Both aspirational guidelines and standards of behaviour help to ensure good practice and prevent abuses of the supervisory process.

### Need for special training?

Does a psychologist require special training to acquire the knowledge and skills required to be a competent and ethical supervisor? Or does five years of independent practice provide the necessary expertise? In California, the Office of Administrative Law requires all psychologists who supervise psychology trainees to take six hours of coursework in supervision every two years. The PsyD model developed in Quebec also includes training in supervision, and the Mutual Recognition Agreement requires psychologists wishing to move from other provinces to Quebec or Newfoundland to provide proof of competence in supervision.

The College has established a task force to evaluate the supervisory process. This task force has recommended that two initiatives be considered; to solicit the views of the supervisors and supervisees on the effectiveness of the supervisory process and the feasibility of training and accrediting supervisors.

What kind of support should the College provide for supervisees and supervisors? Do you think supervising psychologists in Alberta should receive training in supervision?

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Note: Because of high demand for the Supervision Manual, the College plans to post it on the website, [www.cap.ab.ca](http://www.cap.ab.ca).

**Dr. Jean Pettifor is the Chair of the CAP Chartering Committee.**

# Privacy Legislation Applicable to Psychologists - by Katrina Haymond

## What privacy legislation applies to psychologists in Alberta?

The legislation that applies to most psychologists in private practice in Alberta is the *Personal Information Protection and Electronic Documents Act*, also known as PIPEDA.

However, if you are providing services that are paid for directly or indirectly by Alberta Health and Wellness (i.e., if you are an employee at a public hospital or clinic), the information you collect will be governed by the *Health Information Act*. If you are employed by a public school or school board, or if you are employed by government or a government department, the information you collect will be governed by the *Freedom of Information and Protection of Privacy Act*. In some cases you may also be governed by these latter two pieces of legislation if you have a contract to provide services to a public school, a school board or government.

## What is the *Personal Information Protection and Electronic Documents Act* (PIPEDA)?

This federal legislation, which came into force in Alberta on January 1, 2004, sets out rules governing the collection, use, disclosure of and access to "personal information" collected in the course of a "commercial activity." PIPEDA applies to health and other information (personal information, financial information) that psychologists may collect about their clients during the course of assessment or treatment.

## What are the key principles of the *Personal Information Protection and Electronic Documents Act* (PIPEDA)?

1. "Organizations" (defined to include individual psychologists) are accountable for the protection of personal information under their control.

2. The purposes for which the personal information is being collected must be identified during or prior to collection.
3. Information must be collected with the knowledge and consent of the individual, except where inappropriate.
4. The collection of personal information is to be limited to what is necessary for the identified purposes.
5. Information can only be used and disclosed for the purpose for which it was collected, except with the consent of the individual or as required by law. Information shall only be retained as it is necessary to fulfill that purpose (subject to competing legislative requirements, such as the *Psychology Profession Act* or Regulations).
6. Information must be as accurate, complete and up-to-date as possible.
7. Information must be protected by adequate safeguards. Methods include physical measures, for example, keeping filing cabinets locked, and technological measures, for example, the use of passwords and encryption.
8. Information about your privacy policies and practices should be readily available to your clients.
9. Information should be accessible for review and correction by the person to whom the information relates.
10. Organizations should provide the means to challenge compliance with the above principles. You should have an internal procedure in place to respond to complaints about privacy and information. After exhausting the internal procedure, you may advise clients that they can make a complaint to the Privacy Commissioner if they wish.

## How should I make sure I have obtained consent to collect, use and disclose information from my client for the intended purposes?

You must always specify how you plan to use their information and who will have access to it. The *Personal Information Protection and Electronic Documents Act* does not necessarily require you to obtain your client's consent in writing, but the **best practice is to obtain written consent** at the same time that you obtain written consent for treatment. This approach avoids any questions about whether a client has consented to the use or disclosure of his or her information in a particular manner.

## In what circumstances can I disclose information to someone other than my client without obtaining the client's consent?

