

From Outgoing Chair, Michael Elterman:

After serving as Chair of the Board for two years, I wanted to take this opportunity to share some thoughts with you about our College. Specifically I have some observations about the calibre of professionals and members of the public who volunteer their time to our profession as well as some general perspectives on our current position and future directions. The College is regulating the profession in a professionally respectful and transparent way. I know that over the years some registrants have asked questions about their perceptions of "increased formality" and the College and I would encourage registrants to reframe this perception in terms of administrative fairness, objectivity and equal treatment of all registrants and complainants as per the *Health Professions Act* and the *Bylaws* of the College.

Over 10% of our registrants are actively involved in the College by way of serving on a committee, conducting oral examinations or providing regulatory supervision. We have monthly lunch meetings with supervisors and oral examiners to provide an opportunity for ongoing discussion about general topics of interest related to professional regulation. The College is most fortunate to have public members who serve on the Board and College committees. Wayne Morson, Marguerite Ford and Daniel Fontaine make ongoing contributions to the work of the Board as well as the committees on which they serve. We are grateful for their wisdom and generosity. Public members comprise one third of the standing committees. We are indebted to them for donating their time and conscientious attention to our profession.

I would also like to thank Robert Colby who has just concluded his sixth consecutive year on the Board, not to mention his years of service prior to our regulation under the *Health Professions Act*. In addition to his many hours of dedicated service, the Board appreciates his leadership, initiative and commitment to our profession. All Board members are deserving of my personal gratitude and gratitude on behalf of all registrants. This is a cohesive and dedicated group of people, who have shown an unwavering commitment to due process, transparency, and perseverance and patience in dealing with many unexpected challenges in addition to the weightiness of routine regulatory responsibilities.

Several major projects are underway at the College as Dr. Joschko takes his position as the new Chair of the Board. Among them are ongoing meetings with government with regard to the regulation of school psychology in the Province and how this may be accomplished respecting the needs of employers, and the rights of psychology practitioners, and the public. Discussions are also ongoing with various groups of public sector psychologists (e.g., school, MCFD, Health, WorkSafe, Corrections) who have special challenges in their work settings with regard to the Code of Conduct and workplace demands and expectations.

Respectfully submitted,
Michael Elterman, M.B.A., Ph.D. R.Psych.

From Incoming Chair, Michael Joschko

I very much appreciate the support of my fellow Board members in electing me to the position of Chair of the Board. My responsibilities in this position include chairing the Board meetings, weekly update and consultation sessions with the Registrar, and attendance as the Board representative at meetings with government personnel and at national meetings of Canadian regulatory boards.

I have enjoyed chairing the Quality Assurance Committee for the last few years. I would like to take this opportunity to thank the very thoughtful and energetic Committee members who have taken the mandate they have been given, and the feedback they have received from registrants, to develop and implement the College's Continuing Competency Program. The Committee has had to negotiate a very steep learning curve in doing this. This program is unique in its reliance on registrant self-report and the self-selection of practice and knowledge enhancing programs and activities to meet the registrant's individualized goals for maintaining competency. The development of the program into its present form is the result of hard work on the part of the Committee in concert with our very competent staff who do the background information gathering and organization so necessary to the functioning of the Committee. As we begin the third "annual review" of compliance with the program, we should be proud, as a profession, of the high level of compliance and the volume and breadth of continuing competency activities that form part of the regular routine of our registrants.

I look forward over the next year to working with our knowledgeable, dedicated and hardworking Registrar and College staff, and with my very thoughtful and committed colleagues on the Board. As you are aware, the College is required by statute to be involved in a number of routine, but sometimes very difficult and time consuming, regulatory functions. In addition to supporting these "routine" functions, I hope to facilitate the Board's ongoing efforts to involve even more registrants in taking part in College committees and initiatives. I also hope to facilitate ongoing dialogue with registrants through College educational and information sharing meetings, so we can learn from each other how to best manage and negotiate the complexities of ethical and professional practice at this point in the evolution of our profession.

