

# MANITOBA PSYCHOLOGIST

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## **THE PSYCHOLOGICAL ASSOCIATION OF MANITOBA** **L'ASSOCIATION DES PSYCHOLOGUES DU MANITOBA**

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PAM is legally constituted by the Psychologists Registration Act (R.S.M. 1987) as the regulatory body for the practice of all branches of Psychology in Manitoba

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## MESSAGE FROM THE PRESIDENT

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As the newly elected President of the Psychological Association of Manitoba, I am pleased to take this opportunity to provide you with information as to the activities of the Association over the past several months. My first two months in this position have been challenging, informative, and exciting, and I am quite grateful to the other members of the newly elected 2005 – 2007 Executive Council for their support in helping me climb this learning curve. With their assistance and yours, I continue to look forward to providing updates to the Membership on a more regular basis through the Manitoba Psychologist. It has been a very active two months, and if after reading this update any of you have any questions, concerns, suggestions, or ideas for future editions of the newsletter, please do not hesitate to contact the editor, myself, or any members of your Executive Council. Our mandate as an Association continues to be to provide public protection, and regulate the practice of professional psychology in Manitoba. We welcome the participation of all members in assisting us with this task.

Published quarterly by the Psychological Association of Manitoba ISSN0711-1533. This is the official publication of the Psychological Association of Manitoba. Its primary purpose is to assist PAM to fulfill its legal responsibilities concerning the protection of the public and regulation of psychology in Manitoba. It also seeks to foster communication within the psychological community and between psychologists and the larger community.

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Those of you who were in attendance at our Annual General Meeting in April 2005 (and I believe this was a record attendance for our AGM) had the pleasure of hearing our current Minister of Health, The Honorable Tim Sale, address us. Minister Sale took this opportunity to share with us his vision of health service delivery in Manitoba and the important role that psychology plays in this process, in particular with reference to young children. Mr. Sale spoke at length about the Positive Parenting Program and it was quite gratifying to see the prominent role that psychology has played in the initiation of this project. At a follow-up presentation two weeks later at the Fort Garry Hotel, PAM (along with many other stakeholders) was invited to a formal presentation of the Triple P program by its originator, Dr. Matthew Sanders. Once again, psychology was well represented in this room and we as an association, and a discipline, look forward to further opportunities such as this to team and partner with the government in effective service delivery, especially to those in our community who are most in need of our services.

Also formally unveiled at the AGM, was our new Continuing Education Program. Dr. Jane Bow spoke to this issue, provided members with an excellent overview of the requirements, and also informed us that 2005 is a trial year for this requirement (see next section for details). While all members will be required to submit a listing with their 2006 membership renewal of the activities that they have participated in to meet the Continuing Education Requirements, it is not a formal requirement for registration until next year. We firmly believe that this requirement brings us into line with other self-regulating professions and is a reflection of our understanding of the need for continual skills upgrading and education in the maintenance and honing of our clinical skills. We continue to invite you to call with questions, concerns, and in particular, suggestions for change to our proposals

and we will be communicating with members in the fall and early winter of this year with a final format for this requirement. We remind you that many activities not traditionally thought of as continuing education will qualify for credit, including serving on PAM committees, supervising interns and practicum students, as well as the more traditional methods of achieving such credit (attendance at workshops, conferences, and seminars).

Lastly, I would like to take a moment to address an issue that has for some time now continued to occupy the bulk of our time, energy, efforts, and resources, namely The Psychologists' Registration Act. As a preamble to this, allow me to state that The Psychological Association of Manitoba remains firmly committed to working with all members of the Manitoba psychology community to reach a consensus decision as to our new Registration Act. As has been more than ably stated by my predecessors, the current Act has a number of fundamental flaws that leave it antiquated, less than fully effective in our mandate to protect the public, and indeed, in view of the practice landscape across North America, leaves some of our members competitively disadvantaged. These issues were firmly born in mind in the proposed revision of the Act submitted to government some time ago. It continues to be our belief that the most recent draft reflects a situation where all parties come away from the table with more than when they first arrived. More importantly, through continuing differentiation of title, based on education and training, we continue to ensure clarity and safety in the provision of psychology services to the public.