PIPEDA contains certain exceptions that allow you to disclose information in your possession to someone other than the person to whom the information relates without their consent. Examples of the situations in which consent may not be required are:

- collection of a debt owed by the individual
- complying with a subpoena or warrant issued by a court, person or body with jurisdiction to compel the production of information
- a person needs the information because of an emergency that threatens the life, health or security of an individual (if the individual to whom the information relates is informed of the disclosure)
- the individual to whom the information relates has been dead for 20 years
- the disclosure is required by law

## Privacy Legislation Applicable to Psychologists (cont'd)

### What steps should I take to ensure compliance?

1. Appoint a privacy officer who is responsible for reviewing and updating your systems to ensure continued compliance with the legislation. The privacy officer can be a support worker or administrative staff member.
2. Become familiar with the *Personal Information Protection and Electronic Documents Act*, available online at **www.psp.gov.ab.ca**.
3. Conduct an "information audit." Make a list of all the information you collect, use and disclose about your clients. Remember that the legislation covers health information (which is the information usually contained in your client files), personal information (contact information, employer's name, occupation, etc.) and financial information (third party insurer, credit card number, etc.). Include **all** information in your list.
4. Examine your current practices to determine whether you are obtaining adequate consent to use and disclose all the information you are collecting. If not, update your system.
5. Communicate your privacy policy to your clients, or if you do not already have a policy, create one. The federal government's privacy website, **www.psp.gov.ab.ca**, provides some good resources.

### For more information

- Health Canada website, "Information on PIPEDA for Health Sector Associations and Providers," [www.hc-sc.gc.ca/ohih-bis/theme/priv/privinfo\\_e.html](http://www.hc-sc.gc.ca/ohih-bis/theme/priv/privinfo_e.html)
- Federal Privacy Commissioner, phone **1-800-282-1376**.

**Katrina Haymond is a barrister and solicitor at Field LLP in Edmonton.**

## Resources

### CAP Publications

Available on a cost-recovery basis from the College office:

- a) copies of CAP practice guidelines (individually or as a package)
  - Addressing Recovered Memories
  - Advertising and Other Public Communication
  - The Use of Aversive Techniques in Behaviour Management
  - Child Custody Assessment
  - Control of Psychological Tests by Psychologists
  - Limits to Confidentiality and Consent for Services: Special Issues in Working with Minors and Dependent Adults
  - Non-Discriminatory Practice
  - Release of Confidential Information
  - Service Fees for the Provision of Copies of Client Files
  - Psychological Evaluations for Child Protection Decisions
  - **NEW!** Dual Roles: Guidelines for Conducting Assessments and Providing Therapy with the Same Client
- b) "Status of Codes of Ethics, Codes of Conduct & Guidelines in the Regulation of the Psychology Profession in Alberta"
- c) "Receiving Services from a Chartered Psychologist..." (brochure)

### Websites

CAP's website at **www.cap.ab.ca** serves two purposes: communication with the public and communication with College members. The website is updated regularly and is a good source of information for everyone.

### Other useful websites for CAP members:

Psychology Profession Act and Regulations

[www.gov.ab.ca/qp](http://www.gov.ab.ca/qp)

Health Professions Act

[www.gov.ab.ca/qp](http://www.gov.ab.ca/qp)

Psychologists' Association of Alberta

[www.psychologistsassociation.ab.ca](http://www.psychologistsassociation.ab.ca)

Canadian Psychological Association

[www.cpa.ca](http://www.cpa.ca)

Association of State and Provincial Psychology Boards

[www.asppb.org](http://www.asppb.org)

### Supervision Consultants

Two Supervision Consultants for the College, Jon Amundson and Walter Goos, provide consultation to provisional psychologists and supervisors and assist in the resolution of conflicts between provisional psychologists and supervisors.

### Contact information

#### Jon Amundson

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## Opportunities to Get Involved

**Note:** If you wish to be considered by Council for service on a College Committee, please complete and submit the Application for Committee Service form provided on the website (under "Registrants").

### Credentials Evaluation Committee

The Credentials Evaluation Committee requires additional members. The Committee reviews the applications for evaluation of academic credentials of chartered psychologists and other categories of registrants. The Committee determines if the candidate's qualifications meet the standards established in legislation, regulation and bylaws, and will document their decision.

### Discipline Committee

The Discipline Committee is seeking several additional members. Training will be provided.

