

## QUALITY ASSURANCE UPDATE: PEER ASSISTED REVIEW AFTER ONE YEAR

The Bulletin of August 1999, contained a lead article describing the status of the College's Quality Assurance Program and providing detailed information about the *Peer Assisted Review* component that was about to be implemented. This component of the program has now been in place for one year and two sets of reviews completed. *Peer Assisted Reviews* took place in November/December 1999 and April/May 2000 and a total of 10 members have now been reviewed. Reviews will continue in the spring and fall, with six more members currently preparing to be visited by peer reviewers.

### Members Reviewed

The members who have been reviewed to date, represent a broad range of work settings and practice areas, and were drawn from various parts of the province. Some members were in full time private practice either individually or with a group, while others had small private practices in addition to their work in some other setting. Work settings included hospitals, a community mental health centre, a university counselling service and a school board. In addition, members taught at the post-secondary level, were involved in research and held senior administrative positions. Many of those reviewed were involved in supervision of either students or other staff.

The members reviewed serve the full range of clients from children to seniors, individuals, couples and groups. Similarly, these members represent a range of practice areas including clinical psychology, school psychology, clinical neuropsychology, and rehabilitation psychology.

The reviews took place in eastern, south central and western Ontario. In comparison to the distribution of members across the province, the random selection of members appeared to result in an over-representation of members from the eastern parts of the province, with no one reviewed from the Greater Toronto Area. It should be noted that two members, randomly selected for the Spring 2000 review, were from the Greater Toronto Area, however the Quality Assurance Committee postponed these reviews until the Fall 2000; one

because the member was on sabbatical out of the country and the other for personal reasons.

### Findings

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

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- consideration of the use of coded client numbers rather than names in storing material on a lap top computer as this is highly vulnerable to loss or theft;
- the advisability of establishing institutional guidelines for the release of information from the common, multidisciplinary file;
- the need to consider procedures for the coverage of member's practice and file security in the event of illness or other unplanned absences; and,
- the need for a more comprehensive discussion of the limits of confidentiality, including mandatory reporting requirements, at the outset of the service.

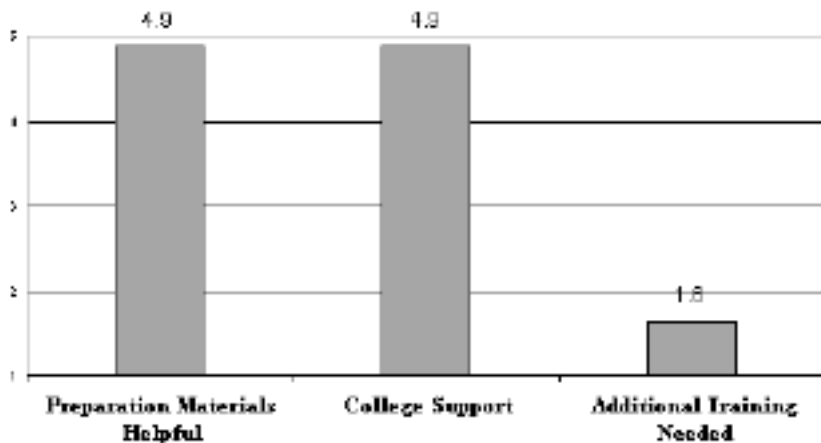
These types of items are those that members take care of independently without further follow up by the College. To date, the results of the *Peer Assisted Reviews* did not include any concerns that required the Quality Assurance Committee to engage in a discussion with the member regarding some form of practice remediation or other intervention.

### Survey of Members' Experiences

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

**GRAPH 1**

**Pre-Review Preparation (Reviewers)  
n=17**



To date, the number of members surveyed is very small, however the results are positive and encouraging. As more reviews are conducted, the results will become statistically more meaningful however, the Committee has found the members' responses to the specific, as well as the open-ended questions, useful in continuing to improve the process. Based on the results of the limited surveys completed, the *Peer Assisted Review* appears to be experienced as generally positive, collegial and beneficial. The initial results of the surveys follow.

### *Peer Assisted Review* Feedback Survey - Reviewers

The Reviewers' Survey consisted of a series of six questions to which they were asked to respond on a scale of 1 to 5, from *Strongly Disagree* to *Strongly Agree*. A final question asked for an overall rating of the process on a scale of 1 to 5, from *Very Poor* to *Very Good*. In all cases, the higher the response, the more positive the answer. Of the 20 reviewers who participated in the *Peer Assisted Reviews* to date, 17 returned the survey form.

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

GRAPH 2 presents the results of the reviewers' experiences on-site. All reviewers strongly agreed they were able to participate in the review in a manner consistent with how they perceived their role. They believed the process was experienced by the member being reviewed

as professional and respectful and felt it was helpful to the member. Overall, the *Peer Assisted Review* process was highly rated by both the College appointed, and member nominated reviewers.

