

The CAP Monitor

Summer 2006 - Issue 24

CAP Professional Development Day 10 Year Anniversary of the College

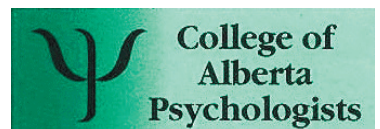
College of Alberta Psychologists

In conjunction with the College's Annual Meeting in Calgary on Saturday, September 16, 2006, several professional development sessions are offered:

- Privacy Legislation in Alberta
- Hot Issues in Professional Conduct and Complaints
- Boundary / Role Conflict
- Supervision
- Continuing Competence Program

The program will run from 8:30 a.m. - 6:30 p.m. Breakfast and Lunch are provided. All attendees are also invited to attend the wine and cheese reception in honor of the many volunteers who work diligently throughout the year to carry out the mandate of the College.

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



Managing Dual Role Relationships in Rural Settings

by Olive Yonge, R. Psych. and Quinn Grundy

In Alberta almost 200 registered psychologists work outside of major urban centres such as Calgary and Edmonton. Depending on the location, size and expectations of their practice, rural psychologists must manage various dual and multiple role relationships almost every day. The question they face is not *if* but *how* a dual or multiple role relationship is negotiated (Campbell & Gordon, 2003; Scopelliti, Judd, Grigg, Hodgins, Fraser, Hulbert, Endacott & Wood, 2004).

Dual and multiple role relationships among all professionals and citizens in a rural community support the cohesiveness and vitality of their lives. These relationships are considered desirable, and for psychologists they form the basis of trust (Schank & Skovholt, 1997). Community members will potentially engage in similar pursuits such as shopping at a limited number of outlets, attending the same religious institutions, engaging in common recreational activities and exchanging professional services such as dentistry, teaching and nursing.

Psychologists working in rural settings must be generalists since other mental health providers offer limited services and there is a lack of access to urban-based services. As well, the psychologist needs to understand stressors associated with rural living such as crop failures or closure of industries such as mines. Practitioners must also recognize that rural culture may be influenced by religion, ethnicity or the presence of disadvantaged groups (Barbopoulos & Clark, 2003; Helbok, 2003). Psychologists who do not have an educational background in rurality or rural-oriented counselling may find themselves working in rural areas because of family circumstances or their personal desire to live in a rural area. Their personal lives are of interest to members of the community, and most of their activities are viewed as public acts (Helbok, 2003).

The purpose of this paper is to open the dialogue about managing dual and multiple role relationships when practicing in a rural

area. Rural psychologists need to:

- differentiate between boundary crossings and violations
- be aware of strategies to promote therapeutic effectiveness
- understand the limitations of codes and ethical decision-making models
- be aware of potential signs of a boundary crossing

This topic is under-researched. As psychologists continue to advocate for evidence-based practice, research in this area is warranted.

Canadian Code of Ethics for Psychologists

The Canadian Code of Ethics for Psychologists very explicitly states that multiple/dual role relationships are to be avoided, and strictly managed where dual and multiple roles become unavoidable. Under Principle III: Integrity of Relationships, the Code of Ethics describes these relationships as a conflict of interest. It is the responsibility of psychologists to avoid dual or multiple relationships and other conflicts of interest when appropriate and possible. When such situations cannot be avoided or are inappropriate to avoid, psychologists have a responsibility to declare that they have a conflict of interest, to seek advice and to establish safeguards to ensure that the best interests of members of the public are protected.

The following behavioural standards for practice are outlined in the Code of Ethics:

III.34 Manage dual or multiple relationships that are unavoidable due to cultural norms or other circumstances in such a manner that bias, lack of objectivity, and risk of exploitation are minimized. This might include obtaining ongoing supervision or consultation for the duration of the dual or multiple relationship, or involving a third party in obtaining consent (e.g., approaching a client or employee about becoming a research participant).

It is arguable that the rural setting can be characterized as a particular "culture" and that the "norms" of this culture, created by isolation, lack of professional resources, small populations, etc., contribute to situations where dual and multiple role relationships are unavoidable. Therefore, the question remains. It is not whether one should engage in dual and multiple role relationships, but how these are to be professionally managed.