The Discipline Committee, established by Section 27(1) of the *Psychology Profession Act*, has the following purposes:

- 1) To hear complaints into the conduct or skill in practice of chartered psychologists and registrants referred to the Committee by the Registrar or by a member of the Discipline Committee.
- 2) Make findings and orders upon the injunction of the Committee, and make findings and orders upon the adjudication of the complaints.
- 3) To hear an appeal by a complainant pursuant to Section 36 of the *Psychology Profession Act*.

To have your name considered by Council, a letter indicating your interest along with current curriculum vitae should be submitted to the College office.

### Oral Examinations Committee

The Committee requires additional members. Examiners receive an honorarium of \$50 per examination.

### Registration Committee

The Registration Committee is seeking additional members.

Under the *Psychology Profession Act*, the Registration Committee is responsible for:

- 1) Approving registrations.
- 2) Refusing to approve registrations.
- 3) Deferring the approval of registrations until applicants have obtained further experience of a kind and for a period set by the Registration Committee.

The Registration Committee is also responsible (under the *Psychology Profession Regulation*) for approving applications for registration as a courtesy registrant or psychological assistant.

## Update on the Health Professions Act: Continuing Competence Proposal

In response to a requirement of the *Health Professions Act*, the Practice Review Committee has developed a Continuing Competence Program to help psychologists document their activities in this area. The College must implement the program within five years of proclamation under the Act. The program, which consists of a package of self-guided forms, guidelines and supporting information (e.g., Code of Conduct, definitions of areas of competence, etc.), will be an annual process tied to registration. Each year, psychologists will be required to submit a Declaration of Continuing Competence and learning objectives/related activities with their application for a renewal of practice permit and annual dues payment. The declaration will state that the psychologist has filled out the Continuing Competence Program documentation and that evidence of the activities listed has been placed on file.

One question arising from a mini-pilot of the program (conducted January through March, 2004) relates to the kind of activities that would meet the requirements for continuing competence. Thus far, these activities have included courses (internal to an agency and externally offered), workshops, training programs, teaching activities and reading (journals, books). Other activities may be added after a review of the initial implementation.

The forms and procedures package is undergoing one more revision for clarity and ease of use, and will be available in a few months. The College will provide ongoing updates on the website, in this newsletter and through regional information sessions to be held throughout the province during the fall of 2004. For dates and locations of these sessions, please refer to the insert sheet enclosed in this issue.

The first intake of declarations will accompany the 2005-06 annual fee assessment. Members will have until then to work through the Continuing Competence Program and ask any questions they may have about its use. This declaration will be completely voluntary.

For more information or to provide feedback, please contact Paul Jerry, Chair of the Practice Review Committee at [pajerry@memlane.com](mailto:pajerry@memlane.com).

### EXAMINATION RESULTS

#### Summary of the EPPP

A total of 77 candidates wrote the EPPP examination between December 1, 2003, and May 31, 2004.

55 (71%) Passed  
22 (29%) Failed

#### Summary of Oral Examinations

All 26 candidates who took the oral examination between January 1, 2004, and May 31, 2004, passed.

# News & Announcements

## Upcoming Changes in Registration

### Changes to the Standards for Supervision of Provisional Chartered Psychologists

Council approved the following amendments to the Standards for Supervision in March. These changes were recommended by the Chartering Committee to clarify the criteria to be used by the Registration Committee to approve a supervisor.

1. A supervisor must be a Chartered Psychologist who is approved as a supervisor by the CAP Registration Committee/Panel. He/she must:
  - a) not be under orders of discipline;
  - b) **have a minimum of 5 years of experience as a psychologist (or equivalent title) satisfactory to the Registration Committee, unless he/she will be supervising candidates in a pre-doctoral internship program accredited by the Canadian Psychological Association or the American Psychological Association;**
  - c) be familiar with the College regulations, bylaws and code of conduct, as they relate to the supervision of provisional psychologists;
  - d) **not have a current or previous familial or sexual relationship with the provisional psychologist.**

### Changes to Registration Bylaws and Academic Criteria

The Chartering Committee of the College recommended amendments to the bylaws concerning registration as well as to the Criteria for Evaluating Academic Credentials of Candidates for Registration as Psychologists which were approved by the Council in March. These changes were recommended to ensure that the assessment of the competencies identified in the Mutual Recognition Agreement under the Agreement on Internal Trade were transparent in our bylaws and processes and to specifically identify those competencies directly assessed through supervision. An overview of the changes appears below. For a complete copy of the revised bylaws, please visit the CAP website [www.cap.ab.ca](http://www.cap.ab.ca).