This edition of the Chronicle includes announcement of the AGM on May 10th, 2007. I am pleased to announce the **first Annual AGM Workshop** which will occur on the day following the AGM. We are delighted that Dr. Melba Vasquez is coming to Vancouver to provide a workshop on the important topic of diversity and multicultural issues in psychology practice. I also encourage registrants to attend the upcoming two-day workshop by Dr. Tom Nagy on "Ethics in Plain English" on March 9th and 10th at SFU Harbour Centre.

Respectfully submitted,
Michael Joschko, Ph.D., R.Psych.

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Supervision Plan for Applicants

As of January 1, 2008 the Registration Committee requires that all applicants (regular, reciprocal and mobility) submit a supervision plan with regard to provision of psychological services in British Columbia. This is a **reporting requirement** and **does not involve any additional supervision hours**. Applicants are currently required to be under supervision in their provision of psychological services, as per the *Psychologists Regulation* and the *CPBC Code of Conduct*. This new step simply clarifies the obligations of applicants to be supervised during the application process. This policy will be gradually implemented. The initial stage involves submission of the plan to the Registration Committee. The components of the initial implementation of this requirement include:

1. All applicants who are providing psychological services in BC must be supervised by supervisor who is a registrant of the College.
2. Applicants submit supervision plan as part of their application.
3. Supervision plan includes applicant selected supervisor and proposed arrangements.
4. Supervision plans will be reviewed as part of the application review.
5. The supervisor will complete a reference form at the time when the applicant completes their last exam.

As with other new policies, the College will provide information to target groups and additional materials will be circulated as details are finalized. An important aspect of the work ahead is the development of a list of registrants interested in providing supervision to applicants as an available resource for applicants and potential applicants. Registrants will be canvassed about their interest closer to the implementation date.

Board of Directors

Lee Cohene, Ph.D., R.Psych.	Chair, Quality Assurance Committee,
Michael Elterman, MBA, Ph.D., R.Psych.	Chair, Registration Committee
Rebecca England, Ph.D., R.Psych.	Professional Member, Inquiry Committee
Daniel Fontaine, Public Member	Chair, Patient Relations Committee Public Member, Discipline Committee
Marguerite Ford, Public Member	Vice-Chair, Board of Directors, Public Member, Inquiry Committee
Henry Harder, Ed.D., R.Psych.	Chair, Inquiry Committee
Michael Joschko, Ph.D., R.Psych.	Chair, Board of Directors
Wayne Morson, Public Member	Chair, Discipline Committee, Public Member, Registration and Finance Committee
Derek Swain, Ed.D., R.Psych.	Chair, Finance Committees

College Staff

Andrea Kowaz, Ph.D., R.Psych.	Registrar
Colleen Wilkie, Ph.D., R.Psych.	Deputy Registrar
Cheryl Bradley, Ph.D., R.Psych.	Deputy Registrar
Judy Clausen	Registrar's Assistant
Gina Rowan	Inquiry Coordinator, Director of Records
Wendy Harris	Registration Coordinator
Avigail Cohen	Office Assistant

New Registrants

We welcome the following individuals registered with the College since publication of the last Chronicle:

1715	Marisol McRae	1732	David Peter Marxsen
1716	Karianne Axford	1733	Candice Heather Murray
1717	Simon John Cryer Bazett	1734	Julia Ungar
1718	Karen Marie Bentley	1735	Audrey Francoise Wexler
1719	Joan Leslie Bieber	1736	Liesle Danielle Young
1720	Gerald Cyril Blomme	1737T	Roger Ovide Gervais
1721	Bartolome Cerda Amengual	1738	Jenny Mei-Jen Tang
1722	Tena Colleen Colton	1739	Tisha Gangopadhyay
1723	Margaretha Euphemia Prat	1740	Isabelle Reine Marcelle Grenon
1724	Joan Margaret Schultz	1741	Dennyse Darnay Stanford
1725	Marleane Sinclair	1742	Karen C. Kranz
1726	Linda E. W. Weaver	1743	Lori Lee Patterson
1727	Susan Jennifer Mary Matthews	1744	Timothy Graham Black
1728	Darryl Lawrence Grams	1745	Harvey Donald Plouffe
1729	Jeannette Bittman	1746	Scott Cameron Bezeau
1730	Nichole Fairbrother	1747	Kathleen Mary Goodall
1731	Kathleen Lewis	1748	Kimberly Ann Stringer

Notice of changes to bylaws

As posted on the College website, two new schedules have been added to our Bylaws, Schedule J and Schedule K. These two schedules were deposited with the Minister, as per the *Health Professions Act*, in January and pertain to the recuperation of legal costs subsequent to inquiry and disciplinary proceedings. Copies of the schedules may be found on the College website.