Many of you will remember the winter of 2002 – 2003 when psychology mobilized to respond to the first draft of the Interdepartmental Advisory Committee Report, which in essence proposed a one title/one category Masters level Act for registration in Manitoba. This paper was roundly and uniformly criticized by M.A. and Ph.D. psychologists, working in all settings, and we as an executive were led to believe by government that the second draft of this report would not be released, due to similar flaws in its preparation. However, at a June 2<sup>nd</sup> meeting with Minister Sale, myself, Dr. Stambrook, and Ms. Barb Miller (Legislative Analyst for the Department of Health) in attendance, we were told that in fact this second draft would be released and that like its

predecessor it too proposes a one title/one category Masters Act for registration. There are a few adjustments to the proposal, compared to the first draft of this proposal, but in essence we are led to believe that the major points remain unchanged. This causes us a great deal of concern and we indicated our strong disagreement with those recommendations at that meeting. An opportunity currently exists for our members to make individuals aware of our concerns with regards to such a proposal. The Manitoba Psychological Society, psychology's advocacy body in Manitoba, has already begun to do this and we encourage members to review the MPS website for information on how to respond at this time. There is always the possibility that the government may introduce legislation based on this report without providing members of the psychological community (and other stakeholders) an opportunity to respond to the second draft. As such, multiple avenues for communication exist, including speaking to members of PAM Executive Council, speaking with members of the MPS executive, and providing feedback on such a proposal to your government representatives. Information on how to effectively and efficiently do this is contained on the Manitoba Psychological Society's website ([www.mps.mb.ca](http://www.mps.mb.ca)).

This has been an exciting and challenging time to assume the role of President of the Association. I look forward to moving ahead with the support of Council and the Membership to effectively represent our body and discipline in matters of regulation and protection of the public. I remain wholly open to the feedback and suggestions of members as to how to proceed in these discussions and invite you to contact me at any time (or indeed to contact any member of Council) with your feedback.

Alan Slusky, Ph.D., C.Psych.  
President, Psychological Association of Manitoba.



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## IMPLEMENTATION OF CONTINUING EDUCATION REQUIREMENTS

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Some years ago, a Continuing Education Committee was struck to develop guidelines and a format for recording the continuing education activities (CE) of members, in anticipation of a new Act that would most likely make such activities a requirement of registration. In most modern Psychologist Acts, as in most other disciplines, continuing professional education is indeed mandatory. This also reflects our belief that continuing education is an important part of being a self regulated profession. The Committee drafted guidelines, these were approved by both Council and the membership, and a trial period was recommended; however, the trial has not to date been carried out. Although implementation of our new Act continues to be delayed, we believe it is still in our collective interest to begin a trial of CE reporting. Having a trial period will allow members to accommodate to having to record and report CE, and will allow us to work out any bugs in the system before it becomes mandatory.

The CE requirements have been modeled after those used in other jurisdictions. We have adopted categories of activities that we judged to be relatively clear and useful, and that are also consistent with other jurisdictions. The number of hours of CE required is quite variable from one place to another, from a low of 10 hours per year to a high of 60 hours per year, with 40 per year being the mode. In most places, hours are calculated yearly; some use biannual reporting for greater flexibility. We have chosen to ask for 20 hours over a one year trial period.

We judge these requirements to be reasonable for most psychologists, and not too different from what most of us would normally expect to do as professionals who seek to maintain and improve our knowledge and skills. The difference to daily practice will be primarily in the requirement to record and report. For some individuals, it may be difficult to find opportunities in certain categories. The trial year will allow you to assess your situation and provide us with feedback regarding any difficulties. We

anticipate that special arrangements may be made in some situations, such as for those in remote locations, for those in part-time practice, and so on. Category 5 allows for some creative alternatives to the other categories.