College of Alberta Psychologists (CAP) Standards of Practice (2005)

The CAP Standards of Practice more explicitly recognize the dilemma of dual and multiple role relationships in a rural context. Although the Standards prohibit the continuation of a professional relationship in the event of "previous professional, familial, social, sexual, emotional, financial, supervisory, political, administrative or legal relationship" due to the potential for a harmful conflict of interest, they also recognize that "notwithstanding psychologists may continue a professional relationship. . . [in] instances

"By being proactive and understanding the consequences of interventions, psychologists will minimize risk and enhance their effectiveness."

where appropriate professional services from another professional are not available, such as in small communities that are isolated and remote" (CAP Standards of Practice, 2005, 15(4a)).

Again, the Standards emphasize the importance of managing inevitable dual and multiple role relationships by, firstly, informing the client of the conflict of interest and its possible consequences, and, secondly, documenting both this conversation and a detailed description of the dual and multiple role relationships. Lastly, it is recommended that "consults with other psychologists [be] carried out and documented" (CAP Standards of Practice, 2005, Section 15(4c)).

Managing Dual Role Relationships in Rural Settings cont'd

Terminology

Boundary violations are never acceptable, regardless of the location of practice. Boundary violations occur when therapists engage in exploitative behaviour that is potentially harmful to the client, using the therapeutic relationship as a vehicle (Gutheil & Simon, 2002). Boundary crossings are departures from usual practice that may or may not be helpful to clients. In rural settings this may mean, for example, seeing a client more frequently or outside of office hours, giving rides to clients or taking clients on holidays as part of civic endeavours such as camping with a church youth group.

Strategies

Consciously employing strategies to minimize the negative consequences of dual and multiple role relationships will decrease stress for psychologists. If they can compartmentalize roles but not the relationship and make explicit to clients the nature of the therapeutic relationship (for example, assuring confidentiality; agreeing not to greet the client on the street unless the client greets the psychologist first) this will set the tone for the entire counselling relationship. Since psychologists are typically expected to be generalists, they need to know their own comfort levels, strengths and weaknesses and be explicit with the client about the services they can actually offer. The dual and multiple role relationships need to be discussed openly with the client prior to the start of the session. Regardless of the setting, psychologists need to keep excellent records of their interactions.

If a supervisor is available, psychologists need to take the time to discuss their efforts to decrease transference in their work in the area of dual and multiple role relationships. Transference reactions can be positive, such as having strong affectionate feelings towards another person; others are negative, such as fear or hate. Gelso, Kivlighan, Wine, Jones, and Griedman (1997) suggest that transference is always present and that it exerts a significant effect on treatment. They say that the direction and extent of the effects of transference depend on how much insight a client has into cause-effect relationships.

Regardless of the setting, there are common warning signs that indicate potential problems in therapeutic relationships in terms of boundaries being crossed. They include but are not limited to spending extra time with the client, feeling others do not understand the client, thinking frequently about the client, being guarded or defensive when someone questions the psychologist's interactions with the client, ignoring policies or codes and not referring the client. If it is recognized that a boundary has been crossed, and the crossing is harmful, the therapist must take responsibility and immediately find ways to correct the situation. This may include seeking professional help and reporting the incident to appropriate personnel.

Psychologists in rural settings may have a significant lack of resources for their clients other areas such as health and education (Barbopoulos & Clark, 2003; Fair, 2004). The Internet might provide a vehicle for support, exchange of information and education for rural dwellers. As well, professional associations need to proactively provide forums for rural psychologists where they can exchange information about their practices without fear of being reprimanded. Rural psychologists have developed many innovative strategies for negotiating the social order of their communities.

Dilemmas

Ethical decision-making models to guide psychologists tend to have a bias toward the psychologist who is working in an urban location and do not address the rural context. Younggren (2002) has a decision-making model that could serve as a risk management tool for protecting the welfare of both the client and the psychologist when engaging in dual and multiple role relationships. Younggren (2002) suggests that a professional psychologist ask these questions prior to engaging in a dual or multiple role relationship:

- Is the dual relationship necessary?
- Is the dual relationship exploitative?
- Who does the dual relationship benefit?
- Is there a risk that the dual relationship

could damage the patient?

