



COLLEGE OF  
**PSYCHOLOGISTS**  
OF ONTARIO

# MEETING OF THE COLLEGE COUNCIL

## 2022.01

**DATE: MARCH 11, 2022**

**TIME: 9:00AM - 1:00PM**

**LOCATION: TO BE HELD VIRTUALLY**

110 Eglinton Avenue West, Suite 500  
Toronto, Ontario, Canada M4R 1A3  
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# COUNCIL MEETING AGENDA

# 2022.01

**MARCH 11, 2022**  
**9:00AM to 1:00PM**

AGENDA ITEM	TOPIC	ACTION	PAGE #	STRATEGIC DIRECTION*
.00	<b>CALL TO ORDER &amp; LAND ACKNOWLEDGEMENT</b>			
.01	<b>APPROVAL OF AGENDA &amp; MINUTES</b>			
.01A	Review & Approval of Agenda	<b>Decision</b>	<b>2</b>	
.01B	Declarations of Conflicts of Interest	<b>Discussion</b>	--	
.01C	Review & Approval of Minutes - Council Meeting 2021.05 December 17, 2021	<b>Decision</b>	<b>4</b>	
.01D	Review of Action List	<b>Discussion</b>	<b>11</b>	
.01E	Council Meeting Evaluation Review	<b>Discussion</b>	<b>12</b>	
.02	<b>CONSENT AGENDA ITEMS</b>	<b>Information</b>		
.02A	Committee/Working Group Reports		--	
	(1) Executive Committee Report		<b>15</b>	<b>M8</b>
	(2) Discipline Committee		<b>17</b>	<b>M8</b>
	(3) Quality Assurance Committee		<b>18</b>	<b>M8</b>
	(4) Client Relations Committee		<b>21</b>	<b>M8</b>
	(5) Fitness to Practice Committee		<b>22</b>	<b>M8</b>
	(6) Finance & Audit Committee Report		<b>23</b>	<b>M8</b>
	(7) Equity, Diversity, and Inclusion Working Group		<b>27</b>	<b>M8</b>
	(8) ABA Working Group		<b>28</b>	<b>M7</b>
.02B	Staff Presentations		<b>32</b>	<b>M4/M5</b>
.03	<b>POLICY ISSUES</b>			
.03A	College Performance Management Framework (CPMF)	<b>Decision</b>	<b>33</b>	<b>M5/M7/M9</b>
.03B	Amendments to By-Law 20 & By-law 5	<b>Decision</b>	<b>106</b>	<b>M9</b>
.03C	<i>Policy II-5(iii): Quality Assurance Requirements for Members with a Certificate of Registration for Interim Autonomous Practice</i>	<b>Decision</b>	<b>127</b>	<b>M3</b>
.03D	ABA Transitional Council Members	<b>Decision</b>	<b>130</b>	<b>M7</b>
.03F	Governance Reform and Regulatory Modernization	<b>Information</b>	<b>133</b>	<b>M9</b>
.04	<b>BUSINESS ISSUES</b>			
.04A	President's Report	<b>Information</b>	<b>151</b>	<b>M8/M9</b>
.04B	Registrar & Executive Director's Report	<b>Information</b>	<b>152</b>	<b>M8/M9</b>
.04C	Registration Committee Quarterly Report	<b>Information</b>	<b>158</b>	<b>M8/M9</b>
.04D	Inquiries, Complaints and Reports Committee Quarterly Report	<b>Information</b>	<b>160</b>	<b>M8/M9</b>
.04E	Notice: Executive Committee Elections/Council Appointments	<b>Information</b>	<b>164</b>	<b>M9</b>

AGENDA ITEM	TOPIC	ACTION	PAGE #	STRATEGIC DIRECTION*
.04F	Proposed Budget 2022-2023	Decision	169	M9
	(1) Proposed Salary Ranges <b>IN CAMERA</b> <sup>1</sup> (to be distributed at Meeting)	Decision	--	M9
.04G	Registrar's Performance Review: <b>IN CAMERA</b> <sup>2</sup> (Presentation by President)	Decision	--	M9
<b>.05</b>	<b>STRATEGIC ISSUES</b>			
.05A	Strategic Direction Implementation: Chart Update	Discussion	174	All
<b>.06</b>	<b>OTHER BUSINESS</b>			
.06A	Next Council Meeting: <ul style="list-style-type: none"> <li>June 17, 2022</li> </ul>	Information	--	--
.06B	Proposed Council Meeting: <ul style="list-style-type: none"> <li>September 23, 2022</li> </ul>	Decision	--	--
<b>.07</b>	<b>ADJOURNMENT</b>			

\*In accomplishing our Mission, the College promotes excellence in the practice of psychology by:

- M1 - *Enforcing standards fairly and effectively through: Developing, establishing and maintaining standards of qualifications for individuals seeking registration,*
- M2 - *Enforcing standards fairly and effectively through: Developing, establishing and maintaining standards of practice and professional ethics for all members,*
- M3 - *Enforcing standards fairly and effectively through: Developing, establishing and maintaining standards of knowledge and skill and programs to promote continuing evaluation, competence and improvement among members;*
- M4 - *Communicating clearly and effectively with stakeholders, particularly applicants, members and the public;*
- M5 - *Supporting and assisting members to meet high standards;*
- M6 - *Responding to changing needs in new and emerging practice areas;*
- M7 - *Collaborating in shaping the regulatory environment;*
- M8 - *Acting in a responsibly transparent manner; and,*
- M9 - *Advancing the Council's governance practices.*

<sup>1</sup> Materials not included in Public Package – Personnel Matter

<sup>2</sup> Materials not included in Public Package – Personnel Matter



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## COUNCIL MEETING

## 2021.05

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4 To view the Meeting Materials and Briefing Notes corresponding to these Minutes please click  
5 [here](#).

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7

**DECEMBER 17, 2021**

8

9

**PRESENT:**10 **Wanda Towers**, Ph.D., C.Psych., President11 **Marjory Phillips**, Ph.D., C.Psych., Vice-President12 **Paula Conforti**, Dip.C.S., C.Psych.Assoc.13 **Joyce Isbitsky**, Ph.D., C.Psych.14 **Marilyn Keyes**, Ph.D., C.Psych.15 **David Kurzman**, Ph.D., C.Psych.16 **Archie Kwan**, Ph.D., C.Psych.17 **Ilia Maor**, Public Member18 **Melanie Morrow**, M.A., C.Psych.Assoc.19 **Adrienne Perry**, Ph.D., C.Psych.20 **Philip Ricciardi**, Ph.D., C.Psych.21 **Paul Stopciati**, Public Member22 **Scott Warnock**, Public Member

23

24 **REGRETS:**25 **Nadia Mocan**, Public Member

26

27 **STAFF:**28 **Rick Morris**, Ph.D., C.Psych., Registrar & Executive Director29 **Barry Gang**, MBA, Dip.C.S., C.Psych.Assoc., Deputy Registrar & Director, Professional Affairs30 **Zimra Yetnikoff**, Director, Investigations & Hearings31 **Lesia Mackanyyn**, Director, Registration32 **Stephanie Morton**, Director, Corporate Services33 **Caitlin O'Kelly**, Assistant to the Registrar, Recorder

34

35 **2021.05.00 CALL TO ORDER**

36 The President called the meeting to order at 9:00AM. The meeting was held virtually by Zoom and  
37 livestreamed on YouTube. The President began the meeting with a land acknowledgement  
38 statement in recognition and respect for Indigenous peoples. The President informed Council of  
39 the passing of our public member, Mr. Graeme Goebelle. She noted the many contributions he  
40 made to both the work of Council and the Committees on which he served with special  
41 recognition for bringing his professional expertise to his work on the Finance and Audit  
42 Committee. On behalf of the College, the President expressed condolences to Mr. Goebelle's  
43 wife, family, friends and colleagues.

44

45 Due to the passing of Mr. Goebelle, the College Council was not properly constituted for this  
 46 meeting as the Council did not have the minimum number of public members required.  
 47 Immediately following the meeting, the Executive Committee met and using the authority  
 48 provided in the RHPA section 12(1), ratified all decisions taken at the meeting.  
 49

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50 **2021.05.01 APPROVAL OF THE AGENDA AND MINUTES**

51  
 52 **.01A APPROVAL OF AGENDA**

53  
 54 **It was MOVED D. Kurzman**

55 **That the Agenda for the Council Meeting be approved.**

**CARRIED**

56  
 57 **.01B DECLARATIONS OF CONFLICTS OF INTEREST**

58 The President asked members of Council if there were any conflicts of interest regarding the items  
 59 on the Agenda. The Council recognized that item *.04G Hiring a Project Researcher to Develop a*  
 60 *Report to Further Council's Decision to Close Master's Level Registration* could pose an  
 61 unavoidable conflict for professional members of Council. The President reminded Council  
 62 members that the potential for conflicts should be kept in mind throughout the meeting and  
 63 declarations made if appropriate.  
 64

65 **.01C MINUTES FROM THE COUNCIL MEETING 2021.04 SEPTEMBER 10, 2021**

66  
 67 **It was MOVED P. Stopciati**

68 **That the Minutes from the Council Meeting 2021.04 of September 10, 2021 be approved as**  
 69 **presented.**

**CARRIED**

70  
 71 **.01F REVIEW OF ACTION LIST**

72 The Council reviewed the Action List from the minutes of the previous meeting and noted items  
 73 that were completed, outstanding or on the Agenda at this meeting.  
 74

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75 **2021.05.02 CONSENT AGENDA**

76 The Consent Agenda was received.  
 77

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78 **2021.05.03 POLICY ISSUES**

79  
 80 **.03A APPROVAL PROCESS: CHANGES TO LISTING OF MEMBER'S HIGHEST ACADEMIC DEGREE**

81 The Registrar provided the Council with a Briefing Note with proposed amendments to the  
 82 *Standards of Professional Conduct, 2017*. Situations have arisen in which members trained at the  
 83 master's level, who hold Certificates of Registration as a Psychologist, undertake further  
 84 education and are awarded a doctoral degree. These members have applied to the College for  
 85 authorization to use their doctoral degree as well as the title "Doctor" in representing their  
 86 qualifications. The current wording of *Standards* does not permit this as the *Standards* require  
 87 that a member use the highest degree upon which their registration was based and that they may  
 88 only use the title "Doctor" when they have been registered as a Psychologist on the basis of a  
 89 doctoral degree.  
 90

91 To address this, it was suggested that *Standard 6. Representation of Services of the Standards of*  
 92 *Professional Conduct, 2017* be amended to permit the College, as represented by the Registrar,  
 93 to review applications submitted by master's level Psychologist members to determine if they  
 94 should be authorized to use their new doctoral degree as well as the title "Doctor" in representing  
 95 their qualifications. In doing so, the Registrar will consider the nature of the doctoral degree,  
 96 specifically if it would be acceptable to the College if it accompanied a 'first time' application for  
 97 a *Certificate of Registration as a Psychologist*.

98  
 99 **It was MOVED S. Warnock**

100 **That *Standard 6. Representation of Services of the Standards of Professional Conduct, 2017,***  
 101 **specifically 6.1 d and e, be amended to indicate that the Registrar, on behalf of the College, is**  
 102 **authorized to approve changes to a member's listing of their highest academic degree in**  
 103 **situations where no other avenue for approval is available. CARRIED**

104  
 105 **Action Item Office of the Registrar**

106 Updated *Standard 6. Representation of Services of the Standards of Professional Conduct, 2017.*

107  
 108 **.03B EXPANSION OF ELIGIBILITY FOR TIME-LIMITED INTERIM AUTONOMOUS PRACTICE**  
 109 **CERTIFICATE**

110 The Deputy Registrar provided the Council with a Briefing Note and recommendation to expand  
 111 the College's current eligibility for *Time Limited Registration for Practitioners from Other*  
 112 *Jurisdictions* to include practitioners who request authorization to provide service, temporarily,  
 113 to existing or former clients who have moved **permanently** to Ontario.

114  
 115 The current College process permits temporary, time limited membership to individuals licensed  
 116 to provide psychological services in other jurisdictions to provide services, for up to 12 months,  
 117 to an existing client now located in Ontario. The policy requires that the client must be residing in  
 118 Ontario **temporarily** for a reason such as attending school or a short-term employment situation.  
 119 This expansion to our current policy will facilitate continuity of care by ensuring that clients  
 120 moving to Ontario **permanently** can continue to receive services during the transition. In  
 121 addition, it was noted that, at times, an estranged family, living in different provinces may seek  
 122 family therapy. This temporary, time limited, certificate would permit service to be obtained by  
 123 all family members.

124  
 125 **It was MOVED P. Conforti**

126 **That the College's current eligibility for *Time Limited Registration for Practitioners from Other***  
 127 ***Jurisdictions* be expanded to include practitioners who request authorization to provide service**  
 128 **to:**

- 129 • Existing and former clients who have moved permanently to Ontario;
- 130 • Individuals living in Ontario but are part of a family which is receiving service in another
- 131 jurisdiction.

132 **CARRIED**

133  
 134 **Action Item Office of the Registrar**

135 Update the eligibility requirements for *Time Limited Registration for Practitioners from Other*  
 136 *Jurisdictions* on the College's website.

137 **.03C COLLEGE PERFORMANCE MANAGEMENT FRAMEWORK (CPMF) UPDATE**

138 The Deputy Registrar provided the Council with a Briefing Note which included a Ministry  
139 summary of the results of the first 2020 *CPMF* and the work that was being undertaken to  
140 complete the 2021. The Ministry of Health requires every health regulatory College to complete  
141 the *CPMF* reporting on its compliance with the standardized performance measures set out by  
142 the Ministry. Staff are currently working on completing the 2021 reporting tool which will be  
143 provided to Council in March 2022 and then submitted to the Ministry.

144

145 **.03D COUNCIL EVALUATION OF MEETING EFFECTIVENESS**

146 The Registrar provided the Council with a Briefing Note and a copy of a proposed Council Meeting  
147 Evaluation Survey. Within the *College Performance Measurement Framework (CPMF)*,  
148 Governance is identified as one of the main domains contributing to a College effectively serving  
149 and protecting the public interest. One of the *CPMF* Standards relates to the evaluation of Council  
150 effectiveness which is being assessed by some Colleges through evaluations of Council meeting  
151 effectiveness. The survey proposed would be emailed to members of Council in attendance  
152 immediately following the meeting and completed anonymously. The results of the survey would  
153 be tabulated and presented to the next meeting of Executive Committee and Council.

154

155 **It was MOVED M. Phillips**

156 **That the Council approve the use of the proposed Council Meeting Evaluation Form. CARRIED**

157

158 **.03E AMENDMENTS TO BY-LAW 20 & BY-LAW 5**

159 The Registrar provided the Council with a Briefing Note and a copy of the proposed amendments  
160 to *By-law 5: Selection of Committee Chairs and Committee Members* and *By-law 20: Election to*  
161 *Council, Qualifications, Terms of Office and Conditions for Disqualification*. Within the *College*  
162 *Performance Measurement Framework (CPMF)*, Governance is identified as one of the main  
163 domains contributing to a College effectively serving and protecting the public interest.

164

165 One of the Standards set out in the *CPMF* requires that members running for Council, or wishing  
166 to participate as a member of a College Committee, received an orientation to the role and  
167 mandate of the College and its Committees prior to seeking the position. Changes to *By-laws 5*  
168 and *20* are needed to permit the College to require a member to attend an orientation as part of  
169 the nomination process for a Council seat or as a requirement to serve on a College Committee.

170

171 Another *CPMF* Standard requires that the College have a *cooling off period*, between actively  
172 participating on an association's leadership and being on Council, as part of the eligibility criteria  
173 in running for Council. Currently, the College does not have a cooling off period but rather only  
174 requires that, before taking their Council seat, a member resign from any association leadership  
175 position that could potentially pose a conflict. A review of the policies of other Colleges, found  
176 that a one-year period is quite common and therefore this is suggested in the draft changes to  
177 the *By-law 20: Elections to Council. . . Conditions for Disqualification*.

178

179 The proposed *By-law* amendments are required to be circulated to the membership for at least  
180 60 days. Feedback received will be provided to Council with a final decision to occur at the March  
181 2022 meeting.

182

183 **It was MOVED P. Conforti**  
 184 **That the proposed amendments to:**  
 185 • *By-law 5: Selection of Committee Chairs and Committee Members*  
 186 • *By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for*  
 187 *Disqualification*  
 188 **be approved for circulation to the membership. CARRIED**

189  
 190 **Action Item Office of the Registrar**  
 191 Circulate amendments to *By-law 5: Selection of Committee Chairs and Committee Members* and  
 192 *By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for Disqualification,*  
 193 *to the membership.*

194  
 195 **.03F POLICY II-2(V): ALTERNATIVE DOCUMENTATION GUIDELINE**  
 196 The Registrar provided the Council with a Briefing Note and a copy of the proposed *Policy II-2(v):*  
 197 *Alternative Documentation Guideline.* In exceptional circumstances, applicants are unable to  
 198 obtain required *original* documents due to crises, political situations, or other circumstances  
 199 beyond the applicant's control. This policy describes the process by which candidates in such  
 200 circumstances can meet the documentation requirements of the College.

201  
 202 **It was MOVED A. Perry**  
 203 **That *Policy II-2(v): Alternative Documentation Guideline* be approved. CARRIED**

204  
 205 **Action Item Office of the Registrar**  
 206 Add *Policy II-2(v): Alternative Documentation Guideline,* to the *Colleges Policy and Procedure*  
 207 *Manual.*

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208  
 209 **2021.05.04 BUSINESS ISSUES**

210  
 211 **.04A PRESIDENT'S REPORT**  
 212 The Council reviewed the President's Report for the second quarter. There were no questions or  
 213 comments.

214  
 215 **.04B REGISTRAR & EXECUTIVE DIRECTOR'S REPORT**  
 216 The Council reviewed the Registrar's Report for the second quarter. There were no questions or  
 217 comments.

218  
 219 **.04C REGISTRATION COMMITTEE QUARTERLY REPORT**  
 220 The Council reviewed the second quarter report and noted the:  
 221 • Supervision Resource Manual Working Group is continuing to meet. A draft of the revised  
 222 Manual will be going to the January Registration Committee Meeting.  
 223 • The systematic review of the Oral Examinations process is continuing. As part of the  
 224 review, the Committee is considering a process to evaluate CFTA applicants on the  
 225 controlled act of communication of a diagnosis.

226  
 227 **.04D INQUIRIES, COMPLAINTS AND REPORTS COMMITTEE QUARTERLY REPORT**  
 228 The Council reviewed the second quarter report and there were no questions or comments.

229

230

**.04E INTEGRATED RISK MANAGEMENT REPORT**

231

The Council reviewed the annual Integrated Risk Management Report provided by the Registrar.

232

There were no questions or comments.

233

234

**.04F DIRECTORS OF CLINICAL TRAINING PROGRAMS MEETING ORAL REPORT**

235

Dr. Adrienne Perry and Dr. Marjory Phillips gave an oral report on the joint meeting of the Directors of Clinical Training and Internship Directors that took place on October 28, 2021. Thirty-eight representatives were in attendance and the following topics were discussed:

236

237

238

- Updates from the Registration Committee

239

- Continued impacts of COVID-19

240

- Equity, Diversity, and Inclusion

241

242

**.04G HIRING A PROJECT RESEARCHER TO DEVELOP A REPORT TO FURTHER COUNCIL'S DECISION TO CLOSE MASTER'S LEVEL REGISTRATION**

243

244

In September 2019, the College Council passed a motion, *That the College pursue amendments to O.Reg. 74/15 - Registration under the Psychology Act, 1991 to discontinue Master's level registration.* The Ministry of Health staff were informed of this decision and indicated they would speak with their colleagues from other Ministries, e.g., Corrections, Long Term Care, Education, to ascertain any issues or concerns they may have for Council to address. They suggested this information would be helpful before the College began the Registration Regulation amendment process. Unfortunately, the Ministry has had to focus on other priorities, and have been unable to turn their attention to providing feedback to the College regarding the Council motion.

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The Executive Committee is recommending that the College take a more proactive approach to this issue. The suggestion was to hire a Project Researcher to write a report explaining the reasons for the decision, the movement in this direction by other Canadian regulators, and the current trends in training of psychological practitioners. In addition, the report would consider potential consequences of closing Master's level registration and how these might be addressed. It was recognized that research and information of this type would be necessary in preparing Council's formal request for amendments to the Registration Regulation.

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261

**It was MOVED J. Isbitsky**

262

**That a Project Researcher be hired to focus on furthering the decision of Council to close Master's level registration and that the Executive Committee be authorized to approve the salary/contract range to be commensurate with the individual's experience and training.**

263

264

265

**CARRIED**

266

267

**Action Item Registrar**

268

Hire a project researcher to develop a report to further Council's decision to close master's level registration.

269

270

271

**2021.05.05 STRATEGIC ISSUES**

272

273

**.05A STRATEGIC DIRECTION IMPLEMENTATION UPDATE**

274 The Registrar provided the Council with the updated *Strategic Direction Implementation Table*.  
275 This table is used to chart the work undertaken and accomplished in fulfilling the College's  
276 Strategic Direction. Items added since the Council Meeting of September 10, 2021 were shown in  
277 **Bold**.  
278

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279 **2021.05.06 OTHER BUSINESS**

280  
281 **.06A SET ELECTIONS DATE**

282 The Council confirmed that the date for the elections in District 1 (North), District 2 (Southwest)  
283 and District 3 (Central) will be March 31, 2022.

284  
285 **It was MOVED S. Warnock**  
286 **That the elections to Council in District 1 (North), District 2 (Southwest) and District 3 (Central)**  
287 **will be held on March 31, 2022. CARRIED**  
288

289 **.06B NEXT COUNCIL MEETINGS:**

- 290 ○ March 11, 2022
- 291 ○ June 17, 2022

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293 **2021.05.07 ADJOURNMENT**

294 There being no further business,

295  
296 **It was MOVED A. Kwan**  
297 **That the Council Meeting be adjourned. CARRIED**  
298

299 The Council Meeting was adjourned at 11:30PM

300  
301  
302  
303 \_\_\_\_\_  
Wanda Towers, Ph.D., C.Psych., President

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305  
306 \_\_\_\_\_  
307 Marjory Phillips, Ph.D., C.Psych., Vice-President

308  
309 **Minutes approved at the Council Meeting on March 11, 2022**

## ACTION LIST

2022.01.01D

### COUNCIL MEETING 2022.05 DECEMBER 17, 2021

Item:	Responsibility:	Action:	Status:
2019.03.03C	College	To pursue amendments to O.Reg. 74/15 - Registration under the <i>Psychology Act, 1991</i> to discontinue Master's level registration and at that time, grant the title Psychologist to all existing Psychological Associates.	In Process/ On Agenda
2020.04.03A	Registration Committee	Establish a process to assess all <i>Canada Free Trade Agreement (CFTA)</i> candidates on their competence to perform the controlled act of communication of a diagnosis.	In Process; being done in conjunction with Oral Examination review
2021.05.03A	Office of the Registrar	Updated Standard 6. Representation of Services of the <i>Standards of Professional Conduct, 2017</i> .	Completed
2021.05.03B	Office of the Registrar	Update the eligibility requirements for <i>Time Limited Registration for Practitioners from Other Jurisdictions</i> on the College's website.	Completed
2021.05.03E	Office of the Registrar	Circulate amendments to <i>By-law 5: Selection of Committee Chairs and Committee Members</i> and <i>By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for Disqualification</i> , to the membership.	Completed/On Agenda
2021.05.03F	Office of the Registrar	Add <i>Policy II-2(v): Alternative Documentation Guideline</i> to the <i>Colleges Policies and Procedures Manual</i> .	Completed
2021.05.04G	Registrar	Hire a project researcher to develop a report to further council's decision to close master's level registration.	In process

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## BRIEFING NOTE

2022.01.01E

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### MARCH 2022 COUNCIL MEETING

## COUNCIL MEETING EVALUATIONS

### STRATEGIC DIRECTION REFLECTION

*Advancing the Council's governance practices.*

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### FOR INFORMATION

At its meeting of December 17, 2021, the College Council reviewed and approved a Council Meeting Evaluation Form to be used to assess Council meeting functioning and effectiveness. Immediately following the meeting, this anonymous survey was sent to all members of Council in attendance; all of whom responded. The ratings on the 11 areas surveyed are summarized in the attached chart along with the verbatim comments provided. As more meetings are evaluated, graphs will present the results obtained over time.

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### ATTACHMENT

1. Council Meeting Evaluation Summary

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### CONTACT FOR QUESTIONS

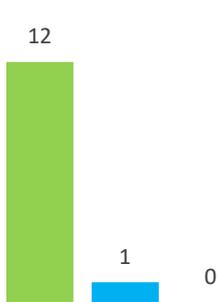
Rick Morris, Ph.D., C.Psych.  
Registrar & Executive Director

# COUNCIL MEETING EVALUATION SUMMARY

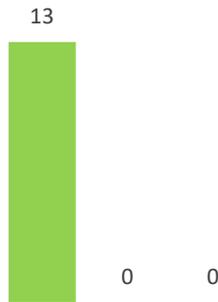
## COUNCIL MEETING DECEMBER 17, 2021

### 13/13 COUNCIL MEMBERS PRESENT COMPLETED EVALUATIONS

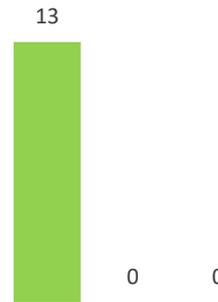
■ Very Good/Excellent ■ Good/OK ■ Needs Improvement



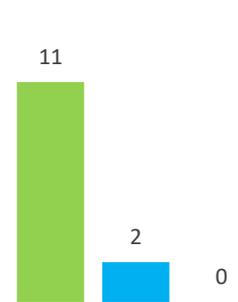
Q1: The Council meeting materials were received in a timely manner.



Q2: The materials were sufficient to assist me in forming an opinion on decisions to be made by Council. Briefing Notes and Reports were clear and contained needed information.



Q3: Agenda items were appropriate for Council discussions. Topics were relevant to the mandate and strategic direction of the College.



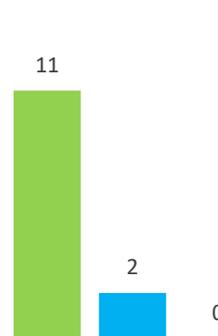
Q4: The public interest was described in Briefing Notes and considered in all discussions.



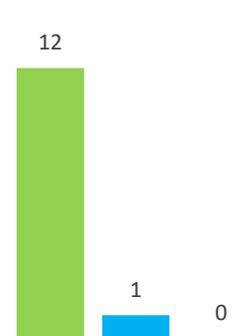
Q5: Time was used effectively. Questions and discussions remained on topic.



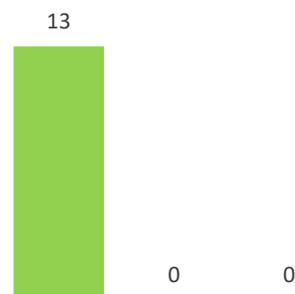
Q6: Council avoided getting into operational, administrative and/or management areas of responsibility.



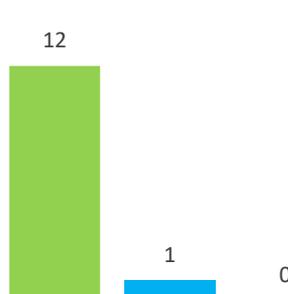
Q7: There was opportunity for me to be actively engaged in all discussions and I felt comfortable participating in the Council discussions.



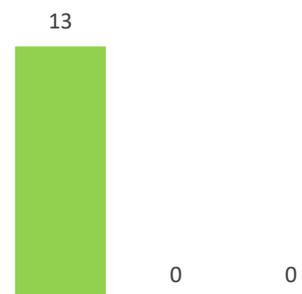
Q8: I was satisfied with the way in which other members of Council contributed to discussions and debate. There was a positive climate of trust and respect. Disagreements were handled openly, honestly, and directly.



Q9: Where appropriate, Next Steps and Action Items were clearly identified.



Q10: In general, Council Members appeared prepared for the meeting.



Q11: The President chaired the meeting in a manner that enhanced Council's performance and decision-making.

**ADDITIONAL COMMENTS**

Q1	<ul style="list-style-type: none"> <li>• I always appreciate having the material well in advance so I can read the reports thoroughly.</li> <li>• Very well presented</li> </ul>
Q2	<ul style="list-style-type: none"> <li>• Briefing Notes are exactly that. Well written and to the point.</li> </ul>
Q3	<ul style="list-style-type: none"> <li>• Agenda items are relevant, and I appreciate that agenda deals with timely issues that the College is facing and how they impact the mandate of the College.</li> </ul>
Q4	<ul style="list-style-type: none"> <li>• In Briefing Notes but not always discussed</li> <li>• Public Members are encouraged to comment on any and all issues raised in briefing notes.</li> </ul>
Q5	<ul style="list-style-type: none"> <li>• Everyone is encouraged to speak</li> <li>• Discussions were focused on the issue at hand. Wanda does a good job at bringing members back to the issue and or item being brought forward.</li> </ul>
Q6	<ul style="list-style-type: none"> <li>• Council stayed on agenda</li> <li>• Chair defers to staff when it is a item that is their sole responsibility. Calls on Board members to lead discussion when item is a Board responsibility.</li> </ul>
Q7	<ul style="list-style-type: none"> <li>• Respectful and safe!</li> <li>• All ideas allowed</li> <li>• The benefit of having well written Briefing Notes delivered in advance allows for this. Not always the case with some other organizations I have been part of.</li> </ul>
Q8	<ul style="list-style-type: none"> <li>• There was one area of disagreement and my perception was that the President did a great job ensuring that everyone had an opportunity to articulate and defend their position.</li> <li>• All members are truly respectful of opinions put forward. There may not always be agreement but open sharing of ideas is encouraged.</li> </ul>
Q9	<ul style="list-style-type: none"> <li>• Example - new point raised was noted as an Executive agenda item for future</li> </ul>
Q10	<ul style="list-style-type: none"> <li>• Good participation, robust discussions</li> <li>• Hard to tell but I assume so</li> </ul>
Q11	<ul style="list-style-type: none"> <li>• The President ensured that everyone had an opportunity to participate while still keeping the meeting on track</li> <li>• Wanda has a lovely warm style of chairing</li> <li>• President is starting to grow into the role. Meeting ran smoothly and was concluded in a timely manner.</li> </ul>
Additional Comments	<ul style="list-style-type: none"> <li>• Very enjoyable, stimulating meeting!</li> <li>• Almost every member participated in discussion of proposed cooling off period - good to hear different viewpoints</li> <li>• A lot of heavy lifting and the members were up to the challenge.</li> <li>• Excellent meeting!</li> </ul>

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## REPORT TO COUNCIL

2022.01.02A(1)

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### EXECUTIVE COMMITTEE

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#### COMMITTEE MEMBERS:

Wanda Towers, Chair, Professional Member of Council  
 Paula Conforti, Professional Member of Council  
 Marjory Phillips, Professional Member of Council  
 Philip Ricciardi, Professional Member of Council  
 Paul Stopciati, Public Member of Council  
 Scott Warnock, Public Member of Council

#### STAFF

Rick Morris, Registrar & Executive Director  
 Barry Gang, Deputy Registrar & Director, Professional Affairs  
 Caitlin O’Kelly, Assistant to the Registrar

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#### MEETINGS

The Executive Committee met on:

- December 17, 2021
- February 7, 2022
- February 18, 2022

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#### ITEMS TO COUNCIL FOR DECISION

The Executive Committee held three virtual meetings since the last Council meeting. Several items were discussed to be brought forward for Council consideration at the March 2022 meeting. These included:

- The draft 2021 *College Performance Measurement Framework (CPMF)*;
- Amendments to *Policy II-5(iii): Quality Assurance Requirements for Members with a Certificate of Registration for Interim Autonomous Practice*;
- A recommendation that Council approve inviting two members of the profession of applied behaviour analysis to participate in Council meetings as transitional, non-voting members to participate in Council meetings until proclamation of the *Psychology and Applied Behaviour Analysis Act, 2021*. If approved, that the Executive Committee be given the authority to appoint these members; and
- Proposed budget for 2022-2023;
- Staff salary ranges for 2022-2025; and
- The Registrar’s Performance Review.

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#### ACTIONS

The Executive Committee took the following actions on behalf of Council:

- The Executive Committee met immediately following the meeting of Council on December 17, 2021. They used the authority provided in the RHPA section 12(1) ratified all decisions taken at the Council meeting.

- The Executive Committee reviewed College governance reforms proposed by the Ministry of Health. Based on this discussion, the Registrar prepared a response on behalf of the College which the Executive Committee approved for submission by the deadline of February 23, 2022. This submission is provided to in the Council meeting materials.

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**FOR INFORMATION**

The Executive Committee undertook its quarterly review of the provisions permitting out-of-province practitioners to continue to provide services virtually to their clients currently in Ontario due to COVID-19. It was determined that these provisions should continue. This will be reviewed again at the next Executive Committee meeting.

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**SUBMITTED BY**

Wanda Towers, Ph.D., C. Psych., Chair

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## REPORT TO COUNCIL

2022.01.02A(2)

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

### DISCIPLINE COMMITTEE

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#### COMMITTEE MEMBERS:

Marilyn Keyes, Council Member, Chair  
 Janice Currie, College Member, Co-Vice-Chair  
 Sara Hagstrom, College Member, Co-Vice-Chair  
 Gilles Boulais, College Member  
 Paula Conforti, Council Member  
 Lynette Eulette, College Member  
 Robert Gauthier, College Member  
 Michael Grand, Council Member  
 Anthony Hopley, College Member  
 Joyce Isbitsky, Council Member  
 Sandra Jackson, College Member  
 David Kurzman, Council Member  
 Archie Kwan, Council Member

Maggie Mamen, College Member  
 Ilia Maor, Public Member  
 Nadia Mocan, Public Member  
 Melanie Morrow, College Member  
 Mary Ann Mountain, College Member  
 Tisha Ornstein, College Member  
 Adrienne Perry, Council Member  
 Marjory Phillips, Council Member  
 Paul Stopciati, Public Member  
 Wanda Towers, Council Member  
 Ester Vlessing, Public Member (from Dec 22/21)  
 Scott Warnock, Public Member

#### STAFF SUPPORT:

Zimra Yetnikoff, Director, Investigations & Hearings  
 Hélène Théberge, Senior Administrative Assistant

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#### REFERRALS TO DISCIPLINE

There was one referral to the Discipline Committee in the third quarter:

1. **Dr. Darren Schmidt:** [https://members.cpo.on.ca/public\\_register/show/21702](https://members.cpo.on.ca/public_register/show/21702)

A referral was made to the Discipline Committee with the ICRC Decision sent to the parties on December 2, 2021. This matter is currently at the Pre-Hearing Conference stage.