The CPBC Strategic Plan

Enclosed with this mail out is a copy of the CPBC Draft Strategic Plan document developed by the Board at our Strategic Planning Meeting in November. This plan reflects our statutory obligations under the *Health Professions Act* and the priorities and principles the Board will rely upon

in meeting these obligations. This draft plan has been circulated to the standing committees of the College for their input, and at the recent Board meeting on January 19th, 2007, the Board approved the plan for circulation to all registrants for further comment and feedback. All comments and

feedback received prior to the next Board meeting on March 16th will be given full consideration by the Board.

Thank you in advance to registrants for thoughtful input and comment.

College of Psychologists of British Columbia DRAFT STRATEGIC PLAN 2007

A. MISSION STATEMENT -To regulate the profession of psychology in the public interest in accordance with the *Health Professions Act* of British Columbia by setting the standards for competent and ethical practice, promoting excellence and taking action when standards are not met.

B. VALUES

1. Professionalism
2. Objectivity
3. Transparency
4. Accountability
5. Registrant involvement/participation
6. Clear communication

C. MANDATE AS PER THE HEALTH PROFESSIONS ACT

1. To oversee the profession.
2. To govern registrants according to requirements of provincial legislation.
3. To establish qualifications for registration.
4. To establish, monitor and enforce professional standards.
5. To establish, monitor and enforce standards to enhance practice and reduce incompetent, impaired or unethical practice.
6. To establish and maintain a continuing competency program to promote high practice standards.
7. To establish a patient relations program for the prevention of sexual misconduct.
8. To establish requirements for access by an individual to that individual's health care records in appropriate circumstances.
9. To inform individuals of their rights under the *Health Professions Act*, College Bylaws and the *Freedom of Information and Protection of Privacy Act*.
10. To administer College affairs and duties according to principles of natural justice and requirements of legislation.

D. OBJECTIVES

1. Fair and Effective Regulation of the Profession of Psychology under the *Health Professions Act*

- a. High standards of accountability to the public and to the profession.
- b. Augmentation of the *Code of Conduct* governing registrants through the development and dissemination of Practice Advisories.
- c. Timely processing of applications for registration and investigation of complaints.
- d. Establishment of high standards of practice and practice enhancement.

2. Communication with Stakeholders

- a. Ongoing communication with registrants regarding self-regulation.
- b. Open and constructive dialogue with institutions and organizations involved in providing psychological services and training.
- c. Accessible documentation for the public about their right to competent and safe psychological services.
- d. Ongoing efforts to enhance government understanding of issues related to the regulation of psychology and identification of related public protection concerns.

3. Organizational Effectiveness

- a. Efficient resourcing and staffing of the College.
- b. Budget control and fiscal accountability.
- c. Consistency with national and international standards for professional regulation.

Practice Advisory #4: Release of Psychology Records

Enclosed with this edition of the Chronicle is Practice Advisory #4 which was approved by the Board on January 19, 2007. Thank you to registrants who provided feedback, which has been integrated into the Advisory.

Below is the text of a letter sent to a variety of legal groups to help to inform lawyers about registrants' obligations with regard to practice records as well as to health record administrators throughout the province:

The Board hopes that the extensive and lengthy period of consultation on the draft version of this Advisory has resulted in the increased clarity and usefulness of the final version which is now in effect.