- Is there a risk that the dual relationship could disrupt the therapeutic relationship?
- Am I being objective in my evaluation of this matter?
- Have I adequately documented the decision-making process in the treatment records?
- Did the client give informed consent regarding the risks to engaging in the dual relationship?

Brownlee (1996) presents three different methods for making ethical decisions about dual and multiple role relationships. Firstly, a professional can make use of the many professional ethical codes available, keeping in mind the two pivotal principles of impaired objectivity and risk of exploitation. Secondly, Brownlee presents the decision-making model of Kitchener (1988) that involves the three dimensions of incompatibility of expectations, obligations associated with each role and the power differential. Lastly, Brownlee presents the work of Gottlieb (1993), also based on three dimensions --power, duration and termination.

Another area of concern is the long-term and rarely forgotten consequences of a psychologist's practice in a rural area. Fair (2004) describes how she had a woman with an eating disorder move into her spare bedroom. Her mother, "a fabulous cook, got her [the client] to eat biscuits and eventually small meals. I [Fair] confiscated her laxatives and would not let her near a bathroom after a meal, preventing her from vomiting. Eventually [Fair] insisted that she, her mother, and her sister spend days cleaning [the client's] neglected house. Physical work stimulates appetite and a clean house lightens the heart" (Fair, 2004, p.56). Fair believes that her means to a therapeutic outcome are sanctioned by her religious orientation. However, it could be viewed as favouritism. Also, Fair used her power to coerce a client to live with her; unfairly involved the client's family members and Fair's own mother. She neglects to mention whether informed consent was obtained from the client or the others involved.

Managing Dual Role Relationships in Rural Settings cont'd

Research

There is limited research in this area. Schank and Skovholt (1997) completed a qualitative study and interviewed psychologists living at least 50 miles from a large urban centre. One finding rarely reported in the literature was the unease the psychologist felt when their children unknowingly dated their clients and had them visit their home. This situation created a great deal of stress for the psychologist. Another area of stress was clients comparing their therapy with each other and exchanging therapy times. Schank and Skovholt (1997) recommend that rural-based therapists be frank about their activities, knowing that certain practices may not be reflected in professional codes.

Another area of research is why certain psychologists thrive in rural settings (Campbell & Gordon, 2003). Most writers in this area claim that psychologists have a high risk of burn-out given the lack of resources, consultation and choice in interacting with clients; their inability to maintain their own privacy; and so forth. Campbell and Gordon (2003) advance a number of assumptions about successful rural-psychologists. For example, they say these psychologists probably grew up in a rural environment, like the lifestyle, are integrated in the community, are comfortable with their high profile and have a higher tolerance for boundary blurring. Given the need to attract and retain psychologists in rural settings, these assumptions should be explored.

Summary

Dual and multiple role relationships are pronounced in rural settings. Psychologists working in these settings must have a basic knowledge of ethics, the code and standards. By being proactive and understanding the consequences of interventions, psychologists will minimize risk and enhance their effectiveness.

Olive Yonge, RN, PhD, R. Psych, is a Professor and Vice Provost of Academic Programs at the University of Alberta, and Quinn Grundy is her Research Assistant.

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Oral Examinations DVD

The Registration Advisory Committee is pleased to offer candidates a short DVD clip outlining the process of the oral examination. It is hoped this short demonstration will provide candidates with valuable information on what to expect at their oral examination.

The clip may be viewed on the CAP website www.cap.ab.ca

News & Announcements

Committee News

Thanks!

Each of our volunteers is very much appreciated; in fact, the work of the College could not continue without their active participation.

Oral Examinations Committee

Welcome to new member Andrew Haag; re-appointed members Leslie Block and Stephen Carter, Panel Chairs.

Credentials Evaluation Sub-Committee

Thank you to Kelly Schwartz who has completed his term.

Hearing Tribunal / Complaint Review Committee Roster of Members

Theodore Cadman was re-appointed. Lorraine Breault and Patricia Schuster were appointed as Panel Chairs.

Thank you to Patrick Baillie who has resigned after serving for six years.

Volunteers Needed!