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#### HEARINGS

One Pre-Hearing Conference was held in the following matter in the third quarter:

- Dr. André Dessaulles:** [https://members.cpo.on.ca/public\\_register/show/2530](https://members.cpo.on.ca/public_register/show/2530)

The Pre-Hearing Conference was held on December 20, 2021. A Motion is scheduled for March 31, 2022 with the Hearing is to take place on June 21, 23 and 24, 2022.

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#### SUBMITTED BY

Marilyn Keyes, Ph.D., C.Psych., Chair

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## REPORT TO COUNCIL

2022.01.02A(3)

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### QUALITY ASSURANCE COMMITTEE

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#### COMMITTEE MEMBERS

Michael Minden, College Member, Chair  
 Joyce Isbitsky, Council Member, Vice-Chair  
 Katherine Green, College Member  
 Sabrina Hassan, College Member  
 David Howard, College Member  
 David Kurzman, Council Member  
 Iliia Maor, Public Member  
 Nadia Mocan, Public Member

#### STAFF

Barry Gang, Deputy Registrar & Director, Professional Affairs  
 Madeleine Lee, Quality Assurance Coordinator

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#### COMMITTEE ACTIVITY

The Committee met twice during the third quarter, on December 10, 2021, and February 11, 2022. Highlights of the Committee's work included continuing discussion of:

- Consolidation of Self-Assessment Guide (SAG) and Continuing Professional Development (CPD) Documentation;
- Review of Committee programs with an Equity, Diversity, and Inclusion (EDI) lens; and
- Opportunities to simplify CPD Credit Tracking.

The Committee made the following decisions:

- Continued postponement of Peer Assisted Reviews, which are usually conducted in-person, can no longer be justified in the public interest. Members selected for a Peer Assisted Review will be required to participate virtually via secure technology. Individual requests for deferral will be considered on a case-by-case basis and members will be invited to request technical assistance from College staff;
- Members with a Certificate of Registration Authorizing Interim Autonomous Practice, who are regulated psychological services providers in other provinces and who comply with Self-Assessment and Continuing Professional Development requirements in their home jurisdictions, will be considered to have satisfied the Ontario requirements. A recommendation is presented separately for Council consideration; and
- Documentation regarding Self-Care Requirements will be amended to emphasize members' ability to choose their own preferred method of assessing self-care needs and the self-care plan is to be retained in members' own personal records and not to be submitted to the College.

**MEMBER MATTERS**

In addition to the full meetings of the Committee, panels of the Committee met on January 11 and February 4, 2022, during which a total of 31 member-specific matters were discussed.

**SELF ASSESSMENT GUIDE (SAG)****Overview**

SAG Reviews Arising from 2019-2021 Cycle					24
SAG Reviews Carried Over from Previous Cycles					4
<b>Total SAG for Review</b>					<b>28</b>
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>YTD</b>	
Reviews Completed by the Committee	4	7	4		15
Exemptions Due to Retirement/Deferrals Granted Due to Exceptional Circumstances	0	6	0		6
Referral to an Assessor under s. 81 of the <i>Health Professions Procedural Code (Code)</i>	0	0	1		1
Referral to Inquiries, Complaints and Reports Committee (ICRC)	0	1	0		1
<b>SAG Reviews Completed</b>					<b>23</b>
<b>SAG Reviews Outstanding</b>					<b>5</b>

A total of eight matters related to the Self-Assessment requirements were considered, due to the members' failure to make their Declarations of Completion by the required date. In three cases, the Committee could not determine whether all requirements had been met and further information has been requested. In three matters, the members appeared to have met all of the Self-Assessment requirements. In one case the member was referred to an Assessor pursuant to s.81 of the *Code* to assist the Committee in determining the nature of the member's difficulties in meeting the CPD requirements. In one case, the member received remedial feedback concerning a disparity between their understanding of their authorized areas practice and those areas listed on College's Public Register.

**PEER ASSISTED REVIEW (PAR)****Overview**

Reviews Carried Over from Previous Years					33
Referred Due to Failure to Comply with 2021 Self-Assessment Requirements					0
Random Selection					5
Stratified Random Selection					35
<b>Total Reviews Planned for 2021-2022</b>					<b>73</b>
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>YTD</b>	
Completed Peer Assisted Reviews	1	1	1		3
Exemption Granted following Resignation/Retirement	0	0	2		2
Deferral Granted	0	0	7		7

In the one Peer Assisted Review completed during Q3, the member was deemed to have met all program requirements. Pursuant to the Committee Decision in December 2021, the 61 members whose reviews remain active have been notified that these will proceed. These reviews are currently being arranged.

**CONTINUING PROFESSIONAL DEVELOPMENT AUDITS****Overview**

Non-Compliance Audits				14
Exempted from Non-Compliance Audit Following Resignation or Retirement				3
Random Selection				39
<b>Total Audits Planned for 2021-2022</b>				<b>50</b>
<b>Audits Completed – Outcome</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>YTD</b>
Met Program Requirements	0	9	14	23
Remedial Feedback	0	2	5	7
Members Referred to ICRC for lack of compliance/cooperation with QA Programs:	0	1	1	2
<b>Total Audits Completed by Committee</b>				<b>32</b>
<b>Audits Ongoing/Outstanding for 2021-2022</b>				<b>18</b>

The nature of remedial feedback provided to members this quarter included:

- The need to improve organization of CPD documentation to monitor completion of requirements more effectively;
- A reminder that CPD requirements are non-exemptible for all members except those with a Retired Certificate of Registration;
- Declarations of Completion are due at the same time every second year and that it is a member's obligation to review all the College's messages written to them; and
- In two matters, while there were no concerns about the members' satisfaction of CPD requirements, it was suggested that greater efforts be made to de-identify client information in CPD records provided, where client identification is not required.

**SUBMITTED BY**

Michael Minden, Ph.D., C.Psych., Chair

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## REPORT TO COUNCIL

2022.01.02(4)

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### CLIENT RELATIONS COMMITTEE

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#### COMMITTEE MEMBERS

Kofi Belfon, College Member, Chair  
Archie Kwan, Council Member, Vice-Chair  
Rosemary Barnes, College Member  
Nadia Mocan, Public Member  
Melanie Morrow, College Member  
Adrienne Perry, Council Member  
Lana Stermac, College Member  
Esther Vlessing, Public Member (from Dec 22/21)

#### STAFF

Barry Gang, Deputy Registrar & Director, Professional Affairs  
Julie Hahn, Practice Support & Client Relations Coordinator

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#### COMMITTEE ACTIVITIES

The Committee met three times during this quarter, on December 15, 2021, January 25, 2022, and February 22, 2022.

The Committee continues to discuss Equity, Diversity, and Inclusion (EDI) matters as they relate to client experiences with College members and with the College. This complex work is ongoing and relates closely to the work of the College's EDI Working Group.

The Committee completed a new educational document entitled "Sexual Abuse: Behavior or Remarks of a Sexual Nature Towards Patients" which addresses the prevention of sexual abuse occurring in the form of sexual behaviour or remarks which are not appropriate to the services provided.

The Committee finalized a satisfaction survey for applicants for the College's Program for Funding of Therapy or Counselling for Victims of Sexual Abuse. The survey is currently in use.

Funding for Therapy for Clients Sexually Abused by Members or by Individuals Supervised by Members  
Two applications for funding were reviewed by the Committee during this quarter, both of which were approved. There are currently seven individuals whose therapy or counselling is being funded.

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#### SUBMITTED BY

Kofi Belfon, Ph.D., C. Psych., Chair



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## REPORT TO COUNCIL

2022.01.02A(5)

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**THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022**

### **FITNESS TO PRACTICE COMMITTEE**

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**COMMITTEE MEMBERS:**

Philip Ricciardi, Chair, Council Member

Paula Conforti, Council Member

Graeme Goebelle, Public Member

Julie Goldenson, College Member

Mark Watson, College Member

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The Fitness to Practice Committee held no meetings during the third quarter.

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## REPORT TO COUNCIL

2022.01.02A(6)

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### FINANCE AND AUDIT COMMITTEE

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#### COMMITTEE MEMBERS

Wanda Towers, Chair, Council Member  
David Kurzman, Council Member  
Esther Vlessing, Public Member (from Dec 22/21)  
Paul Stopciati, Public Member  
Alana Holmes, College Member

#### STAFF

Rick Morris, Registrar & Executive Director  
Barry Gang, Deputy Registrar & Director, Professional Affairs  
Stephanie Morton, Director, Corporate Services  
Caitlin O’Kelly, Assistant to the Registrar

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#### COMMITTEE ACTIVITIES

The Finance and Audit Committee (FAC) met by teleconference on February 3, 2022. The Committee reviewed the Variance Report and the Unaudited Financial Statements to November 30, 2021, the end of the second quarter. In considering the *Statement of Revenue & Expenses*, the FAC reviewed the *Variance Report* which explained items that deviated from the budget by the level of materiality set by Council; items which exceeded the budget by \$5,000 or were underspent by \$10,000. The Committee was satisfied with the information presented and voted to receive these reports.

The memorandum confirming the remittances of Taxes to Canada Revenue Agency and the Ontario Employer Health Tax for the period September 1, 2021 to November 30, 2021 was received.

Based on the documents reviewed at this meeting, it is the view of the Committee that the College continues to operate on a sound financial basis.

#### 2022-2023 Budget

The FAC reviewed the proposed budget for 2022-2023 which is provided separately for Council consideration. The FAC recommended approval of the budget as submitted.

#### Ministry Funding of ABA

The Committee discussed funding available through the Ministry to assist in the development of the regulation of Behaviour Analysts.

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#### ATTACHMENTS

1. Statement of Revenue and Expenses to November 30, 2021
2. Balance Sheet to November 30, 2021 (unaudited)

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#### SUBMITTED BY

Wanda Towers, Ph.D., C.Psych., Chair

**THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO**  
**STATEMENT OF REVENUE & EXPENSES**

June - November, 2021

	Annual Budget	Budget	YTD Actual	YTD \$ Variance	2021-2022 % YTD	Expected % YTD	% Variance YTD	Year End to 31 May-22
<b>REVENUE</b>	3,663,872.50	1,831,949.00	1,807,862.50	-24,086.50	49%	50%	-1%	3,663,872.50
<b>COST OF SALES</b>	258,490.00	141,744.00	79,740.63	-62,003.37	31%	55%	-24%	258,490.00
<b>GROSS MARGIN</b>	3,405,382.50	1,690,205.00	1,728,121.87	37,916.87	51%	50%	1%	3,405,382.50
<b>EXPENDITURES</b>								
<b>Governance</b>	102,200.00	50,351.98	25,182.27	-25,169.71	25%	49%	-25%	102,200.00
<b>Registration</b>	101,000.00	50,496.00	64,058.97	13,562.97	63%	50%	13%	101,000.00
<b>Client Relations, Communications &amp; Education</b>	21,770.00	10,881.00	7,408.75	-3,472.25	34%	50%	-16%	21,770.00
<b>Quality assurance</b>	49,600.00	24,804.00	4,925.00	-19,879.00	10%	50%	-40%	49,600.00
<b>Investigations and resolutions</b>	131,000.00	65,508.00	59,925.39	-5,582.61	46%	50%	-4%	131,000.00
<b>Hearings</b>	332,950.00	166,473.00	205,289.55	38,816.55	62%	50%	12%	332,950.00
<b>Liaison (Professional Organizations)</b>	30,950.00	15,476.50	9,620.42	-5,856.08	31%	50%	-19%	30,950.00
<b>Administration</b>	3,052,299.95	1,509,895.20	1,523,201.94	13,306.74	50%	49%	0%	3,052,299.95
<b>Total Expenditures</b>	3,821,769.95	1,893,885.68	1,899,612.29	5,726.61	50%	50%	0%	3,821,769.95
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	-416,387.45	-203,680.68	-171,490.42	32,190.26	41%	50%	-9%	-416,387.45

# The College of Psychologists of Ontario

## Balance Sheet Comparison

As of November 30, 2021

	Total		
	As of Nov. 30, 2021	As of Nov. 30, 2020 (PY)	Change
<b>Assets</b>			
<b>Current Assets</b>			
<b>Cash and Cash Equivalent</b>			
10000 Petty Cash	200.00	200.00	0.00
10100 Bank	612,899.52	725,161.78	-112,262.26
10199 Telpay Clearing	0.00	0.00	0.00
10250 Cash Equivalents	811,236.67	871,018.74	-59,782.07
12001 Undeposited Funds	0.00	0.00	0.00
<b>Total Cash and Cash Equivalent</b>	<b>\$ 1,424,336.19</b>	<b>\$ 1,596,380.52</b>	<b>-\$ 172,044.33</b>
<b>Accounts Receivable (A/R)</b>			
10400 Accounts Receivable - Control	-2,963.10	-3,486.81	523.71
<b>Total Accounts Receivable (A/R)</b>	<b>-\$ 2,963.10</b>	<b>-\$ 3,486.81</b>	<b>\$ 523.71</b>
10300 Short Term Investments	4,923,928.89	4,849,923.98	74,004.91
10410 Accounts Receivable - Other	0.00	0.00	0.00
10550 Interest Receivable	1,271.84	1,268.60	3.24
10600 Prepaid Expenses	96,182.18	18,995.65	77,186.53
10800 Government Funding-ABA	12,638.00		12,638.00
<b>Total Current Assets</b>	<b>\$ 6,455,394.00</b>	<b>\$ 6,463,081.94</b>	<b>-\$ 7,687.94</b>
<b>Non-current Assets</b>			
<b>Property, plant and equipment</b>			
12000 Furniture & Equipment			0.00
12010 Furniture & Equipment - Cost	112,472.33	52,815.39	59,656.94
13000 Accum Amort Furniture & Equip	-54,602.92	-46,870.14	-7,732.78
<b>Total 12000 Furniture &amp; Equipment</b>	<b>\$ 57,869.41</b>	<b>\$ 5,945.25</b>	<b>\$ 51,924.16</b>
12100 Computer Equipment			0.00
12110 Computer Equipment - Cost	143,342.76	138,849.76	4,493.00
13100 Accum Amort Computer Equipment	-133,994.87	-110,499.84	-23,495.03
<b>Total 12100 Computer Equipment</b>	<b>\$ 9,347.89</b>	<b>\$ 28,349.92</b>	<b>-\$ 19,002.03</b>
12200 Leasehold Improvements			0.00
12210 Leasehold Improvements - Cost	1,046,852.18	1,326,866.26	-280,014.08
13200 Accum Amort Leaseholds	-281,788.42	-188,081.48	-93,706.94
<b>Total 12200 Leasehold Improvements</b>	<b>\$ 765,063.76</b>	<b>\$ 1,138,784.78</b>	<b>-\$ 373,721.02</b>
12300 Website Development			0.00
12310 Website Development - Cost	0.00	0.00	0.00
13300 Accum Amort Website Devt	0.00	0.00	0.00
<b>Total 12300 Website Development</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>
<b>Total Property, plant and equipment</b>	<b>\$ 832,281.06</b>	<b>\$ 1,173,079.95</b>	<b>-\$ 340,798.89</b>
10302 Long Term Investment	40,262.40	42,271.68	-2,009.28
<b>Total Non Current Assets</b>	<b>\$ 872,543.46</b>	<b>\$ 1,215,351.63</b>	<b>-\$ 342,808.17</b>
<b>Total Assets</b>	<b>\$ 7,327,937.46</b>	<b>\$ 7,678,433.57</b>	<b>-\$ 350,496.11</b>

These statements have been prepared based on information provided by management/owners. These statements are for internal purposes only and should not be relied on by third parties.

	<b>Total</b>		
	<b>As of Nov. 30, 2021</b>	<b>As of Nov. 30, 2020 (PY)</b>	<b>Change</b>
<b>Liabilities and Equity</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable (A/P)</b>			
21000 Accounts Payable - Control	218,074.19	359,886.52	-141,812.33
<b>Total Accounts Payable (A/P)</b>	<b>\$ 218,074.19</b>	<b>\$ 359,886.52</b>	<b>-\$ 141,812.33</b>
21100 Accounts Payable - Other	264,703.36	255,320.63	9,382.73
22000 Employee Tax Deductions Payable	28,954.96	26,125.32	2,829.64
22100 Payroll Clearing	0.00	0.00	0.00
23000 Prepaid Fees	1,616,376.00	1,613,691.50	2,684.50
24000 Peer Mentorship - Clearing	-225.00	675.00	-900.00
25500 GST/HST Payable	0.00	0.00	0.00
<b>Total Current Liabilities</b>	<b>\$ 2,127,883.51</b>	<b>\$ 2,255,698.97</b>	<b>-\$ 127,815.46</b>
<b>Total Liabilities</b>	<b>\$ 2,127,883.51</b>	<b>\$ 2,255,698.97</b>	<b>-\$ 127,815.46</b>
<b>Equity</b>			
30000 Opening Balance Equity	0.00	0.00	0.00
31100 Investigtns&Hearing ReserveFund	850,000.00	850,000.00	0.00
31200 Contingency Reserve Fund	1,000,000.00	1,000,000.00	0.00
31300 Fee Stabilization Reserve Fund	820,000.44	1,000,000.44	-180,000.00
31400 Website&DatabaseDevtReserveFund	165,872.02	165,872.02	0.00
31500 Premises Reserve Fund	252,500.00	1,000,000.00	-747,500.00
31600 FairRegn Practices Reserve Fund	80,000.00	80,000.00	0.00
Retained Earnings	2,203,171.91	1,455,905.49	747,266.42
Profit for the year	-171,490.42	-129,043.35	-42,447.07
<b>Total Equity</b>	<b>\$ 5,200,053.95</b>	<b>\$ 5,422,734.60</b>	<b>-\$ 222,680.65</b>
<b>Total Liabilities and Equity</b>	<b>\$ 7,327,937.46</b>	<b>\$ 7,678,433.57</b>	<b>-\$ 350,496.11</b>

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## REPORT TO COUNCIL

2022.01.02A(7)

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### EQUITY, DIVERSITY, AND INCLUSION WORKING GROUP

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#### COMMITTEE MEMBERS:

Donna Ferguson, Chair, College Member  
Wanda Towers, Vice-Chair, Council Member  
Kofi Belfon, College Member  
Michael Grand, College Member  
Tae Hart, College Member  
Chris Mushquash, College Member

#### STAFF SUPPORT:

Rick Morris, Registrar & Executive Director  
Caitlin O’Kelly, Assistant to the Registrar

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#### MEETINGS

The Equity, Diversity, and Inclusion (EDI) Working Group met on:

- January 17, 2022
- January 24, 2022
- January 31, 2022
- February 14, 2022
- March 7, 2022

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#### FOR INFORMATION

The Working Group discussed the following:

- The training workshop in equity, diversity, and inclusion held on Friday December 3, 2021 for the College leadership in recognition of the importance of an awareness of these issues in all aspects of the business of the College. The workshop was attended by members of the College Council, the College Committees and College Staff;
- Meetings were held with Chairs of the College statutory Committees to discuss work to be undertaken within each Committee’s role and mandate; and,
- Drafting of a member survey to gather information on the diversity of the College membership in order to further the goal of inclusion in all aspects of College work.

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#### SUBMITTED BY

Donna Ferguson, Ph.D., C.Psych., Chair

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## REPORT TO COUNCIL

2022.01.02A(8)

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### MARCH 2022 COUNCIL MEETING

#### ABA WORKING GROUP

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##### WORKING GROUP MEMBERS

**Jennifer Cunningham**, M.ADS., BCBA

**Nancy Marchese**, Ph.D., C.Psych., BCBA-D, President, Ontario Association for Behaviour Analysis (ONTABA)

**Nicole Neil**, Ph.D., BCBA-D, Western University, ABA Program Coordinator

**Adrienne Perry**, Ph.D., C.Psych., BCBA-D, Registration Committee Co-Chair

**Kendra Thomson**, Ph.D., BCBA-D, Brock University ABA Faculty

**Wanda Towers**, Ph.D., C.Psych., College President

**Scott Warnock**, Public Member

##### MINISTRY OBSERVER

**Monica Shamsoun**, Policy Analyst, Strategic and Regulatory Policy Unity, Ministry of Health

##### STAFF

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

**Paula Garshowitz**, OD, ABA Regulation-Project Lead

**Caitlin O'Kelly**, Assistant to the Registrar

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##### MEETINGS

The ABA Working Group met four times since the December Council meeting; January 12, 26, February 9, and 23. The Group is also scheduled to meet on March 9.

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##### FOR INFORMATION

The ABA Working Group discussed the following:

- Approved Terms of Reference for the Working Group (attached)
- Details of the Registration Regulation with recommendations for general requirements of registration, terms and conditions, as well as the specific education and other requirements for entry level practice.
- The regulation approval process, including review by Council for approval to circulate once details are considered, with a tentative completion date of fall 2022.

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##### STAKEHOLDER MEETINGS

- R. Morris and P. Garshowitz met with Ministry of Health, Strategic Regulatory Policy Unit staff on January 25 to update them on the College's progress, to ask questions related to the regulation-making process, and to promote ongoing communication as proclamation approaches. The Ministry responded to the College's questions and agreed to send a representative to the working group meetings to facilitate the collaborative process.
- R. Morris and P. Garshowitz met with representatives of the Board of Directors of the Ontario Association for Behaviour Analysis (ONTABA) on January 26. The meeting was productive and set the stage for regular communication with the Association to keep them apprised of progress and to

receive their feedback during informal and formal consultations. At the request of the President of ONTABA, the College shared the recent ABA Update article published in *HeadLines*, for distribution to their membership.

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**RECOMMENDATIONS TO COUNCIL**

Over the next number of months, the ABA Working Group expects to provide several recommendations to the Executive Committee and Council related to the regulation of behaviour analysts. In anticipation of the change in Council composition that will take place with the proclamation of the *Psychology and Applied Behaviour Analysis Act, 2021*, the ABA Working Group is recommending the addition of two behaviour analysts as transitional, non-voting Council members as soon as is feasible and practical. A Briefing Note with this proposal is presented separately for Council's consideration.

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**ABA WEBSITE PRESENCE**

An ABA presence is being created on the College website. Initially, it will house a variety of FAQ's being asked by Behaviour Analysts, members of the College and the public as well as copies of College updates that have been distributed. As the regulatory processes are developed and refined, this portal will expand to include materials needed to complete the registration process. A draft of the current page, to be available in both English and French, can be viewed [here](#).

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**ATTACHMENT**

1. ABA Working Group Terms of Reference

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**SUBMITTED BY**

Paula Garshowitz, OD  
ABA Regulation-Project Lead

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## APPLIED BEHAVIOUR ANALYSTS WORKING GROUP (ABAWG): TERMS OF REFERENCE

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### BACKGROUND

On June 3, 2021, the enabling legislation to authorize the College of Psychologists of Ontario to regulate the profession of Applied Behaviour Analysis (ABA) - [Bill 283, Advancing Oversight and Planning in Ontario's Health System Act, 2021](#) - received Royal Assent. This legislation contains specific provisions related to ABA and the College within Schedule 4.

At a future date, upon proclamation, Schedule 4 would repeal the *Psychology Act, 1991* and replace it with a new Act, the *Psychology and Applied Behaviour Analysis Act, 2021*. The legislation authorizes the regulation of Applied Behaviour Analysts while maintaining the current regulatory framework for Psychologists and Psychological Associates. The College's name would also change to become the College of Psychologists and Applied Behaviour Analysts.

While the legislation has been passed, sections of Schedule 4, relevant to the College, will not be proclaimed until the College has put in place the regulatory tools needed to regulate this new profession. Among considerations are the elements of the Registration Regulation as it pertains to Behaviour Analysts, including a grand-parenting provision for those currently working in the field, as well as initial entry-level requirements for those joining the profession for the first time. In addition, the College will need to review its Regulations, By-laws and Policies to determine the extent of other changes that may be necessary.

To assist Council in the development of necessary policies and to identify issues related to the current practice, education and certification of applied behaviour analysts, the College struck the Applied Behaviour Analysts Working Group (ABAWG).

### MANDATE

The mandate of the ABAWG is to provide advice to the College's Council on policy and other issues related to the regulation of Applied Behaviour Analysts.

### DUTIES AND RESPONSIBILITIES

Every member of the ABAWG is expected to abide by the [Code of Conduct](#) expected of Council and Committee members of the College of Psychologists of Ontario, including support of all Working Group recommendations/decisions. That is, the Working Group speaks with one voice. Those members who do not agree with a position of the ABAWG must be prepared to adhere to and support decisions made or they may be asked to resign from the Working Group.

The ABAWG's responsibilities include providing recommendations and advice to the Council on:

- Registration regulation amendments and policy, including entry level and grand-parenting provisions
- Quality Assurance and Professional Misconduct Regulation and Policy
- By-law and governance policy
- Other policy review and amendments identified by Council or the Registrar & Executive Director and related to the regulation of Applied Behaviour Analysts

**ACCOUNTABILITY**

The ABAWG is directly accountable to, and takes its direction from, Council. The group will report to Council at its regular meetings and between meetings, as needed, through the Registrar or one of the Council members on the Working Group.

**CONFIDENTIALITY**

Every member of the ABAWG must adhere to [Section 36 of the Regulated Health Professions Act, 1991](#), which requires all members of College Council or Committees to keep confidential all information that comes to their knowledge during the course of their duties and shall not communicate any information to any other person, except in certain limited circumstances.

**SPOKESPERSONS**

The official spokespersons for the College are the President of the College who represents the voice of Council, and the Registrar & Executive Director as the representative voice of the College. Members of the ABAWG must not speak or make representations publicly on behalf of the Working Group, Council or College unless authorized to do so by the President or Registrar & Executive Director. If authorized to do so, the Working Group member's representations must be consistent with the accepted positions of the ABAWG and the College Council.

**ABA WORKING GROUP COMPOSITION**

The working group will be comprised of the following:

1. 3 College Council members- (i) the College President or their designate, (ii) a Council member who practises in behaviour analysis, (iii) a public member
2. 2 College Staff - (i) Registrar & Executive Director or designate, (ii) ABA Regulation Project Lead
3. 1 ONTABA representative - ONTABA President or designate
4. 2 representatives of the training community; one each from the two university-based training programs in Ontario
5. 1 Other Stakeholder - A behaviour analyst in clinical practice, who is not a member of a regulatory College.
6. The Ministry of Health will be notified of meetings and invited to attend as an observer.

**TERM**

Working Group members are appointed for the duration of the project. Should a member no longer hold the position in the organization that they represent in the Working Group, then that member may be asked to step down and a suitable replacement appointed by that organization for the remainder of the project.

**COUNCIL LIAISON**

A member of the Working Group, who is also a member of Council, will be appointed by the Working Group to act as liaison between the Council and the Working Group.

**MEETINGS**

Meetings will be held virtually and a minimum of monthly, but more frequently as needed. The length of a meeting is not to exceed a half-day. Should a full day meeting be required then an in-person meeting may be considered. The Project Lead will arrange and facilitate the meetings.

**MEETING NOTES**

The Project Lead will record the meeting notes, which will be reviewed by the ABAWG at a subsequent meeting. The notes will be stored in accordance with the College policy on management of Committee meeting minutes.



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## REPORT TO COUNCIL

2022.01.02B

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### STAFF PRESENTATIONS

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**Dr. Rick Morris, Registrar & Executive Director**

- January 12, 2022: Ottawa Case Conference – Ethics Class
- January 14, 2022: Ottawa City Wide Seminar
- January 20, 2022: Barbara Wand Seminar
- January 24, 2022: Ottawa Mentorship Group
- January 28, 2022: New Council Member Orientation

**Mr. Barry Gang, Deputy Registrar & Director, Professional Affairs**

- January 20, 2022: Barbara Wand Seminar

**Ms. Zimra Yetnikoff, Director, Investigations & Hearings**

- January 20, 2022: Barbara Wand Seminar

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## BRIEFING NOTE

2022.01.03A

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### MARCH 2022 COUNCIL MEETING

## COLLEGE PERFORMANCE MANAGEMENT FRAMEWORK (CPMF)

### STRATEGIC DIRECTION REFLECTION

*Communicating clearly and effectively with stakeholders; Collaborating in shaping the regulatory environment; Acting in a responsibly transparent manner*

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### MOTION FOR CONSIDERATION – EXECUTIVE COMMITTEE RECOMMENDATION

That the Council endorse the 2021 *College Performance Management Framework Report* for submission to the Ministry of Health and posting on the College website.

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### BACKGROUND

In November 2020, the Ministry of Health (MOH) introduced the *College Performance Measurement Framework (CPMF)*. The 26 health regulatory Colleges are required to prepare performance data in a standard format as detailed in the *Framework*, for review by the Ministry and for posting on the College website by March 31, 2022. The College completed the first *CPMF* in March 2021, reporting on the period January 1, 2020 – December 31, 2020. The current *CPMF* covers the period January 1, 2021 – December 31, 2021.

According to the MOH the *CPMF* was:

*Developed. . . in close collaboration with Ontario’s health regulatory Colleges, subject matter experts and the public with the aim of answering the question “how well are Colleges executing their mandate which is to act in the public interest?”. This information will:*

- 1. strengthen accountability and oversight of Ontario’s health regulatory Colleges; and*
- 2. help Colleges improve their performance.*

The *CPMF* consists of seven Domains: Governance, Resources, System partner, Information Management, Regulatory policies, Suitability to Practice, and Measurement, Reporting and Improvement. Each Domain has Standards for which the College is asked to provide evidence of compliance. For each Standard the College is asked to indicate, “The College fulfills this requirement: Yes, Partially or No.” If the answer is “Partially” or “No”, the College is asked to provide information on what is being planned, if anything, to improve performance over the next year. In addition, the *CPMF* asks for a variety of statistics related to Quality Assurance and Complaints and Discipline.

The College Senior Management Team and their staff have spent many hours collecting the necessary information and completing the sections of the *CPMF* relevant to their areas of responsibility.

Attached is the full *CPMF* document. The first eight pages provide the introduction to the *Framework* and the completion instructions. This is followed by the College prepared performance assessment.

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**PUBLIC INTEREST RATIONALE**

To promote the continuous improvement of regulatory performance across all health Colleges and to promote transparency and accountability through the completion of the *College Performance Management Framework* to be publicly posting by each College.

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**ATTACHMENT**

1. Draft *College Performance Measurement Framework* Reporting Tool

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**CONTACT FOR QUESTIONS**

Barry Gang, MBA, Dip. C. S., C. Psych. Assoc.,  
Deputy Registrar & Director of Professional Affairs

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

# College Performance Measurement Framework (CPMF) Reporting Tool

November 2021 – FINAL

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## Introduction

### The College Performance Measurement Framework (CPMF)

The CPMF has been developed by the Ontario Ministry of Health (the Ministry) in close collaboration with Ontario’s health regulatory Colleges (Colleges), subject matter experts and the public with the aim of answering the question “how well are Colleges executing their mandate which is to act in the public interest?” This information will:

1. strengthen accountability and oversight of Ontario’s health regulatory Colleges; and
2. help Colleges improve their performance.

Each College will report on seven Domains with the support of six components, as illustrated in Table 1.

**Table 1:** CPMF Measurement Domains and Components

<b>1</b>	<b>Measurement domains</b>	→ Critical attributes of an excellent health regulator in Ontario that should be measured for the purpose of the CPMF.
<b>2</b>	<b>Standards</b>	→ Performance-based activities that a College is expected to achieve and against which a College will be measured.
<b>3</b>	<b>Measures</b>	→ More specific requirements to demonstrate and enable the assessment of how a College achieves a Standard.
<b>4</b>	<b>Evidence</b>	→ Decisions, activities, processes, or the quantifiable results that are being used to demonstrate and assess a College’s achievement of a standard.
<b>5</b>	<b>Context measures</b>	→ Statistical data Colleges report that will provide helpful context about a College’s performance related to a standard.
<b>6</b>	<b>Planned improvement actions</b>	→ Initiatives a College commits to implement over the next reporting period to improve its performance on one or more standards, where appropriate.

### CPMF Model

The seven measurement domains shown in Figure 1 are the critical attributes that contribute to a College effectively serving and protecting the public interest. They relate to key statutory functions and organizational aspects that enable a College to carry out its functions well. The seven domains are interdependent and together lead to the outcomes that a College is expected to achieve as an excellent regulator.