*Registrants are encouraged to continue to provide feedback and comment to the College as they encounter questions and gain experience with **Practice Advisory #4**.*

The CPBC has recently finalized a practice advisory to registrants of the College concerning the steps they are required to take when they receive a request for their records. Since requests for records often occur in the context of legal matters involving a psychologist's clients, we wish to alert you and your colleagues to this practice advisory. The full text of this advisory is available on our web site: <http://www.collegeofpsychologists.bc.ca/advisories/>

Requests for records may come in the form of a letter enclosing a release authorization or by notice of a court application or even a subpoena. A psychologist's client records may include copywritten test materials, which because of contractual obligations with the test publisher can not be provided to clients or their legal representatives with a simple release form. Some or all of a psychologist's records may be exempt from disclosure under provincial or federal freedom of information legislation. Therefore, the request for these materials in the context of litigation is not straightforward. The College hopes that this practice advisory will clarify the steps necessary to obtain copyrighted test materials and reduce any confusion regarding the process by which a psychologist's records can be obtained.

List of Approved Practice Advisories

Advisory #	Advisory Topic	Effective Date
Practice Advisory #1	Billing for services that are psychological in nature but rendered by a non-registrant	April 26, 2001
Practice Advisory #2	Contact with Board Members by Registrants or Applicants who are Involved in a Current Complaint Process or Registration Issue.	April 18, 2002
Practice Advisory #3	Psychological Assessments for the Purposes of Assisting in Parental Responsibility Assessments including issues related to what is currently referred to as Custody and Access, Access, and Parenting Capacity Assessments.	December 31, 2002
Practice Advisory #4	Release of Psychology Records	January 19, 2007
Practice Advisory #5	The control and copying of records.	May 15, 2004
Practice Advisory #6	The maintenance of legible and understandable practice records and clinical records.	August 18, 2004
Practice Advisory #7	Termination of Services	November 15, 2005

Quality Assurance Committee Retirement Planning Project

The Quality Assurance Committee has been reviewing the spectrum of issues related to registrant demographics and the increasing seniority of our registrants for several years. The first workshop held on this topic, in November 2005 was attended by over 175 registrants, confirmation of the need to address concerns of registrants regarding retirement planning and the writing of a professional will. The Quality Assurance Committee continues its work on retirement planning and professional wills. This project now encompasses several key components including:

- 1) The gradual implementation of a requirement to designate another registrant to be responsible for your practice records in the event of your incapacity or death.
- 2) A series of workshops to be held in the late Spring and Summer of 2007 by Dr. Tom McGee on retirement planning and professional wills.
- 3) Proposals to the Board and other College committees regarding any necessary revisions to the Code of Conduct, or issuance of Practice Advisories.
- 4) Development of a package of materials for registrants on retirement planning and professional wills.
- 5) A request for input and experiences from registrants with regard to retirement planning and designation of another registrant to be responsible for practice records in the event of incapacity or death.

1) Requirement to designate another registrant to be responsible for your practice records in the event of your incapacity or death.

As noted in the letter to Registrants from the Quality Assurance Committee [December 13, 2006] and as described in the previous issue of the Chronicle *"the Quality Assurance Committee has requested from the Board, and the Board has approved, a requirement to designate another registrant who has agreed to be responsible for your practice records in the event of your incapacity or death. The requirement will commence with renewal for the 2009 calendar year and will involve listing the designated member on the renewal form. For 2008, registrants will be encouraged to*

designate another registrant, but this will not be a requirement for renewal."

To emphasize the point, beginning with next year's renewal, all registrants will be asked to indicate on their renewal form the name of the registrant they have designated but this designation is not a requirement for renewal in 2008. It will be required in order to renew for the 2009 calendar year.

It is worth repeating the rationale for the gradual implementation of this requirement. Again, to quote from our letter of December 13, 2006: *"There are several reasons for the gradual implementation of this requirement - the main reason is to ensure that registrants are provided with ample opportunity to ask questions and to discuss with the College and with other registrants the implications of this requirement and of accepting this designation. Information meetings on this topic will be held over the next two years. This requirement is seen as one component of the general effort to acknowledge and prepare for the changing demographic of the College, with our average age over 56 years old and over 50% of our current registrants being over the age of 50. A series of workshops on retirement planning and the writing of a "professional will" are planned and will occur in the late spring/summer 2007. The Quality Assurance Committee is also developing a series of "Frequently Asked Questions" to cover some of the issues in this general area"*.