The College of Alberta Psychologists relies on member volunteers to effectively fulfill its mandate as a regulatory body. Volunteer service is appreciated, and the organization and membership rely on those who volunteer.

If you wish to be considered by Council for service on a College Committee, please complete the Application for Committee Service form provided on the website under Registrants. Completed applications can be directed to the Registrar at the CAP office. *All committee appointments will be made by Council.*

Members who volunteer for committee service are required to contribute to at least 50% of the meetings or panel sittings.

Credentials Evaluation Committee

The Committee reviews the applications for evaluation of academic credentials of psychologists and other categories of registrants. The Committee determines if the candidate's qualifications meet the standards established in legislation, regulation and policy.

Oral Examinations Committee

Oral examiners conduct the oral examination of candidates for registration as psychologists. The oral examination is a formal process conducted by a panel of psychologists to assess whether candidates demonstrate a minimum standard of competence for independent practice and a minimum standard of knowledge and judgment in matters of jurisprudence and ethics.

Mandatory Reporting Obligations

by Richard Steinecke of the law firm Steinecke Maciura LeBlanc

Due to a recent decision of the Supreme Court of Canada, regulators may have to educate practitioners about their legal protections when making a mandatory report.

The Issue

Most practitioners have some duty to report any risk of harm to the public by their colleagues (and sometimes even by their clients). Often this duty is contained in statute. Sometimes it is a professional obligation (e.g., where the incompetence or dishonesty of a colleague is likely to harm others). At common law (i.e., under case law) practitioners generally have a duty to report a risk of serious physical harm that is discovered during the practice of the profession.

There is a legal protection, or immunity, for making such reports even if they turn out to be wrong. Despite this very significant protection, in its January 28, 2006 decision of *Young v. Bella*, 2006 SCC 3, the Supreme Court of Canada held Professor Bella and her employer liable for \$839,400 of damages for making a report without foundation. The headlines about the case will raise concerns that making such reports is risky. However, the actual reasoning of the Supreme Court of Canada really states the contrary.

The Facts

Ms. Young was a student at Memorial University in Newfoundland. She wanted to be a social worker. She wrote a paper for Professor Bella about treatment of juvenile sex offenders. To illustrate her point that victims of sexual abuse often become abusers themselves she attached a first hand account of a woman who sexually abused a child while baby sitting. Ms. Young failed to footnote the source of the story. However, it was from a source cited in the bibliography. Despite the fact that there was no indication that the first hand account had anything to do with Ms. Young, Professor Bella wondered whether it was in fact a personal account by Ms. Young. Professor Bella thought it might be a "cry for help".

Professor Bella discussed the matter with some of her colleagues and the authorities. The authorities did not encourage Professor

Bella to make a report because, without particulars, it would be difficult to investigate. However, in the end Professor Bella's Director made the report to the child welfare authorities. Ms. Young was placed on the child abuse registry. Numerous other people learned about it. Ms. Young's faculty mentors discouraged her from going into social work. She was not accepted in the social work program. She had difficulty getting work in the field.

Inexplicably, more than two years later the child welfare authorities notified her of the concern. This was the first she heard of it. Within 24 hours Ms. Young demonstrated that the first hand account was a quote from a published text and did not relate to her.

The Court's Analysis

The Court upheld the jury finding that there was no basis for Professor Bella or her Director to suspect that the first hand account related to Ms. Young. Nothing in the wording of the first hand account or the context in which it was presented supported such a belief. That belief was mere conjecture and speculation.

However, the Court went at some length to support the need to make mandatory reports and the protection that would in almost every circumstance (except one like this) provide legal immunity for the report. The Court made the following points:

- Legal immunity for making mandatory reports is essential to make the system work.
- There is no obligation on the person with the information to investigate the facts. That is the role for the authorities who receive the report.
- The person making the report does not have to believe that the underlying concerns are valid. The reporter only needs to believe, on reasonable grounds, that the concern raises an issue that ought to be investigated by the authorities to find out one way or the other.

- There is immunity even if the report is based on misinformation (e.g., a reporter being told that certain facts exist when, in fact, those facts do not exist).
- Whether there was reasonable cause to make a report is an objective test. It is in fact a very low test. However, there must be some data upon which a reasonable person would believe that a report ought to be made for the authorities to investigate.