**Figure 1:** CPMF Model for Measuring Regulatory Excellence

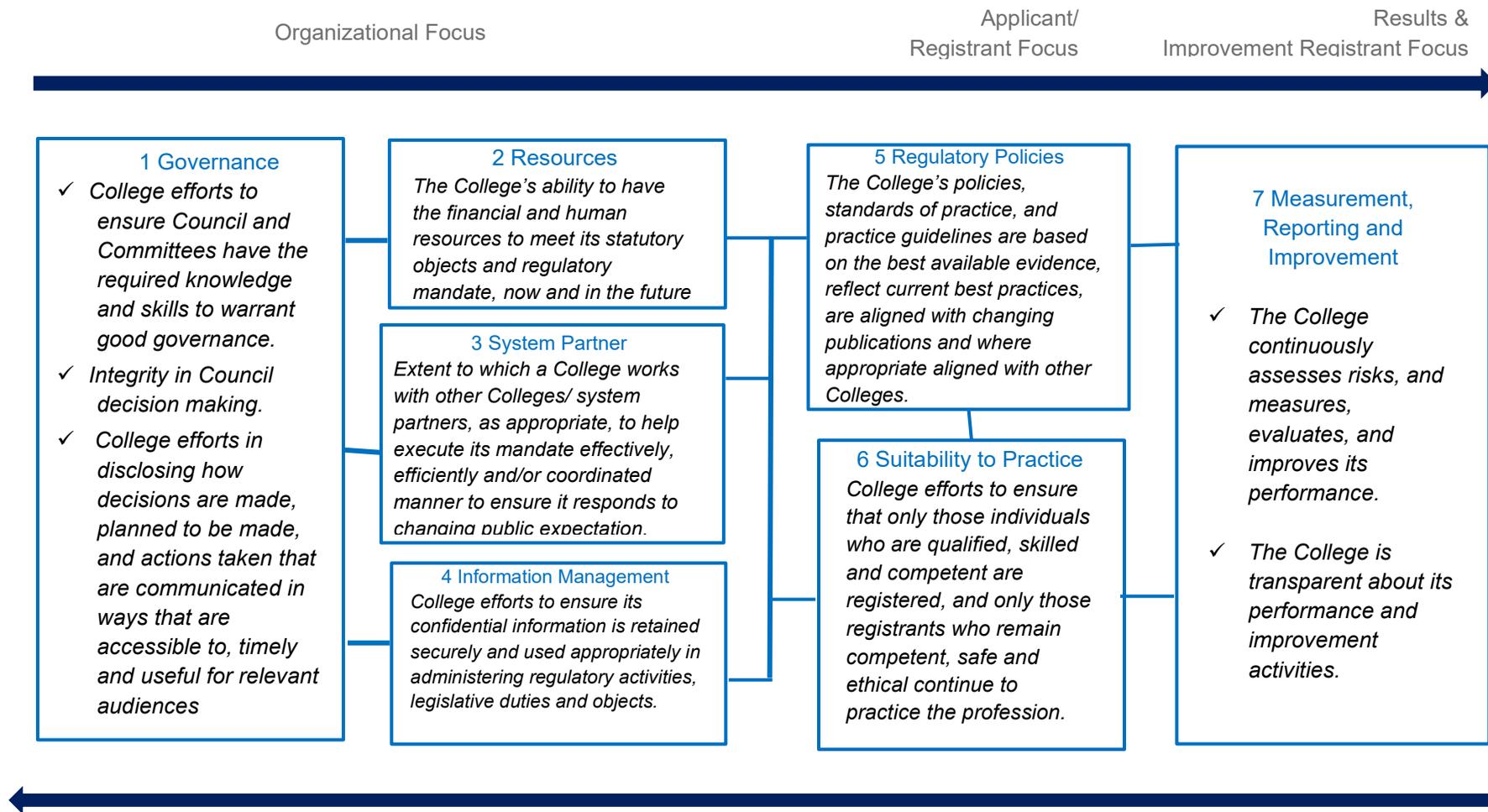


Figure 2: CPMF Domains and Standards

Domains	Standards
Governance	1. Council and statutory committee members have the knowledge, skills, and commitment needed to effectively execute their fiduciary role and responsibilities pertaining to the mandate of the College.
	2. Council decisions are made in the public interest.
	3. The College acts to foster public trust through transparency about decisions made and actions taken.
Resources	4. The College is a responsible steward of its (financial and human) resources.
System Partner	5. The College actively engages with other health regulatory Colleges and system partners to align oversight of the practice of the profession and support execution of its mandate.
	6. The College maintains cooperative and collaborative relationships responds in a timely and effective manner to changing public expectations.
Information Management	7. Information collected by the College is protected from unauthorized disclosure.
Regulatory Policies	8. Policies, standards of practice, and practice guidelines are based in the best available evidence, reflect current best practices, are aligned with changing public expectations, and where appropriate aligned with other Colleges.
Suitability to Practice	9. The College has processes and procedures in place to assess the competency, safety, and ethics of the people it registers.
	10. The College ensures the continued competence of all active registrants through its Quality Assurance processes. This includes an assessment of their competency, professionalism, ethical practice, and quality of care.
	11. The complaints process is accessible and supportive.
	12. All complaints, reports, and investigations are prioritized based on public risk, and conducted in a timely manner with necessary actions to protect the public
	13. The College complaints process is coordinated and integrated.
Measurement, Reporting and Improvement	14. The College monitors, reports on, and improves its performance.

## The CPMF Reporting Tool

The second iteration of the CPMF Reporting Tool (along with the companion Technical Specifications for Quantitative CPMF Measures document) will continue to provide comprehensive and consistent information to the public, the ministry and other stakeholders by each of Ontario's health regulatory Colleges (Colleges). In providing this information each College will:

1. meet with the ministry to discuss the system partner domain and their progress on improvement commitments identified in the 2020 CPMF Report;
2. complete the self-assessment;
3. post the completed CPMF Report on its website; and
4. submit the CPMF Report to the ministry.

The purpose of the first and second iterations of the CPMF is to provide the public, the ministry and other stakeholders with baseline information respecting a College's activities and processes regarding best practices of regulatory excellence and, where relevant, the College's performance improvement commitments. At this time, the ministry will not assess whether a College meets or does not meet the Standards.

The information reported through the completed CPMF Reporting Tools may help to identify areas of improvement that warrant closer attention and potential follow-up. Furthermore, the reported results will help to lay a foundation upon which expectations and benchmarks for regulatory excellence can be refined and improved. Finally, the results of the first and second iterations may stimulate discussions about regulatory excellence and performance improvement among Council members and staff within a College, as well as between Colleges, the public, the ministry, college registrants/members, and other stakeholders.

Additionally, in 2021 the ministry developed a Summary Report highlighting key findings regarding the commendable practices Colleges already have in place, collective strengths, areas for improvement and the various commitments Colleges have made to improve their performance in serving and protecting the public as per their 2020 CPMF Reports. The focus of the Summary Report is on the performance of the regulatory system (as opposed to the performance of each individual College) and on areas where opportunities exist for colleges to learn from each other.

The ministry's Summary Report is available:

In English: [health.gov.on.ca/en/pro/programs/hwrob/regulated\\_professions.aspx](https://health.gov.on.ca/en/pro/programs/hwrob/regulated_professions.aspx), and

In French: [health.gov.on.ca/fr/pro/programs/hwrob/regulated\\_professions.aspx](https://health.gov.on.ca/fr/pro/programs/hwrob/regulated_professions.aspx)

As this will be the second time that Colleges will be reporting on their performance against the CPMF standards, the Colleges will be asked to report on:

- Improvements a College committed to undertake in the previous CPMF Report;
- Changes in comparison to baseline reporting from the 2020 CPMF Report; and
- Changes resulting from new or refined standards, measures, and evidence.<sup>1</sup>

### **Completing the CPMF Reporting Tool**

While the CPMF Reporting Tool seeks to clarify the information requested, it is not intended to direct College activities and processes or restrict the way a College fulfills its fiduciary duties. Where a term or concept is not explicitly defined in the CPMF Reporting Tool, the ministry relies on individual Colleges, as subject matter experts, to determine how a term should be appropriately interpreted given the uniqueness of the profession each College oversees.

In the spirit of continuous improvement, if the College plans to improve its activities or processes related to the respective Measure or Evidence, it is encouraged to highlight these planned improvement activities.

### **What has changed in 2021?**

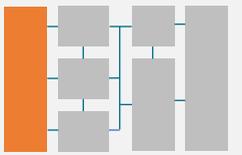
Based on feedback from the Colleges, the ministry made improvements to the current CPMF Reporting Tool, making it easier to complete.

- In Part 1 - These changes include drop-down menus, bookmarks to Measures, and additional information for clarification. Where a question remained unchanged from the 2020 CPMF reporting tool and a College fully met the Standard or Evidence, a College may opt to respond with 'Meets Standard' to illustrate that the current response is consistent with last year's response for the same Evidence. However, if there were changes between 2020 and 2021, the College is required to provide this updated information, including supporting information (i.e. provision of relevant links). Please note that this option is limited to only certain Evidence and is not available for all Evidence. Colleges will be asked to provide information in the right-hand column of each table indicating the degree to which they fulfill the "required Evidence" set out in Column Two.
- In Part 2 - Colleges are requested to refer to the Technical Specifications Document for detailed guidance on how to complete the section on Context Measures. Additionally, the ministry has also applied a drop-down menu where appropriate and has hyperlinked the definitions to a glossary of terms for easier navigation.

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<sup>1</sup> Informed by the results from the first reporting iteration, the standards, measures, and evidence were evaluated by a second CPMF Working Group and where appropriate were further refined for the second reporting cycle. Additionally, Colleges will also be asked to report on Measures where it was identified that further information is required to establish baseline information relevant to the intent of the requested Evidence.

## Part 1: Measurement Domains

		<b>Measure</b> 1.1 Where possible, Council and Statutory Committee members demonstrate that they have the knowledge, skills, and commitment prior to becoming a member of Council or a Statutory Committee.	
		<b>Required Evidence</b>	<b>College Response</b>
DOMAIN 1: GOVERNANCE	STANDARD 1	a. Professional members are eligible to stand for election to Council only after:	The College fulfills this requirement:
		i. meeting pre-defined competency and suitability criteria; and	<ul style="list-style-type: none"> <li>The competency and suitability criteria are public:  <i>If yes, please insert a link to where they can be found, if not please list criteria.</i> </li> </ul>
			<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>
			<i>Additional comments for clarification (optional):</i>

		<p>ii. attending an orientation training about the College’s mandate and expectations pertaining to the member’s role and responsibilities.</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• Duration of orientation training.</li> <li>• Please briefly describe the format of orientation training (e.g. in-person, online, with facilitator, testing knowledge at the end).</li> <li>• Please insert a link to the website if training topics are public <b>OR</b> list orientation training topics.</li> </ul>		
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
			<p><i>Additional comments for clarification (optional):</i></p>		
		<p>b. Statutory Committee candidates have:</p> <p>i. Met pre-defined competency and suitability criteria; and</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• The competency and suitability criteria are public:</li> <li>• <i>If yes, please insert a link to where they can be found, if not please list criteria.</i></li> </ul>		

			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
		<p><i>Additional comments for clarification (optional):</i></p>			
		<p>ii. attended an orientation training about the mandate of the Committee and expectations pertaining to a member’s role and responsibilities.</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• Duration of each Statutory Committee orientation training.</li> <li>• Please briefly describe the format of each orientation training (e.g. in-person, online, with facilitator, testing knowledge at the end).</li> <li>• Please insert a link to the website if training topics are public <b>OR</b> list orientation training topics for Statutory Committee.</li> </ul>		
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
			<p><i>Additional comments for clarification (optional):</i></p>		

		<p>c. Prior to attending their first meeting, public appointments to Council undertake an orientation training course provided by the College about the College’s mandate and expectations pertaining to the appointee’s role and responsibilities.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>• Duration of orientation training.</li> <li>• Please briefly describe the format of orientation training (e.g. in-person, online, with facilitator, testing knowledge at the end).</li> <li>• Please insert a link to the website if training topics are public <b>OR</b> list orientation training topics.</li> </ul>	
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (optional):</i></p>	

Measure		
1.2 Council regularly assesses its effectiveness and addresses identified opportunities for improvement through ongoing education.		
Required Evidence	College Response	
a. Council has developed and implemented a framework to regularly evaluate the effectiveness of: <ul style="list-style-type: none"> <li>i. Council meetings; and</li> <li>ii. Council.</li> </ul>	The College fulfills this requirement: <ul style="list-style-type: none"> <li>• Please provide the year when Framework was developed <b>OR</b> last updated.</li> <li>• Please insert a link to Framework <b>OR</b> link to Council meeting materials where (updated) Framework is found and was approved.</li> <li>• Evaluation and assessment results are discussed at public Council meeting:</li> <li>• <i>If yes, please insert a link to the last Council meeting where the most recent evaluation results have been presented and discussed.</i></li> </ul>	
	If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?	
	Additional comments for clarification (optional)	

		<p>b. The framework includes a third-party assessment of Council effectiveness at a minimum every three years.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>• A third party has been engaged by the College for evaluation of Council effectiveness:</li> <li>• <i>If yes, how often over the last five years?</i></li> <li>• Year of last third-party evaluation.</li> </ul>	
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (optional)</i></p>	

		<p>c. Ongoing training provided to Council and Committee members has been informed by:</p> <p>i. the outcome of relevant evaluation(s);</p> <p>ii. the needs identified by Council and Committee members; and/or</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>• Please insert a link to documents outlining how outcome evaluations have informed Council and Committee training.</li> <li>• Please insert a link to Council meeting materials where this information is found <b>OR</b></li> <li>• Please briefly describe how this has been done for the training provided <u>over the last year</u>.</li> </ul>	
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
<p><i>Additional comments for clarification (optional):</i></p>				

		<p>iii. evolving public expectations including risk management and Diversity, Equity, and Inclusion.</p> <p><u>Further clarification:</u></p> <p>Colleges are encouraged to define public expectations based on input from the public, their members and stakeholders.</p> <p>Risk management is essential to effective oversight since internal and external risks may impact the ability of Council to fulfill its mandate.</p>	<p>The College fulfills this requirement:</p>	
		<ul style="list-style-type: none"> <li>• Please insert a link to documents outlining how evolving public expectations have informed Council and Committee training.</li> <li>• Please insert a link to Council meeting materials where this information is found <b>OR</b></li> <li>• Please briefly describe how this has been done for the training provided <u>over the last year</u>.</li> </ul>		
		<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
<p><i>Additional comments for clarification (optional):</i></p>				

DOMAIN 1: GOVERNANCE	STANDARD 2	Measure		
		2.1 All decisions related to a Council’s strategic objectives, regulatory processes, and activities are impartial, evidence-informed, and advance the public interest.		
		Required Evidence	College Response	
		<p>a. The College Council has a Code of Conduct and ‘Conflict of Interest’ policy that is:</p> <p style="padding-left: 20px;">i. reviewed at least every three years to ensure it reflects current legislation, practices, public expectations, issues, and emerging initiatives (e.g. Diversity, Equity and Inclusion); and</p> <p><u>Further clarification:</u></p> <p>Colleges are best placed to determine the public expectations, issues and emerging initiatives based on input from their members, stakeholders and the public. While there will be similarities across Colleges such as Diversity, Equity and Inclusion, this is also an opportunity to reflect additional issues, expectations and emerging initiatives unique to a College or profession.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>Please provide the year when Council Code of Conduct and ‘Conflict of Interest’ Policy was last evaluated/updated.</li> <li>Please briefly describe any changes made to the Council Code of Conduct and ‘Conflict of Interest Policy’ resulting from the review.</li> </ul>	
<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>				
	<p><i>Additional comments for clarification (optional)</i></p>			

	ii. accessible to the public.	The College fulfills this requirement:	
		<ul style="list-style-type: none"> <li>Please insert a link to the Council Code of Conduct and 'Conflict or Interest' Policy <b>OR</b> Council meeting materials where the policy is found and was discussed and approved.</li> </ul>	
		<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>	
		<i>Additional comments for clarification (optional)</i>	
	b. The College enforces a minimum time before an individual can be elected to Council after holding a position that could create an actual or perceived conflict of interest with respect their Council duties (i.e. cooling off periods).  <u>Further clarification:</u> Colleges may provide additional methods not listed here by which they meet the evidence.	The College fulfills this requirement:	
		<ul style="list-style-type: none"> <li>Cooling off period is enforced through:</li> <li>Please provide the year that the cooling off period policy was developed <b>OR</b> last evaluated/updated.</li> <li>Please provide the length of the cooling off period.</li> <li>How does the college define the cooling off period?                             <ul style="list-style-type: none"> <li>– Insert a link to policy / document specifying the cooling off period, including circumstances where it is enforced;</li> <li>– Insert a link to Council meeting where cooling of period has been discussed and decided upon; <b>OR</b></li> <li>– Where not publicly available, please describe briefly cooling off policy.</li> </ul> </li> </ul>	

			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
		<p><i>Additional comments for clarification (optional)</i></p>		
		<p>c. The College has a conflict of interest questionnaire that all Council members must complete annually.  <u>Additionally:</u></p> <ul style="list-style-type: none"> <li>i. the _____ completed questionnaires are included as an appendix to each Council meeting package;</li> <li>ii. questionnaires include definitions of conflict of interest;</li> <li>iii. questionnaires include questions based on areas of risk for conflict of interest identified by Council that are specific to the profession and/or College; and</li> <li>iv. at the beginning of each Council meeting, members must declare any updates to their responses and any conflict of interest <u>specific to the meeting agenda</u>.</li> </ul>	<p>The College fulfills this requirement:</p>	
		<ul style="list-style-type: none"> <li>• Please provide the year when conflict of interest the questionnaire was implemented <b>OR</b> last evaluated/updated.</li> <li>• Member(s) note whether their questionnaire requires amendments at each Council meeting and whether they have any conflicts of interest based on Council agenda items:</li> <li>• Please insert a link to the most recent Council meeting materials that includes the questionnaire.</li> </ul>		
	<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			
<p><i>Additional comments for clarification (optional)</i></p>				

		<p>d. Meeting materials for Council enable the public to clearly identify the public interest rationale and the evidence supporting a decision related to the College’s strategic direction or regulatory processes and actions (e.g. the minutes include a link to a publicly available briefing note).</p>	<p>The College fulfills this requirement:</p>			
			<ul style="list-style-type: none"> <li>• Please briefly describe how the College makes public interest rationale for Council decisions accessible for the public.</li> <li>• Please insert a link to Council meeting materials that include an example of how the College references a public interest rationale.</li> </ul>			
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			
			<p><i>Additional comments for clarification (if needed)</i></p>			

		<p>e. The College has and regularly reviews a formal approach to identify, assess and manage internal and external risks. This approach is integrated into the College’s strategic planning and operations.</p> <p><u>Further clarification:</u> Formal approach refers to the documented method or which a College undertakes to identify, assess and manage risk. This method or process should be regularly reviewed and appropriate.</p> <p>Risk management planning activities should be tied to strategic objectives of Council since internal and external risks may impact the ability of Council to fulfill its mandate, especially in the absence of mitigations.</p> <p>Internal risks are related to operations of the College and may impact its ability to meet its strategic objectives. External risks are economic, political and/or natural factors that happen outside of the organization.</p>	The College fulfills this requirement:	
			<ul style="list-style-type: none"> <li>• Please provide the year the formal approach was last reviewed.</li> <li>• Please insert a link to the internal and external risks identified by the College <b>OR</b> Council meeting materials where the risks were discussed and integrated into the College’s strategic planning activities.</li> </ul>	
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (if needed)</i></p>	

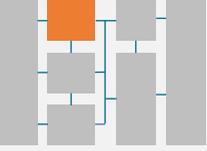
DOMAIN 1: GOVERNANCE	STANDARD 3	Measure		
		3.1 Council decisions are transparent.		
		Required Evidence	College Response	
		a. Council minutes (once approved) and status updates on the implementation of Council decisions to date are accessible on the College’s website, or a process for requesting materials is clearly outlined.	The College fulfills this requirement:	
			<ul style="list-style-type: none"> <li>Please insert a link to the webpage where Council minutes are posted.</li> <li>Please insert a link to where the status updates on implementation of Council decisions to date are posted <b>OR</b> where the process for requesting these materials is posted.</li> </ul>	
	<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>			
	<i>Additional comments for clarification (optional)</i>			

		<p>b. The following information about Executive Committee meetings is clearly posted on the College’s website (alternatively the College can post the approved minutes if it includes the following information).</p> <ul style="list-style-type: none"> <li>i. the meeting date;</li> <li>ii. the rationale for the meeting;</li> <li>iii. a report on discussions and decisions when Executive Committee acts as Council or discusses/deliberates on matters or materials that will be brought forward to or affect Council; and</li> <li>iv. if decisions will be ratified by Council.</li> </ul>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• Please insert a link to the webpage where Executive Committee minutes / meeting information are posted.</li> </ul>		
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
			<p><i>Additional comments for clarification (optional)</i></p>		

Measure	
3.2 Information provided by the College is accessible and timely.	
Required Evidence	College Response
a. With respect to Council meetings: <ol style="list-style-type: none"> <li>i. Notice of Council meeting and relevant materials are posted at least one week in advance; and</li> <li>ii. Council meeting materials remain accessible on the College's website for a minimum of 3 years, or a process for requesting materials is clearly outlined.</li> </ol>	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>• Please insert a link to where past Council meeting materials can be accessed <b>OR</b> where the process for requesting these materials is clearly posted.</li> </ul>
	<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>
	<i>Additional comments for clarification (optional)</i>
b. Notice of Discipline Hearings are posted at least one month in advance and include a link to allegations posted on the public register.	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>• Please insert a link to the College's Notice of Discipline Hearings.</li> </ul>

			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			
			<p><i>Additional comments for clarification (optional)</i></p>			
		<p><b>Measure</b>  <b>3.3 The College has a Diversity, Equity and Inclusion (DEI) Plan.</b></p>				
		<p><b>Required Evidence</b></p>	<p><b>College Response</b></p>			
		<p>a. The DEI plan is reflected in the Council’s strategic planning activities and appropriately resourced within the organization to support relevant operational initiatives (e.g. DEI training for staff).</p>	<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>• Please insert a link to the College’s DEI plan.</li> <li>• Please insert a link to the Council meeting minutes where DEI was discussed as part of strategic planning and appropriate resources were approved.</li> </ul>			
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			
<p><i>Additional comments for clarification (optional)</i></p>						

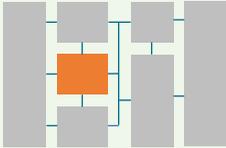
		<p>b. The College conducts Equity Impact Assessments to ensure that decisions are fair and that a policy, or program, or process is not discriminatory.</p> <p><u>Further clarification:</u></p> <p>Colleges are best placed to determine how best to report on an Evidence. There are several Equity Impact Assessments from which a College may draw upon. The ministry encourages Colleges to use the tool best suited to its situation based on the profession, stakeholders and patients it serves.</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>Please insert a link to the Equity Impact Assessments conducted by the College <b>OR</b> please briefly describe how the College conducts Equity Impact Assessments.</li> <li>If the Equity Impact Assessments are not publicly accessible, please provide examples of the circumstances (e.g., applied to a policy, program or process) in which Equity Impact Assessments were conducted.</li> </ul>		
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>		
			<p><i>Additional comments for clarification (optional)</i></p>		

		<b>Measure</b> 4.1 The College demonstrates responsible stewardship of its financial and human resources in achieving its statutory objectives and regulatory mandate.			
		<b>Required Evidence</b>	<b>College Response</b>		
DOMAIN 2: RESOURCES	STANDARD 4	a. The College identifies activities and/or projects that support its strategic plan including how resources have been allocated.  <u>Further clarification:</u> A College’s strategic plan and budget should be designed to complement and support each other. To that end, budget allocation should depend on the activities or programs a College undertakes or identifies to achieve its goals. To do this, a College should have estimated the costs of each activity or program and the budget should be allocated accordingly.	The College fulfills this requirement: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;">Choose an item.</td> </tr> </table> <ul style="list-style-type: none"> <li>Please insert a link to Council meeting materials that include discussions about activities or projects to support the strategic plan <b>AND</b> a link to most recent approved budget.</li> <li>Please briefly describe how resources were allocated to activities/projects in support of the strategic plan.</li> </ul>		Choose an item.
			Choose an item.		
			If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;">Choose an item.</td> </tr> </table>		Choose an item.
	Choose an item.				
	Additional comments for clarification (optional)				

		<p>b. The College:</p> <p>i. has a “financial reserve policy” that sets out the level of reserves the College needs to build and maintain in order to meet its legislative requirements in case there are unexpected expenses and/or a reduction in revenue and</p> <p>ii. possesses the level of reserve set out in its “financial reserve policy”.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>• Please insert a link to the “financial reserve policy” <b>OR</b> Council meeting materials where financial reserve policy has been discussed and approved.</li> <li>• Please insert the most recent date when the “financial reserve policy” has been developed <b>OR</b> reviewed/updated.</li> <li>• Has the financial reserve policy been validated by a financial auditor?</li> </ul>	
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (if needed)</i></p>	

		<p>c. Council is accountable for the success and sustainability of the organization it governs. This includes:</p> <p>i. regularly reviewing and updating written operational policies to ensure that the organization has the staffing complement it needs to be successful now and, in the future (e.g. processes and procedures for succession planning for Senior Leadership and ensuring an organizational culture that attracts and retains key talent, through elements such as training and engagement).</p>	The College fulfills this requirement:	
			<ul style="list-style-type: none"> <li>• Please insert a link to the College’s written operational policies which address staffing complement to address current and future needs.</li> <li>• Please insert a link to Council meeting materials where the operational policy was last reviewed.</li> </ul> <p><b>Note:</b> Colleges are encouraged to add examples of written operational policies that they identify as enabling a sustainable human resource complement to ensure organizational success.</p>	
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (optional)</i></p>	

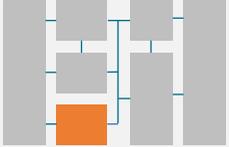
		<p>ii. regularly reviewing and updating the College’s data and technology plan to reflect how it adapts its use of technology to improve College processes in order to meet its mandate (e.g., digitization of processes such as registration, updated cyber security technology, searchable databases).</p>	<p>The College fulfills this requirement:</p>	<p>Choose an item.</p>		
			<ul style="list-style-type: none"> <li>• Please insert a link to the College’s data and technology plan which speaks to improving College processes <b>OR</b> please briefly describe the plan.</li> </ul>			
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			<p>Choose an item.</p>
			<p><i>Additional comments for clarification (optional)</i></p>			

<b>DOMAIN 3: SYSTEM PARTNER</b>		
<b>STANDARD 5 and STANDARD 6</b>		
Measure / Required evidence: N/A	<p><b>College response</b></p> <p><i>Colleges are requested to provide a narrative that highlights their organization’s best practices for the following two standards. An exhaustive list of interactions with every system partner that the College engaged with is not required.</i></p> <p><i>Colleges may wish to provide information that includes their key activities and outcomes for each best practice discussed with the ministry, or examples of system partnership that, while not specifically discussed, a College may wish to highlight as a result of dialogue.</i></p>	
<p>The two standards under this domain are not assessed based on measures and evidence like other domains, as there is no ‘best practice’ regarding the execution of these two standards.</p> <p>Instead, <u>Colleges will report on key activities, outcomes, and next steps that have emerged through a dialogue with the Ministry of Health.</u></p> <p>Beyond discussing what Colleges have done, the dialogue might also identify other potential areas for alignment with other Colleges and system partners.</p>	<p><b>Standard 5: The College actively engages with other health regulatory colleges and system partners to align oversight of the practice of the profession and support execution of its mandate.</b></p> <p>Recognizing that a College determines entry to practice for the profession it governs, and that it sets ongoing standards of practice for the profession it regulates and that the profession has multiple layers of oversight (e.g. by employers, different legislation, etc.), Standard 5 captures how the College works with other health regulatory colleges and other system partners to support and strengthen alignment of practice expectations, discipline processes, and quality improvement across all parts of the health system where the profession practices. In particular, a College is asked to report on:</p> <ul style="list-style-type: none"> <li><i>How it has engaged other health regulatory Colleges and other system partners to strengthen the execution of its oversight mandate and aligned practice expectations? Please provide details of initiatives undertaken, how engagement has shaped the outcome of the policy/program and identify the specific changes implemented at the College (e.g., joint standards of practice, common expectations in workplace settings, communications, policies, guidance, website, etc.).</i></li> </ul>	

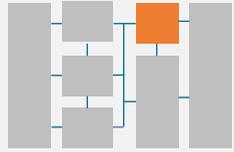
**Standard 6: The College maintains cooperative and collaborative relationships and responds in a timely and effective manner to changing public/societal expectations.**

The intent of Standard 6 is to demonstrate that a College has formed the necessary relationships with system partners to ensure that it receives and contributes information about relevant changes to public expectations. This could include both relationships where the College is asked to provide information by system partners, or where the College proactively seeks information in a timely manner.

- *Please provide examples of key successes and achievements from the reporting year where the College engaged with partners, including patients/public to ensure it can respond to changing public/societal expectations (e.g., COVID-19 Pandemic). Please also describe the matters that were discussed with each of these partners and how the information that the College obtained/provided was used to ensure the College could respond to a public/societal expectation.*
- *In addition to the partners it regularly interacts with, the College is asked to include information about how it identifies relevant system partners, maintains relationships so that the College is able access relevant information from partners in a timely manner, and leverages the information obtained to respond (specific examples of when and how a College responded is requested in Standard 7).*

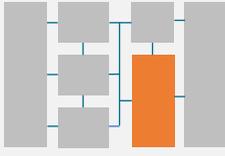
		<p>Measure</p> <p>7.1 The College demonstrates how it protects against and addresses unauthorized disclosure of information.</p>	
<p>DOMAIN 4: INFORMATION MANAGEMENT</p>	<p>STANDARD 7</p>	<p>Required Evidence</p>	<p>College Response</p>
		<p>a. The College demonstrates how it:</p> <p>i. uses policies and processes to govern the disclosure of, and requests for information;</p>	<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>Please insert a link to policies and processes OR please briefly describe the respective policies and processes that addresses disclosure and requests for information.</li> </ul>
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>
			<p><i>Additional comments for clarification (optional)</i></p>

		<p>ii. uses cybersecurity measures to protect against unauthorized disclosure of information; and</p> <p>iii. uses policies, practices and processes to address accidental or unauthorized disclosure of information.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>Please insert a link to policies and processes <b>OR</b> please briefly describe the respective policies and processes to address cybersecurity and accidental or unauthorized disclosure of information.</li> </ul>	
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (optional)</i></p>	

	<p><b>Measure</b></p> <p>8.1 All policies, standards of practice, and practice guidelines are up to date and relevant to the current practice environment (e.g. where appropriate, reflective of changing population health needs, public/societal expectations, models of care, clinical evidence, advances in technology).</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DOMAIN 5: REGULATORY POLICIES</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">STANDARD 8</p>	<p><b>Required Evidence</b></p> <p>a. The College regularly evaluates its policies, standards of practice, and practice guidelines to determine whether they are appropriate, or require revisions, or if new direction or guidance is required based on the current practice environment.</p>

		<p>b. Provide information on how the College takes into account the following components when developing or amending policies, standards and practice guidelines:</p> <ul style="list-style-type: none"> <li>i. evidence and data;</li> <li>ii. the risk posed to patients / the public;</li> <li>iii. the current practice environment;</li> <li>iv. alignment with other health regulatory Colleges (where appropriate, for example where practice matters overlap);</li> <li>v. expectations of the public; and</li> <li>vi. stakeholder views and feedback.</li> </ul>	<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>• Please insert a link to document(s) that outline how the College develops or amends its policies, standards of practice, and practice guidelines to ensure they address the listed components <b>OR</b> please briefly describe the College’s development and amendment process.</li> </ul>	
		<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
		<p><i>Additional comments for clarification (optional)</i></p>		

		<p>c. The College's policies, guidelines, standards and Code of Ethics should promote Diversity, Equity and Inclusion (DEI) so that these principles and values are reflected in the care provided by the registrants of the College.</p>	<p>The College fulfills this requirement:</p>	
			<ul style="list-style-type: none"> <li>Please briefly describe how the College reviews its policies, guidelines, standards and Code of Ethics to ensure that they promote Diversity, Equity and Inclusion.</li> <li>Please highlight some examples of policies, guidelines, standards or the Code of Ethics where Diversity, Equity and Inclusion are reflected.</li> </ul>	
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>	
			<p><i>Additional comments for clarification (optional)</i></p>	

		<p>Measure</p> <p>9.1 Applicants meet all College requirements before they are able to practice.</p>	
		<p>Required Evidence</p> <p>a. Processes are in place to ensure that those who meet the registration requirements receive a certificate to practice (e.g., how it operationalizes the registration of members, including the review and validation of submitted documentation to detect fraudulent documents, confirmation of information from supervisors, etc.)<sup>2</sup>.</p>	<p>College Response</p> <p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>• Please insert a link that outlines the policies or processes in place to ensure the documentation provided by candidates meets registration requirements <b>OR</b> please briefly describe in a few words the processes and checks that are carried out.</li> <li>• Please insert a link <b>OR</b> please briefly describe an overview of the process undertaken to review how a College operationalizes its registration processes to ensure documentation provided by candidates meets registration requirements (e.g., communication with other regulators in other jurisdictions to secure records of good conduct, confirmation of information from supervisors, educators, etc.).</li> </ul>
<p>DOMAIN 6: SUITABILITY TO PRACTICE</p> <p>STANDARD 9</p>			

<sup>2</sup> This measure is intended to demonstrate how a College ensures an applicant meets every registration requirement set out in its registration regulation prior to engaging in the full scope of practice allowed under any certificate of registration, including whether an applicant is eligible to be granted an exemption from a particular requirement.

			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	
		<p><i>Additional comments for clarification (optional)</i></p>		
		<p>b. The College periodically reviews its criteria and processes for determining whether an applicant meets its registration requirements, against best practices (e.g. how a College determines language proficiency, how Colleges detect fraudulent applications or documents including applicant use of third parties, how Colleges confirm registration status in other jurisdictions or professions where relevant etc.).</p>	<p>The College fulfills this requirement:</p>	
		<ul style="list-style-type: none"> <li>• Please insert a link that outlines the policies or processes in place for identifying best practices to assess whether an applicant meets registration requirements (e.g. how to assess English proficiency, suitability to practice etc.), a link to Council meeting materials where these have been discussed and decided upon <b>OR</b> please briefly describe the process and checks that are carried out.</li> <li>• Please provide the date when the criteria to assess registration requirements was last reviewed and updated.</li> </ul>		
	<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>			
<p><i>Additional comments for clarification (optional)</i></p>				

Measure	
9.2 Registrants continuously demonstrate they are competent and practice safely and ethically.	
c. A risk-based approach is used to ensure that currency <sup>3</sup> and other competency requirements are monitored and regularly validated (e.g., procedures are in place to verify good character, continuing education, practice hours requirements etc.).	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>Please briefly describe the currency and competency requirements registrants are required to meet.</li> <li>Please briefly describe how the College identified currency and competency requirements.</li> <li>Please provide the date when currency and competency requirements were last reviewed and updated.</li> <li>Please briefly describe how the College monitors that registrants meet currency and competency requirements (e.g. self-declaration, audits, random audit etc.) and how frequently this is done.</li> </ul>
	<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>
<i>Additional comments for clarification (optional)</i>	

<sup>3</sup> A ‘currency requirement’ is a requirement for recent experience that demonstrates that a member’s skills or related work experience is up-to-date. In the context of this measure, only those currency requirements assessed as part of registration processes are included (e.g. during renewal of a certificate of registration, or at any other time).