2) A series of workshops to be held in the late Spring and Summer of 2007 by Dr. Tom McGee on retirement planning and professional wills.

A series of workshops on retirement planning and professional wills is planned for the late Spring and Summer of 2007. We are pleased that Dr. Tom McGee, who presented the first workshop on this topic in November, 2005 and is widely recognized for his expertise in this area, has agreed to provide these workshops to our registrants. While specific details are being finalized, the Quality Assurance Committee intends these workshops to be available to smaller groups of registrants to facilitate responsiveness to individual

questions. We are reviewing the possibility of providing some legal expertise on the relationship between professional wills and other wills. As soon as dates and specific plans have been finalized, information will be mailed directly to registrants.

3) Proposals to the Board and other College committees regarding any necessary revisions to the Code of Conduct, or issuance of Practice Advisories.

Another key component to this project is the review of the Code of Conduct and College policies on document retention, etc. to determine whether any revisions are necessary or desirable. In addition, consideration is being given to the development of a Practice Advisory on these issues. Registrants are strongly encouraged to review *the Code of Conduct* and to provide any comments or concerns to the Quality Assurance Committee, in writing, through the College office.

4) Development of a package of materials for registrants on retirement planning and professional wills.

The Quality Assurance Committee is reviewing a large amount of material for inclusion into the package of materials being developed for registrants. It is hoped that these materials will be ready for circulation prior to the workshops described above.

5) A request for input and experiences from registrants with regard to retirement planning and designation of another registrant to be responsible for practice records in the event of incapacity or death.

The Committee requests that all registrants with experience in retirement planning for their own practice or work setting share these experiences and comments by writing to the Committee through the College office. All input received by May 1, 2007 will be considered for inclusion.

Update on the Continuing Competency Program Requirement

1. The 2006 Continuing Competency Program Review

The review of the 2006 Continuing Competency Program is underway. This year, numbers were selected using a random number generator and then matched to registration numbers for registrants eligible for the review, listed in alphabetical order, such that the number 1 was assigned to the first registration number of the first name on the College Register and so on. The random number selections were generated in January and registrants were notified in early February that they were selected for the review. As noted in the December 13, 2006 letter from the Committee, registrants who are randomly selected for the review for three consecutive years will be given the option on their third year of being selected to decide whether or not to submit their log sheets. If the registrant is selected again the following year (the fourth year in a row), they will be required to submit their log sheets. The statistical likelihood of being selected each year remains approximately the same, as all eligible registrants are in the pool of registrants from which the random numbers are selected (the size of the pool varies depending on the number of eligible registrants).

The Committee wishes to emphasize the following: registrants are encouraged to view the continuing competency requirement as a routine component of their professional practice, and are encouraged to keep their log sheets up to date such that submission of a log sheet on request is an easy step.

2. The “banking” of hours for Category A of the Continuing Competency Program requirement.

The Committee has had ongoing discussions about whether or not any categories of the Continuing Competency Requirement may be spread out over more than a one-year period. A handful of registrants have made interesting suggestions in this regard and the Committee has researched how the matter is handled in other jurisdictions. Beginning in January 2007, registrants may begin to “bank” hours for CATEGORY “A” ONLY. This means that if a registrant attends more than the 12 hour minimal requirement, the extra hours may be banked for the FOLLOWING year ONLY. The first opportunity for this would be to use extra hours accrued in 2007 to cover some (or all) of the required CATEGORY “A” hours for 2008. This banking will work ONLY in a carry-forward direction and ONLY for ONE year. This issue was covered in detail in the letter from the Quality Assurance Committee to registrants in its letter of December 13, 2006. The letter in its entirety is available on the College website. We repeat here the examples provided in the letter in the hope that they clarify this new policy.

Example 1.