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

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

*“The information received was comprehensive.” – “As this was my initial experience as a reviewer and I had some questions about all the areas needing to be covered, yes, I found the material very helpful.” – “The information was very complete.” – “The materials sent were comprehensive which helps one feel confident and competent in the role.”*

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

*“E-mail queries to the College were responded to very promptly which eases anxiety” – “I was given the opportunity to ask questions before the review but did not avail myself of this opportunity as questions did not come to me until after the review was done. I did expect the College appointed reviewer to initiate contact with me before the review but this was not done.” – “Any outstanding questions were quickly clarified.”*

3. I would have benefited from additional training.

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

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

*No Comments*

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

*“It seemed clear to me that Dr. \_\_\_ was at ease during the interview.” – “She appeared to become increasingly less tense as the review progressed.” – “The member stated that she appreciated the ‘conversational’ format of the*

*review.” – “Hopefully this was the case.” – “I think she felt at ease after a short while and perceived the process as an attempt to obtain an overview of her work and standards followed, rather than a form of interrogation with a design on being critical, which seemed to be her initial fear.”*

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

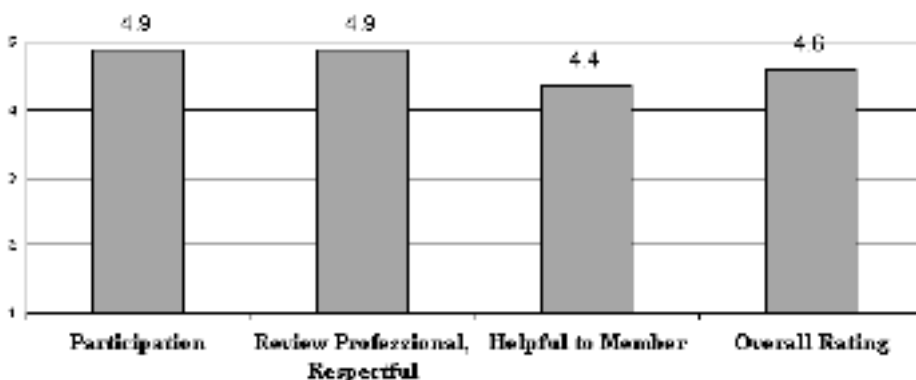
*“Dr. \_\_\_ appeared to appreciate the few suggestions provided.” – “The member’s comments following the review were quite positive.” – “Dr. \_\_\_ appeared to be very interested in the feedback provided.” – I believe she found some of the suggestions to be helpful, but as an overview of her work at the clinic. I don’t feel that she found the process to be of direct help in any very significant way. Despite the challenges of a heavy caseload, she follows standards and guidelines quite well.”*

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

*“I found the Peer Assisted Review process to be a useful process regarding quality assurance. I would be happy to assist the College in future reviews.” – “I found the process to be a mutually beneficial and enriching experience.” – “I have written the College in the past with my views on peer-assisted review by the College. I appreciated the opportunity to have participated in the process, but it has done little to convince me that it has a great deal to offer as a formative learning experience.” – “I felt that it was a positive experience for both the reviewer and the member being reviewed. I felt that the second reviewer, having been nominated by the member, was in a*

**GRAPH 2**

**On-Site Review (Reviewers)  
n=17**



stronger position to make suggestions for changes or items for immediate follow-up given the rapport that existed between the two individuals prior to the review.” – “I feel that the Peer Assisted Review was extremely useful. I found that the process did allow for an actual review of Dr. \_\_\_’s practice, to accomplish the goal of ensuring public protection of the quality of services provided. At the same time, the process utilized was one which of openness, self-examination and growth and improved practice. It was a privilege to participate in the process.”

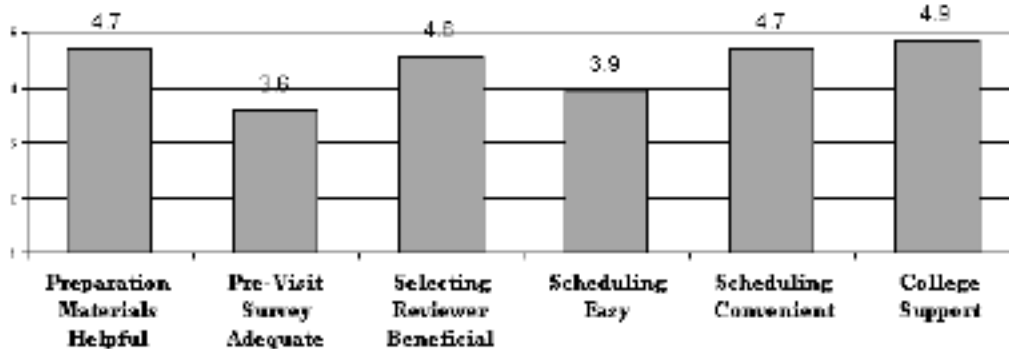
### Peer Assisted Review Feedback Survey - Members Reviewed

Following the *Peer Assisted Reviews*, the members reviewed were asked to complete a survey regarding their experiences. A series of 14 questions were asked with the respondent indicating their agreement with the statements on a scale of 1 to 5, from *Not at All* to *Extremely*. In all cases, the higher the response, the more positive the answer. Of the 10 members reviewed to date, 7 have responded to the survey.