Measure	
9.3 Registration practices are transparent, objective, impartial, and fair.	
a. The College addressed all recommendations, actions for improvement and next steps from its most recent Audit by the Office of the Fairness Commissioner (OFC).	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>Please insert a link to the most recent assessment report by the OFC <b>OR</b> please provide a summary of outcome assessment report.</li> <li>Where an action plan was issued, is it:</li> </ul>
	<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>
	<i>Additional comments for clarification (if needed)</i>

DOMAIN 6: SUITABILITY TO PRACTICE  STANDARD 10	Measure 10.1 The College supports registrants in applying the (new/revised) standards of practice and practice guidelines applicable to their practice.		
	Required Evidence	College Response	
	a. Provide examples of how the College assists registrants in implementing required changes to standards of practice or practice guidelines (beyond communicating the existence of new standard, FAQs, or supporting documents).  <u>Further clarification:</u>  Colleges are encouraged to support registrants when implementing changes to standards of practice or guidelines. Such activities could include carrying out a follow-up survey on how registrants are adopting updated standards of practice and addressing identifiable gaps.	The College fulfills this requirement:	
		<ul style="list-style-type: none"> <li>• Please briefly describe a recent example of how the College has assisted its registrants in the uptake of a new or amended standard:                             <ul style="list-style-type: none"> <li>– Name of Standard</li> <li>– Duration of period that support was provided</li> <li>– Activities undertaken to support registrants</li> <li>– % of registrants reached/participated by each activity</li> <li>– Evaluation conducted on effectiveness of support provided</li> </ul> </li> <li>• Does the College always provide this level of support:  <i>If not, please provide a brief explanation:</i></li> </ul>	
		<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>	
Additional comments for clarification (optional)			

<b>Measure:</b> <b>10.2 The College effectively administers the assessment component(s) of its QA Program in a manner that is aligned with right touch regulation<sup>4</sup>.</b>	
a. The College has processes and policies in place outlining:	The College fulfills this requirement:
i. how areas of practice that are evaluated in QA assessments are identified in order to ensure the most impact on the quality of a registrant’s practice;	<ul style="list-style-type: none"> <li>• Please list the College’s priority areas of focus for QA assessment and briefly describe how they have been identified <b>OR</b> please insert a link to the website where this information can be found.</li> <li>• Is the process taken above for identifying priority areas codified in a policy: <i>If yes, please insert link to policy:</i></li> </ul>
	<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>
	<i>Additional comments for clarification (optional)</i>

<sup>4</sup> “Right touch” regulation is an approach to regulatory oversight that applies the minimal amount of regulatory force required to achieve a desired outcome. (Professional Standards Authority. Right Touch Regulation. <https://www.professionalstandards.org.uk/publications/right-touch-regulation>).

		<p>ii. details of how the College uses a right touch, evidence informed approach to determine which registrants will undergo an assessment activity (and which type of multiple assessment activities); and</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• Please insert a link to document(s) outlining details of right touch approach and evidence used (e.g. data, literature, expert panel) to inform assessment approach <b>OR</b> please briefly describe right touch approach and evidence used.</li> <li>• Please provide the year the right touch approach was implemented <b>OR</b> when it was evaluated/updated (if applicable).  <i>If evaluated/updated, did the college engage the following stakeholders in the evaluation:</i> <ul style="list-style-type: none"> <li>- Public</li> <li>- Employers</li> <li>- Registrants</li> <li>- other stakeholders</li> </ul> </li> </ul>		
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		
			<p><i>Additional comments for clarification (optional)</i></p>		
		<p>iii. criteria that will inform the remediation activities a registrant must undergo based on the QA assessment, where necessary.</p>	<p>The College fulfills this requirement:</p>		
			<ul style="list-style-type: none"> <li>• Please insert a link to the document that outlines criteria to inform remediation activities <b>OR</b> list criteria.</li> </ul>		
			<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>		

			<p><i>Additional comments for clarification (optional)</i></p>
<p><b>Measure:</b>  <b>10.3 The College effectively remediates and monitors registrants who demonstrate unsatisfactory knowledge, skills, and judgment.</b></p>			
<p>a. The College tracks the results of remediation activities a registrant is directed to undertake as part of any College committee and assesses whether the registrant subsequently demonstrates the required knowledge, skill and judgement while practising.</p>	<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>• Please insert a link to the College’s process for monitoring whether registrant’s complete remediation activities <b>OR</b> please briefly describe the process.</li> <li>• Please insert a link to the College’s process for determining whether a registrant has demonstrated the knowledge, skills and judgement following remediation <b>OR</b> please briefly describe the process.</li> </ul>	<p>Choose an item.</p>	
	<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	<p>Choose an item.</p>	
<p><i>Additional comments for clarification (if needed)</i></p>			

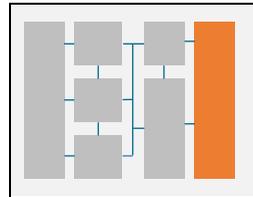
DOMAIN 6: SUITABILITY TO PRACTICE	STANDARD 11	Measure 11.1 The College enables and supports anyone who raises a concern about a registrant.	
		Required Evidence	College Response
		a. The different stages of the complaints process and all relevant supports available to complainants are: <ul style="list-style-type: none"> <li>i. supported by formal policies and procedures to ensure all relevant information is received during intake at each stage, including next steps for follow up;</li> <li>ii. clearly communicated directly to complainants who are engaged in the complaints process, including what a complainant can expect at each stage and the supports available to them (e.g. funding for sexual abuse therapy); and</li> </ul>	The College fulfills this requirement:
			<ul style="list-style-type: none"> <li>• Please insert a link to the College’s website that clearly describes the College’s complaints process including, options to resolve a complaint, the potential outcomes associated with the respective options and supports available to the complainant.</li> <li>• Please insert a link to the policies/procedures for ensuring all relevant information is received during intake <b>OR</b> please briefly describe the policies and procedures if the documents are not publicly accessible.</li> </ul>
	If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?		
	Additional comments for clarification (optional)		

		<p>iii. evaluated by the College to ensure the information provided to complainants is clear and useful.</p>	<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>Please provide details of how the College evaluates whether the information provided to complainants is clear and useful.</li> </ul>			
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>			
			<p><i>Additional comments for clarification (optional)</i></p>			
		<p>b. The College responds to 90% of inquiries from the public within 5 business days, with follow-up timelines as necessary.</p>	<p>The College fulfills this requirement:</p>			
			<p>Please insert rate (<u>see Companion Document: Technical Specifications for Quantitative CPMF Measures</u>).</p>			
			<p><i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i></p>			
			<p><i>Additional comments for clarification (optional)</i></p>			

	c. Demonstrate how the College supports the public during the complaints process to ensure that the process is inclusive and transparent (e.g. translation services are available, use of technology, access outside regular business hours, transparency in decision-making to make sure the public understand how the College makes decisions that affect them etc.).	The College fulfills this requirement:	
		<ul style="list-style-type: none"> <li>• Please list supports available for public during complaints process.</li> <li>• Please briefly describe at what points during the complaints process that complainants are made aware of supports available.</li> </ul>	
		<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>	
		<i>Additional comments for clarification (optional)</i>	
<b>Measure</b>			
<b>11.2 All parties to a complaint and discipline process are kept up to date on the progress of their case, and complainants are supported to participate effectively in the process.</b>			
	a. Provide details about how the College ensures that all parties are regularly updated on the progress of their complaint or discipline case, including how complainants can contact the College for information (e.g., availability and accessibility to relevant information, translation services etc.).	The College fulfills this requirement:	
		<ul style="list-style-type: none"> <li>• Please insert a link to document(s) outlining how complainants can contact the College during the complaints process <b>OR</b> please provide a brief description.</li> <li>• Please insert a link to document(s) outlining how complainants are supported to participate in the complaints process <b>OR</b> please provide a brief description.</li> </ul>	
		<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>	

			<i>Additional comments for clarification (optional)</i>		
DOMAIN 6: SUITABILITY TO PRACTICE	STANDARD 12	Measure 12.1 The College addresses complaints in a right touch manner.			
		a. The College has accessible, up-to-date, documented guidance setting out the framework for assessing risk and acting on complaints, including the prioritization of investigations, complaints, and reports (e.g. risk matrix, decision matrix/tree, triage protocol).	The College fulfills this requirement:		
			<ul style="list-style-type: none"> <li>• Please insert a link to guidance document <b>OR</b> please briefly describe the framework and how it is being applied.</li> <li>• Please provide the year when it was implemented <b>OR</b> evaluated/updated (if applicable).</li> </ul>		
			<i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i>	Choose an item.	
	<i>Additional comments for clarification (optional)</i>				

DOMAIN 6: SUITABILITY TO PRACTICE  STANDARD 13	Measure 13.1 The College demonstrates that it shares concerns about a registrant with other relevant regulators and external system partners (e.g. law enforcement, government, etc.).
	a. The College’s policy outlining consistent criteria for disclosure and examples of the general circumstances and type of information that has been shared between the College and other relevant system partners, within the legal framework, about concerns with individuals and any results.
	The College fulfills this requirement: <ul style="list-style-type: none"> <li>Please insert a link to the policy <b>OR</b> please briefly describe the policy.</li> <li>Please provide an overview of whom the College has shared information over the past year and purpose of sharing that information (i.e. general sectors of system partner, such as ‘hospital’, or ‘long-term care home’).</li> </ul>
	If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?
	Choose an item.
	Additional comments for clarification (if needed)

	<p>Measure 14.1 Council uses Key Performance Indicators (KPIs) in tracking and reviewing the College’s performance and regularly reviews internal and external risks that could impact the College’s performance.</p>		
	<p>DOMAIN 7: MEASUREMENT, REPORTING AND IMPROVEMENT STANDARD 14</p>	<p>Required Evidence</p>	<p>College Response</p>
<p>a. Outline the College’s KPI’s, including a clear rationale for why each is important.</p>		<p>The College fulfills this requirement:</p> <ul style="list-style-type: none"> <li>Please insert a link to a document that list College’s KPIs with an explanation for why these KPIs have been selected (including what the results the respective KPIs tells, and how it relates to the College meeting its strategic objectives and is therefore relevant to track), a link to Council meeting materials where this information is included <b>OR</b> list KPIs and rationale for selection.</li> </ul>	
		<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	

			<p><i>Additional comments for clarification (if needed)</i></p>								
		<p>b. The College regularly reports to Council on its performance and risk review against:</p> <p>i. stated strategic objectives (i.e. the objectives set out in a College’s strategic plan);</p> <p>ii. regulatory outcomes (i.e. operational indicators/targets with reference to the goals we are expected to achieve under the RHPA); and</p> <p>iii. its risk management approach.</p>	<table border="1"> <tr> <td data-bbox="766 548 2134 607"> <p>The College fulfills this requirement:</p> </td> <td data-bbox="2134 548 2548 607"></td> </tr> <tr> <td colspan="2" data-bbox="766 607 2548 857"> <ul style="list-style-type: none"> <li>Please insert a link to Council meetings materials where the College reported to Council on its progress against stated strategic objectives, regulatory outcomes and risks that may impact the College’s ability to meet its objectives and the corresponding meeting minutes.</li> </ul> </td> </tr> <tr> <td data-bbox="766 857 2134 964"> <p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p> </td> <td data-bbox="2134 857 2548 964"> <p>Choose an item.</p> </td> </tr> <tr> <td colspan="2" data-bbox="766 964 2548 1351"> <p><i>Additional comments for clarification (if needed)</i></p> </td> </tr> </table>	<p>The College fulfills this requirement:</p>		<ul style="list-style-type: none"> <li>Please insert a link to Council meetings materials where the College reported to Council on its progress against stated strategic objectives, regulatory outcomes and risks that may impact the College’s ability to meet its objectives and the corresponding meeting minutes.</li> </ul>		<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	<p>Choose an item.</p>	<p><i>Additional comments for clarification (if needed)</i></p>	
<p>The College fulfills this requirement:</p>											
<ul style="list-style-type: none"> <li>Please insert a link to Council meetings materials where the College reported to Council on its progress against stated strategic objectives, regulatory outcomes and risks that may impact the College’s ability to meet its objectives and the corresponding meeting minutes.</li> </ul>											
<p><i>If the response is “partially” or “no”, is the College planning to improve its performance over the next reporting period?</i></p>	<p>Choose an item.</p>										
<p><i>Additional comments for clarification (if needed)</i></p>											

<b>Measure</b> <b>14.2 Council directs action in response to College performance on its KPIs and risk reviews.</b>	
a. Council uses performance and risk review findings to identify where improvement activities are needed.	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>Please insert a link to Council meeting materials where the Council used performance and risk review findings to identify where the College needs to implement improvement activities.</li> </ul>
	<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>
	<i>Additional comments for clarification (if needed)</i>
<b>Measure</b> <b>14.3 The College regularly reports publicly on its performance.</b>	
a. Performance results related to a College's strategic objectives and regulatory outcomes are made public on the College's website.	The College fulfills this requirement:
	<ul style="list-style-type: none"> <li>Please insert a link to the College's dashboard or relevant section of the College's website.</li> </ul>
	<i>If the response is "partially" or "no", is the College planning to improve its performance over the next reporting period?</i>
	<i>Additional comments for clarification (if needed)</i>

## Part 2: Context Measures

The following tables require Colleges to provide **statistical data** that will provide helpful context about a College's performance related to the standards. The context measures are non-directional, which means no conclusions can be drawn from the results in terms of whether they are 'good' or 'bad' without having a more in-depth understanding of what specifically drives those results.

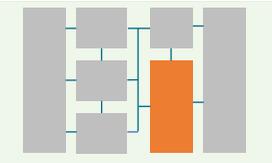
In order to facilitate consistency in reporting, a recommended method to calculate the information is provided in the companion document "Technical Specifications for Quantitative College Performance Measurement Framework Measures." However, recognizing that at this point in time, the data may not be readily available for each College to calculate the context measure in the recommended manner (e.g. due to differences in definitions), a College can report the information in a manner that is conducive to its data infrastructure and availability.

In those instances where a College does not have the data or the ability to calculate the context measure at this point in time it should state: 'Nil' and indicate any plans to collect the data in the future.

Where deemed appropriate, Colleges are encouraged to provide additional information to ensure the context measure is properly contextualized to its unique situation. Finally, where a College chooses to report a context measure using a method other than the recommended method outlined in the following Technical Document, the College is asked to provide the method in order to understand how the information provided was calculated.

The ministry has also included hyperlinks of the definitions to a glossary of terms for easier navigation.

Table 1 – Context Measure 1

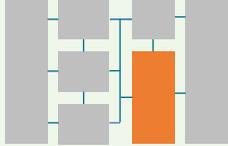
DOMAIN 6: SUITABILITY TO PRACTICE		
Standard 11		
Statistical data collected in accordance with the recommended method or the College's own method: <i>If a College method is used, please specify the rationale for its use:</i>		
Context Measure (CM)		
CM 1. Type and distribution of QA/QI activities and assessments used in CY 2021*		
Type of QA/QI activity or assessment:	#	
i. BI-ANNUAL SELF ASSESSMENT GUIDE (SAG)		<p><b>What does this information tell us?</b> Quality assurance (QA) and Quality Improvement (QI) are critical components in ensuring that professionals provide care that is safe, effective, patient centred and ethical. In addition, health care professionals face a number of ongoing changes that might impact how they practice (e.g. changing roles and responsibilities, changing public expectations, legislative changes).</p> <p>The information provided here illustrates the diversity of QA activities the College undertook in assessing the competency of its registrants and the QA and QI activities its registrants undertook to maintain competency in CY 2021. The diversity of QA/QI activities and assessments is reflective of a College's risk-based approach in executing its QA program, whereby the frequency of assessment and activities to maintain competency are informed by the risk of a registrant not acting competently. Details of how the College determined the appropriateness of its assessment component of its QA program are described or referenced by the College in Measure 13.1(a) of Standard 11.</p>
ii. ONGOING CONTINUING PROFESSIONAL DEVELOPMENT (CPD) ACTIVITIES REQUIRED OF ALL, EXCEPT RETIRED MEMBERS		
iii. BI-ANNUAL DECLARATION OF COMPLETION OF TWO YEAR CPD CYCLE		
iv. SAG REVIEW BY QA COMMITTEE		
v. CPD AUDIT BY COMMITTEE		
vi. PEER ASSISTED REVIEWS		
vii. ASSESSMENTS (under Section 81 OF HEALTH PROFESSIONS PROCEDURAL CODE)		
viii. <Insert QA activity or assessment>		
ix. <Insert QA activity or assessment>		
x. <Insert QA activity or assessment>		

\* *Registrants may be undergoing multiple QA activities over the course of the reporting period. While future iterations of the CPMF may evolve to capture the different permutations of pathways registrants may undergo as part of a College's QA Program, the requested statistical information recognizes the current limitations in data availability today and is therefore limited to type and distribution of QA/QI activities or assessments used in the reporting period.*

[NR](#)

*Additional comments for clarification (if needed)*

**Table 2 – Context Measures 2 and 3**

DOMAIN 6: SUITABILITY TO PRACTICE			
Standard 11			
Statistical data collected in accordance with the recommended method or the College own method: <b>Choose an item.</b>  <i>If a College method is used, please specify the rationale for its use:</i>			
Context Measure (CM)			
	#	%	<b>What does this information tell us?</b> <i>If a registrant’s knowledge, skills and judgement to practice safely, effectively and ethically have been assessed or reassessed and found to be unsatisfactory or a registrant is non-compliant with a College’s QA Program, the College may refer them to the College’s QA Committee.</i>
<b>CM 2.</b> Total number of registrants who participated in the QA Program CY 2021			<i>The information provided here shows how many registrants who underwent an activity or assessment as part of the QA program where the QA Committee deemed that their practice is unsatisfactory and as a result have been directed to participate in specified continuing education or remediation program as of the start of CY 2021, understanding that some cases may carry over.</i>
<b>CM 3.</b> Rate of registrants who were referred to the QA Committee as part of the QA Program where the QA Committee directed the registrant to undertake remediation as of the start of CY2021.			
<a href="#"><u>NR</u></a>			
<i>Additional comments for clarification (if needed)</i>			

**Table 3 – Context Measure 4**

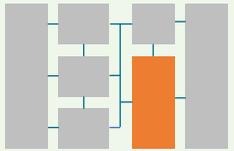
DOMAIN 6: SUITABILITY TO PRACTICE			
Standard 11			
Statistical data collected in accordance with the recommended method or the College’s own method:  <i>If a College method is used, please specify the rationale for its use:</i>			
Context Measure (CM)			
<b>CM 4.</b> Outcome of remedial activities as at the end of CY 2021:**	#	%	<b>What does this information tell us?</b> This information provides insight into the outcome of the College’s remedial activities directed by the QA Committee and may help a College evaluate the effectiveness of its “QA remediation activities”. Without additional context no conclusions can be drawn on how successful the QA remediation activities are, as many factors may influence the practice and behaviour registrants (continue to) display.
I. Registrants who demonstrated required knowledge, skills, and judgment following remediation*			
II. Registrants still undertaking remediation (i.e. remediation in progress)			
<a href="#">NR</a> * This measure may include registrants who were directed to undertake remediation in the previous year and completed reassessment in CY2021. **This number may include any outcomes from the previous year that were carried over into CY 2021.			
Additional comments for clarification (if needed)			

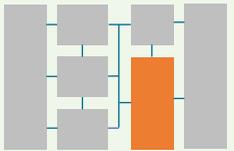
Table 4 – Context Measure 5

DOMAIN 6: SUITABILITY TO PRACTICE				
Standard 13				
Statistical data is collected in accordance with the recommended method or the College's own method: <b>Choose an item.</b>				
<i>If a College method is used, please specify the rationale for its use:</i>				
Context Measure (CM)				
<b>CM 5.</b> Distribution of formal complaints and Registrar's Investigations by theme in CY 2021	Formal received	Complaints	Registrar initiated	Investigations
Themes:	#	%	#	%
I. Advertising				
II. Billing and Fees				
III. Communication				
IV. Competence / Patient Care				
V. Intent to Mislead including Fraud				
VI. Professional Conduct & Behaviour				
VII. Record keeping				
VIII. Sexual Abuse				
IX. Harassment / Boundary Violations				
X. Unauthorized Practice				
XI. Other <please specify>				
<b>Total number of formal complaints and Registrar's Investigations**</b>		<b>100%</b>		<b>100%</b>

*What does this information tell us? This information facilitates transparency to the public, registrants and the ministry regarding the most prevalent themes identified in formal complaints received and Registrar's Investigations undertaken by a College.*

<p><a href="#">Formal Complaints</a> <a href="#">NR</a> <a href="#">Registrar's Investigation</a></p> <p><i>** The requested statistical information (number and distribution by theme) recognizes that formal complaints and Registrar's Investigations may include allegations that fall under multiple themes identified above, therefore when added together the numbers set out per theme may not equal the total number of formal complaints or Registrar's Investigations.</i></p>	
<p><i>Additional comments for clarification (if needed)</i></p>	

Table 5 – Context Measures 6, 7, 8 and 9

DOMAIN 6: SUITABILITY TO PRACTICE			
Standard 13			
Statistical data collected in accordance with the recommended method or the College's own method: <b>Choose an item.</b>			
<i>If a College method is used, please specify the rationale for its use:</i>			
Context Measure (CM)			
<b>CM 6.</b> Total number of formal complaints that were brought forward to the ICRC in CY 2021			<i><b>What does this information tell us?</b> The information helps the public better understand how formal complaints filed with the College and Registrar's Investigations are disposed of or resolved. Furthermore, it provides transparency on key sources of concern that are being brought forward to the College's committee.</i>
<b>CM 7.</b> Total number of ICRC matters brought forward as a result of a Registrar's Investigation in CY 2021			
<b>CM 8.</b> Total number of requests or notifications for appointment of an investigator through a Registrar's Investigation brought forward to the ICRC that were approved in CY 2021			
<b>CM 9.</b> Of the formal complaints and Registrar's Investigations received in CY 2021**:	#	%	
I. Formal complaints that proceeded to Alternative Dispute Resolution (ADR)			
II. Formal complaints that were resolved through ADR			
III. Formal complaints that were disposed of by ICRC			
IV. Formal complaints that proceeded to ICRC and are still pending			
V. Formal complaints withdrawn by Registrar at the request of a complainant			
VI. Formal complaints that are disposed of by the ICRC as frivolous and vexatious			

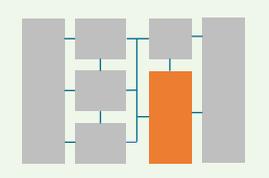
<p>VII. Formal complaints and Registrar’s Investigations that are disposed of by the ICRC as a referral to the Discipline Committee</p>			
<p><a href="#">ADR</a>  <a href="#">Disposal</a>  <a href="#">Formal Complaints</a>  <a href="#">Formal Complaints withdrawn by Registrar at the request of a complainant</a>  <a href="#">NR</a>  <a href="#">Registrar’s Investigation</a></p> <p># May relate to Registrar’s Investigations that were brought to the ICRC in the previous year.  ** The total number of formal complaints received may not equal the numbers from 9(i) to (vi) as complaints that proceed to ADR and are not resolved will be reviewed at the ICRC, and complaints that the ICRC disposes of as frivolous and vexatious and a referral to the Discipline Committee will also be counted in total number of complaints disposed of by the ICRC.</p>			
<p>Additional comments for clarification (if needed)</p>			

Table 6 – Context Measure 10

DOMAIN 6: SUITABILITY TO PRACTICE							
Standard 13							
Statistical data collected in accordance with the recommended method or the College's own method: <i>If a College method is used, please specify the rationale for its use:</i>							
Context Measure (CM)							
CM 10. Total number of ICRC decisions in 2021							
Distribution of ICRC decisions by theme in 2021*		# of ICRC Decisions++					
Nature of Decision	Take no action	Proves advice or recommendations	Issues a caution (oral or written)	Orders a specified continuing education or remediation program	Agrees to undertaking	Refers specified allegations to the Discipline Committee	Takes any other action it considers appropriate that is not inconsistent with its governing legislation, regulations or by-laws.
I. Advertising							
II. Billing and Fees							
III. Communication							
IV. Competence / Patient Care							
V. Intent to Mislead Including Fraud							
VI. Professional Conduct & Behaviour							
VII. Record Keeping							
VIII. Sexual Abuse							
IX. Harassment / Boundary Violations							

X. Unauthorized Practice							
XI. Other <please specify>							
<p>* Number of decisions are corrected for formal complaints ICRC deemed frivolous and vexatious AND decisions can be regarding formal complaints and registrar's investigations brought forward prior to 2021.</p> <p>++ The requested statistical information (number and distribution by theme) recognizes that formal complaints and Registrar's Investigations may include allegations that fall under multiple themes identified above, therefore when added together the numbers set out per theme may not equal the total number of formal complaints or registrar's investigations, or decisions.</p> <p><a href="#">NR</a></p>							
<p><b>What does this information tell us?</b> This information will help increase transparency on the type of decisions rendered by ICRC for different themes of formal complaints and Registrar's Investigation and the actions taken to protect the public. In addition, the information may assist in further informing the public regarding what the consequences for a registrant can be associated with a particular theme of complaint or Registrar investigation and could facilitate a dialogue with the public about the appropriateness of an outcome related to a particular formal complaint.</p>							
<p>Additional comments for clarification (if needed)</p>							

**Table 7 – Context Measure 11**

DOMAIN 6: SUITABILITY TO PRACTICE		
Standard 13		
<p>Statistical data collected in accordance with the recommended method or the College own method:</p> <p><i>If College method is used, please specify the rationale for its use:</i></p>		
<b>Context Measure (CM)</b>		
<b>CM 11.</b> 90 <sup>th</sup> Percentile disposal of:	Days	<p><b><i>What does this information tell us?</i></b> This information illustrates the maximum length of time in which 9 out of 10 formal complaints or Registrar’s investigations are being disposed by the College.</p> <p><i>The information enhances transparency about the timeliness with which a College disposes of formal complaints or Registrar’s investigations. As such, the information provides the public, ministry and other stakeholders with information regarding the approximate timelines they can expect for the disposal of a formal complaint filed with, or Registrar’s investigation undertaken by, the College.</i></p>
I. A formal complaint in calendar days in CY 2021		
II. A Registrar’s investigation in calendar days in CY 2021		
<p><a href="#">Disposal</a></p> <p><i>Additional comments for clarification (if needed)</i></p>		

**Table 8 – Context Measure 12**

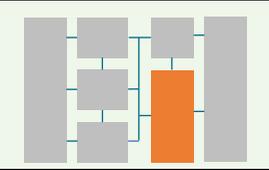
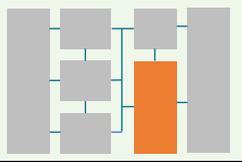
DOMAIN 6: SUITABILITY TO PRACTICE		
<b>Standard 13</b>		
Statistical data collected in accordance with the recommended method or the College’s own method: <i>If a College method is used, please specify the rationale for its use:</i>		
<b>Context Measure (CM)</b>		
<b>CM 12.</b> 90th Percentile disposal of:	Days	<p><i><b>What does this information tell us?</b> This information illustrates the maximum length of time in which 9 out of 10 uncontested discipline hearings and 9 out of 10 contested discipline hearings are being disposed.</i></p> <p><i>The information enhances transparency about the timeliness with which a discipline hearing undertaken by a College is concluded. As such, the information provides the public, ministry and other stakeholders with information regarding the approximate timelines they can expect for the resolution of a discipline proceeding undertaken by the College.</i></p>
I. An uncontested discipline hearing in working days in CY 2021		
II. A contested discipline hearing in working days in CY 2021		
<a href="#">Disposal</a> <a href="#">Uncontested Discipline Hearing</a> <a href="#">Contested Discipline Hearing</a>		
<i>Additional comments for clarification (if needed)</i>		

Table 9 – Context Measure 13

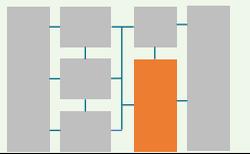
DOMAIN 6: SUITABILITY TO PRACTICE		
Standard 13		
Statistical data collected in accordance with the recommended method or the College's own method: <i>If College method is used, please specify the rationale for its use:</i>		
Context Measure (CM)		
CM 13. Distribution of Discipline finding by type*		
Type	#	
I. Sexual abuse		
II. Incompetence		
III. Fail to maintain Standard		
IV. Improper use of a controlled act		
V. Conduct unbecoming		
VI. Dishonourable, disgraceful, unprofessional		
VII. Offence conviction		
VIII. Contravene certificate restrictions		
IX. Findings in another jurisdiction		
X. Breach of orders and/or undertaking		
XI. Falsifying records		
XII. False or misleading document		
XIII. Contravene relevant Acts		
		<i>What does this information tell us? This information facilitates transparency to the public, registrants and the ministry regarding the most prevalent discipline findings where a formal complaint or Registrar's Investigation is referred to the Discipline Committee by the ICRC.</i>

\* *The requested statistical information recognizes that an individual discipline case may include multiple findings identified above, therefore when added together the number of findings may not equal the total number of discipline cases.*

[NR](#)

*Additional comments for clarification (if needed)*

**Table 10 – Context Measure 14**

<b>DOMAIN 6: SUITABILITY TO PRACTICE</b>		<b>Standard 13</b>	
Statistical data collected in accordance with the recommended method or the College own method:  <i>If a College method is used, please specify the rationale for its use:</i>			
<b>Context Measure (CM)</b>			
<b>CM 14. Distribution of Discipline orders by type*</b>		<i><b>What does this information tell us?</b> This information will help strengthen transparency on the type of actions taken to protect the public through decisions rendered by the Discipline Committee. It is important to note that no conclusions can be drawn on the appropriateness of the discipline decisions without knowing intimate details of each case including the rationale behind the decision.</i>	
Type	#		
I. Revocation			
II. Suspension			
III. Terms, Conditions and Limitations on a Certificate of Registration			
IV. Reprimand			
V. Undertaking			
* The requested statistical information recognizes that an individual discipline case may include multiple findings identified above, therefore when added together the numbers set out for findings and orders may not equal the total number of discipline cases. <a href="#">Revocation</a> <a href="#">Suspension</a> <a href="#">Terms, Conditions and Limitations</a> <a href="#">Reprimand</a> <a href="#">Undertaking</a> <a href="#">NR</a>			
Additional comments for clarification (if needed)			

## Glossary

**Alternative Dispute Resolution (ADR):** Means mediation, conciliation, negotiation, or any other means of facilitating the resolution of issues in dispute.

Return to: [Table 5](#)

**Contested Discipline Hearing:** In a contested hearing, the College and registrant disagree on some or all of the allegations, penalty and/or costs.

Return to: [Table 8](#)

**Disposal:** The day upon which all relevant decisions were provided to the registrant by the College (i.e., the date the reasons are released and sent to the registrant and complainant, including both liability and penalty decisions, where relevant).

Return to: [Table 5](#), [Table 7](#), [Table 8](#)

**Formal Complaint:** A statement received by a College in writing or in another acceptable form that contains the information required by the College to initiate an investigation. This excludes complaint inquiries and other interactions with the College that do not result in a formally submitted complaint.

Return to: [Table 4](#), [Table 5](#)

**Formal Complaints withdrawn by Registrar at the request of a complainant:** Any formal complaint withdrawn by the Registrar prior to any action being taken by a Panel of the ICRC, at the request of the complainant, where the Registrar believed that the withdrawal was in the public interest.

Return to: [Table 5](#)

**NR:** Non-reportable: Results are not shown due to < 5 cases (for both # and %). This may include 0 reported cases.

Return to: [Table 1](#), [Table 2](#), [Table 3](#), [Table 4](#), [Table 5](#), [Table 6](#), [Table 9](#), [Table 10](#)

**Registrar's Investigation:** Under s.75(1)(a) of the *Regulated Health Professionals Act, 1991* (RHPA) where a Registrar believes, on reasonable and probable grounds, that a registrant has committed an act of professional misconduct or is incompetent he/she can appoint an investigator which must be approved by the Inquiries, Complaints and Reports Committee (ICRC). Section 75(1)(b) of the RHPA, where the ICRC receives information about a member from the Quality Assurance Committee, it may request the Registrar to conduct an investigation. In situations where the Registrar determines that the registrant exposes, or is likely to expose, their patient to harm or injury, the Registrar can appoint an investigator immediately without ICRC approval and must inform the ICRC of the appointment within five days.

Return to: [Table 4](#), [Table 5](#)

**Revocation:** Of a member or registrant’s Certificate of Registration occurs where the discipline or fitness to practice committee of a health regulatory College makes an order to “revoke” the certificate which terminates the registrant’s registration with the College and therefore their ability to practice the profession.

Return to: [Table 10](#)

**Suspension:** A suspension of a registrant’s Certificate of Registration occurs for a set period of time during which the registrant is not permitted to:

- Hold themselves out as a person qualified to practice the profession in Ontario, including using restricted titles (e.g. doctor, nurse),
- Practice the profession in Ontario, or
- Perform controlled acts restricted to the profession under the Regulated Health Professions Act, 1991.

Return to: [Table 10](#)

**Reprimand:** A reprimand is where a registrant is required to attend publicly before a discipline panel of the College to hear the concerns that the panel has with their practice.

Return to: [Table 10](#)

**Terms, Conditions and Limitations:** On a Certificate of Registration are restrictions placed on a registrant’s practice and are part of the Public Register posted on a health regulatory College’s website.

Return to: [Table 10](#)

**Uncontested Discipline Hearing:** In an uncontested hearing, the College reads a statement of facts into the record which is either agreed to or uncontested by the Respondent. Subsequently, the College and the respondent may make a joint submission on penalty and costs or the College may make submissions which are uncontested by the Respondent.

Return to: [Table 8](#)

**Undertaking:** Is a written promise from a registrant that they will carry out certain activities or meet specified conditions requested by the College committee.

Return to: [Table 10](#)

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## BRIEFING NOTE

2022.01.03B

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### MARCH 2022 COUNCIL MEETING

## BY-LAW AMENDMENTS CONSULTATION UPDATE

### STRATEGIC DIRECTION REFLECTION

*Advancing the Council's governance practices.*

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### FOR INFORMATION – RECOMMENDATION FROM EXECUTIVE COMMITTEE

That the amendments to *By-law 5: Selection of Committee Chairs and Committee Members* and *By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for Disqualification* be approved.

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### PUBLIC INTEREST RATIONALE

In December 2020, the Ministry of Health released the *College Performance Measurement Framework (CPMF)*. This document sets out expectations and reporting requirements for all health regulatory colleges in Ontario. Within the *CPMF*, “governance” is identified as one of the main domains that is a critical attribute contributing to a College effectively serving and protecting the public interest.

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### BACKGROUND

At its December 17, 2021 meeting, the Council passed a motion to circulate *By-law 5: Selection of Committee Chairs and Committee Members* and *By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for Disqualification*. Amendments to these By-laws are necessary to meet the expectations set out in the *CPMF* as they relate to two *CPMF* standards;

- Requiring members to participate in an orientation before they submit their nomination to run for Council, and,
- A one-year cooling off period between a member's participation on the leadership of a psychology professional association and running for a Council seat.

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### UPDATE

The consultation was distributed to the membership (4734) and subscribers (281) on January 5, 2022. A reminder was published in the January 2022 issue of *HeadLines* and posted on the College's social media accounts. Another reminder was sent to members on February 22, 2022. The deadline for responses is March 7, 2022. To date the College has received 37 responses with the following comments.