In the end, the Court concluded that despite these significant and necessary protections, Professor Bella and her supervisor had no reasonable cause to make such a report.

The Court was also influenced by some other considerations. For example, it appears that other faculty of the University had been informed of the concerns. These communications to faculty members would not be protected in the same way as the report to the child welfare authorities. In addition, Professor Bella communicated with Ms. Young about her concerns about plagiarism but did not use that occasion to clarify the obvious question of the origin of the first hand account. Finally, the failure of the child welfare authorities to follow up on the concern for over two years certainly aggravated the harm to Ms. Young.

Regulators would be wise to use this case to educate practitioners that, despite the media headlines on the Young case, significant protections exist for mandatory reports.

A copy of the Young case can be found at: www.lexum.umontreal.ca/csc-scc/en/rec/html/2006scc003.wpd.html.

This article is reprinted with permission. Provided by Richard Steinecke, Steinecke Maciura LeBlanc who writes for Grey Areas: a commentary on legal issues affecting professional regulation.

News & Announcements

Practice News

Changes to the Family Law Act

The Family Law Act, which came into force on October 1, 2005, contains a number of provisions pertaining to consent for treatment of minors. (Unfortunately, the Family Law Act was passed without consultation with any of the health care professions.)

In response to these changes, the College is reviewing the guideline on consent and minors (originally published in the fall of 2005).

The College encourages psychologists to use this guideline to help ensure that consent is obtained from the appropriate person when dealing with the treatment of minors. Note, however, that there may be unique circumstances that are not covered by this guideline. In such cases, the psychologist is encouraged to ask the College or legal counsel for further advice.

Alberta Government's Privacy and Security Practice Guide for Psychologists

In May 2005, Alberta Government Services and Alberta Human Resources and Employment struck a committee to consult with the College of Alberta Psychologists on a privacy and security guideline for CAP members who provide contracted services to government agencies and ministries. This guide, which is now available on the CAP website, provides specific information on managing the privacy and security of client information, as well as a self-assessment tool and a tip sheet. The Alberta government expects that the psychologists it contracts will comply with the provisions of this guide.

Receiving Services from a Registered Psychologist - CAP Brochure

Several years ago, the Practice Advisory Committee developed a short pamphlet designed to inform people about what they might expect of a registered psychologist. All regulated members are encouraged to make this pamphlet available to clients.

The pamphlet includes information about:

- the role of the College in the regulation of the profession
- the benefits to the client of engaging with a regulated professional
- issues of consent for services
- confidentiality and documentation and records
- information on appropriate professional boundaries
- how to contact the College to discuss concerns

A professionally printed version of this pamphlet is available from the CAP office at a cost of 25 cents per copy. You can also download this document from the CAP website.

Listing of Ph.D./Doctoral Credentials by the College

The Health Professions Act sets out clear restrictions on the use of the titles Dr. or PhD in conjunction with the practice of psychology. The Act states:

Schedule 22, Sec. 5. "No regulated member except a regulated member who has obtained an earned doctoral degree in a program in psychology approved by the Credentials Evaluation Committee of the College of Alberta Psychologists shall use the title "Doctor" or the abbreviation "Dr.", "Ph.D.", "Ed.D." or "Psy.D." in connection with the practice of psychology without identifying the program or discipline in which the regulated member earned or received the doctoral degree."

The Credentials Evaluation Committee automatically reviews the doctoral credentials of applicants applying to the College for registration. However, if you are a regulated member who has obtained a doctoral degree since becoming registered with the College, you will need to complete and submit an "Application for Evaluation of Ph.D./Doctoral Credentials" before using the designation Ph.D. or Dr. as outlined in the Act. Application forms are available on the CAP website or by calling the College office.

Calendar

Calendar of Events

Council Meetings

September 16, 2006
 November 18, 2006
 February 3, 2007
 March 31, 2007
 May 26, 2007
 July 14, 2007
 September 15, 2007
 November 17, 2007

CAP Annual Meeting and Professional Development Day

September 16, 2006

Registration Form is inserted in this issue.