For now, you are asked to begin recording CE activities in January 2005, and submit a total of 20 credits with your application to renew registration in **2006**. The CE guidelines and recording forms are available on the website. Remember to **complete and submit the form with your renewal in April, 2006**. Supporting documentation will **not** be required for now, but we recommend that you begin to collect this information. Following this trial period, adjustments may be made either to reporting format or to requirements, but CE will likely become a requirement of registration in Manitoba. We recommend that you make a copy of your recording form, and keep all supporting documentation. PAM will not be keeping a permanent record of your CE activities.

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## CONTINUING EDUCATION GUIDELINES

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*Continuing education credits counting toward the required 20 hours shall be distributed over the following categories of activities so that at least three categories are represented, with a maximum of 10 hours in any one category.*

### **CATEGORY 1**

*Activities that are sponsored, accredited or conducted by educational institutions, or by private organizations which are nationally or regionally accredited for training.*

These activities include workshops, seminars, and other events that are advertised as continuing education seminars by these organizations and/or associations.

Documentation of participation would comprise verification from the offering institution, agency or association indicating the title of the activity, the presenter, the number of Continuing Education hours, and the type of association.

**CATEGORY 2**

*Activities conducted by agencies and groups which do not meet the requirements of national or regional accreditation if the content is clearly related to the enhancement of psychology skills and knowledge.*

Basically, these activities are seminars, workshops, and inservice training sessions held in various agencies or offices where the content and the structure is clearly related to psychology, but the provider has not sought external accreditation for the activity. Typically these would be internally provided events such as book and journal clubs, and staff enrichment activities.

Documentation of participation in CATEGORY 2 activities would comprise written verification from the sponsoring institution or agency of the dates, agency providing the activity, hours, and nature of activity.

**CATEGORY 3**

*Presentation of courses, workshops, or other formal training activities, when the content is clearly related to the enhancement of psychology skills and knowledge. Continuing education credit shall be allowed only for the initial presentation. A maximum of 10 hours shall be allowed for providing supervision. A maximum of 10 hours shall be allowed for receiving supervision.*

In the case of a course, documentation would comprise a course outline or a course description. If the activity is a college course, the description of that course from the college catalogue would be provided. Supervision is considered to be the provision of continuing education to the student, intern, post-doctoral resident, etc. Documentation of supervision for this purpose would take the form of identifying the individual being supervised, the date(s) on which supervision is provided, and written verification of supervisory hours provided by the individuals supervised. Supervision need not be restricted to psychologists or psychology students but may include representatives of other disciplines being supervised in an activity that is clearly psychological in nature. Similar criteria are applicable for supervision received; however, the supervision must be related to clinical practice in psychology, and be provided by someone who holds a valid license or registration in psychology.

**CATEGORY 4**

*This category includes publication and professional presentation; 10 hours may be claimed for each publication or book chapter authored by the applicant and 5 hours may be claimed for each scientific or professional paper presented (including poster presentations).*

Documentation in this category would be a reprint of the article as published or a letter from the publisher indicating acceptance of the article (papers “in press” should be accompanied by a copy of the letter of acceptance by the publisher). Publications “in press” may be credited during the period accepted or credited after publication at the discretion of the psychologist applying for CE credit in this category; one may not claim double credit for presentation of a publication.

Appearances on talk shows, question and answer sessions on public television or radio, and writing of newspaper articles are not eligible for credit. These activities are considered to constitute a display of professional competence, not an activity designed to further the psychologist’s continuing education.

**CATEGORY 5**

*Other activities not included in CATEGORIES 1 through 4, but deemed to be legitimate continuing education activities by the Continuing Education Committee and/or Council.*

Some examples of CATEGORY 5 activities might include: preparation for a specialty board examination (passage of the exam is not required; however, the exam must be taken); participation in peer review and quality assurance activities; grant reviews or article reviews which are clearly related to psychological reviews or article reviews such are clearly related to psychology content; serving as an examiner for professional licensure; serving on a professional board or committee; and other activities which are not readily “classifiable” or in some cases available.