The verbatim feedback received to the consultation related to *By-law 5: Selection of Committee Chairs and Committee Members* and *By-law 20: Election to Council, Qualifications, Terms of Office and Conditions for Disqualification* is presented below. It appears that there is general support for both of the proposals made by Council. The feedback does raise some good points to be considered in the implementation with regard to “the details”.

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**FEEDBACK: AMENDMENTS TO BY-LAW 5: SELECTION OF COMMITTEE CHAIRS AND COMMITTEE MEMBERS**

- The proposed changes are consistent with the stated objectives and will support College's mandate through better-informed and prepared council and committee members.
- The amendments look reasonable and compliant with what is expected. I think it is appropriate to have a clear understanding of the roles and responsibilities before expressing interest. I think that having an orientation to participate in, prior to the expression of interest, would benefit many of the members, as well as clarify the role of the College.
- I wholeheartedly support the changes. The distinction between public interest(s) and professional advocacy must be clearly made and reflected in the decision making of the college.
- Attending an orientation meeting prior to becoming a member of council would be beneficial in providing potential members with more knowledge on the role. I support this amendment.
- It is a good idea to be aware of the business and governance of the College, duties, obligations, and expectations prior to put forward one's name as it allows for a more informed decision-making process when a member may think of participating in a Committee of the College.
- I feel that having candidates attend an orientation and training meeting as a criteria for their eligibility to stand for election is a good measure as this ensures the candidates have a clear understanding of the role and if they have the qualifications to be able to successfully fill this role if they were chosen.
- I welcome these proposed amendments, which set goals and expected outcomes for the benefit of committees' ongoing work. My multi-year experience at APA, for example, has been similar in orientation, and is a given-on task forces, boards, work groups, commissions, council, and committees. It is a privilege to be appointed, and one has to be prepared, committed, knowledgeable, and appreciative of the consultative aspect of problem-solving teams in order to strengthen one's growth goals as a team member (effectively execute the fiduciary roles and responsibilities) and aim to add value to the evolving and accomplished work. This transcends professional seniority at the first phase of joining and helps promote EDI representation in psychology.
- I strongly support the proposed changes to By-law 5. Knowing prior to committing is a good practice.
- I support the proposed amendments. They are constructive improvements.
- I am in agreement with the proposed changes.
- These additions seem totally appropriate and reasonable as part of fine-tuning the By-law.
- I support the proposed changes.
- Acceptable
- The proposed amendments seem adequate, justified, and fair.
- I agree with the proposed changes.
- In agreement with proposed amendments
- I am in agreement with the proposed changes
- I approve the proposed amendments
- I am in favour of the proposed changes
- Wise improvements
- They seem reasonable to me
- Looks reasonable
- Agree with proposed amendments
- I think the changes proposed are worthwhile. My only concern is how to deliver the orientation to Committees to a large number of people who might be interested in applying. I would assume it would be along the lines of a Zoom seminar, but would in-person be better? And what is the budgetary impact of an in-person orientation?

- It may be good to add under 5.2, given the current situation, that the completion of any orientation program may be attended remotely or in-person. Remote being defined as in a video calling or conferencing, by telephone, etc.
- The intent of the amendment is positive. However, applicants and the College should not be burdened excessively in meeting the goals of the amendment. I would urge the College to ensure that the educational intervention be both as accessible and as efficient as possible. So for example, it might be through an interactive tutorial with a short quiz available at any time and taking a very reasonable amount of time to complete.
- This seems desirable, and I hope arrangements have been made not to make committee membership difficult to attain or result in difficulties for younger members of the College.
- I can understand wanting to ensure that members seeking election to Council or wishing to serve on a College Committee understand the mandate of the College, the responsibilities of Council and Committee membership, and the expectations on them as Council or Committee members. You want members to be sure they understand for what they have signed up before taking on a role for which they may not be suited. However, the amount of time that would need to be devoted to orienting all prospective committee or council members (especially if the current training procedure is employed) seems excessive. I know that the college often receives far more letters of interest for committee positions than spots available, and there are times when three or four members put their names forward for one Council seat. If training must be provided prior to submission of interest, I fear it may dissuade many good and enthusiastic members and will also take up valuable time of College staff. Perhaps a compromise would be to develop a relatively short online training module with a knowledge quiz at the end to evaluate understanding of mandates and expectations for each committee or council position?
- If there is an ample number of members seeking to sit on the various committees, then it makes sense to require them to attend an orientation session before offering themselves to be a member. However, if a member is offering to sit on several committees as has been the practice will it be a requirement that they attend such a session for each of the committees they wish to join? that seems cumbersome. Re members seeking a council position attending an orientation session to better understand the College operations, I fully support this.
- I think it is a great idea. As with many things, the "devil is in the details". The By-Law information on the web page makes it appear as if the training for Council and the Statutory committees are two separate trainings, while the bylaw change makes it appear as if it is a general training that must occur. Unclear if specific to the role of a committee or just a generic "So, you're thinking of working for the College" YouTube video that one has to watch. A couple of questions: Why only statutory committees - should non-statutory committees (e.g., JEEC) or Working Groups (e.g., EDI) not also require this training for the same purposes behind the council and statutory committees? Oral Examiners? Peer reviewers? How often must it be done? Training for Peer Review is annual, College Orals are before each examination period. But, if I go through this training 10 years ago, be on a committee for a year, and then go off the committee and then run for College Council, I would not be certain that would be sufficient. But, since members are re-appointed to the College committees every year, do you want them to be going through the same material before you re-appoint them? Likely need some reasonable number in there as a middle ground.
- Will this further reduce adequate representation? The committees and councils are already largely comprised of Caucasian individuals. While I think that it is important to have competent individuals on committees, there is not a position I can think of in any field that requires orientation prior to application to said position. I would presume that professional members of the College already have an awareness of the mandates of the College, and the more specific knowledge required for participation in a particular committee or on a particular council can be attained once appointed. I currently serve on a committee and if there was a required orientation prior to even applying, I might

not have done so. Not because I do not think orientation is important (it is, and I think it is suitably placed after the appointment process), but because that would seem like a lot of commitment to me for something I might or might not do. As an Indigenous professional, that upfront time cost might not make it as accessible.

- That "Prior to the member submitting a Committee interest form . . . [a member has to complete] an orientation program" sounds like an onerous provision which will discourage individuals in full-time private practise and others who don't have unlimited free time to serve, limiting the perspectives of committees.
- I have no educated feedback to offer, I read it over for more clarity and information.
- My experience suggests the College doesn't listen to feedback so why solicit it?

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**FEEDBACK: AMENDMENTS TO BY-LAW 20: ELECTION TO COUNCIL, QUALIFICATIONS, TERMS OF OFFICE, AND CONDITIONS FOR DISQUALIFICATION**

- These changes seem totally appropriate and reasonable as part of fine-tuning the By-law.
- I support the proposed changes.
- Wise improvements
- They seem reasonable to me
- I support the proposed amendments. They are constructive improvements.
- acceptable
- I agree with those changes as well.
- sounds good
- I am in agreement with the proposed changes
- I approve the proposed amendments
- I am in favour of the proposed changes
- None necessary. Work well done by committee.
- I strongly support the proposed change to By-law 20.
- sounds good, I think it would be helpful to have a permanent zoom or other encrypted platform option for the info sessions.
- Agree with proposed amendments.
- The proposed change makes sense and is consistent with the stated objective, although I wonder at the term "enforces" as opposed to "requires", as enforcement suggests the College undertakes actions to elect the outcome, as opposed to setting a condition for acceptance to a council/committee role. *[Note: the term "enforces" does not appear in the by-law but is the term used by the Ministry in the CPMF. RM]*
- I am in agreement with the proposed changes. Would prefer that "District 7" be specified for Master's prepared practitioners, rather than PAs specifically. This would increase the number of individuals who could stand for and vote for these seats. I would prefer that the wording for eligibility for appointment (District 8) be a bit clearer. The wording "has maintained contact" is quite open to interpretation.
- The proposed amendments include replacement of the terms "he or she" with "they" or "the member". Please note that 3 references to "he or she" still remain within the proposed amendments (see sections 20.11(1), 20.16(1)d, 20.16(2)). *[Note: all pronouns have been reviewed including those noted in this response. RM]*
- In Section 20.7 the phrase "he or she" is ungrammatically and inappropriately replaced by the word "they".
- In 20.7, letter k, the completion of any orientation program may be attended remotely or in-person.
- I agree with the "one-year" cooling off period. A good idea!

- The amendments look reasonable and compliant with what is expected. I particularly like the "cooling off" period being defined for one year.
- Yes there should be a "cooling off period"
- I support the amendment. I would opt for the shortest cooling off period that is keeping with best practice.
- The 'idea of having a cooling off period' in addition to removing oneself from a potential conflict of interest situation is wise as it allows for the individual to truly separate allegiances and feelings for that prior organization and thus insures that they will be more 'objective' if on council
- "cooling off period" needs a definition, and an explanation of when it would be enforced...and why *[Note: the By-law does not contain the term "cooling off" but rather describes the requirement to have separation between association work and College Council participation. RM]*
- I am not in agreement with the amendment as written as the definition of membership in an advocacy group is too broad (or not defined at all) and advocacy for the profession does not preclude responsibility to the public (in fact, an ethical requirement demands that the interest of those most vulnerable be put first - i.e. members of the public).
- Good work, i think the cooling off period is an especially valuable idea, perhaps a time to gather feedback?
- Having a cooling off period is reasonable. I would like to hear more reasoning regarding the period of one year. Is it based on practices of other colleges? How might it affect potential council members practically? Would a shorter time span also achieve the same result and not limit someone from joining the council?
- The amendments are fine. However, while it is important to allow an individual to distance themselves from having competing obligations and/or having been an advocate for the profession, a cooling period of one year seems a bit long. It might dissuade some members to put forward their name, (ex. "it is too long a time period not to be involved with an association of some kind"). It may also be more difficult to find a member willing to put forth their name at the "last minute" if the deadline approaches and no other name has been submitted.
- I similarly support the proposed amendments, including a 'cooling off period'. It is important for all members to be mindful of CPO's mission & mandate as a regulatory body vs experiences active Associations' volunteer members have in leadership advocacy practices. Terms in office, in my experience, are strengthening a culture of inclusion across professional stages, and help model 'walking the EDI talk'. It leads to new creative ideas, representation, new synergy; enhanced group performance, and commitment to the promotion of competencies, based on guidelines and professional standards. Conditions for disqualifications, clearly articulated, consulted about in professional training, make good sense and help promote proactive joint learning prior to becoming a member. It also allows for self and group monitoring along the way.
- I can appreciate the desire to eliminate or reduce an actual or perceived conflict of interest in those who sit on Council; you want Council members to be focused on the public protection issues rather than trying to advance their own agendas. However, I worry that the requirement of a one year cooling off period may keep qualified and potentially knowledgeable members from running for office. Elections are only held every three years (and are staggered throughout the province). This amendment would mean that anyone who was considering running for a Council seat would have to resign from the other association a year in advance, without any guarantee that they would actually be elected the following year. In such a scenario, the advocacy organization would lose a knowledgeable and experienced member, and the psychological provider might not be able to return to that job if unsuccessful in their bid to be elected to Council. Also, is it clear to all members exactly what qualifies as a "psychology advocacy organization"? For instance, I am on the board of directors for a disability advocacy organization. Would this be considered a conflict of interest position from which I would need to resign?

- While it might make sense to have a cooling off period, I would think it necessary only if there is evidence of an issue with conflicts in the past. It has always been clear that someone seeking a Council seat must not be part of an association; whether it's immediately before taking the council seat or after a cooling off period may make no difference. I don't see any risks in implementing such a requirement, though.
- Fully support this one. My only concern is with the implementation time frame. We would not want someone to be on a committee and then learn that you changed the rules and they would have had to quit a committee 3 months ago in order to run for the College seat in their jurisdiction (as it is only once every 3 years they can run for the seat). A couple of small points, that may need some clarification. First, does this also include membership on working groups, task forces, CPA/APA section/division committees or only committees of the association as a whole, etc. We generally want people who have a broader knowledge of the profession and, while they may not be on a "committee" they might be chairing an OPA task force on Insurance reimbursement or sit on a WSIB committee on the recommendation of OPA. As I say, the devil is in the details. Second, and this one is personal, if I do ever get on College Council, I am on the CPA "Past Presidents Committee". I think there is only one way to get off that committee and, while I value working for the College, I also value being alive so not certain what to do on that one. I know there must be some way around it but wanted to raise it for people to scratch their head over. I am not the only person who would ever, or could ever, be in that situation (e.g., Bill Melnyk) - unless you want to start banning prior CPA presidents from being on College Council. I am also remembering the days when Marg Hearn was very active in the College and her husband, Dave Evans, was very active with OPA and CPA. Not sure if we need to handle that but just throwing it out there.
- I am sorry to offer no sound feedback but wanted to ensure I looked into it to better understand what is being proposed.
- My experience suggests the College doesn't listen to feedback so why solicit it?

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## ADDITIONAL INFORMATION

### **Cooling Off Period**

If Council approves these changes at their meeting in March, the changes will come into effect for the 2023 elections.

With regard to the comment regarding a definition of the "cooling off" period, the *CPMF* provides the following:

*Cooling off period refers to the time required before an individual can be elected to Council where an individual holds a position that could create an actual or perceived conflict of interest with respect to his or her role and responsibility at the college. Further elaboration can be considered as part of the implementation of the By-law.*

In reviewing the work of the other Colleges it was found that of the 25 other health regulators in Ontario, 19 have at least a 1 year cooling off period (12 Colleges = 1 year, 4 Colleges = 2 years, and 3 Colleges = 3 years). Of the remaining 6 Colleges, at least 3 have indicated that they will be looking into implementing a cooling off period.

[The Cayton Report](#), an inquiry into the College of Dental Surgeons of British Columbia and the workings of the Health Professions Act, also made recommendations regarding cooling off periods. The Cayton report, recommends officers or representatives from the professional association or similar bodies should have a three-year cooling off period before they can serve with the regulator.

**Orientation**

The College will be using an online learning module system similar to that of some other Colleges. This asynchronous presentation will allow members to complete the orientation programs at their convenience. Staff are currently developing modules and anticipate they would take between one and two hours complete. Once a member completes the orientation, they will be asked to submit a declaration to the College confirming their completion.

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**BUDGETARY IMPLICATIONS**

There is an annual subscription fee of \$1600 for the learning module system to be used for creating and presenting the orientation programs. This system may also be used for other training as the need arises.

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**ATTACHMENT**

1. Consultation document from the College website.

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**CONTACT FOR QUESTIONS**

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

# PUBLIC CONSULTATIONS

## OPEN CONSULTATIONS

### PROPOSED AMENDMENTS TO BY-LAW 5 AND BY-LAW 20 – FEEDBACK REQUESTED BY MONDAY, MARCH 7, 2022

At its meeting of December 17, 2021, the Council of the College of Psychologists passed a motion to circulate proposed amendments to *By-law 5: Selection of Committee Chairs and Committee Members* and *By-law 20: Election to Council, Qualifications, Terms of Office, and Conditions for Disqualification*. The Health Professions Procedural Code being Schedule 2 of the *Regulated Health Professions Act, 1991 (RHPA)* requires that amendments to these By-laws be circulated to members 60 days before they receive final approval. If you wish to comment on the proposed amendments, we would appreciate hearing from you by **Monday, March 7, 2022**, so your feedback can be included in the Council discussions at its next meeting.

## BACKGROUND

In December 2020, the Ministry of Health released the *College Performance Measurement Framework (CPMF)*. This document sets out several **Standards** considered to be “best practices” of regulatory excellence toward which all health regulatory Colleges in Ontario are to strive. Each **Standard** is accompanied by **Measures** to guide Colleges in achieving the **Standard**, and the **Required Evidence** of decisions, activities, processes, and verifiable results that demonstrate their achievement.

The College Council is proposing amendments to By-law 5 and By-law 20 in service of working toward achieving:

**Standard 1: Council and statutory committee members have the knowledge, skills, and commitment needed to effectively execute their fiduciary role and responsibilities pertaining to the mandate of the College; and**

**Standard 2: Council decisions are made in the public interest.**

Some components of the **Required Evidence** are already in place. The amendments are proposed to achieve the highlighted components not yet in place.

## STANDARD 1

To achieve **Standard 1** the College is required to demonstrate that members running for a seat on the Council or wishing to participate as a member of a College Committee, have received an orientation to the role and mandate of the College and its Committees **prior** to seeking the position, as highlighted in the **Measure** and **Required Evidence** shown below.

The College currently provides an orientation to professional and public members joining Council. This is done however, after their election but prior to their first Council meeting. Similarly, members appointed to College Committees receive an orientation to the work of that Committee usually at the first meeting; but after they have already been appointed.

The **Standard** suggests that it is important that members seeking election to Council or wishing to serve on a College Committee understand the mandate of the College, the responsibilities of Council and Committee membership, and the expectations on them as Council or Committee members. Such information should be provided before one seeks nomination for election or expresses interest in working on a Committee so that members understand the nature of the position, to make a fully informed decision. A key component of this orientation is an appreciation of the public interest/public protection mandate of the College in contrast to involvements one may have had through involvement on other psychology related Associations or Committees.

Amendments to By-laws 5 and 20 are needed to permit the College to require a member to participate in an orientation as part of the nomination process for a Council seat or as a requirement to serve on a College Committee. These amendments are shown in the attached By-laws with a brief description of the reason for the change.

***Standard 1: Council and statutory committee members have the knowledge, skills, and commitment needed to effectively execute their fiduciary role and responsibilities pertaining to the mandate of the College***

***Measure:***

1.1 *Where possible, Council and Statutory Committee members demonstrate that they have the knowledge, skills, and commitment prior to becoming a member of Council or a Statutory Committee.*

**Required Evidence:**

a. *Professional members are eligible to stand for election to Council only after:*

i. *meeting pre-defined competency/suitability criteria, and*

ii. *attending an orientation training about the College's mandate and expectations pertaining to the member's role and responsibilities.*

b. *Statutory Committee candidates have:*

i. *met pre-defined competency/suitability criteria, and*

ii. *attended an orientation training about the mandate of the Committee and expectations pertaining to a member's role and responsibilities.*

c. *Prior to attending their first meeting, public appointments to Council undertake an orientation training course about the College's mandate and expectations pertaining to the appointee's role and responsibilities. [Already in Place]*

## STANDARD 2

In striving to achieve **Standard 2**, the College must have a Council Code of Conduct and Conflict of Interest policy. These are already in place. In addition however, the Standard suggests the need for a *cooling off period* in order to be eligible to run for Council. The CPMF defines a *cooling off period* as:

*Cooling off period refers to the time required before an individual can be elected to Council where an individual holds a position that could create an actual or perceived conflict of interest with respect to his or her role and responsibility at the college.*

Currently, the College does not have a *cooling off period*, but rather requires that a member resign from any associations that could pose a potential conflict **before taking the Council seat** to which they are elected. As such an individual could, for example, be President of a psychology advocacy association up to one day before taking their seat on Council. The purpose of the *cooling off period* proposed in the Standard is to allow a member to 'put some distance' between their previous involvements and their council work to eliminate or reduce an actual or perceived conflict of interest. As noted in the discussion regarding the orientation above, the mandate of the College is public

protection and the public interest; in contrast to the professional advocacy role of other psychology associations. Decision to be made at Council must be through a consideration of the public interest. While professional members are elected by members of the College in their geographic district; once at the Council table, their constituency is the public, not the members who elected them.

A review of the policies of other health regulatory Colleges found that a one-year *cooling off period* is common and therefore this is the period suggested in the draft changes to the *By-law 20: Election to Council, Qualifications, Terms of Office, and Conditions for Disqualification*. That is, to be eligible to run for a seat on Council, a member must not have held a position in a psychology advocacy organization, for one year prior to the date of the election.

***Standard 2: Council decisions are made in the public interest.***

***Measure***

*2.1 All decisions related to a Council's strategic objectives, regulatory processes, and activities are impartial, evidence-informed, and advance the public interest.*

***Required Evidence***

*a. The College Council has a Code of Conduct and 'Conflict of Interest' policy that is accessible to the public. [Already in Place]*

*b. The College enforces cooling off periods.*

*c. The College has a conflict of interest questionnaire that all Council members must complete annually. [Already in Place]*

In addition to the amendments noted above, some minor housekeeping changes are recommended.

## **BY-LAWS WITH TRACKED CHANGES**

Copies of both By-law 5 and By-law 20, showing the amendments, with an accompanying explanation of the proposals are available for download below. Additions are shown as underlined in blue with deletions marked as ~~strikeouts in red~~.

- *By-law 5: Selection of Committee Chairs and Committee Members*
- *By-law 20: Election to Council, Qualifications, Terms of Office, and Conditions for Disqualification*

## FEEDBACK

The College Council will be discussing these amendments at the March 2022 meeting. If you wish to provide any comments we would appreciate hearing from you by **Monday, March 7, 2022**.

Please submit your feedback by completing this brief form:

### CONSULTATION FEEDBACK FORM

To ensure transparency and to encourage engagement from College members, the public and other stakeholders, the feedback received will be posted on the website as part of the Council Materials for the March meeting. The College will make reasonable efforts to remove personal identifiers and information that may identify a third party prior to posting but will not review submissions for grammar, spelling or accuracy.

If you have any questions please email: [bylawconsultation@cpo.on.ca](mailto:bylawconsultation@cpo.on.ca)

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

## BY-LAW 5: SELECTION OF COMMITTEE CHAIRS AND COMMITTEE MEMBERS

By-law with Tracked Changes	Explanation
<p>5.1 The Council may by resolution establish Committees additional to those established through Section 10 of the Health Professions Procedural Code being Schedule 2 under the <i>Regulated Health Professions Act, 1991</i> (Code).</p>	
<p><a href="#">Notification of Committee Positions Available</a></p> <p>5.2 At least two months prior to first meeting of Council following the annual election, College members will be notified of the opportunity to put their names forward for possible appointment to a Committee of the College. In addition to other information, College members, interested in appointment to a Committee are required to submit a statement of qualifications pertaining to the mandate of the Committees in which they wish to participate. <a href="#">Prior to the member submitting a Committee interest form, the member has completed any orientation program specified by the College relating to the business and governance of the College and the duties, obligations and expectations of Council and Committee members.</a></p>	<p>Heading added for clarity and readability.</p> <p>Amendment requires a member to attend an orientation, as specified by the College, <b>before</b> submitting an expression of interest to serve on a College Committee.</p>
<p>5.3 At the meeting of Council preceding the annual election prescribed in the Bylaws, the President will advise the Council of the process for Committee appointments and for indicating their Committee preference. At least one month prior to first meeting of Council following the annual election, all Council members will be notified of the opportunity to submit their preferences for appointment to Committees of the College.</p>	
<p><a href="#">Nominations Working Group</a></p> <p>5.4 A Committee Appointments Working Group will prepare a list of suggested appointees from the College membership to the Committees of the College. This list will be provided to the Executive Committee at the first meeting of Council following the annual election.</p>	<p>Heading added for clarity and readability.</p>
<p><a href="#">Appointment Process</a></p> <p>5.5 Immediately after the first meeting of Council following the annual election, the Executive Committee shall appoint the Chairs and the members of the Committees identified in subsection 5.1 as well as those designated in section 10 of the Code.</p>	<p>Heading added for clarity and readability.</p>
<p>5.6 Committee Chairs:</p> <ol style="list-style-type: none"> <li>a. Each Committee will have a Chair and each Statutory Committee will have a Vice-Chair, one of whom is a Council member; except for the Registration Committee which will have Co-Chairs sharing the duties outlined in this policy.</li> <li>b. The Committee Chair reports to Council on behalf of the Committee. <ol style="list-style-type: none"> <li>i. The Vice-Chair will be elected or appointed by the Committee at the earliest opportunity.</li> <li>ii. If the Chair of a Committee is not a Council member, the Vice-Chair will report to Council.</li> </ol> </li> </ol>	

- c. The duties of the Committee Chair, or of the Vice-Chair in the Chair's absence, include;
  - i. Chairing Committee meetings;
  - ii. Approving meeting agendas prepared by College staff;
  - iii. Determining whether Committee members have the resources and training to effectively perform the Committee's work;
  - iv. Working with the Committee and College staff to establish, monitor and execute Committee goals;
  - v. Providing effective leadership for the Committee and facilitating Committee Meetings;
  - vi. Liaising with Council and the Executive Committee on the affairs of the Committee; and,
  - vii. Any other duties determined or assigned by Council.

5.7 Committee appointments will be announced within five business days of the first meeting of Council following the annual election.

5.8 A majority of the members of a Committee, other than a Committee prescribed in section 10 of the Code, constitutes a quorum.

5.9 Where one or more vacancies occur in the membership of a Committee during the year, so long as the number is not fewer than the prescribed quorum, the Committee may continue to conduct its business.

5.10 The Executive Committee may and, if necessary for a Committee to achieve its quorum, shall appoint members of the Council, or of the College where required, to fill any vacancies which occur in the membership of a Committee to take effect immediately and to be reported to Council at its next meeting.

5.11 Every appointment to a Committee automatically expires at the first meeting of Council following the annual elections unless otherwise prescribed in subsection 3(d) of By-law 21: *Committee Composition*; or any provision to the contrary in the Code, the By-laws, or the policies of the College.

5.12 Both registration titles will be represented on all Statutory Committees.

**BY-LAW 20: ELECTION TO COUNCIL, QUALIFICATIONS, TERMS OF OFFICE AND CONDITIONS FOR DISQUALIFICATION**

<b>By-law with Tracked Changes</b>	<b>Explanation</b>
<p><b>Electoral Districts</b></p> <p>20.1 The following electoral districts are established for the purpose of the election of members to the Council.</p> <ol style="list-style-type: none"> <li>1. Electoral District 1 (North) to be composed of the districts of Kenora, Rainy River, Thunder Bay, Cochrane, Algoma, Timiskaming, Manitoulin, Nipissing, and Parry Sound, and the City of Greater Sudbury.</li> <li>2. Electoral District 2 (Southwest) to be composed of the counties of Bruce, Grey, Huron, Perth, Wellington, Dufferin, Lambton, Middlesex, Oxford, Brant, Essex, Kent, Elgin, Norfolk and Haldimand and the Regional Municipality of Waterloo.</li> <li>3. Electoral District 3 (Central) to be composed of the District Municipality of Muskoka, and the counties of Haliburton, Hastings, Lennox and Addington, Frontenac, Simcoe, Northumberland, and Prince Edward, City of Peterborough, City of Kawartha Lakes and the Regional Municipalities of Halton, Hamilton-Wentworth, and Niagara, and the Regional Municipality of Durham (less the Towns of Whitby and Ajax and the Cities of Pickering and Oshawa), the Regional Municipality of York (less the City of Vaughan, and Towns of Richmond Hill and Markham), and the Regional Municipality of Peel (less the Cities of Mississauga and Brampton).</li> <li>4. Electoral District 4 (East) to be composed of the counties of Lanark, Renfrew, Leeds and Grenville, Prescott and Russell, Stormont, Dundas and Glengarry, and the City of Ottawa.</li> <li>5. Electoral District 5 (GTA East) to be composed of the addresses within the City of Toronto which have postal codes beginning with M1, M2, M3, and M4, and the City of Vaughan, Town of Richmond Hill, Town of Markham, City of Pickering, City of Ajax, Town of Whitby, and City of Oshawa.</li> <li>6. Electoral District 6 (GTA West) to be composed of the addresses within the City of Toronto which have postal codes beginning with M5, M6, M7, M8, and M9 and the City of Mississauga and the City of Brampton.</li> <li>7. Electoral District 7 (Psychological Associates) to be composed of the constituency of Psychological Associates.</li> <li>8. District 8 (Academic) to be composed of professional training programs in psychology at Post-Secondary educational Institutions in Ontario granting graduate level degrees in psychology.</li> </ol> <p><b>Eligibility to Vote</b></p> <p>20.2.(1) A member who, on the date of the election, holds a certificate authorizing autonomous, interim autonomous or supervised practice, or an academic, inactive, or retired certificate of registration is eligible to vote.</p>	

- (2) The electoral district in which a member is eligible to vote is the district in which, on January 1 of the year in which an election is held, the member's primary place of work as provided to the College ~~principally practises~~, or if the member is not engaged in the practice of psychology in Ontario, the district in which the member principally resides.
- (3) A member holding a certificate of registration as a Psychological Associate is eligible to vote in Electoral District 7 or in the electoral district of the member's primary place of work as provided to the College ~~in which the member principally practises~~ or, if the member is not engaged in the practice of psychology in Ontario, the district in which the member principally resides.
  - a. A member holding a certificate of registration as a Psychological Associate may submit a declaration to choose to vote in Electoral District 7 or in the electoral district of the member's primary place of work as provided to the College ~~in which he or she principally practises~~, or if the member is not engaged in the practice of psychology in Ontario, the district in which the member principally resides. If no choice is made, the member shall be eligible to vote in Electoral District 7 (Psychological Associate). A member may not change their declaration for three years.
- (4) A member shall vote in only one electoral district.

**Housekeeping:** Many members have multiple practice locations. This provides clarity regarding the location of a member's Electoral District.

**District 8 (Academic) Representation**

20.3. The members representing District 8 (Academic) are appointed to Council by the Executive Committee, upon the joint recommendation of the professional training programs in psychology. The professional training programs are composed of faculty in psychology from Post-Secondary Educational Institutions in Ontario granting graduate level degrees in psychology from which graduates are eligible for registration with the College.

**Number of Members Elected/Appointed**

- 20.4. (1) The number of members to be elected in each of Electoral Districts 1, 2, 3, 4, 5, 6, and 7 is one.
- (2) The number of members to be appointed to District 8 (Academic) is two or three.

**Terms of Office**

- 20.5. (1) The term of office of a member elected to the Council is three years.
- (2) Notwithstanding paragraph (1), the term of office of a member appointed to Council for District 8 (Academic) is two years.

**Election/Appointment Date**

- 20.6. (1) In March 2019 and every third year after that, an election of members to the Council shall be held for Electoral Districts 1, 2 and 3.
- (2) In March 2020 and every third year after that, an election of members to the Council shall be held for Electoral Districts 4 and 7.

- (3) In March 2018 and every third year after that, an election of members to the Council shall be held for Electoral Districts 5 and 6.
- (4) The Council shall set the date in March for each election of members to the Council.
- (5) A member elected or appointed to Council shall take office at the first Council meeting following the election or appointment.

**Eligibility for Election**

- 20.7. (1) A member is eligible for election to the Council in Electoral Districts 1, 2, 3, 4, 5, and 6 if, on the date of the election,
- (a) the member holds a certificate of registration authorizing autonomous practice, or an inactive certificate of registration.
  - (b) the member is engaged in the practice of psychology in the electoral district for which they are eligible to vote ~~he or she is nominated~~, or, if the member is not engaged in the practice of psychology in Ontario, is resident in the electoral district for which they are nominated;
  - (c) the member is not in default of payment of any fees prescribed in the fees by-law;
  - (d) the member's certificate of registration has not been revoked or suspended in the six years preceding the date of election; ~~and~~
  - (e) the member's certificate of registration has not been subject to a term, condition or limitation as a result of a disciplinary action within the last two years.
  - (f) the member is not in default of any obligation to the College under a regulation, including the Quality Assurance Regulation, by-law, SCERP or Undertaking;
  - (g) the member is not and has not been within one year before the date of the election, a director, officer, board, committee, or staff of any professional psychological association involved in the advocacy for the profession;
  - (h) the member does not hold, and has not held within one year before the date of the election, a position which would cause the member, if elected as a member of Council, to have a conflict of interest by virtue of having competing fiduciary obligations to both the College and another organization;
  - (i) the member has not been an employee of the College (whether on contract or permanent, on a full-time or part-time basis) for at least one year preceding the election;
  - (j) the member is not a member of the Council or of a Committee of any other College regulated under the RHPA; and,
  - (k) prior to the member submitting a nomination form and nomination statement for the election, the member has completed any orientation program specified by the College relating to the business and governance of the College and the duties, obligations and expectations of Council and Committee members.

**Housekeeping:** Clarity to note that the Electoral District in which one may be nominated is based on the District in which one is eligible to vote.

Elaboration on the requirement that the member be in 'good standing'.

Prescribes the *cooling off period*

Enhances conflict of interest requirements.

Requires member to complete an orientation program, specified by the College, as part of nomination process.

- (2) A member is eligible for election to the Council in Electoral District 7 if, on the date of the elections, the member holds a Certificate of Registration Authorizing Autonomous Practice as a Psychological Associate; and,
- (a) the member meets the criteria set out in section 20.7.1 excluding (b), (a), (c), (d) and (e) of this By-law.

~~(3) A member nominated for election to Council, who holds any position on the Board, Committee or staff of any professional psychological association involved in the advocacy for the profession, must undertake to resign that position before taking office.~~

~~(4) A member of the College who is also an employee of the College may be nominated for election to the Council so long as he or she first provides an irrevocable, written resignation of employment to the Registrar/Executive Director on or before the deadline for receipt of nominations.~~

**Eligibility for Appointment to District 8 (Academic)**

- 20.8. (1) A member is eligible for appointment to the Council in District 8 if on the day of appointment,
- (a) the member holds a full-time appointment as a faculty member in a CPA accredited or equivalent program in a department of psychology of a degree granting institution in Ontario which grants graduate level degrees in psychology; and
- (b) the member meets the criteria set out in section 20.7.1 excluding (b) of this By-law.
- (c) Despite paragraph (a), at any given time, members appointed to the Council may:
- i. Have retired within the previous two year and has maintained contact with the training program through clinical or research supervision or participation in other ongoing activities of the training program; or
  - ii. Hold an adjunct appointment in a faculty of a department of psychology of a degree granting institution in Ontario which grants graduate level degrees in psychology and has maintained contact with the training program through clinical or research supervision or participation in other ongoing activities of the training program.
- (2) Academic appointees will be considered for up to three terms so long as the member of Council continues active involvement with the training program.
- (3) ~~A member to be appointed to Council must undertake to resign, before taking office, from any position on the Board, Committee or staff of any professional psychological association involved in advocacy for the profession.~~

**Registrar to Supervise Nominations**

20.9. The Registrar shall supervise the nomination of candidates.

To run in District 7 Psychological Associate, one must meet all the criteria in section 20.7.1 excluding (b) which defines one’s geographic electoral district.

Captured in 20.7(1)(g)

Captured in 20.7(1)(j)

To be appointed in District 8 Academic, one must meet all the criteria in section 20.7.1 excluding (b) which defines one’s geographic electoral district.

Captured in 20.7(1)(g)

**Notice of Election and Nominations**

20.10. No later than 90 days before the date of an election, the Registrar shall notify every member who is eligible to vote of the date, time, and place of the election and of the nomination procedure.