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

GRAPH 3

### Pre-Visit Preparation (Reviewee) n=7



Assurance Committee is reviewing this form.

GRAPH 4 presents the results of the experiences of the members with the on-site review. All members reported a very positive experience including satisfaction with the College’s choice of reviewers, the respectful and collegial nature of the review, and the adequacy of the feedback provided at the end of the review. They felt the process reviewed the pertinent aspects of their practices and found the process generally to be what they expected given their preparatory materials.

As shown on GRAPH 5, the members reviewed were satisfied with the nature of the written report and overall, reported that the process was consistent with what they expected, and found it to be positive and constructive.

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

### Pre-visit

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

“Very helpful guidelines” – “It helped to organize my thinking about my practice, so I could methodically evaluate my activities prior to the actual visit.” – “The list of potential questions and areas of the review was particularly helpful in guiding my preparation efforts.”

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

“I have a complicated dual role of administration and clinician that took a while to explain to the reviewers. My job experiences are not typical and were not captured on the questionnaire.” – “My work is currently focussed on research and program development. The questionnaire is focussed on traditional practice.”

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

“Beneficial, but also difficult to make appropriate choice” – “I misunderstood the concern regarding conflict of interest and thought I was to

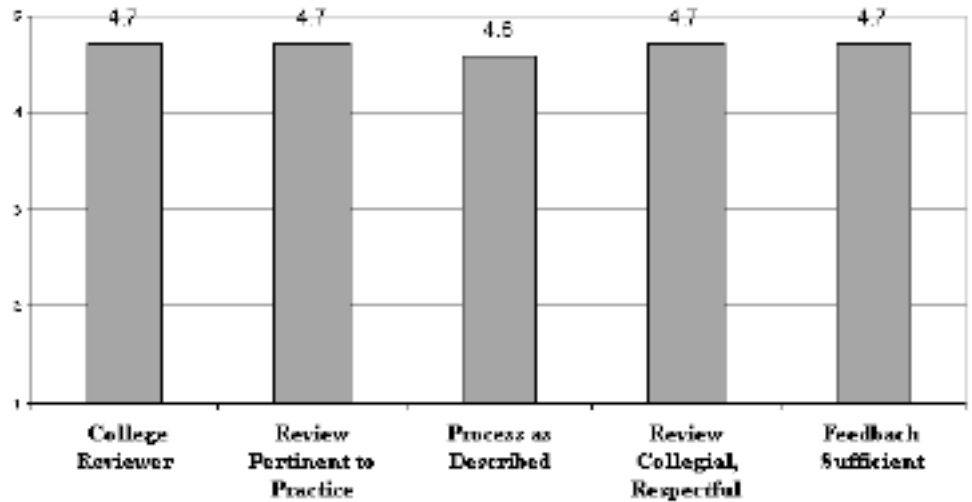
*select someone in my community who did not know me well. As I later understood from the College reviewer, the purpose was supposed to have been supportive, with a reviewer who knew my area and my work. I selected someone I respected and from whom I wanted feedback. In the end, it worked out well.” – “This is an essential component for this process to be collegial. Guidelines should clarify whether this person should be in the same area of practice as the member or if it matters at all.” – “Not particularly since I have a rural practice and didn’t feel my clients would want a local person having access to their files. Had I known someone outside of the area, it might have been beneficial.” – “This was a crucial aspect of the process. This is what allowed it to feel collegial. Once the review began and it became clear that the College’s reviewer was also very friendly and comfortable in her approach, the need for a reviewer ‘on your side’ became less important. It certainly helped to ease anxieties prior to the review to know she was going to be there.”*

4. Was the procedure to establish a date, time, and location of the review easy?  
*“This was fraught with difficulty, numerous telephone messages, etc. Eventually all was sorted out but the first impression was poor.” – “I found it short notice; to coordinate the schedules of 3 people did not allow for much choice.”*

5. Was the review conveniently scheduled?  
*“Good Cooperation” – “I really appreciated the reviewers’ willingness to see me after hours so that I did not inconvenience clients or interfere with income.” – “My only concern was the length of time required for the review. Setting aside a 3-4 hour block of time was somewhat tricky.”*

6. Were you satisfied with the College’s choice of reviewer?  
*“Very satisfied” – “similar work experiences, maintained focus, covered all bases quickly and efficiently in a skilled, warm and professional fashion” – “Personally yes however, I think that Ph.D.*

**GRAPH 4**  
**On-Site Review (Reviewees)**  
**n=7**



*psychologists should be reviewed by Ph.D. level psychologists, not psychological associates and someone who does similar work. Although my reviewer was very pleasant and competent and I had no problem with her personally.” - “She was quite friendly, open and non-threatening, a pleasure to be reviewed by her.”*

7. Did you have the opportunity to clarify any questions or concerns prior to the review?  
*“Telephone contacts with College were very helpful and reassuring” – “the College reviewer was extremely considerate in contacting me prior to the review and in attempting to assuage my level of anxiety.” – “Yes, this was very well handled prior to the review, once contact with the College was made.”*

**On-site Review**

8. Did the review sufficiently address the most pertinent aspects of your practice?  
*“Very good questions, helpful” – “Sample questions were useful. Need to know whether the reviewers should choose files at random or should member have a sample available and at hand, otherwise contributes to awkwardness.”*

9. Was the review process consistent with the description you received prior to the site visit?  
*“No surprises” – “For the most part, however there were several questions and areas we didn’t get to that I had prepared for, because certain questions*

and issues took longer to explore.”