**These changes will be effective March 1, 2005.**

#### 11. Registration (03/98 – revised 09/03, 03/04)

- 1) Candidates for Registration will be assessed on the basis of both foundational knowledge in psychology and the five core competencies as defined in the Mutual Recognition Agreement (MRA) under the Agreement on Internal Trade (AIT) signed June 2001 and amended July 2004. These means of evaluation of each of these components are as follows:

Foundational Knowledge	Means of Evaluation
Foundational Knowledge	Graduate degree Psychology courses EPPP
Core Competencies	Means of Evaluation
Interpersonal Relationships	Supervision References
Assessment and Evaluation	Course requirement EPPP References Supervision
Intervention	Course requirement EPPP Supervision References
Research	Course requirement EPPP References
Ethics and Standards	Course requirement EPPP References Supervision Oral exam

# News & Announcements

## Upcoming Changes in Registration (continued) Changes to Registration Bylaws and Academic Criteria

- 2) The definitions of foundational knowledge and each of the five core competencies are provided below, along with the general definition of competence.

### Foundational Knowledge

#### Definition:

Foundational knowledge in psychology forms the underpinning of all professional training in psychology and includes:

#### Knowledge of the Biological Bases of Behaviour, for example:

- Physiological psychology
- Comparative psychology
- Neuropsychology
- Sensation and perception
- Psychopharmacology

#### Knowledge of the Cognitive-Affective Bases of Behaviour, for example:

- Learning
- Cognition
- Motivation
- Emotion

#### Knowledge of the Social Bases of Behaviour, for example:

- Social psychology
- Group processes
- Community psychology
- Environmental psychology
- Organizational and systems theory
- Cultural issues

#### Knowledge of Psychology of the Individual, for example:

- Personality theory
- Human development
- Psychopathology
- Individual differences

### Core Competencies

The following core competencies are required of all applicants and reflect the competencies outlined in the Mutual Recognition Agreement (MRA). Each competency is expanded by identifying the knowledge and skills required.

#### Interpersonal Relationships

##### Definition:

This basic competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships (parent-child, spouses, boss-employee, etc.). They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.

##### Knowledge:

- Knowledge of theories and empirical data on the professional relationship, such as:
  - Interpersonal relationships
  - Power relationships
  - Therapeutic alliance
  - Interface with social psychology
- More specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting
- Knowledge of self, such as:
  - Motivation
  - Resources
  - Values
  - Personal biases
  - Factors that may influence the professional relationship (e.g., boundary issues)
- Knowledge of others, such as:
  - Macro-environment in which the person functions (work, national norms, etc.)
  - Micro-environment (personal differences, family, gender differences, etc.)

##### Skills:

- Effective communication
- Establishment and maintenance of rapport
- Establishment and maintenance of trust and respect in the professional relationship

# News & Announcements

## Upcoming Changes in Registration (continued) Changes to Registration Bylaws and Academic Criteria

### Assessment and evaluation

#### Definition:

A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment.

The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization.

The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings.

The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

#### Knowledge:

- Assessment methods
- Knowledge of populations served
- Human development
- Diagnosis

#### Skills:

- Formulation of a referral question
- Selection of methods
- Information collection and processing
- Psychometric methods
- Formulation of hypotheses and making a diagnosis when appropriate
- Report writing
- Formulation of an action plan

### Intervention

#### Definition:

The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicitly theory as well as the following knowledge and skills:

#### Knowledge:

- The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations)
- A respect for the positive aspects of all major approaches, which should reflect an openness to varied viewpoints and methods
- Awareness of when to make appropriate referrals and consult
- Awareness of context and diversity
- Knowledge of interventions that promote health and wellness

#### Skills:

- Establish and maintain professional relationships with clients from all populations served
- Establish and maintain appropriate interdisciplinary relationships with colleagues
- Gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means
- Select appropriate intervention methods
- Analyze the information, develop a conceptual framework, and communicate this to the client

### Research

#### Definition:

Professional psychology programs should include research training such that it will enable students to develop:

- A basic understanding of and respect for the scientific underpinnings of the discipline.
- Knowledge of methods so as to be good consumers of the products of scientific knowledge.