**Nomination Procedure**

20.11.(1) The member may be a candidate for election in only one electoral district in which they are an eligible voter.

(a) a member recommended by the training programs to serve in District 8 (Academic) may not be nominated in a geographic electoral district.

(2) The nomination of a candidate for election as a member of the Council shall be provided to the Registrar, in the form established by the Registrar at least 30 days before the date of the election.

(3) The nomination shall be agreed to by the candidate and endorsed by at least 5 members who support the nomination and who are eligible to vote in the electoral district in which the election is to be held.

(4) At least 45 days before the date of the election, the Registrar shall notify every member who is eligible to vote of the nominations received, if any, and that further nominations will be received until 30 days before the date of the election.

(5) A candidate may withdraw their nomination for election to the Council by giving notice to the Registrar in writing not less than 30 days before the date of the election.

(6) No less than 30 days before the date of the election, a member nominated for election shall provide the registrar with a one-page biographical note and a candidate's statement.

**Acclamation**

20.12. If the number of candidates nominated for an electoral district is equal to the number of members to be elected in the electoral district, the Registrar shall declare the candidates to be elected by acclamation.

**Registrar's Electoral Duties**

20.13. (1) The Registrar shall supervise and administer the election of candidates and, for the purpose of carrying out that duty the Registrar may, subject to the by-laws,

- a. appoint returning officers and scrutineers;
- b. establish a deadline for the receiving of ballots;
- c. establish procedures for the opening and counting of ballots;
- d. provide for the notification of all candidates and members of the results of the election; and,
- e. provide for the destruction of ballots following an election.

- (2) No later than 15 days before the date of an election, the Registrar shall make available to every member eligible to vote in an electoral district in which an election is to take place
- i. a list of the candidates in the electoral district;
  - ii. each candidate's biographical note and statement;
  - iii. a ballot; and,
  - iv. an explanation of the voting procedure as set out in the by-laws.

#### **Tie Votes**

20.14 If there is a tie in an election of members to the Council, the Registrar shall break the tie by lot.

#### **Recounts**

20.15. (1) A candidate may require a recount by giving a written request to the Registrar no more than 10 business days after the date of an election.

(2) The Registrar shall hold the recount no more than five business days after receiving the request.

#### **Disqualification of Elected or Appointed Members**

20.16. (1) The Council shall disqualify an elected or appointed member from sitting on the Council if the elected or appointed member,

- a. is found to have committed an act of professional misconduct or is found to be incompetent by a panel of the Discipline Committee;
- b. is found to be an incapacitated member by a panel of the Fitness to Practise Committee;
- c. fails, without cause, to attend two consecutive regular meetings of the Council;
- d. fails, without cause, to attend two consecutive meetings of a committee of which they are a member;
- e. ceases to be eligible to vote ~~either to practise or reside~~ in the electoral district for which the member was elected;
- f. ~~continues to be or~~ becomes a member, director, officer, board, committee, or staff of the ~~Board, Committee or a staff~~ member of any professional psychological association involved in advocacy for the profession ~~other than the College~~;
- g. ceases to hold a certificate of registration for a Psychological Associate if the member was elected to Electoral District 7;
- h. ceases to meet the requirements of section 20.8 (1) if the member was appointed to District 8; or,
- i. has been convicted of contravening a federal, provincial, or territorial law, and after consideration of all of the circumstances, two-thirds of the eligible voting members of Council vote to disqualify the member.

- (2) An elected or appointed member of the Council may submit an application for any position of employment with the College so long as they first provide an irrevocable written resignation of their Council seat to the President. Upon provision of such resignation the member shall be immediately disqualified from sitting on the Council.

**Housekeeping:** Edited for clarity.

To align with the criteria for *cooling off period* as set out in 20.7(1)(g)

- (3) An elected or appointed member who is disqualified from sitting on the Council ceases to be a member of the Council.

**Filling of Vacancies**

- 20.17. (1) If the seat of an elected Council member becomes vacant in an electoral district not more than twelve months before the expiry of the member's term of office, the Council may,
- a. leave the seat vacant;
  - b. appoint as an elected member, the candidate, if any, who had the most votes of all the unsuccessful candidates in the last election of Council members for that electoral district; or
  - c. direct the Registrar to hold an election in accordance with this by-law for that electoral district.
- (2) If the seat of a Council member appointed to represent District 8 (Academic) becomes vacant in an electoral district not more than twelve months before the expiry of the member's term of office, the Council may,
- a. leave the seat vacant; or
  - b. direct the Executive to appoint a member to represent District 8 (Academic), upon joint the recommendation of the training programs.
- (3) If the seat of an elected Council member becomes vacant in an electoral district more than twelve months before the expiry of the member's term of office, the Council shall direct the Registrar to hold an election in accordance with this by-law for that electoral district.
- (4) If the seat of a member appointed to represent District 8 (Academic) becomes vacant in an electoral district more than twelve months before the expiry of the member's term of office, the Executive shall appoint a member to represent District 8 (Academic) upon the joint recommendation of the training programs.
- (5) The term of a member elected or appointed under clauses (1), (2), (3) or (4) shall continue until the time the former Council member's term would have expired.

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## BRIEFING NOTE

2022.01.03C

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### MARCH 2022 COUNCIL MEETING

## AMENDMENT TO “POLICY II-5(iii) QUALITY ASSURANCE REQUIREMENTS FOR “VISITING” MEMBERS WITH LIMITED CERTIFICATES OF REGISTRATION FOR INTERIM AUTONOMOUS PRACTICE”

### STRATEGIC DIRECTION REFLECTION

*Developing, establishing, and maintaining standards of practice and professional ethics for all members  
 Developing, establishing, and maintaining standards of knowledge and skill and programs to promote continuing evaluation, competence, and improvement among members; Acting in a responsibly transparent manner*

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### MOTION FOR CONSIDERATION – EXECUTIVE COMMITTEE RECOMMENDATION

That amendments to *Policy II-5(iii): Quality Assurance Requirements for “Visiting” Members with a Limited Certificate of Registration for Interim Autonomous*, be approved.

**Moved By** TBD

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### PUBLIC INTEREST RATIONALE

It is important to establish clear, transparent, and adequate quality assurance requirements for all members registered to provide psychological services in Ontario, including those holding a Certificate of Registration Authorizing Interim Autonomous Practice (IAP). This is achieved by the current Policy II-5(iii) for those holding a “limited” IAP Certificate which permits them to practice in Ontario with “existing clients who have moved to Ontario temporarily”. The Policy however, does not apply to those issued IAP Certificates to practice without restriction for the one-year term of that Certificate.

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### BACKGROUND

In March 2021, based on a recommendation by the Quality Assurance Committee, the Council approved *Policy II – 5(v): Quality Assurance Requirements for “Visiting” Members with a Limited Certificate of Registration for Interim Autonomous Practice*. This Policy sets out the Quality Assurance requirements for “visiting” members exempting them from the full requirements of the College’s Quality Assurance Program. The scope of this policy does not extend to other members with a Certificate of Registration Authorizing Interim Autonomous Practice. Without this exemption, these members are subject to the full requirements.

Due to the time-limited nature of this Certificate, these members have difficulty meeting the full Quality Assurance Program requirements. They have found that:

- the interdependent requirements for Self-Assessment and Continuing Professional Development (CPD), both based on two-year June to May cycles, are challenging or impossible to meet because their dates of registration as Interim Autonomous members do not align with the two-year cycle system; and

- they will often not have enough Ontario client experience to participate meaningfully in the Peer Assisted Review process for which they may be selected.

At the December meeting of the Quality Assurance Committee this concern was reviewed. The Committee decided to recommend amendments to *Policy II – 5(v): Quality Assurance Requirements for “Visiting” Members with a Limited Certificate of Registration for Interim Autonomous Practice* such that the exemption extends to *all* members holding Certificates of Registration Authorizing Interim Autonomous Practice.

The effect of this amendment would be to require all applicants for an IAP Certificate to agree, as part of the Registration process, to:

- review, and comply with, the College’s *Standards of Professional Conduct (2017)* and the Professional Misconduct Regulation made under the *Psychology Act, 1991* and as well as all other jurisprudence applicable to members of the College;
- maintain full compliance with self-assessment and continuing professional development requirements in their home jurisdiction; and
- if, for any reason, they cease to be subject to self-assessment and/or continuing professional development requirements by a psychology regulatory organization in another jurisdiction, adhere to the requirements set for members of the College with a Certificate of Registration Authorizing Autonomous Practice.

In the event that an IAP member is required to undergo a CPD audit or review of their Self-Assessment activities, the College will seek verification of compliance from the College or Board within their home jurisdiction. If verification cannot be obtained, the member will be required to satisfy the regular requirements of the College.

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#### **NEXT STEPS**

Upon approval by Council the College’s *Policy and Procedure Manual* will be amended and renamed *Policy II-5(iii): Quality Assurance Requirements for Members with a Certificate of Registration Authorizing Interim Autonomous*.

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#### **ATTACHMENTS**

1. Draft amended *Policy II-5(iii): Quality Assurance Requirements for Members with a Certificate of Registration for Interim Autonomous* with tracked changes

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#### **CONTACT FOR QUESTIONS**

Barry Gang, MBA, Dip.C.S., C.Psych.Assoc.  
Deputy Registrar & Director of Professional Affairs

## POLICY AND PROCEDURE MANUAL

<b>POLICY</b>	Quality Assurance Requirements for <i>“Visiting”</i> —Members with a <b>Limited Certificate of Registration</b> <del>for</del> <i>Authorizing Interim Autonomous Practice</i>		
<b>SECTION</b>	Council & Committees	<b>POLICY #</b>	II – 5(v)
<b>DATE CREATED</b>	March 2021	<b>DATE LAST REVISED</b>	<u>March 11, 2022</u> <del>TBD</del>
<b>NEXT REVIEW DATE</b>	2023/2024	<b>PAGE #</b>	1 of 1

### POLICY STATEMENT

An individual holding a ~~temporary and limited~~ *Certificate of Registration for Authorizing Interim Autonomous Practice* must satisfy the self-assessment and continuing professional development requirements of their home jurisdiction or those established for all other members of the College.

### PROCEDURE

1. Out-of-Province individuals holding a ~~temporary and limited~~ *Certificate of Registration Authorizing Interim Autonomous Practice* ~~issued for the purpose of working with existing clients from their home jurisdiction~~ must declare that they are in full compliance with the self-assessment and continuing professional development requirements of their home jurisdiction.
2. Holders of ~~this temporary and limited~~ *a Certificate of Registration Authorizing Interim Autonomous Practice* may be randomly selected for a Self Assessment or Continuing Professional Development audit. The Quality Assurance Committee will seek verification from the College or Board of the home jurisdiction that the member is in full compliance with the self-assessment and continuing professional development requirements of their home jurisdiction.
3. If verification is not obtained or if the home jurisdiction has no self-assessment or continuing professional development requirements, the individual will be subject to the corresponding requirements set for members of the College of Psychologists of Ontario.

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## BRIEFING NOTE

2022.01.03D

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### MARCH 2022 COUNCIL MEETING

### APPOINTING APPLIED BEHAVIOUR ANALYSTS TO COUNCIL DURING TRANSITION

#### STRATEGIC DIRECTION REFLECTION

*Collaborating in shaping the regulatory environment;*

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#### MOTIONS FOR CONSIDERATION – EXECUTIVE COMMITTEE RECOMMENDATION

##### Motion 1:

That the Council approve inviting two members of the profession of applied behaviour analysis as transitional, non-voting members to participate in Council meetings until proclamation of *the Psychology and Applied Behaviour Analysis Act, 2021*.

##### Motion 2:

That Council authorize the Executive Committee to appoint two members of the profession of applied behaviour analysis as transitional, non-voting members to participate in Council meetings until proclamation of the *Psychology and Applied Behaviour Analysis Act, 2021*.

**Moved By** TBD

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#### PUBLIC INTEREST RATIONALE

As the College prepares for proclamation of the *Psychology and Applied Behaviour Analysis Act, 2021*, it must develop, circulate, and submit for government approval, proposals for the regulation of behaviour analysts. To ensure that all proposals are in keeping with its public protection/interest mandate consistent with the nature of the profession, it is important that efforts be made to engage the new profession in becoming part of the College governance. The addition of behaviour analyst representatives to Council would facilitate this engagement and offer the opportunity to begin to explore how a two-profession Council will operate.

According to the section 6(1) of *Psychology and Applied Behaviour Analysis Act, 2021*, upon proclamation the Council will be composed of:

- 1) Eight to twelve elected members of the College of whom three to five are behaviour analysts
- 2) Eight to thirteen appointed public members
- 3) Two to four members who belong to the faculty of an Ontario University department of psychology or a department that offers a specialization in applied behaviour analysis. At least one of the four being from a department offering applied behaviour analysis.

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#### BACKGROUND

The College is preparing the groundwork to undertake the regulation of applied behaviour analysis as an independent, stand-alone profession, separate from psychology, but within one College governance structure. To welcome the profession and facilitate a smooth transition, the ABA Working Group, which includes Council members, behaviour analysts and ABA educators, recommended that two ABA

professionals be appointed to Council, as non-voting members, for the transition period prior to proclamation. These appointed Council members would participate in all Council discussions, including those related to the profession of applied behaviour analysis. This would give Council an opportunity to learn more about the ABA profession, receive direct input on all Council matters and provide behaviour analysts with a first-hand understanding of the privilege and responsibilities of self-regulation. Following proclamation of the *Psychology and Behaviour Analysis Act, 2021*, members of the College would elect between three and five members from the ABA profession as set out in By-law, with full voting rights on Council.

In exploring this proposal, the ABA Working Group reached out to other regulatory Colleges that had added new professions in recent years. These were, the College of Medical Radiation and Imaging Technologists of Ontario (CMRITO), which added diagnostic sonographers, and the Ontario College of Pharmacists (OCP), which added pharmacy technicians. Both of these Colleges reported that they had appointed members of the new professions to their Councils pre-proclamation to engage the professions and to acquaint their Councils with the new professions. They indicated that the appointment of transitional Council members gave the current Councils an opportunity to experience how Council would function, and both felt it was a positive experience. They reported that the appointed Council members added a new perspective to the discussions, in addition to participation on task forces and feedback received in consultation with the profession.

**Recommended Process for Appointment:** A call for nominations would be distributed through the Ontario Association of Behaviour Analysis (ONTABA) and to Ontario behaviour analysts certified with the Behaviour Analyst Certification Board (BACB). The ABA Working Group would assist in identifying appropriate nominees. The Council could specify the criteria for nominees, for example, BACB Certification (either BCBA, or BCBA-D) in good standing. To be eligible, nominees would be expected to comply with the conflict of interest provisions of the College Elections By-law 20 [Section 20.7 (3)], which prohibits a member of the board, committee, or staff of the professional association from nomination for a position on Council. The Council could also suggest qualities such as governance, not for profit, or regulatory experience. The Working Group recommends the Executive Committee be tasked with vetting the nominations and appointing two nominees to Council until proclamation.

**Roles and Responsibilities:** The new Council members, once appointed, would be oriented to Council, including agreeing to follow the Council *Code of Conduct* and confidentiality provisions under the *Regulated Health Professions Act, 1991*. The transitional Council members would receive all briefing materials provided to Council and be privy to in-camera discussions. This would permit them to provide their perspective on any discussions, without the right to make motions or vote on items before Council. Consideration may be given to appointing the new Council members to statutory committees to observe these regulatory processes, but not participate in member-specific decision-making (i.e., ICRC, Registration and QA).

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#### **BUDGETARY IMPLICATIONS**

Transitional Council members would receive the regular per diem, and reimbursement of travel expenses, if necessary, consistent with all professional Council members for attendance at meetings and in accordance with College policy.

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#### **NEXT STEPS**

Upon approval, the Executive Committee will canvass behaviour analysts for their interest in serving on Council. The Executive Committee will vet the nominations received and appoint two nominees, who meet the criteria for Council members as set out in the By-laws, as non-voting Council members, until

proclamation. Following proclamation, and in keeping with the provisions of the *Psychology and Behaviour Analysis Act, 2021*, members of the profession will be elected to Council in accordance with the College By-law.

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**CONTACT FOR QUESTIONS**

Rick Morris, Ph.D., C.Psych.

Registrar & Executive Director

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## BRIEFING NOTE

2022.01.03E

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### MARCH 2022 COUNCIL MEETING

## GOVERNANCE REFORM AND REGULATORY MODERNIZATION

### STRATEGIC DIRECTION REFLECTION

*Advancing the Council's Governance practices*

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### FOR INFORMATION

#### GOVERNANCE REFORM AND REGULATORY MODERNIZATION

On January 22<sup>nd</sup>, the regulatory health Colleges received a letter from Assistant Deputy Minister Sean Court (Ministry of Health) regarding Governance Reform and Regulatory Modernization. In his letter, Mr. Court indicated "the ministry is seeking health regulatory colleges' insight and feedback on reforms that the ministry is considering for government approval. Attached to this letter is a briefing deck that provides an overview of the reforms under consideration and some guiding questions for some of the areas on which we are seeking your input."

Due to the very short turnaround time to meet the submission deadline, February 23, 2022, it was not possible to bring this matter to the full Council for discussion. The Executive Committee met to review the proposed reforms which would form the basis for the College's response.

Attached is the letter from ADM Court inviting feedback and the consultation briefing deck as well as the letter, approved by the Executive Committee and submitted to the Ministry.

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### ATTACHMENTS

1. Governance Reform and Regulatory Modernization Consultation Invitation and Proposals - January 2022
2. Letter to ADM Sean Court, Ministry of Health, College Response to Governance Reform and Regulatory Modernization Consultation - February 23, 2022

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### CONTACT FOR QUESTIONS

Rick Morris, Ph.D., C.Psych.

Registrar & Executive Director

Ministry of Health  
Ministry of Long-Term Care

Assistant Deputy Minister  
Strategic Policy, Planning & French Language  
Services Division

438 University Avenue, 10<sup>th</sup> floor  
Toronto ON M7A 2A5

Ministère de la Santé  
Ministère des Soins de longue durée

Sous-ministre adjoint  
Division des politiques et de la planification  
stratégiques, et des services en français

438 avenue University, 10<sup>e</sup> étage  
Toronto ON M7A 2A5



January 26, 2022

**Health Profession Regulatory Colleges**  
**c/o**  
**Beth Ann Kenny**  
**Executive Coordinator**  
**Health Profession Regulators of Ontario**

On October 7, 2021, as part of the *Supporting People and Businesses Act* the Ontario government announced that the Ministry of Health (ministry) would be consulting on governance reforms for Ontario's health regulatory Colleges that would improve decision making, bolster transparency and further support high-quality health care for Ontarians.

I would like to thank the Colleges for their leadership and continued contributions to the ongoing work on college governance reform. The input the ministry received from colleges this past June was instrumental in moving this work forward.

At this time, the ministry is seeking health regulatory colleges' insight and feedback on reforms that the ministry is considering for government approval. Attached to this letter is a briefing deck that provides an overview of the reforms under consideration and some guiding questions for some of the areas on which we are seeking your input.

The ministry will be scheduling time to address any questions you may have about the proposals and would like to focus on some key areas of particular interest. We would request that you submit any written feedback you may have on the proposed reforms by **February 23, 2022**.

The ministry looks forward to our continued partnership as we embark on improving and strengthening the oversight system for health professions in Ontario.

Sincerely,

A handwritten signature in black ink, appearing to read "Sean Court".

Sean Court  
Assistant Deputy Minister

Encl.

c. Allison Henry, Director

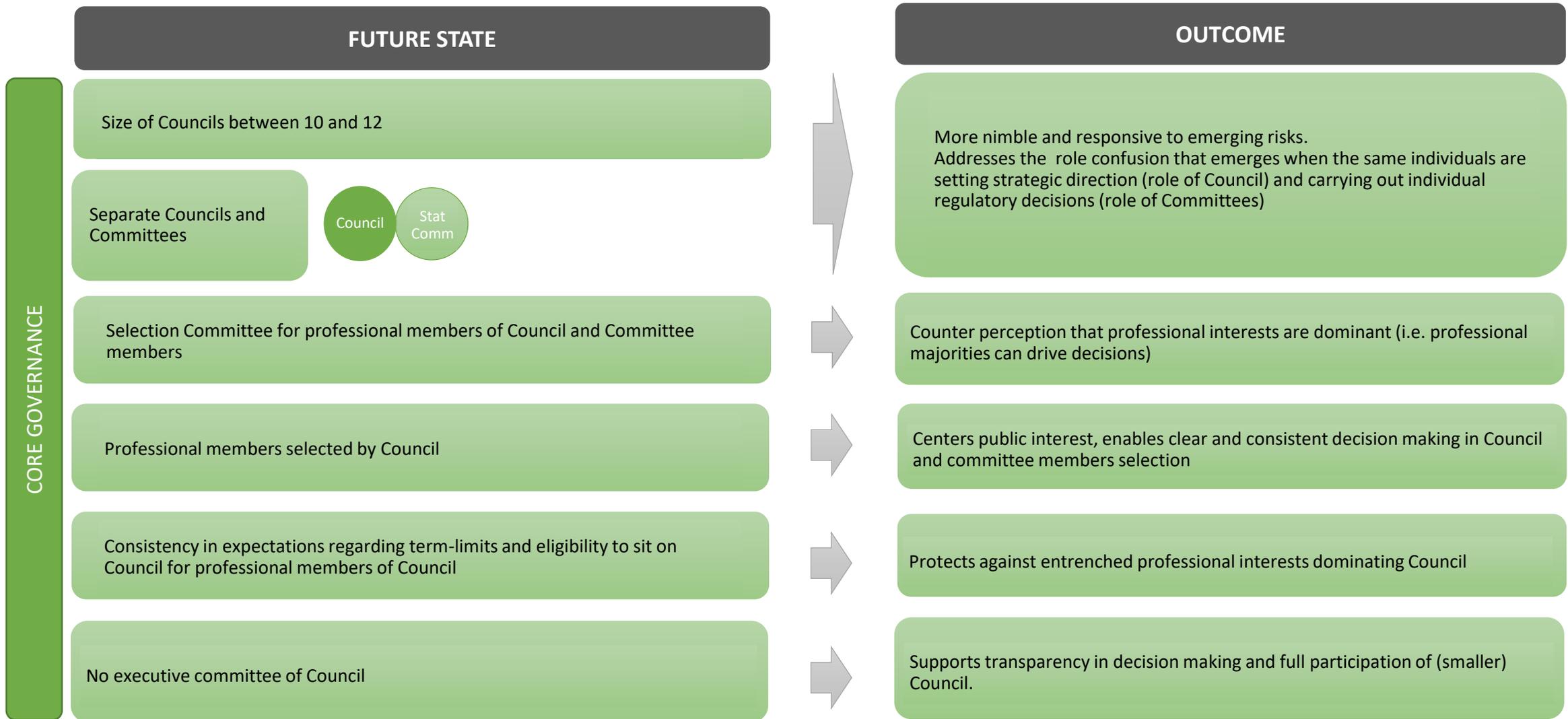
# Governance Reform and Regulatory Modernization

Consultation Deck

# Purpose

The Ministry of Health (ministry) is seeking feedback on a policy proposal for health regulatory college governance modernization.

The feedback provided during consultations will be used to inform legislative development.

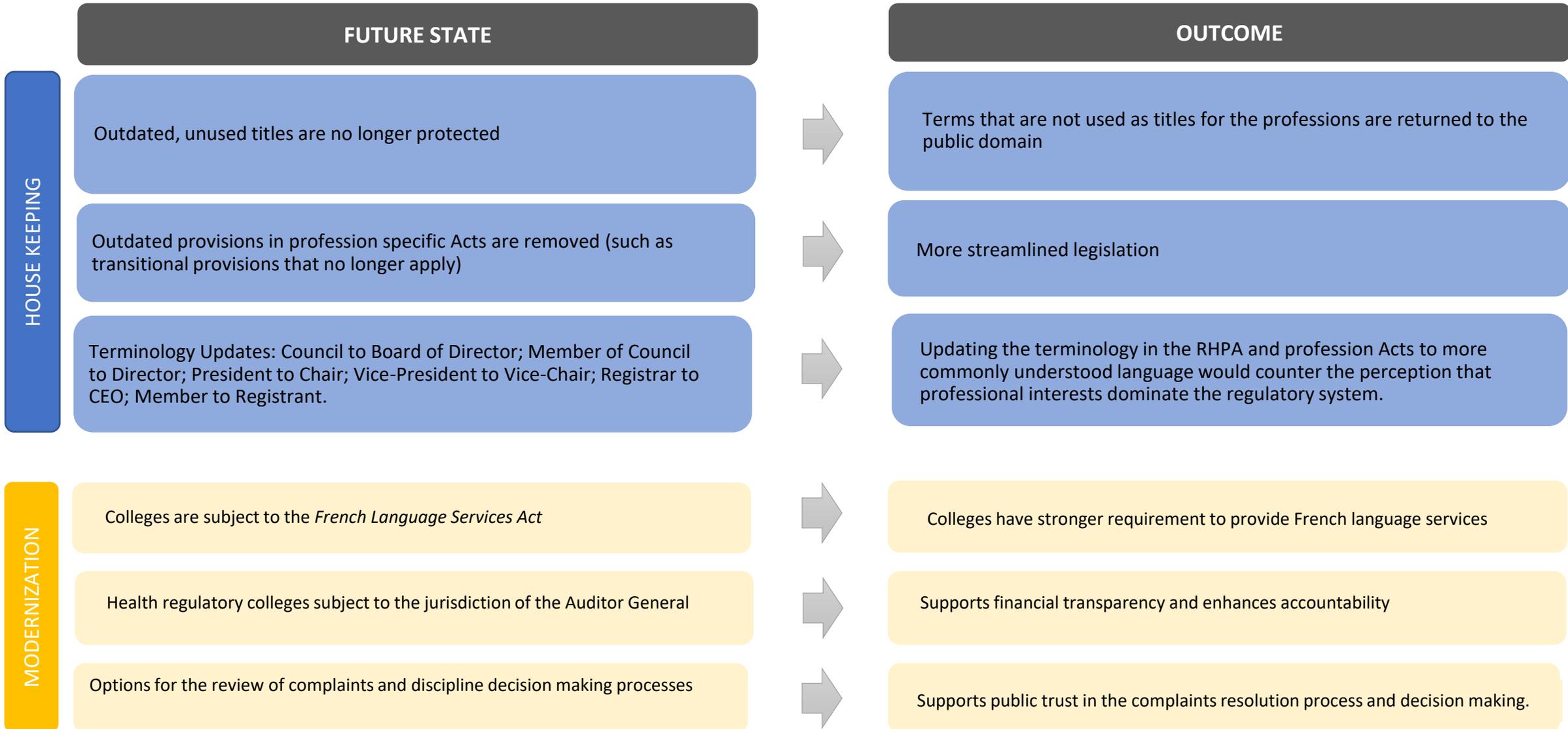


Proposed Change	Implementation Considerations
<p>Smaller councils between 10-12 Members</p>	<ul style="list-style-type: none"> <li>• Ensuring that transitioning to smaller councils does not disrupt the operation of Council or committees</li> <li>• Ensuring/Maintaining continuity of services by Colleges</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Should the transition occur by (or on) a certain date? What are the implications of doing this?</li> <li>• Should some council members be moved to exclusively serve on statutory committees as a means of shrinking council? Why or why not?</li> <li>• What transition provisions/mechanisms do you think you will need in place in order to continue operations?</li> </ul>
<p>Council and Committee Separation</p>	<ul style="list-style-type: none"> <li>• Separating council and committees may potentially reduce the capacity for committees to carry out their duties in the short term.</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Should councils' transition occur by (or on) a certain date? What are the implications of doing this?</li> <li>• Can colleges temporarily move members of council to serve exclusively on statutory committees, until future appointments can be made?</li> <li>• Can a hybrid approach be implemented where some members of council are moved to serve exclusively on statutory committees while other members serve temporarily on both council and committees until the college can fully transition to the new structure?</li> <li>• Are there any other considerations / implementation issues that require addressing?</li> </ul>

Proposed Change	Implementation Considerations:
<p>Enable equal public and professional representation</p>	<ul style="list-style-type: none"> <li>Competencies for the selection of professional members of Council need to be in place to ensure that Councils are comprised of individuals who have the appropriate knowledge and experience</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>Once a selection framework is in place, should the competencies be applied retroactively or only to new professional members of Council?</li> <li>What considerations should the Ministry be aware of in transitioning to a Council with equal public and professional membership?</li> </ul>
<p>Professional members selection</p>	<ul style="list-style-type: none"> <li>Colleges will need to develop separate competencies for serving on council and each of the statutory committees</li> <li>Establish a 'Nomination and Selection Committee' to oversee the selection of professional members of Council and the selection of committee members.</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>How do you envision this new committee being established? Is it a statutory committee in your view?</li> <li>Will the selection processes include diversity, technical, regional and behavioural requirements? Will smaller councils be able to ensure an appropriate mix of demographic and regional representation, in addition to competencies? What challenges, if any, do you foresee?</li> </ul>

Proposed Change	Implementation Considerations:
Regulation regarding term limits/eligibility for Council	<ul style="list-style-type: none"> <li>Introducing new term limits for professional members of Council may impact current members of Council.</li> </ul> Questions: <ul style="list-style-type: none"> <li>Should term limits be applied retroactively, which would require those who have already reached the limit to step down, or be applied on a move forward basis?</li> <li>Do you foresee any challenges in imposing term limits?</li> </ul>
Eliminate Executive Committee	<ul style="list-style-type: none"> <li>Smaller councils and the expanded use of technology may mean that Executive Committees will no longer be necessary</li> </ul> Questions: <ul style="list-style-type: none"> <li>Is there any public interest reason as to why the Executive Committee should remain in place?</li> <li>What considerations should the Ministry be aware of in eliminating the Executive Committee?</li> </ul>

# Proposed Housekeeping and Modernization Reforms



Proposed Change	Implementation Considerations
<p>Colleges included under FLSA through legislative amendments designating colleges as public service agencies</p>	<ul style="list-style-type: none"> <li>Implementation will likely need to be gradual to reduce costs and are likely to be dependent on the French language services currently being offered by each college and what additional services are required to bridge the gap to the first implementation target.</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>Should colleges focus on translating only new pages and materials on college websites?</li> <li>Should content on college websites be retroactively translated based on the importance of information?</li> <li>Should content be ranked in order of importance? (for example, registration information could be ranked as high priority for translation, while older reports can be translated at a later time)</li> <li>Are there efficiencies to be gained with colleges pooling resources to hire a dedicated staff person for French translation?</li> <li>What supports will you need to support implementation, financial or otherwise?</li> <li>Do you foresee any implementation challenges with the current proposal?</li> </ul>
<p>Allow the Office of the Auditor General of Ontario (OAGO) to conduct financial audits of colleges.</p>	<ul style="list-style-type: none"> <li>The Auditor General (AG) would be enabled to review the financial information of each college.</li> <li>Anticipated costs to the colleges would likely vary depending on the capacity and size of each college.</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>Do you foresee any challenges with providing the AG with this information?</li> <li>What supports will you need to support implementation, financial or otherwise?</li> <li>Do health regulatory colleges use public service accounting standards?</li> </ul>

Proposed Change	Implementation Considerations
<p>Legislative and/or regulatory amendments to enable the Patient Ombudsman, or another body, to review complaints and discipline decision making processes</p>	<ul style="list-style-type: none"><li>• Similar to how the Fairness Commissioner reviews registration processes, the ministry would like to consider options for the oversight and review of complaints and discipline processes.</li></ul> <p>Questions:</p> <ul style="list-style-type: none"><li>• What challenges do you foresee with enabling external review of decision-making processes?</li><li>• Would enabling external to review these processes increase public trust in regulatory oversight?</li><li>• In reviewing decision-making processes, what should the Patient Ombudsman's (or other body's) powers be? For example, should they be able to order changes or process improvements, or should it be a recommendation?</li></ul>

Proposed Change	Consultation Questions
Removal of Canadian experience requirements for internationally trained applicants	<p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you support the removal of Canadian experience requirements for internationally trained health professions?</li> <li>• Are you aware of any Canadian experience requirements for the registration of internationally trained health professionals?</li> <li>• What aspects of the registration processes or requirements necessitate an applicant to be in Canada?</li> <li>• What challenges would be faced in eliminating Canadian experience requirements?</li> <li>• What other barriers are faced in the timely registration of internationally trained applicants? How could these barriers be addressed?</li> </ul>
Time limits for registration decisions	<p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you support prescribed time limits for registration decisions?</li> <li>• Should time limits apply for only certain types of applicants (e.g. labour mobility)? Why or why not?</li> <li>• Are there unintended consequences to setting time-limits on registration decisions?</li> <li>• What challenges do you foresee with meeting prescribed time limits?</li> <li>• In your opinion what barriers exist to the timely registration of labour mobility applicants? How could these barriers be addressed?</li> </ul>
Standardized requirements for demonstrating language proficiency	<p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you support standardizing requirements for demonstrating language proficiency across regulatory colleges?</li> <li>• Are there unintended consequences to standardizing these requirements?</li> <li>• What challenges do you foresee in setting standardizing requirements?</li> </ul>
Expediting registration in emergencies	<p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you support enabling expedited registration in emergencies?</li> <li>• What barriers exist to expediting registration in an emergency?</li> <li>• Are there unintended consequences to enabling expedited registration?</li> <li>• What measures should be put in place for the transition of registrants when the emergency is resolved?</li> </ul>

	Consultation Questions
Establishing the Authority and the regulation of personal support workers	<p>The <i>Health and Supportive Care Providers Oversight Authority Act, 2021</i> establishes a new regulatory framework to provide oversight to health and supportive care providers, beginning with personal support workers.</p> <p>Questions:</p> <ul style="list-style-type: none"><li>• How do you think information will be shared between the Authority and your college?</li><li>• Are there existing communication channels/ round tables among colleges that can include the Authority?</li><li>• Are there any governance best practices or lessons learned that would benefit the Authority?</li><li>• What factors should be considered when determining which professions should be overseen by the Authority?</li></ul>

- Feedback on the proposed reforms is requested by **February 23, 2022**
- Should legislation be introduced and approved, the ministry would work with stakeholders on implementation including the development of enabling regulations



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February 23, 2022

**VIA EMAIL TO: [sean.court@ontario.ca](mailto:sean.court@ontario.ca)**

Sean Court, Assistant Deputy Minister (ADM)  
 Strategic Policy, Planning & French Language Services Division  
 Ministry of Health  
 438 University Ave, 10th Floor  
 Toronto ON M7A 2A5

Dear ADM Court:

**Re: Governance Reform and Regulatory Modernization Consultation**

The College of Psychologists of Ontario welcomes the opportunity to provide feedback to the Governance Reform proposals outlined in the consultation deck that accompanied your letter of January 26, 2022. We have reviewed and endorse the feedback being provided by the Health Profession Regulators of Ontario (HPRO) and in addition wish to provide the following comments.