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

“Very much collegial and respectful” – “Very collegial and respectful while doing their duty” – “I found the reviewers’ comments and suggestions to be very helpful. They were clearly interested in being helpful, not in finding fault.”- “Very much so!”

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

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

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

“I really appreciate the fact that I could have feedback regarding my practice from a professional of my own discipline. It gave me confidence in my own judgement and application of standards.” – “I appreciate the logistical and ethical morass, but it think the reviewers would have had a better sense of my competence as a clinician and administrator if they had been able to talk with my supervisor/ colleagues/clients and families. They got a very good sense of my level of organization and the policies that I’ve put in place. I am intrigued by the challenge of evaluating competence but have not got any brilliant ideas for how to assess this.” – “It was thorough, but carried out in a courteous manner.

The two reviewers did an excellent job!” – “Reviewers should arrange to arrive together. When one arrives first it is easy to feel like the review has started with one person missing.”

### Post Review

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

“Very good report, very helpful, something that I can refer back to” – “Might consider areas for positive observations as well as for concerns. This would give a more balanced, collegial tone to summary, i.e., difference between ‘we were satisfied with practice’ vs. ‘we couldn’t find anything wrong’”

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

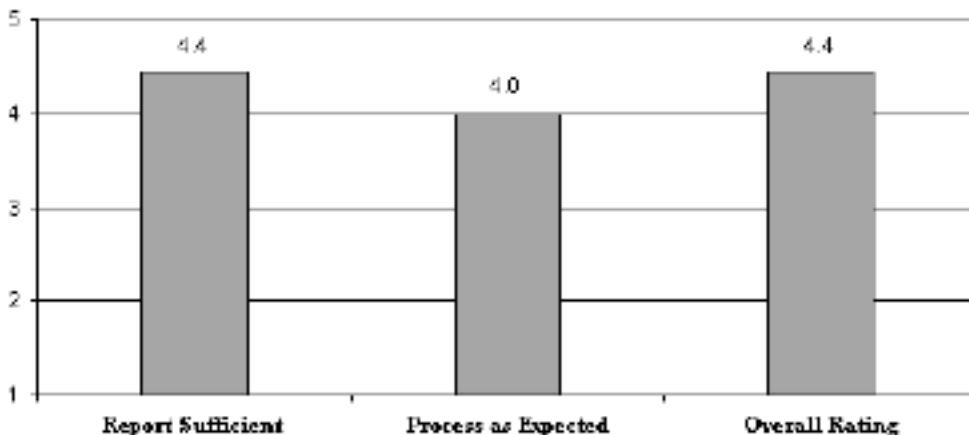
“I was expecting another oral exam” – “I think I expected more difficulty, that somehow or other it would be reminiscent of a senate oral or some such thing. Other ‘paranoid’ psychologists in the area didn’t help alleviate any fears.” – “Didn’t know what to expect because of the unknown aspect of the person of the reviewer.”

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

“Still very anxiety provoking. I wasn’t concerned so much about my own practice as some of the procedures developed by my employer that I may disagree with.” – “I actually enjoyed the opportunity to talk to other psychologists about general practice issues, to get supportive feedback, to learn, and to have an opportunity it share what I have learned.”

### GRAPH 5

Post Review (Reviewees)  
n=7



### General Questions

What was most helpful aspect of the Peer Assisted Review?

“The visit itself, the possibility to review my practice, my understanding of the Standards, the positive way it was done” – “Reviewers appeared to have a good understanding of my practice, focussed questions and opportunity for discussion” – “It was nice to be able to share what I do with 2 peers. I was pleased and relieved to receive

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*the positive feedback about many of the policies and procedures I have implemented.” – “Some specific suggestions that were made regarding confidentiality of research records.” – “The opportunity to discuss difficult aspects of working in a setting where the standards of our profession are not necessarily understood.” – “The pre-visit time finally required that I do some administrative tidying up and that I attend to some decorating issues – the office is now better organized and prettier.” – “The list of questions prior to the review, this helped to guide my preparatory efforts tremendously.” – “The aftermath, the confirmation that I was meeting or exceeding College standards in my practice, also the opportunity to express unmet needs to the reviewer and ideas about what I, as a member, would like from the College.”*

What was least helpful aspect of the *Peer Assisted Review*?