In 2007, a registrant attends a four-day workshop that meets Category A requirements for a total of 30 hours in addition to meeting the minimum requirements for Categories B, C and D. The registrant completes Form B at renewal in December 2007 and indicates full compliance with the Quality Assurance Program. In the space provided, the registrant also indicates that 18 additional hours were accrued for Category A. In 2008, the registrant completes Form B at renewal and indicates full compliance with the Quality Assurance Program. In the space provided, the registrant indicates that they are using the hours banked in 2007 to meet the Category A requirement for 2008. At this point the “bank” would be depleted (i.e., the remaining 6 hours are not available for further carry over to other years). In 2009, the registrant is required to complete 12 NEW hours meeting Category A requirements. The un-utilized hours from 2007 cannot be carried over to the 2009 year.

Example 2.

A registrant attends a workshop that meets the requirements for Category A in the spring of 2007 for a total of 6 hours. In September 2007 they discover they are unable to attend a scheduled workshop or a workshop they planned to take is cancelled. This individual is not yet in compliance with the Category A requirement and they should arrange to do something else (e.g., a CPA or APA approved online program) that will satisfy the continuing competency requirement. The registrant would not be able to declare compliance on the basis that they intend to attend to accrue more than 12 workshop hours in 2008.”

Updates on Complaints and Discipline

The number of complaints appears to be holding steady, with a total of 50 complaints received during the 2006 year.

Among the issues arising from complaints reviewed by the Inquiry Committee are test security, use of e-mail, role clarity with regard to therapy clients for whom a request to submit an assessment on

a matter before the courts is received, delineation of limitations on assessments, proper supervision of interns and other supervisees, obligations to clients when the registrant becomes ill, timeliness of reports, and a variety of professional boundary issues including making job referrals and encouraging attendance at certain events.

Practice in the Area of School Psychology

The Registration Committee, has been involved in a number of activities regarding the regulation of school psychology practice. We were pleased to meet with students in the school psychology doctoral program at UBC and have been meeting on a semi-regular basis with the program director. These efforts are consistent with the College's commitment to providing support to training programs interested in training practitioners who will be eligible for registration with the College on graduation.

The College met with an enthusiastic group of registrants who practice in the area of school psychology in mid - January to discuss concerns regarding the practice of school psychology. Over 20 registrants were in attendance from several different school districts. Among the issues discussed were the divergent practices across school districts, and professional decision-making and autonomy with regard to assessment need and choice of assessment instruments. The confusion created by recent government decision-making with regard to deferring the removal

of exemptions from the *Psychologist's Regulation* under the *Health Professions Act* was also discussed. The meeting was tremendously useful and helped to inform the substance of meetings that the College held with various Ministries in late January and early February.

Given our efforts in this regard, the Registration Committee was pleased to see the following article in the recent issue of the CPA publication, the *Psynopsis*. The article below is reprinted, with permission, from that publication.

School Psychology – The New Kid on the CPA Block by JUANITA MUREIKA, M.A.

[Reprinted, with permission, from *Psynopsis*, Winter 2007]

Although school psychology has been a growing area of specialty practice in Canada since the early 1970s, it has just recently acquired "status" in the CPA. As the new kid on the block, though, there are challenges ahead, both within the association and as a professional practice area, but the neighbourhood looks friendly and supportive.

School psychology has been called the ultimate child psychology, since it considers the child in every aspect of their lives. School psychology is a blending of understanding of educational psychology, developmental psychology, social psychology and physiological/neurological psychology. Practitioners must have a good understanding of children and their families, in addition to knowledge of curriculum domains, teaching practices, learning theories, and a keen appreciation of the unique environment and culture of schools.

Assessment instruments are only one of the variety of tools that school psychologists bring to the job. Unfortunately, due to the fact that psychologists were first brought into the educational system to test for developmental and learning disabilities, the perception of many has been that school psychologists do testing and diagnosis for placement purposes – period. While there is no doubt that the role of tester is still a viable one for school psychologists, it occupies less of the job description of most 21st century school psychologists, which generally is focused much more on school-wide prevention activities and classroom support than on individual assessment and diagnosis.