The College of Psychologists is the regulatory body for the profession of Psychology in Ontario. As such, the College regulates the registration of, and services provided by, *Psychologists* and *Psychological Associates*. Our members work in hospitals, school boards, universities, agencies, correctional services, clinics and in private practice, and provide a variety of psychological services to clients of all ages and backgrounds. There are currently approximately 4220 psychological practitioners actively providing services in Ontario. In addition, the College has undertaken the responsibility for bringing the new profession of Applied Behaviour Analysis into regulation within the College's governance structure.

**Core Governance Considerations**

Overall the College is supportive of the reforms noted in the consultation deck. These changes appear to be consistent with overall trends in regulatory governance and with the work done by many of the Ontario health Colleges.

**Smaller Councils Between 10-12 Members**

Although we have not had an issue with the size of our Council and have found our Executive Committee to be a very effective working group, we appreciate the rationale for a smaller, more nimble Council which can incorporate the current functions of the Executive Committee. As we take on the regulation of Behaviour Analysts consideration will need to be given to ensuring adequate representation of both professions within a limited number of seats. With respect to the questions posed, the transition to smaller Councils should occur on a specific date but with enough lead time to ensure a smooth and thoughtful change. Time will be required to amend College By-laws and Policies affected by these significant reforms. It will be important that panels already dealing with a matter be authorized to continue to the conclusion of the matter regardless of the new status of the panel members.

Council members who will not be continuing on the smaller Council should be given the opportunity to participate on a Committee; this may mean that full competency-based selection will occur as there is turnover of Council and Committee members.

It must be recognized that smaller Councils increase the risk that vacancies or inability to attend meetings could result in the Council not being properly constituted. Provision should be made for a Council to remain constituted regardless of vacancies as there will no longer be the Executive Committee to act on behalf of Council, when necessary. Quorum requirements for meetings and decision-making must be small enough to ensure Council can operate when some Council members are unable to attend.

#### Separating Council and Committees

The College recognizes the value of competency-based selection of Council and Committees as this will ensure that both have the requisite competencies and skills required for their particular role. There is some concern that Committees will no longer have direct access to policy matters being discussed by Council. Currently, we require that a member of Council be either the Chair or Vice-Chair of each Committee. This permits Council to be directly informed of and understand the Committee needs, e.g., financial, personnel. The College will need to develop two-way communication mechanisms to ensure Council is kept up to date on policy matters arising from Committee work and similarly Committees are well informed of Council deliberations. Given the ongoing difficulty in having enough public members, this issue will be magnified if there will need to be separate public members on Council and Committees.

#### Equal Public and Professional Representation

It is important that there be adequate carryover of current Council and Committee members to ensure the continued smooth flow of business and to provide necessary historical perspectives and precedents. For this reason, competencies should not be retroactive but rather be instituted as current Council and Committee members are replaced. Once again, the need to ensure adequate public members in an ongoing manner will be paramount.

#### Professional Members Selection

More information is required regarding the composition and terms or reference of the Nomination and Selection Committee. In determining the composition and role of this Committee, it will be important to establish parameters to ensure that the Nomination and Selection Committee appointments of Council and Committee members does not result in a Council or Committees that solely mirrors its own membership and philosophical preferences or biased interpretation of the established competency-based criteria.

The competency-based selection should be applied equally to professional and public members to ensure both have the relevant competencies. As noted previously, current professional members of Council and Committees should be offered the opportunity to continue with the full implementation of competency-based selection occurring over time.

#### Regulation Regarding Term Limits/Eligibility for Council

While term limits for Council are important, we would suggest nothing shorter than five or six years. This would permit a Council member the time to learn their role; have a period of time to use the governance skills they have acquired while permitting adequate turnover and the input of fresh ideas. Term limits should not be applied retroactively however the transition plan should take these into account and be a factor in determining the continuing term length of existing Council members.

### Eliminate the Executive Committee

We appreciate this is consistent with current governance thinking however we have benefited from the ability of the Executive to carry on business if a quorum of Council could not be obtained in time sensitive matters. It will be important that the quorum of Council be set at a level that can permit the continuation of business in the face of Council vacancies or Council member availability.

### **Proposed Housekeeping Reforms and Modernization Reforms**

#### Proposed Housekeeping Reforms

The College is supportive of the terminology changes:

Council to Board; Council Member to Director; President to Chair; Vice-President to Vice-Chair; and Member to Registrant.

We recommend that the Registrar title remain, but with CEO added to it. This would be more descriptive of the role and maintain consistency with other jurisdictions across Canada.

#### **Modernization Considerations**

The College of Psychologists endorses the concerns raised in the HPRO letter regarding the Modernization Reforms These specifically address the College's inclusion in the French Language Services Act, and becoming within the purview of the Auditor General and the Patient Ombudsman. We are very concerned about the significant duplication of accountability these changes suggest. The imposition of these additional oversight bodies does not appear to be consistent with the concept of "right touch regulation" adding unnecessary review and reporting mechanisms. It appears that much of what is being suggested could or should be a part of the annual CPMF process. The RHPA already sets out French Language requirements and current annual financial audits provide assurance that College funds are being used properly. The College anticipates significant increases in the need for additional personnel and resources to satisfy the needs resulting from this duplication of oversight; resources which will not add value to our focus on public protection or the public interest.

As recommended by HPRO, we suggest that the three additional oversight mechanisms not be introduced until the results of the governance reforms and housekeeping changes, and CPMF processes can be evaluated, and further discussion is undertaken.

#### Reducing Barriers to Registration

The College does not support the removal of a Canadian/Ontario experience requirement. New registrants are required to undertake a year of supervised practice within Ontario and under the supervision of a member of the profession. We view this as a very valuable and necessary component in ensuring new registrants have both language and diverse cultural competence and the ability to apply an understanding of Ontario ethics, legislation, and standards to safely offer psychological services.

The supervised practice year permits the candidate to apply Ontario/Canadian specific legislation and standards to their declared areas of competence, e.g., clinical psychology, school psychology, forensic psychology, etc. These may include but are not limited to mandatory reporting, child abuse reporting, the authorization of controlled acts, boundary concerns and issues, an appreciation of equity, diversity and inclusion and many others not necessarily universal in application. Unique to our registration process, candidates must declare the area(s) of competence for which they are seeking authorization and the supervised practice year permits the necessary oversight to ensure competence and an understanding of

ethics and jurisprudence related to their proposed areas of practice. In addition, while under supervision, candidates demonstrate their understanding and limitations with respect to the performance of our designated controlled acts. This experience assures the College of the candidate's readiness to practice safely within the Ontario context.

The College supports the development of timelines for registration decisions. It is critical however, that these only begin once the applicant has provided all documentation needed by the College to make a decision. In those situations when additional information may be required, consideration must be given to the time a candidate is given to provide this and the frequent requests for extensions.

The profession of Psychology requires a relatively high level of language proficiency. This is probably higher than many other regulated professions. The College therefore, does not believe that a standardized language proficiency requirement is appropriate across all professions. The College has undertaken a review of the language proficiency requirements among other Psychology regulators in determining the grade level equivalent necessary to adequately provide psychological service.

It is important to recognize that language fluency varies with each profession. For some professions, the risk of harm from a miscommunication is greater than for other professions.

The College has not encountered situations in which emergency registration was critical. Different from many of the medical or medical related professions, the pandemic did not occasion situations where emergency measures were needed to ensure an adequate number of psychological practitioners. Processes were put into place within the current regulatory system to ensure that client care could continue uninterrupted.

#### **Integrating Oversight Systems and New Professions**

The College does not have any specific feedback to provide with respect to the new Authority being established. Suffice it to say, our College is taking on the regulation of the new profession of Applied Behaviour Analysis and believes that formal regulatory oversight within the governance structure of the College is, for this profession, preferable to that being proposed for professions such as personal support workers.

Thank you for the opportunity to provide these comments.

Yours truly,



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

cc. Allison Henry, Director, Health Workforce Regulatory Oversight Branch, MOH  
Stephen Cheng, Manager, Health Workforce Regulatory Oversight Branch, MOH  
Dr. Wanda Towers, President, Council of College of Psychologist of Ontario

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## REPORT TO COUNCIL

2022.01.04A

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THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

### PRESIDENT'S REPORT

#### **College Committees and Working Groups**

The College staff, Committee members and working group members worked diligently in the past three months on multiple deliverables and initiatives. The agenda items for today's Council meeting are evidence of some of this work. I was once again impressed by staffs' thorough and timely production of this year's College Performance Management Framework. It is an informative summary of our College's yearly activities, including its goals for change in the coming year. At Council today, we are also reviewing the budget for the next fiscal year after a lengthy preparatory and review process by the Registrar, staff, the FAC and Executive Committees. Again, we are receiving a comprehensive document for review that is useful in further understanding the strategic directions of the College.

The ABA working group met routinely under the competent project leadership of Paula Garshowitz in the past quarter. Progress is being made toward the development of Registration Regulations for Behaviour Analysts. It has been beneficial to have multiple Behaviour Analysts participating in the working group, and today we will have the opportunity to decide about transitioning two Behaviour Analysts onto Council as non-voting members. Their knowledge and experience will be an asset to Council as we discuss Regulations that are developed for presentation to the Ministry of Health. I anticipate that these individuals will also benefit from the opportunity to observe and participate on a College Council.

#### **Association of Canadian Psychology Regulatory Organizations (ACPRO)**

I had the opportunity to attend an Association of Canadian Psychology Regulatory Organizations (ACPRO) meeting in February. The focus was timely, as legal representatives and Registrars from across Canada met to discuss interjurisdictional telepsychology. The presentations and ensuing discussion helped to identify how Provincial laws have been applied to interjurisdictional practice and sales of goods in the past with other regulated professional groups, establishing some precedence for consideration in regulating interjurisdictional psychological services. It was apparent that there are many differences between Provinces/Territories in the regulation of psychology. For example, regulatory oversight of service provision in each Province/Territory is assigned to either the jurisdiction where the client is located (Ontario's model) or where the psychology professional is located. Some provinces have mandatory reporting laws that include protection for the professional making the report, while other provinces do not, bringing a variety of differences in professional standards into the spotlight as well. Additionally, some provinces regulate Master's level psychology professionals while others do not and differences in scope of practice across jurisdictions also exists. Several possible solutions to overcoming some of these differences were proffered in a very preliminary manner for further study. One solution focused presentation was provided by a representative from PSYPACT, a Commission in the USA developed to provide a means to facilitate State regulation of psychologists working across jurisdictions. A working group at ACPRO plans to begin further review of the information gathered with a goal of determining how or if the regulation of interjurisdictional telepsychology services can occur in Canadian provinces.

As always, it has been my pleasure to represent Council as your President at Committee, Working Groups and other regulatory organization meetings.

Respectfully,

Wanda Towers, Ph.D., C.Psych.

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## REPORT TO COUNCIL

2022.01.04B

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### MARCH 2022 COUNCIL MEETING

### REGISTRAR & EXECUTIVE DIRECTOR'S REPORT

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#### BARBARA WAND AWARD FOR EXCELLENCE IN THE AREA OF PROFESSIONAL ETHICS AND STANDARDS

I am very pleased to report that Mr. Barry Gang, Deputy Registrar & Director, Professional Affairs is the 2022 recipient of the Ontario Psychological Association (OPA) *Barbara Wand Award for Excellence in the Area of Professional Ethics and Standards*.

As noted in the OPA announcement (attached) Barry received multiple nominations which “noted his continued commitment to the critical importance of ethical issues in the practice of the profession of psychology. The nominations spoke to his demonstration in the provision of well-balanced support, knowledgeable and integrative guidance involving ethical issues. His nominees also referenced his warmth and invitational style/approach to members in considering ethical issues - a style that was noted to be highly facilitative in promoting further learning. His continued commitment and dedication to ethical issues have been of benefit to many members of the profession.”

We are very fortunate to have someone of Barry's knowledge, skills and talents on our staff and we wish him our sincere congratulations on this very important, and well-deserved honour.

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#### NEW PUBLIC MEMBER

I am pleased to announce that Ms. Esther Vlessing was recently appointed as a public member to the College Council. She has already participated in the recent Finance and Audit Committee. On January 28, 2022, Ms. Vlessing participated in the new Council member orientation with the President and me. She is very interested in the work of the College, and it is anticipated she will be a valuable addition to our Council and the Committees on which she will serve.

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#### COLLEGE PERFORMANCE MANAGEMENT FRAMEWORK

Included in the Council materials is the *College Performance Management Framework (CPMF)*. Completing this document was a major undertaking requiring considerable time and effort by the Senior Management Team and their staff. I want to acknowledge the efforts of all members of the Senior Team but especially Mr. Barry Gang for the leadership role he played in coordinating this project and preparing the final draft document. In many other Colleges, there are staff assigned to undertake this project as their sole major responsibility. Our Senior Team accomplished their work on the *CPMF*, with very short timelines, while continuing to attend to their regular roles and responsibilities. My sincere appreciation to Barry Gang, Lesia Mackanyn, Zimra Yetnikoff, Stephanie Morton and Caitlin O'Kelly!

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#### PAN-CANADIAN TELEPSYCHOLOGY – ACPRO INITIATIVE

A priority project of the Association of Canadian Psychology Regulatory Organizations (ACPRO is the development of a mechanism to permit Canadian psychological service providers, regardless of their province/territory of registration, to offer telepsychology services across the country. Currently, there is significant variability across the country regarding whether registration must be in the jurisdiction in which the client is located or that of the practitioner. To develop a pan-Canadian mechanism, a common

understanding must be agreed to; but one which, of course, complies with individual provincial/territorial specific legislation. ACPRO has formed a Working Group to study this question and recently held a one-day meeting to discuss the complexities involved. The College attendees included the College President, general legal counsel, and members of the Senior Management Team.

The ACPRO Telepsychology Working Group and the Board of Directors are working to develop a proposal for consideration by the individual provincial/territorial Colleges or Boards. Such a proposal will need to take into account differences such as provincial/territorial statutes, registration, and quality assurance requirements, etc. Since the role of a College or Board is public protection and the assurance of safe services for the residents of their jurisdiction, there are a variety of other matters to be considered. These include, but are not limited to:

- What is the College's role in assuring the delivery of safe services to an Ontario client receiving telepsychology services from an out of province provider?
- Given the differences in entry level requirements across the country, does the College have a role in vetting of vouching for the qualifications of the out of province practitioner?
- If the client is concerned about the nature of the service received, to whom do they complain? Is there a role for, or expectation on, the College given we have no authority over the out of province practitioner?
- Must an out of province practitioner comply with Ontario's mandatory reporting laws, e.g., child abuse reporting, mandatory reporting of sexual abuse by a regulated health professional, or mandatory reporting of abuse in a long-term care home or retirement residence, etc., or do the protections of these Ontario statutes not apply?

At this time, there is no proposal for Council to consider.

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#### **TRADITIONAL CHINESE MEDICINE COLLEGE TO BE CLOSED**

On February 28, 2022, the government introduced [Bill 88, Working for Workers Act, 2022](#). In addition to other provisions, this Bill contains [Schedule 5, Traditional Chinese Medicine Repeal Act, 2022](#) which would, if passed, close the College of Traditional Chinese Medicine Practitioners and Acupuncturists of Ontario. As stated in the attached memo from Assistant Deputy Minister of Health, Mr. Sean Court, this "would remove barriers to the practice of traditional Chinese medicine (TCM) and support the move of the profession to a voluntary oversight model under the Health and Supportive Care Providers Oversight Authority when that organization is established. . . . Furthermore, the performance of acupuncture would be returned to the public domain."

The attached memo also includes links to the news release/backgrounder and Bill 88.

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#### **ATTACHMENTS**

1. Announcement: 2022 OPA *Barbara Wand Award for Excellence in the Area of Professional Ethics and Standards* Recipient
2. Memo from ADM Sean Court (MOH) regarding Traditional Chinese Medicine Practitioners and Acupuncturists

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#### **CONTACT FOR QUESTIONS**

Dr. Rick Morris, Registrar & Executive Director



**Celebrating Excellence at the OPA!**

The OPA is pleased to announce the recipient of the 2022 OPA Barbara Wand Award for Excellence in the Area of Professional Ethics and Standards is Mr. Barry Gang. Barry is the Deputy Registrar and Director of Professional Affairs at the College of Psychologists of Ontario.

As many of you know Dr. Barbara Wand passed away last year. Dr. Wand was a critical person in both the regulation of Psychology in Ontario as well as across North America. Dr. Wand was the first Canadian to be elected President (1983-1984) of what is now the Association of State and Provincial Psychology Boards (ASPPB); the alliance of state, provincial, and territorial psychology regulatory agencies responsible for psychology licensure and certification throughout the United States and Canada. In 1975, International Women's Year, Dr. Wand chaired the Canadian Psychological Association Task Force on the Status of Women. In the mid 70's Dr. Wand was appointed to the Ontario Board of Examiners in Psychology (OBEP), the predecessor to the College of Psychologists. After serving a few years as a member of the Board, she became the first woman to be named Registrar of OBEP, a position she held until her retirement in 1991.

The multiple nominations in support of Mr. Gang noted his continued commitment to the critical importance of ethical issues in the practice of the profession of psychology. The nominations spoke to his demonstration in the provision of well-balanced support, knowledgeable and integrative guidance involving ethical issues. His nominees also referenced his warmth and invitational style/approach to members in considering ethical issues - a style that was noted to be highly facilitative in promoting further learning. His continued commitment and dedication to ethical issues have been of benefit to many members of the profession.

Please join us in congratulating Mr. Barry Gang as the 2022 OPA Barbara Wand Award recipient.

Ministry of Health  
Ministry of Long-Term Care  
Assistant Deputy Minister  
Strategic Policy, Planning & French  
Language Services Division

438 University Avenue, 10<sup>th</sup> floor  
Toronto ON M7A 2A5

Ministère de la Santé  
Ministère des Soins de longue durée  
Sous-ministre adjoint  
Division des politiques et de la planification stratégiques,  
et des services en français

438 avenue University, 10<sup>e</sup> étage  
Toronto ON M7A 2A5



February 28, 2022

Beth Ann Kenny  
c/o Health Professional Regulators of Ontario

Dear Beth Ann Kenny,

We would like to inform you of recent developments regarding the oversight of traditional Chinese medicine practitioners and acupuncturists in Ontario.

Today, the government introduced Bill 88, *Working for Workers Act, 2022*. Schedule 5 of the Bill is the *Traditional Chinese Medicine Repeal Act, 2022*, which if approved would remove barriers to the practice of traditional Chinese medicine (TCM) and will support the move of the profession to a voluntary oversight model under the Health and Supportive Care Providers Oversight Authority when that organization is established.

The College of Traditional Chinese Medicine Practitioners and Acupuncturists of Ontario (College) will maintain its regulatory functions until such time as the proposed Act is proclaimed into force. The ministry will be working work with the College in the intervening period to support the transition of TCM practitioners and acupuncturists to the voluntary Oversight Authority.

Furthermore, the performance of acupuncture will be returned to the public domain. At a future date, the Ministry of Health will bring forward regulatory amendments to O. Reg. 107/96 (Controlled Acts) made under the *Regulated Health Professions Act, 1991* to achieve this. These proposed amendments would be posted to Ontario's Regulatory Registry for comment prior to being brought forward for government consideration.

The Ministry will work with the health regulatory Colleges whose members are currently performing acupuncture to identify how this change may impact the guidance and standards issued to their membership.

Links to the news release/backgrounder and Bill can be found here:

<https://news.ontario.ca/en/backgrounder/1001668/working-for-workers-act-2022>  
<https://www.ola.org/en/legislative-business/bills/parliament-42/session-2/bill-88>

Sincerely,

A handwritten signature in black ink, appearing to read 'Sean Court', with a stylized flourish at the end.

Sean Court  
Assistant Deputy Minister

c: Allison Henry, Director

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## REPORT TO COUNCIL

2022.01.04C

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**THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022**

### REGISTRATION COMMITTEE

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#### COMMITTEE MEMBERS:

Marjory Phillips, Co-Chair, Council Member  
 Adrienne Perry, Co-Chair, Council Member  
 Mark Coates, College Member  
 Paula Conforti, Council Member  
 Samantha Longman-Mills, College Member

Nadia Mocan, Public Member  
 Paolo Pires, College Member  
 Philip Ricciardi, Council Member  
 Paul Stopciati, Public Member  
 Sheila Tervit, College Member

#### STAFF

Lesia Mackanyn, Director, Registration  
 Myra Veluz, Senior Registration Assistant  
 Shannon Elliott, Registration Assistant  
 Amineh Sherazee, Administrative Assistant: Registration

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#### COMMITTEE ACTIVITIES

##### January 20, 2022: Plenary Session

A Plenary Session was held on January 20th. The Committee reviewed its Work Plan and discussed on-going projects. Dr. Phillips presented the Committee with a completed draft of the revised Supervision Resource Manual. The Committee was generally pleased with the improvements and provided feedback to assist the Supervision Resource Manual Working Group in preparing a final draft. The Committee also plans to share the Manual with the College's EDI Working Group for their input.

##### January 21, 2022: Panel A

The Registrar referred a total of 42 cases to Panel A which included:

- 6 involving academic credential reviews (3 doctoral, 3 masters);
- 19 involving training for supervised practice members or eligible candidates (14 doctoral, 5 masters);
- 7 involving an examination outcome (Oral Examination);
- 2 involving an application for removal or modification of limitation and/or condition;
- 8 involving a request for change of area of practice.

##### January 20, 2022: Panel B

The Registrar referred a total of 41 cases to Panel B which included:

- 7 involving academic credential reviews (4 doctoral, 3 masters);
- 21 involving training for supervised practice members or eligible candidates (11 doctoral, 10 masters);
- 5 involving an examination outcome (Oral Examination, EPPP);
- 1 involving an application for removal or modification of limitation and/or condition;
- 7 involving requests for change of area of practice.

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#### SUBMITTED BY

Marjory Phillips, Ph.D., C.Psych., Co-Chair  
 Adrienne Perry, Ph.D., C.Psych., Co-Chair

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**TERMS**

- **Academic Credential Review:** Cases where after an initial review, the Registrar has referred an application for supervised practice to the Registration Committee for a further review to determine whether the applicant has an acceptable master's or doctoral degree.
- **Change of Area of Practice:** Autonomous practice members who wish to be authorized to practice in a new area and/or with a new client group.
- **Examination Outcome:** Individual cases that require a review of the outcome of, or an issue with, the Oral Examination, JEE, or EPPP.
- **Reciprocity Application:** Reviews of cases where an applicant has applied from a jurisdiction in which the College has entered into a written reciprocity agreement.
- **Removal or modification of limitation and/or condition:** Autonomous practice members who wish to have a registration related limitation and/or condition removed (or modified) from their certificate of practice.
- **Retraining:** Applies to supervised practice members and eligible candidates. If after an initial review, it appears that a candidate is missing required components in the area for which they have declared competence to practise, the Registrar will refer the candidate's application to the Registration Committee for a review of their education and training. The Committee will determine whether the candidate must augment her/his knowledge and skills via a retraining plan.
- **Return to Autonomous Certificate from Inactive Certificate:** Members who have held an Inactive Certificate of Registration for longer than 2 years and who wish to return to a Certificate of Registration Authorizing Autonomous Practice.

# REPORT TO COUNCIL

2022.01.04D

THIRD QUARTER, DECEMBER 1, 2021 – FEBRUARY 28, 2022

## INQUIRIES, COMPLAINTS AND REPORTS COMMITTEE

### COMMITTEE MEMBERS:

Melanie Morrow, College Member, Chair  
 Scott Warnock, Public Member, Vice-Chair  
 Jason Brown, College Member  
 Tanaya Chatterjee, College Member  
 David Gold, College Member  
 Allyson Harrison, College Member  
 Joyce Isbitsky, Council Member  
 Marilyn Keyes, Council Member  
 Archie Kwan, Council Member  
 Iliia Maor, Public Member

Denise Milovan, College Member  
 Ian Nicholson, College Member  
 Jasmine Peterson, College Member  
 Rana Pishva, College Member  
 Naomi Sankar-DeLeeuw, College Member  
 Fred Schmidt, College Member  
 Laura Spiller, College Member  
 Paul Stopciati, Public Member  
 Wanda Towers, Council Member

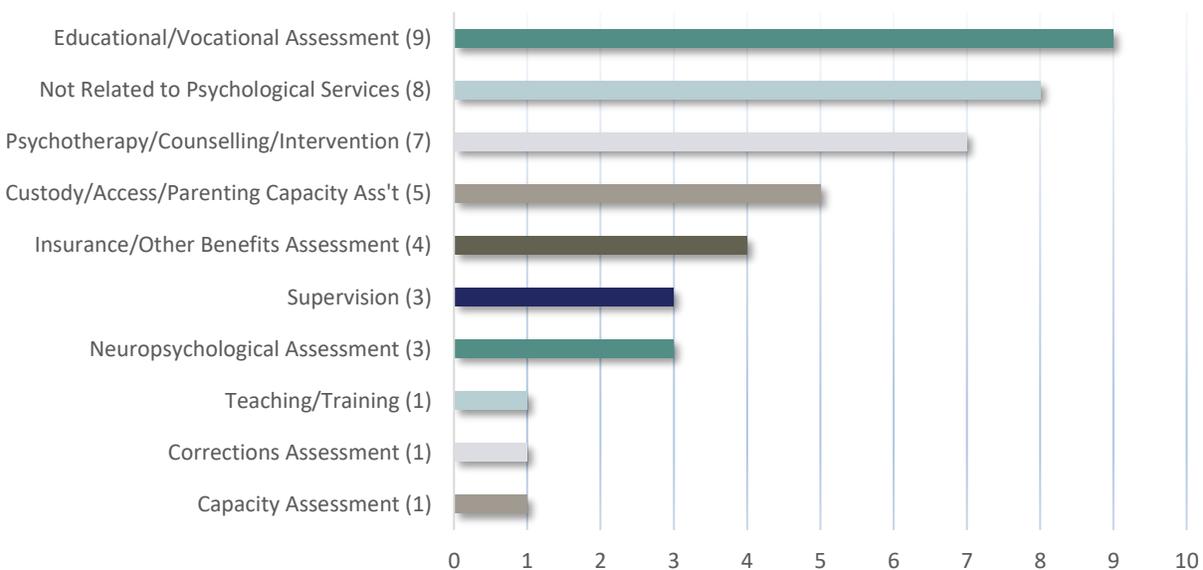
### STAFF

Zimra Yetnikoff, Director, Investigations & Hearings  
 H  l  ne Theberge, Senior Administrative Assistant  
 Jennifer Taylor, Administrative Assistant

### COMMITTEE ACTIVITIES

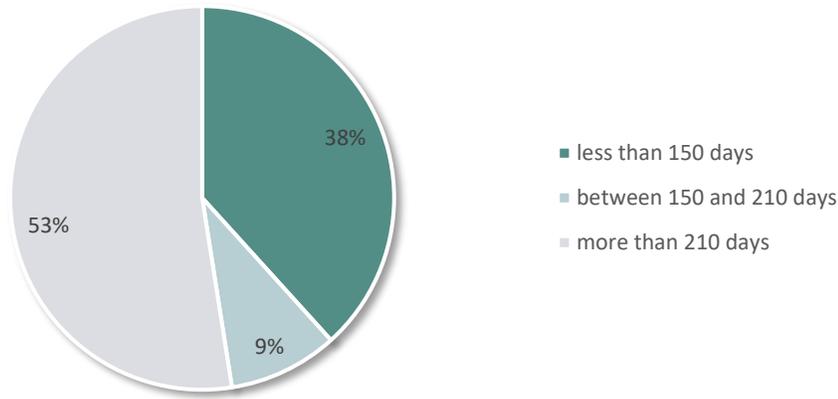
#### New Complaints and Reports

In the 3<sup>rd</sup> Quarter, the College received 37 new complaints and opened 4 Registrar’s Investigations and 1 Health Inquiry, for a total of 42 new matters. The nature of service in relation to these matters is as follows:



**Timeline Snapshot**

There are currently 141 open Complaints and Registrar’s Investigations being actively investigated.



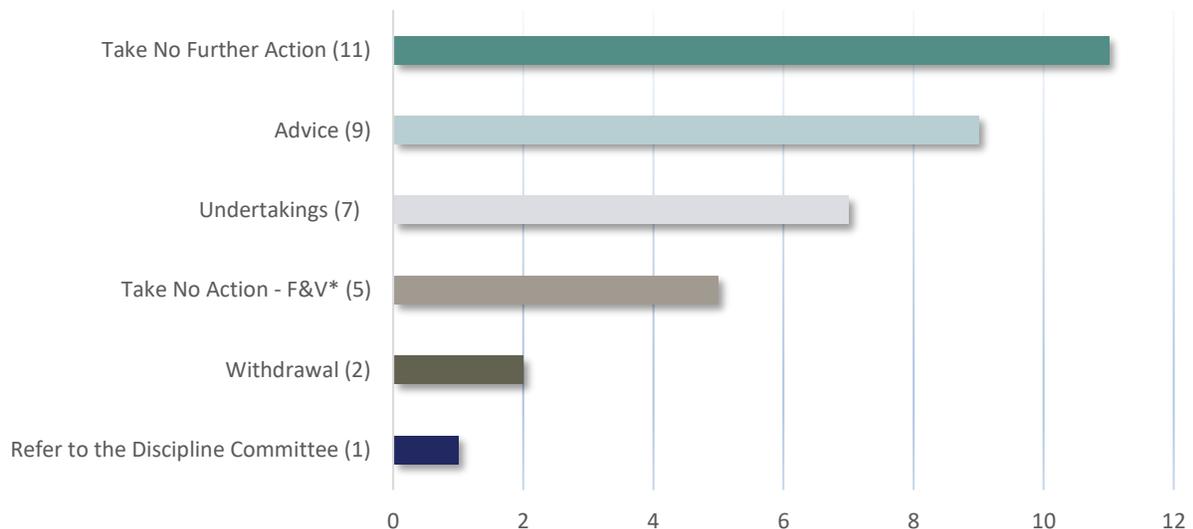
**ICRC Meetings**

The ICRC met on December 16, 2021, January 10, 2022, and February 10, 2022 to consider 27 cases. The ICRC also held 17 teleconferences to consider 31 cases. The next meeting will take place on March 10, 2022, where 8 cases are scheduled to be discussed.

An ICRC plenary meeting is scheduled for April 29, 2022.

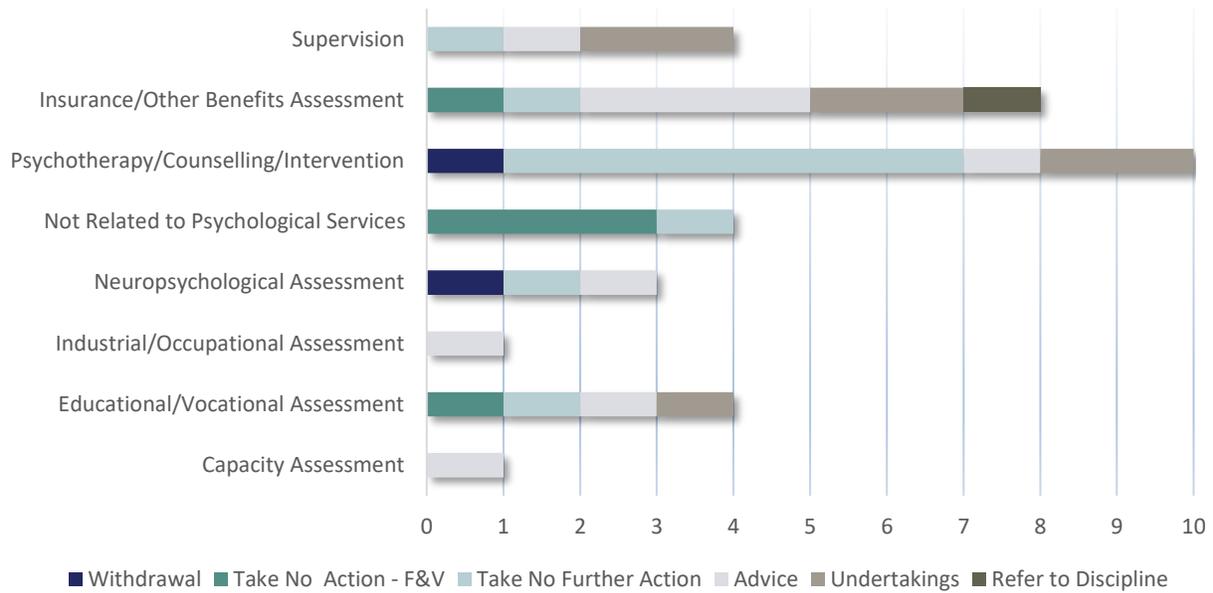
**ICRC Dispositions**

The ICRC disposed of 35 cases during the 3<sup>rd</sup> Quarter, as follows:



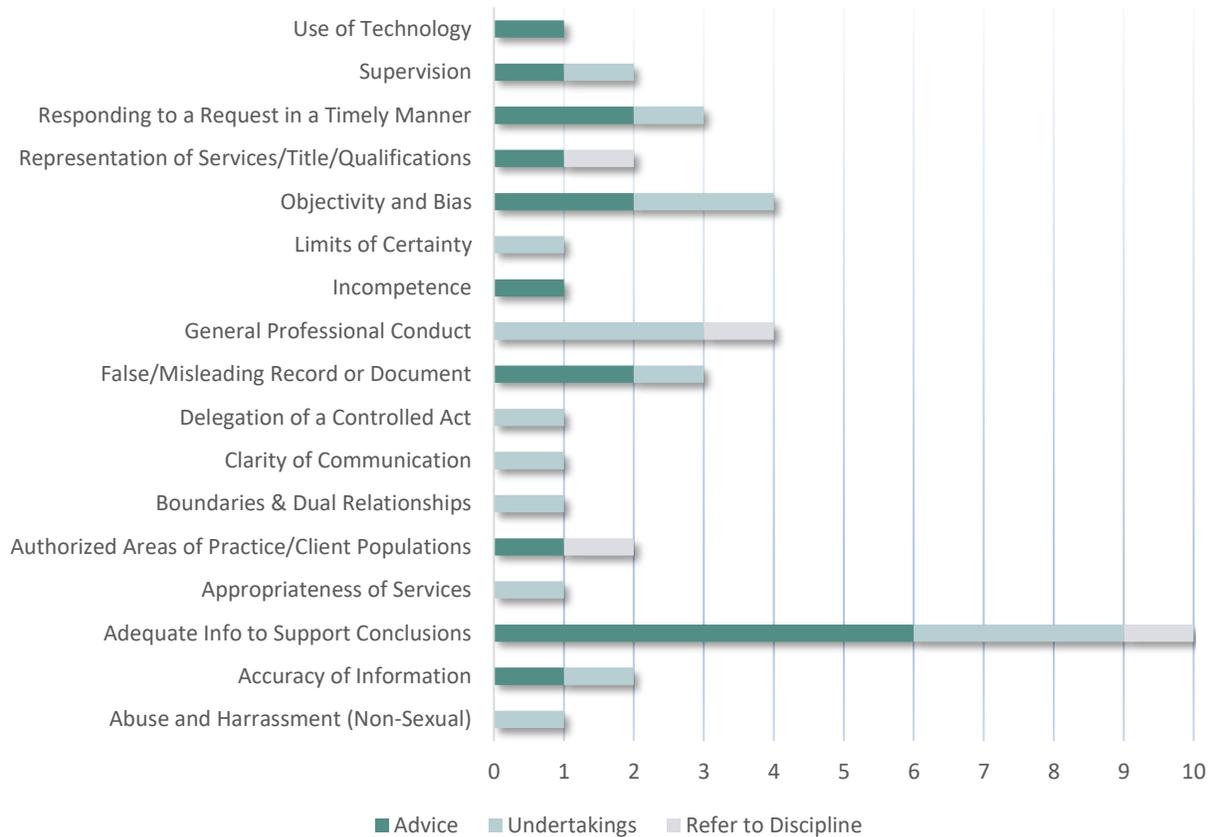
\*F&V: Frivolous, vexatious, made in bad faith, moot or otherwise an abuse of process, pursuant to s.26(4) of the Health Professions Procedural Code.