# News & Announcements

## Upcoming Changes in Registration (continued)

### Changes to Registration Bylaws and Academic Criteria

- Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians).

#### Knowledge:

- Basic knowledge of research methods and of the applications of scientific research, including:
  - Applied statistics and measurement theory
  - The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research)
  - Qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data

#### Skills:

- Critical reasoning skills
- Applications of various research approaches to social systems
- Ability to write professional reports

## Ethics and standards

### Definition:

Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.

#### Knowledge:

- Ethical principles
- Standards of professional conduct
- Responsibilities to clients, society, the profession, and colleagues
- Awareness of potentially conflicting principles
- Standards for psychological tests and measurements
- Standards for conducting psychological research
- Jurisprudence and local knowledge

#### Skills:

- Ethical decision-making process
- Proactive identification of potential ethical dilemmas
- Resolution of ethical dilemmas

## Defining Competence

Competence is a multidimensional construct that is comprised of four major components: *knowledge, skills, judgment, and diligence*.

*Knowledge* involves having absorbed and understood a body of information sufficient to understand and conceptualize the range of professional issues that we can reasonably expect to encounter. Knowledge is a necessary but not sufficient foundation for competence. In Alberta basic knowledge is initially demonstrated by completing a graduate-degree program in psychology, with a certain set of required courses, and by passing the Examination for Professional Practice in Psychology. Knowledge can be understood as covering a continuum from basic information that all psychologists should know such as ethics, to specific knowledge necessary for specialized areas of practice such as neuropsychology.

*Skill* is the ability to effectively apply knowledge in actual practice. As with knowledge, skills cover a continuum from basic practice skills of listening and interviewing, to technical proficiency for specific psychotherapeutic, assessment or other professional procedures. It is generally accepted that supervised field experience such as practica and internships are necessary to acquire the required skills for the practice of psychology.

*Judgment* involves knowing when to apply which skills under what circumstances. It also involves self-reflection regarding how our own values, attitudes, experiences, and social context influence our actions, interpretations, choices, and recommendations. Good judgment incorporates the intent of increasing the probability that our activities will benefit and not harm the individuals, families, groups, and communities to whom we relate in our role as psychologists. Judgment is much harder to assess and is usually indirectly addressed during supervised experience. The CPA Code of Ethics encourages psychologists to:

- II.8 Take immediate steps to obtain consultation or to refer a client to a colleague or other appropriate professional, whichever is more likely to result in providing the client with competent service, if it becomes apparent that a client's problems are beyond their competence.

## Upcoming Changes in Registration (continued) Changes to Registration Bylaws and Academic Criteria

- II.10 Evaluate how their own experiences, attitudes, culture, beliefs, values, social context, individual differences, specific training, and stresses influence their interactions with others, and integrate this awareness into all efforts to benefit and not harm others.

*Diligence* involves consistently attending to our knowledge, skills and judgment as they are applied in our professional activities and being careful to give priority to our clients' needs over any other concerns. Diligence involves a willingness to work hard to provide the best service possible for each and every client, and in honestly evaluating our own skills and seeking additional training when appropriate. A diligent psychologist seeks out professional standards and guidelines that identify the knowledge, skills, and judgment essential to practice. Being diligent also incorporates self-awareness of any personal or situational circumstances that might diminish our competence. The CPA Code of Ethics encourages psychologists to:

- II.11 Seek appropriate help and/or discontinue scientific or professional activity for an appropriate period of time, if a physical or psychological condition reduces their ability to benefit and not harm others.
- II.12 Engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others.

### Changes to the Criteria for Evaluating Academic Credentials of Candidates for Registration as Psychologists

Effective **March 1, 2005**, the following changes to the criteria will be implemented. These changes are being made in accordance with the *Mutual Recognition Agreement* under the *Agreement on Internal Trade*.