Credentials Evaluation Sub-Committee Meetings

<i>Meeting Date</i>	<i>Deadline for Application</i>
April 20, 2006	March 24, 2006
May 26, 2006	May 12, 2006
September 8, 2006	August 25, 2006
November 10, 2006	October 27, 2006
February 2, 2007	January 19, 2007
April 20, 2007	April 5, 2007
June 1, 2007	May 18, 2007
September 7, 2007	August 24, 2007
November 2, 2007	October 19, 2007
December 7, 2007	November 23, 2007

Oral Examinations

<i>Dates</i>	<i>Deadline for Application</i>
April 24 - 28, 2006	February 27, 2006
June 19 - 23, 2006	April 24, 2006
October 23 - 27, 2006	August 28, 2006
January 22 - 26, 2007	November 27, 2006
April 23 - 27, 2007	February 26, 2007
June 25 - 29, 2007	April 30, 2007
October 22 - 26, 2007	August 27, 2007

Registration Approvals Sub-Committee Meetings

<i>Meeting Date</i>	<i>Deadline for Submissions</i>
April 24, 2006	April 10, 2006
May 25, 2006	May 11, 2006
June 28, 2006	June 14, 2006
August 28, 2006	August 14, 2006
September 25, 2006	September 13, 2006
October 30, 2006	October 16, 2006
November 20, 2006	November 6, 2006
December 13, 2006	December 6, 2006
January 8, 2007	January 2, 2007
February 21, 2007	February 14, 2007
April 2, 2007	March 26, 2007
May 7, 2007	April 30, 2007
June 20, 2007	June 13, 2007
August 17, 2007	August 10, 2007
September 24, 2007	September 17, 2007
October 29, 2007	October 22, 2007
November 23, 2007	November 16, 2007
December 17, 2007	December 10, 2007

*Please note that these dates are set well in advance and may be subject to change.
 Please check the cap website regularly for updated information.*

News & Announcements

Council & CAP News

Annual Meeting and Professional Development Day September 16, 2006

Plan now to attend the CAP Annual Meeting and Professional Development Day on Saturday, September 16, 2006, in Calgary. This will be a special day, since the College is celebrating its 10th anniversary!

The fee for the whole day, which includes a light breakfast, lunch and a wine and cheese reception, is \$25.

Following the annual meeting, George Alvarez, Director of the Information and Privacy Office, Government of Alberta, will present an information session on privacy legislation in Alberta. Mr. Alvarez will speak about the various privacy laws that affect psychologists and the relationship of these laws to other statutes.

In the afternoon, registrants can choose to attend two of the following professional development sessions:

- professional conduct and complaints
- supervision
- boundary and role conflicts
- the Continuing Competence Program

At the end of the day, all registrants are invited to attend a wine and cheese reception that is being held in honour of the College's many dedicated volunteers.

Registration forms are included as an insert in this issue of the newsletter.

Meetings with Members

The Registrar and Registration Coordinator recently spoke to over 60 graduate students in applied psychology at the University of Calgary about the process of registration. Their presentation was well received, and a very lively discussion ensued.

The Registrar also met with psychologists from Elk Island Schools and a group of psychologists in Lethbridge. The Health Professions Act was the main topic of discussion.

If you are interested in arranging a meeting with the Registrar, please contact the College office.

CAP Council Election Results

Welcome to Jim Canniff and Donella Scott, who will join the Council in September 2006.

Jim Canniff has been registered in Alberta since 1983 and has operated a private practice in Edmonton and Calgary. Throughout that time he served a term on Council from 1996 to 1999 and an interim term from September 2005 to January 2006. When asked why he decided to once again seek a seat on the Council, Jim cited his love of the profession and his desire to ensure that the Council remains sensitive to the needs of psychologists while fulfilling its mandate to protect the public. Jim also believes that his understanding of the work of the College office will be an asset.

This will be Donella Scott's first term on the College Council, but she served on the Council of the Alberta Psychologists' Association from 1992 to 1994. Donella, who is currently in private practice in Lethbridge, has extensive and varied experience. She brings to the table a strong background in private practice and mental health, and she has been involved in numerous community volunteer activities. Donella is interested in working on the Council to further the practice of the profession and ensure the public has access to competent, ethical practitioners.