*“My own anxiety! I didn’t have to be nearly as anxious as I was.” – “Not having information regarding the impact or consequences of any possible concerns which may be identified.” - “The choice of my reviewer was difficult. I felt somewhat ‘awkward’ having to ask someone. I wanted to make a good choice, i.e., someone who knows my practice but not too much so that he/she could be objective.” – “None evident” – “The file reviews, this is where I felt most on the sidelines and not a part of the process as the reviewers must sit apart with files awhile you wait for their ‘judgement.’ – “The fact that I was selected at all, I never win lotteries!”*

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

*The anxiety I felt at first when I received the letter stating that I had been selected. – “The initial attempts to get my questions answered.” – “I explained to my patients what was going to take place and that this might mean their files would be reviewed. Some were slightly concerned about how I would protect their confidentiality. I reassured them as best I could and this was helpful.” – “No problems evident”*

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

*As noted earlier, regarding eliciting some type of clinical feedback, for example in my setting, the reviewers could have met briefly with the Director of*

*the setting and the psychometrist I supervise to get a sense of how I actually relate to others. This would not require the logistical confidentiality challenge of talking to actual clients.” “A more formal written summary from College following review to officially acknowledge the results, something that could be shared by member with employer.” – “I would encourage more explanation and reassurance that the College does differentiate between major city and rural practices. The sensitivity to these issues was apparent once I met the reviewers but it was of concern that people might not understand the flexibility required to provide service effectively in under serviced areas.” – “I believe 3-4 hours is likely too long. Two to three hours is probably sufficient.” – “Provide information beforehand on the implications in the event concerns are identified and examples of minor vs. major concerns.”*

### **Summary**

In an effort to continuously improve the quality of the *Peer Assisted Review*, the Quality Assurance Committee has reviewed the suggestions and comments of the reviewers and members reviewed.

A number of efforts are being considered/undertaken:

- Development of review protocols for members whose work is primarily Academic, Industrial/Organizational, Research and Program Evaluation, and administration, etc.;
- Clarification of the eligibility of member nominated reviewer. Need to ensure member understands they may choose a colleague or other member they know well. This reviewer is not required to be a totally neutral third party. Conflict of interest concerns may be raised if nominated member is spouse, for example;
- Efforts to ensure time between notification of selection and actual review is not unduly lengthy as a result of logistics or scheduling issues however allowing sufficient time for member to prepare as they might wish;
- Stratified random selection of members to provide a more balanced representation both geographically and with respect to title;
- Methods to increase the available pool of qualified reviewers to undertake reviews in all part of the province.

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Currently, the Quality Assurance Committee is planning to organize 12 reviews to be conducted this fall and spring. It is anticipated that, as the program matures, this number will increase to include a larger representation of our membership. In this regard, the College will shortly be seeking volunteers who would be interested in being the subject of a review; the first step in becoming a Quality Assurance, Peer Assisted Reviewer.

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

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## **Update on the Discipline Process The *Pre-Hearing Conference***

Allegations of incompetence or professional misconduct against a member may be referred to the Discipline Committee of the College by the Complaints Committee or the Executive Committee. The Discipline Committee considers matters brought before it, in public hearings. A public hearing of the Discipline Committee is an administrative tribunal bound by complex rules of evidence, and usually, all parties are represented by legal counsel.

Recently, the College instituted a new procedure, the *Pre-Hearing Conference*. This conference is designed to streamline the formal hearing process and allow the possibility for resolution of some matters in advance of the actual hearing. At a *Pre-Hearing Conference*, counsel for the member and counsel for the College meet to discuss and attempt to resolve procedural issues that may complicate the formal hearing process. For example, this could include a discussion of the nature and type of the evidence to be presented. As well, the *Pre-Hearing Conference* allows an opportunity for the parties to submit an agreed statement of fact and, when appropriate, an agreed submission on penalty.

Resolution of some issues is not always possible, or desirable, at this stage in the Discipline process. The *Pre-Hearing Conference* however, allows an opportunity to attempt to resolve some procedural issues which, if left to the formal hearing can be very time consuming, pose added difficulty for witnesses and other parties, as well as adding additional expense to an already very expensive process.

The College has recently conducted its first two *Pre-Hearing Conferences*. In both cases, the member and the College were able to reach a proposed resolution for presentation to the Discipline Committee. In each case, the matter was settled with an outcome that was satisfactory to the parties involved. The *Pre-Hearing Conference* enabled the College to fulfill its responsibility of protecting the public interest in a manner that was both effective and efficient.



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# President's Report

Activity at the College has been anything but leisurely over the summer and early fall! Various initiatives were undertaken, newly appointed Committees began their work, policies were drafted, and meetings were held with several Ministries.

Among the new Committees that began their work over the summer were the Strategic Planning Committee and the Education Task Force. In late 1997 and early 1998, the College undertook a Strategic Planning Process that resulted in a number of key strategic directions. It is now time to review the College's success in meeting these objectives. To this end, the Strategic Planning Committee recently met to discuss the College's current operation, values, strengths, and resources, as well as directions it should go in the future, and ways and means to get there.