**The candidate must have obtained a graduate degree with a major in psychology or a graduate degree with content substantially equivalent to a degree with a major in psychology.**

**A graduate level course in *Intervention and Consultation* will be required:**

**Applicants must complete one graduate half course (3-credit) in each of the following core competency areas:**

- ethics and standards
- research design and methodology
- assessment and evaluation
- **intervention and consultation**

The requirement for coursework in Foundational Knowledge (substantive content areas) is increased from three (3-credit psychology courses) to four 3-credit psychology courses:

**Candidates must have successfully completed a graduate or senior undergraduate 3-credit psychology course in each of the following four substantive content areas:**

- biological bases of behaviour
- cognitive/affective bases of behaviour
- social bases of behaviour
- psychology of the individual

For a copy of the whole criteria, please visit the CAP website at [www.cap.ab.ca](http://www.cap.ab.ca) or call the College office at (780) 424-5070 or (1-800) 659-0857.

# News & Announcements

## News and Announcements

## Committee News

### May 12 Information Sessions: "How to Survive in a Regulated World"

The well attended and well received information sessions held on May 12 at the Coast Terrace Inn in Edmonton addressed the following topics.

- **Hot Issues in Discipline** presented by Eileen Baril, Complaints Director for the College, and Rosalyn Delehanty, Acting Registrar on specific complaints cases, former investigator and past member of the Discipline Committee. Ms. Baril and Dr. Delehanty shared their observations about and experiences with the investigation and disposition of complaints. They outlined the most common areas of concern and described the nature of the complaints currently being received, investigated and resolved.

- Update on the **Health Professions Act** presented by Gail Leicht, Executive Assistant at the College.

- **CAP Code of Conduct Amendments and Continuing Competence Proposal**, presented by Paul Jerry, Chair of the Practice Review Committee, and Monty Nelson, member

of the committee. Mr. Jerry and Dr. Nelson discussed the Code of Conduct and outlined the clauses to be incorporated into the Code upon the College's proclamation under the *Health Professions Act*. They also provided an overview of the Continuing Competence Program that their committee has developed.

- **Supervision Within the Chartering Process**, presented by Jean Pettifor, Chair of the Chartering Committee. Dr. Pettifor outlined the steps the College has taken to enhance and support supervision within the chartering process, as well as the College's plans to gather feedback and suggestions on support and training for supervisors. (For details, see the feature article in this issue.)

- **New Privacy Legislation**, presented by Katrina Haymond, barrister and solicitor, Field LLP. Ms. Haymond's handout on this important topic is reproduced in this issue.

The College thanks all the presenters, who very generously shared their time and expertise at this event.

### Thanks

Sincere thanks to all who volunteer to serve on the College's committees. Without your active participation, the work of the College could not continue. Your work is very much appreciated!

### Chartering Committee

Welcome to Roy Frenzel who was appointed as a member.

### Credentials Evaluation Committee

Arlin Pachet was reappointed as a member.

Sincere thanks to Tom Strong, and Stasia Lucki who have completed their terms on the Committee.

### Oral Examinations Committee

Stephen Carter, Les Block, Dorothy Constable, Philip Eaton, Gregor Jason, Teresita Jose and Gloria Rodberg were reappointed as panel chairs and Susan Baerg was reappointed as a member.

Sincere thanks to Allan Hayduk who is stepping down as panel chair. Mr. Hayduk has served on the Committee since May 2002.

### Practice Review Committee

Welcome to James Evans who was appointed as a member.

Jana Hyer Davies and Monty Nelson were reappointed as members.

### Registration Committee

Welcome to Michaela Kadambi who was appointed as a member. Patricia Schuster was appointed as a panel chair.

### The Council of the College has approved the following increases to application, examination and sundry fees, effective April 1, 2004

All Applications for Registration - \$200.00  
Application for Oral Examination - \$400.00  
Administrative fee for EPPP (written examination) - \$135.00

Duplicate certificates -\$50.00  
Duplicate receipts -\$25.00  
Copying of parts of a registration file -\$10.00  
Letters of Standing -\$10.00  
Registration Verifications -\$10.00  
Duplicate cards -\$25.00

# Register Updates

## Updates to the Register

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### Corrections

We apologize for two errors in the Winter 2004 issue of this newsletter. Dr. Clare M. Russell, Practicing Psychologist, was incorrectly recorded as non-practicing, and Dr. Robert Frerichs' doctoral designation was omitted.

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### New Members

Congratulations and welcome to the 32 new Chartered Psychologists and 3 new Psychological Assistants who have been added to the Register between January 1, 2004 and May 31, 2004.