The dispositions of these 35 cases, as they relate to nature of service, are as follows:



**Disposition of Allegations**

The 35 cases disposed of included the consideration of 108 allegations. The ICRC took remedial action with respect to 40 (37%) of these allegations.



**Health Professions Appeal and Review Board (HPARB)**

In the 3<sup>rd</sup> Quarter, five HPARB reviews of ICRC decisions were requested. The College received six HPARB decisions, five confirming ICRC decisions. One matter was withdrawn from review.

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**SUBMITTED BY**

Melanie Morrow, M.A., C.Psych.Assoc., Chair

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## BRIEFING NOTE

2022.01.04E

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### MARCH 2022 COUNCIL MEETING

### EXECUTIVE COMMITTEE ELECTIONS/COUNCIL APPOINTMENTS

#### STRATEGIC DIRECTION REFLECTION

*Advancing the Council's Governance practices*

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#### FOR INFORMATION

*By-Law 4: Election of Members of Executive Committee* requires that at this meeting, Council members wishing to seek election to the Executive Committee for the upcoming year be advised of the process as outlined in this By-law. The election to the Executive Committee takes place at the first meeting of Council in the new fiscal year (June 17, 2022). Those interested in seeking election to the Executive Committee must inform the Registrar of their intention at least 25 business days (May 12, 2022) before the meeting at which the election takes place.

*By-Law 5: Selection of Committee Chairs and Committee Members* requires that Council members be notified of the opportunity to indicate preferences for Committee involvement for the coming year.

Following the elections to Council taking place on March 31, 2022, an e-mail notification regarding the above will be sent to all Council members.

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#### ATTACHMENTS (relevant sections highlighted)

1. *By-Law 4: Election of Members of Executive Committee*
2. *By-Law 5: Selection of Committee Chairs and Committee Members*

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#### CONTACT FOR QUESTIONS

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

## **BY-LAW 4: ELECTION OF MEMBERS OF EXECUTIVE COMMITTEE**

[Approved by Council on June 11, 1994; amended on March 4, 1995, December 6, 2002, March 14, 2003, March 27, 2009, June 19, 2009]

This by-law is made under the authority of the *Regulated Health Professions Act, 1991* as amended, and the *Psychology Act, 1991* as amended.

- 4.1 At the meeting of Council preceding the annual election prescribed in the By-laws, the President will advise Council of the process for seeking election to the Executive Committee.
- 4.2 At least twenty-five (25) business days prior to the first meeting of Council following the annual election, Council members, including those newly elected, will indicate their intention to seek election for a position on the Executive Committee. One may indicate one's interest in being a candidate for one or more Executive Committee positions.
- 4.3 If one indicates interest in being a candidate for President, one may also indicate an interest in being a candidate for Vice-President and/or for Member of the College/Public Member should one be unsuccessful in the preceding election. If one wishes to run for election to one of these other positions, one shall make this intention known at the time that the original expression of interest is submitted.
- 4.4 If one indicates interest in being a candidate for Vice-President, one may also indicate an interest in being a candidate for Member of the College/Public Member should one be unsuccessful in the Vice- President election. If one wishes to run for election to this other position, one shall make this intention known at the time that the original expression of interest is submitted.
- 4.5 The list of candidates will be forwarded to all Council members, along with notification that further names will be accepted until fifteen (15) business days before the first meeting of Council following the annual election.
- 4.6 All candidates will provide the Registrar with a biographical statement and candidate statement not to exceed one page in length, no later than fifteen (15) business days before the first meeting of Council following the annual election.
- 4.7 Only, if there is no candidate for a position, members of Council may indicate their willingness to run at the first meeting of Council following the annual election.
- 4.8 At the first meeting of Council after the annual election as prescribed in the By-laws, the Council shall elect from among the members of Council an Executive Committee in accordance with the By-laws.
- 4.9 The Executive Committee members elected in accordance with 4.8 will hold office until the first meeting of Council after the annual elections the following year.
- 4.10 The Registrar shall be responsible for supervising and administering all elections of the College.
- 4.11 Prior to the balloting, each candidate for office will answer questions from other Council members for a maximum of ten (10) minutes.
- 4.12 The order for the elections to the Executive Committee will be: President, Vice-President, Member of the College, Public Member of Council. Unsuccessful candidates in an election, who have indicated their interest in candidacy for other Executive Committee positions as per 4.3 and 4.4, will be included in subsequent elections unless they choose to withdraw their name.

- 4.13 The election of the members of the Executive Committee shall be by secret ballot and, where more than two members of Council are running for any position, the member of Council who receives the lowest number of votes on each ballot shall be deleted from candidacy unless one member of Council receives a majority of the votes cast. This procedure shall be followed until one member of Council receives a majority of the votes cast.
- 4.14 The ballots will be counted by the Registrar and a member of Council not seeking election to office.
- 4.15 In the event of a tie vote, Council will be afforded the opportunity to question candidates for ten minutes, and then vote again. In the case of a second tie, the Registrar will flip a coin to decide the outcome of the election. The member of Council who has been assisting in counting the ballots will call the toss ("heads – candidate A; tails – candidate B") prior to the toss.
- 4.16 If the office of the President becomes vacant the Vice-President shall become the President for the unexpired term of the office and the office of Vice-President thereby becomes vacant.
- 4.17 A position of the Executive Committee becomes vacant if the holder of the office dies, resigns, ceases to be a member of Council or is disqualified from sitting on the Council by a vote of Council at a special meeting called for that purpose. In addition, the position of Vice-President may become vacant, in accordance with subsection 4.16.
- 4.18 The Council shall fill a vacancy in the office of Vice-President or any other Executive Committee position at a special meeting which the President shall call for that purpose as soon as feasible after the vacancy occurs.

## **BY-LAW 5: SELECTION OF COMMITTEE CHAIRS AND COMMITTEE MEMBERS**

[Approved by Council on June 11, 1994; amended on March 4, 1995, December 2002, March 14, 2003, September 2007, March 27, 2009, September 2018]

This by-law is made under the authority of the *Regulated Health Professions Act, 1991* as amended, and the *Psychology Act, 1991* as amended.

- 5.1 The Council may by resolution establish committees additional to those established through Section 10 of the Health Professions Procedural Code being Schedule 2 under the *Regulated Health Professions Act, 1991* (Code).
- 5.2 At least two months prior to first meeting of Council following the annual election, College members will be notified of the opportunity to put their names forward for possible appointment to a Committee of the College. In addition to other information, College members, interested in appointment to a Committee are required to submit a statement of qualifications pertaining to the mandate of the Committees in which they wish to participate.
- 5.3 At the meeting of Council preceding the annual election prescribed in the Bylaws, the President will advise the Council of the process for Committee appointments and for indicating their Committee preference. At least one month prior to first meeting of Council following the annual election, all Council members will be notified of the opportunity to submit their preferences for appointment to committees of the College.
- 5.4 The Nominations and Leadership Development Committee will prepare a list of suggested appointees from the College membership to the committees of the College. This list will be provided to the Executive Committee at the first meeting of Council following the annual election.
- 5.5 Immediately after the first meeting of Council following the annual election, the Executive Committee shall appoint the Chairs and the members of the Committees identified in subsection 5.1 as well as those designated in section 10 of the Code.
- 5.6 Committee Chairs:
  - a. Each Committee will have a Chair and each Statutory Committee will have a Vice-Chair, one of whom is a Council member; with the exception of the Registration Committee which will have Co-Chairs sharing the duties outlined in this policy.
  - b. The Committee Chair reports to Council on behalf of the Committee.
    - i. The Vice-Chair will be elected or appointed by the Committee at the earliest opportunity.
    - ii. If the Chair of a Committee is not a Council member, the Vice-Chair will report to Council.
  - c. The duties of the Committee Chair, or of the Vice-Chair in the Chair's absence, include;
    - i. Chairing Committee meetings;
    - ii. Approving meeting agendas prepared by College staff;
    - iii. Determining whether Committee members have the resources and training to effectively perform the Committee's work;
    - iv. Working with the Committee and College staff to establish, monitor and execute Committee goals;
    - v. Providing effective leadership for the Committee and facilitating Committee Meetings;
    - vi. Liaising with Council and the Executive Committee on the affairs of the Committee; and,
    - vii. Any other duties determined or assigned by Council.
- 5.7 Committee appointments will be announced within five business days of the first meeting of Council following the annual election.
- 5.8 A majority of the members of a committee, other than a Committee prescribed in section 10 of

the Code, constitutes a quorum.

- 5.9 Where one or more vacancies occur in the membership of a Committee during the year, so long as the number is not fewer than the prescribed quorum, the Committee may continue to conduct its business.
- 5.10 The Executive Committee may and, if necessary for a committee to achieve its quorum, shall appoint members of the Council, or of the College where required, to fill any vacancies which occur in the membership of a committee to take effect immediately and to be reported to Council at its next meeting.
- 5.11 Every appointment to a committee automatically expires at the first meeting of Council following the annual elections unless otherwise prescribed in subsection 3(d) of By-law 21: *Committee Composition*; or any provision to the contrary in the Code, the By-laws or the policies of the College.
- 5.12 Both registration titles will be represented on all Statutory Committees.

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## BRIEFING NOTE

2022.01.04F

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### MARCH 2022 COUNCIL MEETING

## PROPOSED BUDGET: JUNE 1, 2022 TO MAY 31, 2023

### STRATEGIC DIRECTION REFLECTION

*Advancing the Council's Governance Practices*

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### MOTION FOR CONSIDERATION – RECOMMENDATION FROM EXECUTIVE COMMITTEE

That the Budget for 2022-2023 be approved as presented.

**Moved By** TBD

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### BACKGROUND

The process for creating the annual College budget is very lengthy beginning six months (December 2021) in advance of the start of the new fiscal year. Utilizing the information available regarding the current year's financial performance to date, that is to November 30th, projections to year-end are developed. These numbers are used by the Senior Management Team to create budgets for their areas of responsibility, considering any changes anticipated in the coming year. This attached draft budget, with the following explanatory notes, was presented to the Finance and Audit Committee and to the Executive Committee at their meetings in February. After discussing the anticipated Revenue and Expenditures for the coming year, both Committees approved the budget, and the Executive Committee is recommending it to Council for approval. Following the Executive Committee meeting, some minor adjustments were made to ensure adequate staff support in two critical areas of College responsibility: Registration and Investigations and Resolutions.

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### PROPOSED BUDGET SUMMARY

Attached please find the proposed College budget for the fiscal year June 1, 2022 to May 31, 2023. For your reference, I have attached the budget spreadsheet which presents the following information in the columns from left to right:

- Actual spending for each of the past 5 years including the year just ended on May 31, 2021
- Current (2021-2022) year's budget
- Projected spending to year-end based on 6 months of actual information available to November 30, 2021.
- Proposed budget for 2022-2023
- Change in the proposed budget as compared to the current budget in dollars. Revenue has been colour coded (green = increase revenue or decrease cost of sales). In the case of Expenses (green = decreased spending; red = increased spending).
- Percent change in the proposed budget compared to the 2021-2022 budget.

The proposed budget for 2022-2023 projects a deficit of \$418,067; almost identical to the current year (\$416,387) but significantly lower (\$145,731) than the current year-end projected deficit (\$563,798). While maintaining the overall budget at the 2021-2022 level, the proposal takes into account anticipated

increasing costs in providing the current level of services necessary to continue to fulfil the College mandate in an efficient and timely manner.

It should be noted that the current year-end projections reflect no spending in *Travel, Accommodation and Meals (T.A.M.)* for all meetings. This significantly decreased this year's spending, however much of this was offset by higher investigation and hearing costs. It should also be noted that the projected year-end numbers are based on only six months actual spending and therefore subject to change especially in areas which are less predictable.

In the hope that the pandemic will continue to subside over the next year, the proposed budget provides for some in-person meetings. Committees and working groups have functioned extremely well virtually and it is anticipated that many may wish to continue this way or utilize a hybrid model. It is recognized that virtual meetings are more economical, and some have found them to be more efficient. It will be important to carefully consider the "value added" in planning in-person meetings.

As is the case each year in developing the budget, there are many areas of College work for which it is very difficult to predict potential costs. It is possible to predict fixed costs such as staff payroll, rent, insurance and association membership fees and, with reasonable accuracy, events such as the Barbara Wand Seminar or the Executive Committee's out-of-town member receptions.

Other expenses are much more variable and dependent upon the activity which comes to the College's attention. Costs associated with legal advice for Investigations, Discipline and Registration; Discipline hearing panels and hearing facilities, the need for ICRC and Discipline experts, and requests for funding for therapy are fully dependent on the nature of the matters occurring during the year. Committee *T.A.M.* are also difficult to predict as Committee composition is not determined until after the June Council meeting by which time the budget has been approved. *T.A.M.* variable dependent upon the number of out-of-town Committee members and the number of private practitioners to whom the overhead expense allowance is paid.

Below is a description of the main features of each budget area noting the reasons for the changes from the current year's budget.

### **Revenue**

The primary source of revenue for the College is member *Registration Fees*; this includes both autonomous practice, supervised practice, inactive, and retired members. Together with *Application Fees* this accounts for approximately 91% of the College projected Revenues. The remaining 9% primarily is received from *Incorporation Applications and Renewal Fees, Examination Fees, Net Investment Income, Quality Assurance Penalties, and Discipline Cost Recovery.*

The budget anticipates an increase in revenue as compared with the current year's budget and in the projected total income for the 2022-2023 year. This change is due to projected increased revenue in most areas. While it is difficult to calculate the actual increase in membership, the budget reflects the increase in members in the current year and some continued growth as has been seen over the past many years.

### **Cost of Sales**

This area represents the expenses which the College incurs in administering the Registration process and offering the Barbara Wand Seminar. The proposed budget anticipates small decrease in these costs over the current year's budget as well as over the 2021-2022 year-end projection. This decrease is due to plans to hold the June and December Oral Examinations virtually which significantly decreases *T.A.M.* examiner

costs and the significant facility costs associated with hotel rental and catering. Savings to budget are also noted with a plan to offer one Barbara Wand Seminar virtually and one in person. These savings are offset somewhat by the need to undertake a major review of the JEE examination items. This has been postponed for a couple of years and should now occur to ensure the currency of the items and their sensitivity to EDI. As well, once reviewed and revised, the item bank will require translation into French.

### **Governance**

The *Governance* budget for 2022-2023 is consistent with the current year's budget but higher than the projected year-end spending. This is primarily due to allocating funds for some in-person meetings in the coming year thereby decreasing the savings in *T.A.M.* of meetings held virtually. The continued meetings of the Equity, Diversity, and Inclusion Working Group and the Applied Behaviour Analysis Working Group is budgeted for in this area.

### **Registration**

The proposed expenditures for this area are similar to those in the previous budget and lower than the projected year-end spending. Due to COVID-19 all meetings were held virtually therefore there were no *T.A.M.* expenses incurred. The draft budget does provide for some in-person meetings. The *Per Diem* and *Prep Time* reflects the status quo as the number of meetings is anticipated to remain unchanged from the current year. The budget for legal consultation regarding HPARB reviews has been increased reflecting the potential for more reviews, however it is less than the projected year-end which includes a major case which proceeded to divisional court.

### **Client Relations Committee**

The anticipated spending in Client Relations in 2022-2023 is consistent with that in the current year's budget. The number of Committee meetings planned is the same as those in the current year, with most planned to be held virtually.

In preparing the budget, it is difficult to predict the funds required to support the *Program for Funding for Therapy or Counselling for Victims of Sexual Abuse*. Expenses are dependent upon the number of individuals for whom funding is approved, the number of sessions they attend with the therapist or counsellor over the year, and the fee charged. The budget is based on the current and previous years' experience and the number of individuals currently benefitting from the program.

### **Quality Assurance**

The proposed budget for the Quality Assurance area is similar to that budgeted for the current year. This is substantially higher than the projected year-end spending due largely to the inability to conduct in-person Peer Assisted Reviews (PARs) during the pandemic. Plans for the upcoming year include a significant increase in PARs to be conducted. The number of Committee meetings planned is similar to the current year with provision made for some to be held in-person.

### **Investigations and Resolutions**

The overall budget for this area is slightly higher than the budget for the 2021-2022 and similar to the projected year-end spending. The number of meetings planned remains the same as the current year with the budget reflecting the increased need for outside experts as well as the use of external services (computer specialists, summons servers).

### **Hearings**

Overall, the budget for 2022-2023 is somewhat lower than the projection for the year-end but higher than the current budget. The current year's spending reflects the need for increase legal consultation which is

anticipated to continue. As noted, the expenses in this area for legal consultation or costs for pre-hearing conferences and hearings is highly variable and dependent on matters which come forward during the year.

### **Liaison**

Liaison expenses are primarily associated with the College's membership in a variety of regulatory organizations and associations. Currently, the College is a member of the Association of Canadian Psychology Regulatory Organizations (ACPRO), the Association of State and Provincial Psychology Boards (ASPPB), the Health Profession Regulators of Ontario (HPRO), the Council on Licensure, Enforcement, and Regulation (CLEAR), the Canadian Network of Agencies of Regulation (CNAR) and the Canadian Society of Association Executive (CSAE).

The budget includes funds to support the College President's attendance at the two meetings a year held by ACPRO and ASPPB. At this time, it is anticipated that these organizations will return to in-person meetings. The cost of travel to support the President's attendance is difficult to predict as it depends on the location of the meetings.

Within the *Liaison* area are funds to support the meetings hosted by the College for the Directors of Clinical Training and the Internship Director and miscellaneous meetings with government, other stakeholders, or other one-time meetings.

### **Administration**

The overall proposed *Administration* budget is higher than the current year's budget and the projected year-end spending. There is an anticipated increase in office rent based on the lease extension which began in January 2020. An increase in overall payroll is projected which includes staff salary adjustments resulting from the recent salary range survey conducted, as well as additional support for the ongoing and increasing volume of work within the Registration and Investigations and Resolutions area. There is some offset of these costs due to salary savings being realized with the pending retirement of our long-term IT Administrator and a small decrease anticipated in staff travel expenses primarily due to the pandemic.

Included in the *Administration* budget are the cost of outsourcing the College IT management occasioned by the retirement of the IT Administrator. These costs are offset to some extent by savings being realized in decreased need for significant IT support required to maintain the in-house College Registration, Investigations and Quality Assurance systems as well as the website and public register; all of which are being outsourced.

### **Applied Behaviour Analysis**

Included in the planning for next year is the continued contract with the ABA Implementation Lead, support for the registration process anticipated to begin in the upcoming fiscal year, and the ongoing work of the ABA Working Group. These costs will be offset by Ministry support for the work being done to bring Behaviour Analysts into regulation. It is anticipated that the College will begin to receive applications for registration and registration fees in 2022-2023 however it is difficult to predict when this may occur.

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## **ATTACHMENT**

1. Draft Budget 2022-2023

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## **CONTACT FOR QUESTIONS**

Rick Morris, Ph.D., C.Psych.

Registrar & Executive Director

## THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

## DRAFT BUDGET

June 2022 - May 2023

	ACTUAL 2016-2017	ACTUAL 2017-2018	ACTUAL 2018-2019	ACTUAL 2019-2020	ACTUAL 2020-2021	BUDGET 2021-2022	PROJECTED YEAR-END 2021-2022	PROPOSED Budget 2022-2023	\$ CHANGE	% CHANGE
<b>REVENUE</b>	3,386,949.00	3,417,484.00	3,520,579.00	3,645,271.00	3,603,232.48	3,663,872.50	3,594,720.77	3,827,650.00	163,777.50	4%
<b>COST OF SALES</b>	276,027.00	295,184.00	297,071.00	308,499.00	231,156.92	258,490.00	260,193.38	242,642.00	-15,848.00	-6%
<b>GROSS MARGIN</b>	3,110,922.00	3,122,300.00	3,223,508.00	3,336,772.00	3,372,075.56	3,405,382.50	3,334,527.39	3,585,008.00	179,625.50	5%
<b>EXPENDITURES</b>										
<b>Governance</b>	79,680.00	91,660.00	99,681.00	95,464.00	46,739.42	102,200.00	65,559.50	85,550.00	-16,650.00	-16%
<b>Registration</b>	70,148.00	84,545.00	87,097.00	97,098.00	82,050.08	101,000.00	109,887.50	100,000.00	-1,000.00	-1%
<b>Client Relations, Communications &amp; Education</b>	21,836.00	19,045.00	19,203.00	17,382.00	22,866.25	21,770.00	15,087.50	21,000.00	-770.00	-4%
<b>Quality Assurance</b>	36,378.00	44,930.00	36,043.00	32,790.00	11,325.00	49,600.00	18,825.00	43,600.00	-6,000.00	-12%
<b>Investigations and Resolutions</b>	114,477.00	125,290.00	120,275.00	121,746.00	94,892.04	131,000.00	137,728.55	138,700.00	7,700.00	6%
<b>Hearings</b>	147,970.00	494,894.00	343,021.00	183,973.00	340,403.75	332,950.00	407,040.00	390,900.00	57,950.00	17%
<b>Liaison (Professional Organizations)</b>	30,616.00	27,074.00	34,293.00	26,084.00	17,890.36	30,950.00	23,179.46	31,800.00	850.00	3%
<b>Administration</b>	2,384,885.00	2,467,217.22	2,535,691.00	2,867,841.00	2,936,142.24	3,052,299.95	3,121,017.95	3,191,525.46	139,225.51	5%
<b>Total Expenditures</b>	2,885,990.00	3,354,655.22	3,275,304.00	3,442,378.00	3,552,309.14	3,821,769.95	3,898,325.46	4,003,075.46	181,305.51	5%
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	224,932.00	-232,355.22	-51,796.00	-105,606.00	-180,233.58	-416,387.45	-563,798.07	-418,067.46	1,680.01	0%

## STRATEGIC DIRECTION 2017-2022

2022.01.05A

### **VISION** *[What we aspire to be]*

The College strives for excellence in self-regulation in service of the public interest.

### **MISSION** *[Why we exist]*

To regulate the practice of psychology in serving and protecting the public interest

### **STRATEGIES** *[How we accomplish our Mission]*

In accomplishing our Mission, the College promotes excellence in the practice of psychology by:

- Enforcing standards fairly and effectively through:
  - Developing, establishing, and maintaining standards of qualifications for individuals seeking registration,
  - Developing, establishing, and maintaining standards of practice and professional ethics for all members,
  - Developing, establishing, and maintaining standards of knowledge and skill and programs to promote continuing evaluation, competence, and improvement among members;
- Communicating clearly and effectively with stakeholders, particularly applicants, members, and the public;
- Supporting and assisting members to meet high standards;
- Responding to changing needs in new and emerging practice areas;
- Collaborating in shaping the regulatory environment;
- Acting in a responsibly transparent manner; and,
- Advancing the Council's governance practices.

### **VALUES** *[What we uphold in all our activities]*

#### Fairness

The College approaches decisions in a just, reasonable, and impartial manner.

#### Accountability

The College acts in an open, transparent, and responsible manner and communicates about its processes.

#### Integrity

The College acts honestly, ethically, and responsibly.

#### Respect

The College treats members of the public, members of the College, prospective members, and other stakeholders with respect.

## IMPLEMENTATION CHART - UPDATED FEBRUARY 8, 2022

Agenda Key	MISSION: To regulate the practice of psychology in serving and protecting the public interest by:	Current/Recent Examples	In Development/Proposed Examples
M1	<ul style="list-style-type: none"> <li>• Enforcing standards fairly and effectively through:               <ul style="list-style-type: none"> <li>– Developing, establishing, and maintaining standards of qualifications for individuals seeking registration,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Revised the manner for recording Oral Exam results when not all areas of practice/client groups are authorized (September 2016)</li> <li>• Issuance of IAP Certificate for temporary and limited practice by practitioners registered in other jurisdictions (June 2019)</li> <li>• Setting the JEE pass point to Ontario first time test takers. (December 2019)</li> <li>• Amendments to the <i>Guidelines for Completing the Declaration of Competence</i> (December 2019)</li> <li>• Amendments to the Guidelines for Retraining for Supervised Practice (March 2020)</li> <li>• Transitioning to Online Administration of the JEE (November 2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue amendments to O.Reg. 74/15 under the Psychology Act, 1991 to discontinue Master's level registration and at that time, grant the title Psychologist to all existing Psychological Associates. (September 2019)</li> <li>• Supervision Resource Manual Working Group formed (September 2020)</li> <li>• Establish a process to assess all CFTA candidates on their competence to perform the controlled act of communication of a diagnosis. (December 2020)</li> </ul>
M2	<ul style="list-style-type: none"> <li>• Enforcing standards fairly and effectively through:               <ul style="list-style-type: none"> <li>– Developing, establishing, and maintaining standards of practice and professional ethics for all members,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review of Standards of Professional Conduct (Fall 2016)</li> <li>• Adoption of new <i>Standards of Professional Conduct</i>, to go into effect September 1, 2017 (March 2017)</li> <li>• Implementation of the ICRC Risk Rubric (August 2017)</li> <li>• Update to the <i>Standards of Professional Conduct, 2017</i> with regards to the language of clinical records (March 2021)</li> <li>• <i>Standards of Professional Conduct, 2017</i> updated with gender neutral language (March 2021)</li> </ul>	

M3	<ul style="list-style-type: none"> <li>Enforcing standards fairly and effectively through: <ul style="list-style-type: none"> <li>Developing, establishing, and maintaining standards of knowledge and skill and programs to promote continuing evaluation, competence, and improvement among members</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance Committee began auditing CPD forms. (Fall 2019)</li> </ul>	
M4	<ul style="list-style-type: none"> <li>Communicating clearly and effectively with stakeholders, particularly applicants, members, and the public</li> </ul>	<ul style="list-style-type: none"> <li>Publication of quarterly <i>e-Bulletin</i></li> <li>Staff presentations to students and member groups (ongoing)</li> <li>Strategic Direction 2017 – 2022 to members</li> <li>Executive Committee Reception with London members (May 2017)</li> <li>Executive Committee Reception with Guelph members (November 2017)</li> <li>Proposed Policy II-3(iii) Appearance before a panel of the ICRC to be Cautioned (December 2017)</li> <li>College Communications Plan (March 2018)</li> <li>Executive Committee Reception with Kingston Members (May 2018)</li> <li>Use of Title Consultation (February 2019)</li> <li>Executive Committee Reception with Thunder Bay members (May 2019)</li> <li>Executive Committee Reception with Hamilton members (November 2019)</li> <li>New College Logo, as part of Communications Plan, Approved (December 2019)</li> <li>Launch of new quarterly newsletter, <i>HeadLines</i> (July 2020)</li> <li>Launch of new Website (August 2020)</li> <li>Launch of Social Media (October 2020)</li> <li>Approval of support for victims of sexual abuse and misconduct to be implemented January 1, 2021 (September 2020)</li> </ul>	<ul style="list-style-type: none"> <li>COVID-19 Updates (Spring 2020) and ongoing</li> <li>Work with Ministry of Health and local Public Health Units in member vaccine notification (Spring 2021 and ongoing)</li> <li><b>Encourage engagement with ONTABA and the ABA community through sharing of updates and invitation to join College notifications subscribers' list</b></li> </ul>

M5	<ul style="list-style-type: none"> <li>• Supporting and assisting members to meet high standards</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Advice Service (ongoing)</li> <li>• Barbara Wand Symposium (December 2016)</li> <li>• Revision of the <i>Self-Assessment Guide and Professional Development Plan</i> (May 2017)</li> <li>• Continuing Professional Development (CPD) Program Implemented</li> <li>• Examination and Corporation Fee reduced (June 2017)</li> <li>• Practical Applications within new <i>Standards</i> to be continuously updated (June 2017)</li> <li>• Barbara Wand Symposium in Ottawa (June 2017)</li> <li>• Updated Policy II-3(ii) Release of the Member's Response to the Complainant (June 2017)</li> <li>• Frequently Ask Questions for the new <i>Standards</i> and CPD Program continuously updated (August 2017)</li> <li>• Barbara Wand Seminar (January 2018)</li> <li>• Barbara Wand Seminar (June 2018)</li> <li>• Peer Assisted Reviewer Training (November 2018)</li> <li>• French Language translations of new <i>Standards</i> completed (November 2018)</li> <li>• Barbara Wand Seminar (January 2019)</li> <li>• Guidelines for CPD published in <i>e-Bulletin</i> (January 2019)</li> <li>• Release of new materials for the prevention of boundary violations and sexual abuse, including discussion guide.</li> <li>• Barbara Wand Seminar (June 2019)</li> <li>• Peer Assisted Reviewer Training (November 2019)</li> <li>• Barbara Wand Seminar (December 2019)</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Barbara Wand Seminar (September 2020)</li> <li>• Barbara Wand Seminar (June 2021)</li> <li>• <b>Barbara Wand Seminar (January 2022)</b></li> </ul>	
M6	<ul style="list-style-type: none"> <li>• Responding to changing needs in new and emerging practice areas</li> </ul>	<ul style="list-style-type: none"> <li>• New technological standard within the revised <i>Standards of Professional Conduct 2017</i></li> <li>• Equity, Diversity, and Inclusion Working Group formed (October 2020)</li> </ul>	
M7	<ul style="list-style-type: none"> <li>• Collaborating in shaping the regulatory environment</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in ASPPB, ACPRO, FHRCO</li> <li>• College participation in inter-College Psychotherapy Working Group</li> <li>• FHRCO Sexual Abuse Prevention Task Force Chaired by Deputy Registrar (2016-2017)</li> <li>• College participation in FHRCO discussions regarding Bill 87 (transparency and other changes to the RHPA)</li> <li>• College Council responded to the Standing Committee on Bill 87 (March 2017)</li> <li>• Submission to HPRAC, re: Psychotherapy (October 2017)</li> <li>• Submission to MOHLTC on regulation amendments in the Health Professions Procedural Code (March 2018)</li> <li>• Submission to Ontario Regulation Registry on Psychotherapy (June 2018)</li> <li>• Confirmation to Pursue Regulation of ABA (September 2019)</li> <li>• Discussions with the MOH and MCCSS regarding regulation of ABA (November 2017)</li> <li>• Applied Behaviour Analysis Working Group Formed (December 2020)</li> <li>• Applied Behaviour Analysis Working Group formed (December 2020)</li> </ul>	

		<ul style="list-style-type: none"> <li>• College Performance Management Framework submitted/posted (March 2021)</li> <li>• Council Composition recommendation provided to the Ministry of Health for the regulation of ABA (March 19, 2021)</li> </ul>	
M8	<ul style="list-style-type: none"> <li>• Acting in a responsibly transparent manner</li> </ul>	<ul style="list-style-type: none"> <li>• Posting of Council materials on website in advance of meetings (June 2016)</li> <li>• Council and Executive to declare Conflicts of Interest at start of each meeting (June 2017)</li> <li>• Amendments to <i>By-law 18: Fees</i> (December 2017)</li> <li>• Amendments to <i>By-law 25: The Register and Related Matters</i> (June 2018)</li> <li>• Amendments to <i>By-law 5: Selection of Committee Chairs and Committee Members</i> and <i>By-law 21: Committee Composition</i> (September 2018)</li> <li>• Consultation on <i>By-Law 18: Fees</i> (June 2019)</li> <li>• Process implemented for temporary practice in Ontario with existing clients by registrants from other jurisdictions</li> <li>• Amendments to <i>By-Law 18: Fees</i> (September 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Circulated Amendments to <i>By-Law 5 and 20</i> (December 2021)</b></li> </ul>
M9	<ul style="list-style-type: none"> <li>• Advancing the Council's governance practices</li> </ul>	<ul style="list-style-type: none"> <li>• New Briefing Note format for Council materials</li> <li>• March 2017 Council Training Day</li> <li>• Revision to Role of the Executive Committee</li> <li>• Agenda to Reflect Strategic Direction of Item</li> <li>• Introduction of Board Self-Assessment process (June 2017)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Amendments to <i>By-law 20: Elections to Council</i>. . . (December 2017)</li> <li>• Two Committee Audits Planned for 2017-2018</li> <li>• HIROC Risk Management System implemented (September 2017)</li> <li>• Sunsetting of Nominations and Leadership Development Committee; role incorporated into the Executive Committee (September 2020)</li> <li>• Expansion of Funding for Therapy Eligibility (June 2021)</li> <li>• Equity, Diversity and Inclusion Training for Council, Committees Members and Staff (December 2021)</li> </ul>	
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**Notes:** Some items could be entered in more than one place. When an item could belong to more than one area, it has been placed in the primary category.

The items shown in BLUE have been added by the Registrar since December 2021 as activities undertaken in service of the College's Strategic Directions 2017 - 2022