The Education Task Force, chaired by Dr. Stephen Dukoff, arose from the discussions late last year pertaining to the two titles within the profession and the recognized need for increased education among a variety of groups. The main goal of the Task Force is to develop strategies to educate various stakeholders about regulation, the nature of the two titles, and other current issues. Target groups include the members of the College, government, insurers, agencies and institutions, and of course, consumers of psychological services.

In addition to these and meetings of other College Committees, meetings were held with various government Ministers, Deputy Ministers, and policy analysts, with more scheduled for the fall.

At its March meeting, Council voted to create an interim, second non-voting Psychological Associate seat on Council, and at the September meeting the election procedures to accomplish this were approved. The election for this seat is occurring in such a way that the newly elected Psychological Associate will be able to join Council at its December meeting. In June, Council also approved the creation of a voting seat for Psychological Associates on Council, and in September Council discussed a possible reorganization of geographical electoral districts to accomplish this change. Upon election, the voting seat would replace the second, non-voting Psychological Associate seat on Council.

The proposed elections by-law amendments detailing this reorganization with a description of the proposed new boundaries, election plans, and timelines, as well as the background and rationale for the changes, was mailed to all members in September.

Another proposed change in the makeup of Council pertains to the nature of academic representation. Currently, two members are elected from among our members with full-time academic appointments. The by-law amendment proposes that academic representatives be appointed by the Executive Committee upon the joint recommendation of representatives from the professional training programs from across the province. The by-law amendment would also increase the number of academic representatives on Council from the current two to three. This change is seen as an

important step forward for the College in achieving its goal of increasing and maintaining closer ties with training programs in order to facilitate awareness of regulatory issues, mobility concerns, and supervisory practices.

The changes to the elections by-law, if approved at the December meeting of Council, would be phased in between 2001 and 2003. Members are invited to contact the College or their representatives on Council to share their views on these proposed changes.

In July, the Health Professions Regulatory Advisory Council (HPRAC) held two full-day meetings with Registrars and Presidents of all the Colleges. There were lively and sometimes heated discussions related to the need to maintain professional self-regulation as opposed to giving control over to an independent body. The Colleges were virtually unanimous in this view. The Colleges were also united in the view that the government, rather than individual Colleges, should take on the responsibility for dealing with unregulated service providers who pose a risk to the public.

Much less unanimity was apparent regarding Alternate Dispute Resolution (ADR) – how it is defined, whether to use it, and if so, when, and the advantages, disadvantages, and implications of ADR in the complaints and discipline processes. The most disappointing aspect of the meetings was the discovery that HPRAC does not plan to deal with any profession-specific issues, such as our two titles and other proposed changes to the Psychology Act, within the RHPA five-year review.

The College continues to work with those in other jurisdictions across the U.S. and Canada on issues of reciprocity and mobility. In July, Connie Learn, Director of Registration and Administration, and I were privileged to attend the International Licensure/Credentialing Congress in Oslo, Norway, along with representatives of our profession from 25 or 26 countries. It was truly interesting and heartening to see the common concerns and the efforts being put forth around the world to build a stronger profession and to ensure public or consumer protection.

Finally, we continue to increase our outreach to more members and our liaison with other professional groups. Meetings have been held, or are pending, with the OAPA and OPA Executive Committees, and the recent meeting of the College's Executive Committee was held in Waterloo

to provide an opportunity for a personal exchange of ideas between the Executive and members from that community. Increasingly, members are asked to serve on both statutory and ad hoc committees, to consult with the College regarding draft guidelines and policies, and to provide feedback on the many issues that arise. We invite your comments and active participation in the work of the College.

I look forward to hearing from you on any of the issues and activities currently before the College as well as any others that are of concern to you.

Judith Van Evra, Ph.D., C.Psych.  
President

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**Upcoming  
COUNCIL MEETINGS**  
**Friday December 1, 2000  
& Saturday December 2, 2000**  
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**Friday March 30, 2001  
& Saturday March 31, 2001**

## Computerization of EPPP Administration

The College would like to advise candidates for registration, supervisors and the general membership of a change in the method of administration of the Examination for Professional Practice in Psychology (EPPP).

As of **May 1, 2001** the EPPP will be administered by computer through local computer testing centres, replacing the paper and pencil administration that has been in place in Ontario for over 30 years. Candidates currently in the process of registration have been notified and are planning for this change. April 18, 2001 is the last date for use of the pencil/paper version of the EPPP.

### Procedure

To fully understand the new process, it is necessary to know the various organizations involved in the development and administration of the EPPP.

- *ASPPB*, the Association of State and Provincial Psychology Boards is owner of the EPPP. The College of Psychologists of Ontario is a longstanding member of ASPPB as are most regulatory bodies in North America.
- *PES*, the Professional Examination Service, is the examination contractor hired by ASPPB to manage the extensive examination item pool and assemble the various versions of the examination.
- *Prometric* is the company that operates the computer testing centres.