### Chartered Psychologists, Practicing

Dr. Christine Alloway  
Ms. Karrie Andre-Banbury  
Ms. Denise Bourgeault  
Dr. Deborah Lynn Brown  
Ms. April C. Byers  
Ms. Shari Couture  
Ms. Melina Anne Dayne  
Ms. Andrea Forgeron  
Ms. Patricia Gingras  
Dr. Crystal Grinevitch  
Dr. Angela Haffenden  
Ms. Diane Hansen  
Dr. Patricia Hughes  
Ms. Valerie Jansen-Lakusta  
Ms. Melanie Jonkman  
Ms. Belinda Leighton  
Dr. Suzanne Lemieux  
Mr. Daniel Hugh McKinnon  
Ms. Michele Meier  
Mr. Stanislaw Mlynczak  
Ms. Nadia Remtulla  
Dr. Daria Shewchuk-Dann  
Ms. Janice Shigemi  
Ms. Cherie St. Pierre  
Dr. Janice Stuart  
Ms. Sandra L. Taylor  
Ms. Johanne Tottle  
Dr. Allister F. Webster  
Ms. Christine A. Wihak  
Dr. Gina Wong-Wylie  
Ms. Donelda Wygiera

### Chartered Psychologist, Non-Practicing

Dr. Joseph Sakdalan

### Psychological Assistants, Practicing

Ms. Jane LeGrandeur  
Ms. Angela MacPhee  
Ms. Maria "Grace" Naboulsi

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### Deaths

The College has learned, with regret, of the following deaths:

Mr. Porfiro Calaycay  
Dr. Marion de Man  
Ms. Catherine Dougan  
Mr. Kelly Frederickson  
Dr. John Goyeche  
Dr. Mark Rabinovitch

Sincere condolences to the family, friends and professional colleagues of the deceased.

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### Reinstatements

#### Chartered Psychologists, Practicing

Ms. Elizabeth Atherton-Reid  
Dr. S. Lal Mattu  
Mr. Gabriel Theron

#### Chartered Psychologist, Non-Practicing

Dr. Eammon Gill

#### Provisional Chartered Psychologists

Ms. Karen Rabb  
Mr. Brian Taje  
Ms. Ronda Trumper

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### Voluntary Delistings

#### Chartered Psychologists, Practicing

Ms. Loeta Black  
Ms. Anne DeWitt  
Ms. Arlene Dickson  
Ms. Anne McFaul  
Mr. James L. Scollon

#### Chartered Psychologists, Non-Practicing

Dr. John Acheson  
Dr. Facharuddin Bachteram  
Dr. David Baine  
Ms. Sharon L. Kelly  
Ms. Kathleen J. Keenan-Davidson  
Dr. Carolyn C. Larsen  
Mr. Laurence Martichenko  
Ms. Marla McGregor  
Dr. Allan Posthuma  
Dr. Mohindar Rattan  
Dr. Merlin W. Wahlstrom  
Dr. Cheryl Washburn  
Dr. Cornelia Yule

#### Psychological Assistants, Practicing

Mr. Michael Fedyniak  
Mr. Carlton Fougere  
Ms. Andrea Hagen  
Mr. Zdravko Marjanovic  
Ms. Wendy Meurs  
Ms. Jodi-Lynne Moodie

#### Psychological Assistants, Non-Practicing

Ms. Cecille Caswell  
Ms. Pieterella E. Gall  
Ms. Kim Miller  
Mr. Serguei Pekh  
Ms. Paula Wozney

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### Delistings for Non-Payment of Fees 2004-05

#### Chartered Psychologists, Practicing

Mr. Robert Boutillier  
Dr. Joseph E. Couture  
Mr. Lauriston Seaman

#### Chartered Psychologists, Non-Practicing

Ms. Henriette Durand  
Dr. Jeffrey Fuhr  
Mr. Claus Hallschmid  
Dr. Marjorie Holmgren  
Ms. Linda Johnson-McClean  
Mr. Peter Kells  
Mr. Hendrick W. Matejka  
Dr. Daniel McDougall  
Dr. Gerald R. Porter  
Mr. Dominic Ruffo  
Mr. Marc S. Wolf