Several years ago, CPA adopted as policy a document developed in New Brunswick

entitled *Guidelines for Professional Practice for School Psychologists (2001)*. This was an exciting move, both for CPA and for school psychologists, since up to that time, no guidelines of this sort existed in Canada. Shortly thereafter (2002), two documents were produced by CPA, *Enhancing the Experience of Children and Youth in Today's Schools: The Role of the School Psychologist*, *The Contribution of the School Psychologist*, and *The Role of the School Psychologist, A Position Paper*, further supporting the development of a broad role for school psychologists in Canada. At the last two CPA conventions, the Section of Psychologists in Education has mounted full programs, with a theme of meeting the needs of school psychologists in Canada. A session at this year's conference partnered graduate school psychology program directors and practitioners to discuss needs of the profession and developments in educational opportunities.

CPA recently identified School Psychology as one of the domains of professional psychology graduate programs which will be accredited by CPA, along with clinical, counselling and clinical neuropsychology. While this is great news for the profession, it is problematic in that a number of school psychology programs, as well as the majority of practitioners, are Masters level. Since CPA accreditation only applies to doctoral programs, there are few school psychology programs which will qualify.

Some other challenges facing the profession have been addressed by CPA. In response to a large-scale layoff of special education staff in a major school board several years ago, CPA joined local school psychologists and successfully lobbied for reinstating the

positions. In response to a request by a CPA member who was concerned about local school district demands, CPA developed a policy document **2004 - 2: Ethical Use and Reporting of Psychological Assessment Results for Student Placement**, arguing that using single test scores for placement of students violated the Code of Ethics. And most recently, CPA is assisting school psychologists in another province in their efforts to reconcile the government's decision to train guidance counsellors to do cognitive (Level C) assessments. This discussion is ongoing at this time.

A committee of the CPA Section, Psychologists in Education, is currently re-writing the New Brunswick Guidelines document to provide a Canadian perspective on school psychology. It is anticipated that this document will be completed by year's end, and will be available for distribution thereafter.

The most pressing need, at present, is to unite school psychologists in Canada under a national umbrella. The number of issues facing the profession must be addressed with a strong, united voice. Although a number of provinces have school psychology organizations, those organizations are not linked, thus preventing the development of a national perspective and dialogue. This will be an ongoing and dynamic conversation within the CPA Section of Psychologists in Education during the coming year. CPA has provided support and structure for this "new kid on the block." We look forward to continued CPA support for school psychologists in this work towards a national network.

Upcoming Workshops

The Quality Assurance Committee is delighted to remind registrants of the dates of upcoming workshops:

Dr. Thomas Nagy

“Ethics in Plain English” OR “Is it ethical? What should I do?”

March 9th and March 10th, 2007
SFU Harbour Centre
Fletcher Challenge Canada Theatre

Dr. Melba Vasquez

Diversity and Multicultural Issues

The First Annual AGM Workshop
Friday, May 11th, 2007
SFU Downtown (Segal Centre)

[Dr. Vasquez’s workshop follows the AGM which is on Thursday, May 10th at 7 p.m.].

Dr. Tom McGee

Retirement Planning and Professional Wills

A series of workshops for groups of registrants to be held in the late Spring and Summer, 2007 in conjunction with the Quality Assurance Committee Retirement Planning Project

Details and registration forms for these workshops will be mailed directly to registrants.

Notice of Annual General Meeting

College of Psychologists of British Columbia

Thursday May 10th, 2007 – 7 p.m.

SFU Harbour Centre – Fletcher Challenge Canada Theatre

Teleconferencing will be arranged for Victoria and other locations.

Details to be announced when sites are finalized.

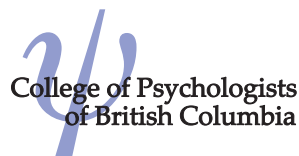
Followed, on Friday, May 11th, by the

First Annual AGM Workshop by

Dr. Melba Vasquez,

Diversity and Multicultural Issues in Professional Practice

at SFU Downtown [Segal Centre]



Suite 404, 1755 West Broadway, Vancouver, BC V6J 4S5

Telephone: (604) 736-6164 (800) 665-0979 (BC only) Facsimile: (604) 736-6133 www.collegeofpsychologists.bc.ca