The College will continue to determine, by the review of completed applications for registration, which individuals are eligible to proceed with the registration process and take the required examinations. Scannable applications forms for the EPPP will be sent by the College to all approved individuals. Once completed, the candidate will return the examination application to the College, along with a credit card number, money order or certified cheque, payable in US funds to PES. The College will forward these materials to PES, along with verification of the individual's eligibility to take the EPPP. Once PES has all the necessary information, it will issue an "authorization-to-test" letter directly to the candidate. The individual is

then free to book a testing location and time with Prometric. A fee for the use of the computer facilities is paid directly to Prometric at the time of booking.

Computer administration of the EPPP will enable candidates to take the examination at a time of their choosing throughout the year, and at a location of their choosing. In the past, candidates were restricted in taking the EPPP to two days per year, one in October and one in April. This schedule was prepared by ASPPB for all North American administrations and the test was not available at any other time. If an individual was unable to take the exam in April for example, they were forced, by the schedule, to wait six months for the next administration. The new system will allow candidates much more flexibility as they will be able to take the examination any time during the year on a date and at a time that may be convenient for them, subject to Prometric's regular business hours.

By visiting the Prometric web site at [www.prometric.com](http://www.prometric.com) one can determine the location of not only of the six Ontario testing centres, but of the 300 testing locations throughout Canada and the U.S.A. Since the website also lists a host of other professional licensing examinations, one must find

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### Thank you EPPP and Jurisprudence Examination Proctors . . .

**The Examination for Professional Practice in Psychology (EPPP) and the College Jurisprudence Examination were administered on October 11, 2000 in London, Ottawa, Sudbury, Thunder Bay and Toronto. The College appreciates the assistance provided by Dr. Jack Ferrari, Dr. Sandra Fiegehen, Ms. Helen Hamilton, Dr. Jane Ledingham, Dr. Rod Martin, Dr. Mary Ann Mountain, Dr. Joseph Persi and Dr. Alastair Younger.**

the ASPPB – EPPP listing under the health/medical certifications heading. Candidates in northern Ontario could locate a testing centre in Winnipeg, northern Minnesota, or Michigan. As long as a candidate has an “authorization-to-test” letter from PES, they may take the examination at any of the Prometric centres and have the score sent to the College in Ontario.

### **Examination Deadlines**

The advent of the computer administration of the EPPP brings some important timing changes. Individuals must allow sufficient time for the application for registration to be processed by the College, and for the EPPP application to be processed by PES and Prometric. Scores will be reported by PES to the College once a month. To be eligible to attend an oral examination in December 2001 for example, the candidate’s score must reach the College no later than November 1, 2001. Without exception, the College will not schedule an oral examination for a candidate unless the EPPP score is received by this date. The candidate must plan to apply for, and take the examination, well in advance to ensure the score is received by the College by the identified deadline.

### **Pass Point**

The computer administered examination will contain 225 questions and candidates will have four hours and 15 minutes in which to complete the exam. The College has adopted the ASPPB recommended passing score. This is approximately equivalent to the criterion-referenced passing score of 70% on the pencil/paper version although the results of the computerized version will be presented as scaled score.

### **Fees**

Fees associated with writing the EPPP are set by ASPPB and the testing centre, Prometric. The information available to the College, at this time, indicates that the computer administered EPPP, if taken between May 1, 2001 and June 30, 2001 will cost \$350 US. As of July 1, 2001, the fee is scheduled to increase to \$450 US. To date, the Prometric testing centre fee has not been determined, however it is expected to be between \$50 and \$65 US.

### **FAQ’s**

A set of frequently asked questions regarding the computerized administration of the EPPP has been prepared by ASPPB and is available from the College. Further

information about the move to computer administered examinations will be provided to candidates, supervisors and members in general as it becomes available.

For further information about the EPPP or any aspects of the Registration process, please contact the College.

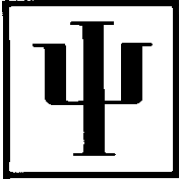
Connie Learn  
Director, Registration and Administration

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### **Election By-Law Amendment**

In September, all members received notice of proposed changes to the College Elections By-law as well as an annotated copy of the draft by-law incorporating the proposed amendments. The draft by-law proposes several substantial amendments that affect the election or appointment of College members to the Council. These by-law amendments were approved, in principle, by the Council at its September meeting and subsequently circulated to the membership. On December 1, 2000 Council will review the proposed amendments to the Elections By-law for final approval. At that time, the Council can approve the amendments as proposed or with revisions, taking into account comments from the membership. As with all other by-laws, the provisions of the revised Elections By-law can be reviewed and amended at a future time following the required procedures for notification and approval.

Members who wish to comment on the proposed by-law amendments should forward their feedback to the College. In mid-November, the Governance Review Committee will be reviewing any comments received and preparing a report for Council. Additional copies of the proposed by-law are available by contacting the College.