#### Psychological Assistants, Practicing

Ms. Beverly Harbourne  
Ms. Hannah Pazderka-Robinson  
Ms. Berniece Schmidtke

#### Psychological Assistants, Non-Practicing

Ms. Michelle Bissell  
Ms. Julia Nielsen

#### Provisional Chartered Psychologists

Ms. Lisa Bauche  
Ms. Deborah Beaton  
Mr. Bruce Cook  
Ms. Arlene Dean  
Ms. Heather Drummond  
Ms. Erin Johnston  
Ms. Juanita Wright

# Practice Bulletin

July, 2004

## Psychologists and Medications

by Dr. Thomas Strong

Alberta psychologists cannot legally prescribe medications. Decisions about medications ultimately rest with a client's physician.

However, the College of Alberta Psychologists recognizes that:

- Clients seeking mental health services are often taking medication and/or suffering from conditions that could be treated effectively with medication prescribed by a physician.
- Psychologists are frequently the first mental health care providers approached by clients who are either taking medication or may need to take medication.
- Psychologists may have extensive knowledge, training and experience in the applications of medications.

A psychologist may therefore discuss medications with a client when the topic is related to clinical concerns. For example, many psychological conditions can manifest in physical symptoms, and physical problems may contribute to psychological symptoms.

In assessing a client's progress in psychotherapy, psychologists have a primary responsibility for monitoring changes that may be attributable to the medications being taken. Further, clients who are in psychotherapy may develop symptoms (or experience exacerbations of symptoms) that can be effectively treated with medication.

Psychologists can enhance the likelihood of appropriate overall treatment for clients by developing consultative relationships with their clients' primary care physicians and/or psychiatrists. A psychologist may talk to a physician and/or psychiatrist about the appropriateness of the medications a client is taking -- particularly about medications and symptoms related to conditions for which the psychologist is providing treatment. The best interests of clients are served when psychologists work closely with the primary care physicians and psychiatrists who are prescribing medications for their clients.

The bottom line: although a psychologist's responsibility can include involvement in limited aspects of a client's medications, the client's physician has the ultimate legal responsibility for diagnosing the need for and prescribing medications.

**Note:** This bulletin draws on wording from the California Board of Psychology's "Statement on Medication" published in its *Board of Psychology Update*, March 2002.

***Dr. Strong is a member of the Practice Review Committee.***

# Calendar

## Council Meetings

September 18, 2004  
November 27, 2004  
January 15, 2005  
March 5, 2005  
May 11, 2005  
June 18, 2005

Anyone planning to attend should notify the CAP office to confirm the times and location. The most recently approved minutes can be found on the CAP website.

## Credentials Evaluation Committee Meetings

Meeting Date	Deadline for Application
September 17, 2004	August 27, 2004
November 5, 2004	October 8, 2004
December 10, 2004	November 12, 2004

## Oral Examinations

Date	Deadline for Application
October 4-8, 2004	August 20, 2004
December 6-10, 2004	October 22, 2004

## Registration Committee Meetings

Meeting Date	Deadline for Submission of Materials
August 26, 2004	August 12, 2004
September 22, 2004	September 8, 2004
October 29, 2004	October 15, 2004
November 22, 2004	November 8, 2004
December 13, 2004	December 1, 2004

## Information Sessions:

### Continuing Competence under the *Health Professions Act*

Refer to the insert enclosed with this issue for further information.

<b>September 23, 2004</b> <b>Edmonton</b> 5:00-7:00 p.m.	<b>September 30, 2004</b> <b>Calgary</b> 5:00-7:00 p.m.
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<b>October 14, 2004</b> <b>Red Deer</b> 5:00-7:00 p.m.	<b>November 4, 2004</b> <b>Grande Prairie</b> 5:00-7:00 p.m.
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(date to be announced)  
**Lethbridge**  
5:00-7:00 p.m.

## Changing Your Address?

Please notify the College promptly in writing of changes in your address and phone/fax numbers. A change of address form is provided on the CAP website at [www.cap.ab.ca](http://www.cap.ab.ca)



*To serve the interests of the public and guide the profession of psychology.*

The **CAP Monitor** is a regular publication of the College of Alberta Psychologists.

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*The CAP Monitor is complete and accurate to the best of our knowledge at the time of printing. We apologize for any errors or omissions.*

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