Examination Results

Examination for Professional Practice of Psychology

A total of 36 candidates wrote the EPPP examinations between March 1, 2006 and May 31, 2006.

Pass 26 (72%) Fail 10 (28%)

Oral Examinations

A total of 21 candidates undertook the oral examination the week of April 24 - 28, 2006. All 21 candidates passed.

Resources

Resources

CAP Publications

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

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

Websites

The College’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:

- Health Professions Act, www.gov.ab.ca/qp
- Psychologists’ Association of Alberta, www.psychologistsassociation.ab.ca
- Canadian Psychological Association, www.cpa.ca
- Association of State and Provincial Psychology Boards, www.asppb.org

Supervision Consultants

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

Contact information:

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College of Alberta Psychologists Council, 2005-06

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Terry Wilton

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Alexandra Kinkaide

Complaints Director

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Coordinator, Administration and Finance

Wendy El-Issa

Executive Assistant

Gail Leicht

Credentials Evaluation and Examinations

Coordinator

Shenade Johnson

Registration Coordinator

Leanne Vanderhelm

Assistant to the Complaints Director

Kathy Semchuk

Receptionist / Office Assistant

Cheryl Ferguson

College Committees

Credentials Evaluation Sub-Committee

Walter Goos, Chair

Registration Approvals Sub-Committee

Roy Frenzel, Chair

Registration Advisory Committee

Jean Pettifor, Chair

Practice Advisory Committee

Paul Jerry, Chair

Oral Examinations Committee

Lee Handy, Chair

Register Updates

Updates to the Register

New Members

Congratulations and welcome to the 20 new Registered Psychologists who have been added to the Regulated Member Register between March 1, 2006 and May 31, 2006.

K. Jessica Altrows
Jason Bauche
Jennifer A. Boisvert
Suzanne Day
Wallace Dudley
Gail Eastman
Maureen Edgar
Ashley Harkness
Emerenciana "Meyen" Hertzprung
Rebecca Inch
Lorene Lacey
Monique Lawrence
Jacqueline Leighton
Jacqueline D. Leland
Maja Popovic
Regina Price
Maureen Speidel
Jennifer Spriddle
Shervin Vakili
Helga Wisheu

2006/07 Voluntary Delist

Life Member Register
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Deborah E. Misfeldt Bell
Jiri Novack
Charles Payne
Trina Roll
Jody Sark
Stan Simister
Larry Stefan
Marcia Swaby
Peggy Tally
Lynne Walker
Stephen White
Christopher Wilson

Cancellation of Registration for Failure to Submit a Complete Application for Practice Permit Renewal

Registered Psychologists

Bruce Adams
Wesley J. Adams
Peter G. Addison
Todd Bass
Leo Beelen
Ellen L. Belton
Gerald Belton
Stacy Benoche
Brian J. Boon
Lorna K. Boon
R.A. Bornstein
Edward B. Branch (Jr.)
Mary Ette Branch
Sarban Brar
Corinne Callan
Lorna Cammaert
J. C. Carriere
R. Malcolm Chadwick
Stephen Cheung
Heather Cowper
Steven S. Dennis
Richard G. Donison
Lars Field
Karen Fingas
Bob Fisk
Gary Ford
Nicole Forgeron
Prem S. Fry
Tanya Fudyk
Bunny Gow
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Pamela Grant
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Dorothy Hayward
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Bonnie J. Kaplan
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Patricia Kaufman
Richard Kimmis
Paul D. King
Rachel Kroch
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Rebecca Levant

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William McConnell
Connie McDonald
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Janice Stuart
Marelize Swart
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Allister F. Webster
Genia Weerdenburg
Fredese Whitsett
Barry Wilson
Debra Wolinsky
Kim-Keung Wong

Provisional Psychologist Register

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Susanne Drodge
Jason Jordan
Tania Lang
Amir Moztaazadeh
Krista Pierce
Jocelyn Robinson
Maureen Wass
Fredese Whitsett
Debra Wolinsky
Kim-Keung Wong

Reinstatements

Registered Psychologist

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Joanne F. Ginter
Carole Kanchier

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

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