# COLLEGE NOTICES

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

## Retired

Since the publication of the last Bulletin until October 31, 2000, the following members have requested their Certificates of Registration be changed from regular to retired status. The College would like to wish them well in their retirement.

Dr. Linda Anne Baker  
Dr. Anneliese Blackwell  
Dr. Archibald Bower  
Dr. Rakib Buckridan  
Dr. Paul Caron  
Dr. Walter Dacko  
Mr. Maurice Daignault  
Dr. Noel Derrick  
Dr. Ronald Ebinger  
Dr. Lorna Gendreau  
Dr. George Goodlet  
Dr. David Graham  
Dr. Ahmed Ijaz  
Mr. Anne Liphardt  
Dr. Janie Martini-Bowers  
Mr. Bernard McKenna  
Dr. Paul O'Grady  
Dr. Seymour Opochnsky  
Dr. Marjorie Perkins  
Dr. Gerlinde Roldych  
Mr. George Roper  
Dr. Clarence Sequeira  
Dr. Warren Shepell  
Dr. Birendra K. Sinha  
Mr. C. William Streit  
Dr. Douglas Torney  
Mr. John A. Wainwright

## Deceased

The College has learned with regret of the death of the following members of the College, and extends condolences to their family, friends and professional colleagues.

Dr. Marshall Dorosh  
Dr. Rhoderick Howitt  
Dr. Howard Shecter

## Correction

In the Quality Assurance Self Assessment Guide and Professional Development Plan distributed this past May there was a typographical error in the URL provided for Publications Ontario. The correct address is:

<http://www.gov.on.ca/MBS/english/publications/index.html>

This page allows access to online versions of some provincial legislation and other documents as well as providing information on ordering copies of various statutes.

**The College wishes to thank those members who generously provided their time and expertise to act as primary and alternate supervisors for new members issued with Certificates Authorizing Autonomous Practice.**



## Changes to the Register

The College would like to congratulate and welcome the 12 new *Psychologist* members and the 18 new *Psychological Associate* members issued with Certificates Authorizing Autonomous Practice since July 1, 2000.

### PSYCHOLOGISTS

M. Jacqueline Antonio  
James Barton  
Stuart Gibson  
Guy Grenier  
Patricia Harris  
Paul O'Connell  
Elizabeth A. Skidmore  
Linda Sorensen  
Karen Sumbler

### INTERIM AUTONOMOUS PRACTICE

Mary Donaghy  
Terrance Wapshall  
Henny Westra

### PSYCHOLOGICAL ASSOCIATES

Chantale Bourque  
Gordon Brown  
Wendy Crowther-Rakochoy  
Christine Davenport  
Diane Everett  
John Farragher  
Susan Gross  
Julia L'Heureux  
Solveig Lalla  
Marianne LoPresti  
Ann McCoy  
Teresa Perri-Galluzzo  
Walter Petryshyn  
Mary Quan Hyatt  
Isabel Vieira  
Glenn Webster  
Maureen Wilson

### INTERIM AUTONOMOUS PRACTICE

Sadie O'Leary

The College would like to congratulate and welcome the 36 new *Psychologist* members and the 2 new *Psychological Associate* members issued with Certificates Authorizing Supervised Practice since July 1, 2000.

### PSYCHOLOGISTS

Jacqueline Aston  
Rodney Balsom  
Jeffrey Carter  
Jennifer Coolbear  
Jessica Cooperman  
Stephenie Davies  
Steven Donaghy  
Michael de Jong  
Eilenna Denisoff  
Anne Fedorowicz  
Suzanne Filion  
Karin Gleason  
Brian Gold  
Rose Grifone  
Katherine Henderson  
Karl Hennig  
Kris Isotupa  
Lindy Kilik  
Bastian Kruidenier  
Martha Lacasse  
Lisa Larocque  
Melissa Lieberman  
Shawna Lightbody  
Martin Logan  
Gina Madrigano  
Isabelle Montour-Proulx  
Carolyn Moss  
Carolyn Oke  
Joseph Pellizzari  
Olga Racine  
Jo-Ann Reitzel  
Linda Simourd  
Kim Sunseth  
Kirsten Voss  
Christine Wasson  
Christine Wong

### PSYCHOLOGICAL ASSOCIATES

Gregory Carter  
Lynda Faloon-Guay



**THE  
COLLEGE OF PSYCHOLOGISTS  
OF ONTARIO**

PRESENTS

**The Barbara Wand  
Symposium on Professional  
Practice**

**February 21, 2001**

**A full-day seminar on professional practice**

**An interesting and informative day of  
discussion and exchange on  
challenges facing the profession  
of Psychology today**



**Mission**

To serve the public interest by ensuring that psychological services in Ontario are effective, safe and accessible.

The Bulletin is a publication of  
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The Bulletin is published quarterly. Subscriptions for members of the College are included in their registration fee. Others may subscribe at \$15 per year, or \$3.75 per single issue. The College will also try to fill requests for back issues of the Bulletin at the same price.

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