In the case of this category, members should clarify ahead of time with the Continuing Education Committee (to be determined) that the activity is eligible for credit and what the appropriate form of documentation would be.

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## PRIVACY REGULATIONS AND INFORMED CONSENT

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There are a variety of recommendations and regulations available to psychologists on the internet to assist them when making decisions about privacy and informed consent issues.

An important document for any psychologist working in an institutional setting with health records is the Personal Health Information Act (PHIA), which is located under Health in the Province of Manitoba website. There is a brief summary highlighting the Act's relevance to issues of information access and privacy. You can also find a .pdf copy of the Act itself and of some related regulations. A Minister's letter in a "see also" section reviews some of the history of PHIA that is helpful for putting it in context. A companion document is the Freedom of Information and Protection of Privacy Act (FIPPA), located under Manitoba Culture, Heritage, and Tourism, which has regulations about how citizens can access information about themselves from public institutions.

Another useful document is the Manitoba Pupil File Guidelines, found under School Policy and Planning in the provincial Department of Education site. These guidelines explain how various provincial regulations fit into the use of student records in the school system and would be a particular relevance to school psychologists.

At the federal level, psychologists also need to be aware of The Personal Information Protection and Electronic Documents Act (PIPEDA). This can be found in the Government of Canada website. In the index look under the Privacy Commissioner of Canada and then under Privacy Legislation: there you will find PIPEDA. Also scroll down and look at the PIPEDA Guides. There are two guides, one for consumers and one for businesses and organizations. This application of PIPEDA to business is where it is particularly relevant to psychologists in private practice. There seems to be particular emphasis on clearly obtaining informed consent, plus more specific guidelines about what information to collect and how to store it.

The Canadian Psychological Association also has a summary of how PIPEDA applies to psychologists (in sidebar on their homepage titled "CPA and PIPEDA"); including some useful comments about danger to self issues and protecting test materials. There are also some information sheets and pamphlets prepared by CPA about confidentiality and privacy rights that can be given to patients. CPA further reminds us that the CPA Canadian Code of Ethics already sets a high standard in this area and offers guidance to psychologists.

To illustrate the usefulness of this information, we have an example passed on to us from Discipline Committee. A number of complaints have been made about psychologists over several years involving services funded by third party payers, often insurance companies, in the area of assessing for the presence of disability and/or the ability to return to work or for treatment in those areas. Specifically, the client may be unhappy with the results of the psychologist's involvement. Discipline Committee has observed that many psychologists have been relying upon the generic consent forms that insurance companies have their client's sign, either related to release of information or consent for to receive service. Based upon a number of cases, Discipline Committee advises psychologists to use their own rigorous informed consent procedures involving release of information and disclosure about the psychological services to be used and to have this in writing.

Obviously, this is good advice in any area of practice and a review of the documents described above would be a useful starting point for a psychologist seeking to tighten up their procedures (particularly PIPEDA). CPA also has a link to Canadian Academy of Psychologists in Disability Assessment (CAPDA, see Psychology Web Links), an organization of senior psychologists who practice primarily in the areas of psychological or neuropsychological assessment of disability and impairment. They have a section on standards of practice that should be read by anyone doing psychological assessments in this potentially contentious area.

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## PAM COUNCIL AND COMMITTEES

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PAM Executive Council

President: Dr. Alan Slusky  
Vice-President: Dr. Teresa Sztaba  
Treasurer: Dr. Linda Rhodes  
Members-at-large: Dr. Ken Enns  
Dr. Michael Stambrook  
Dr. Hal Wallbridge\*

Membership & Registration: Dr. Ken Enns (Chair)  
Dr. Gail Robertson  
Dr. Norah Vincent

Discipline Committee: Dr. Jaye Miles (Chair)  
Dr. Daryl Gill  
Dr. William Leonhart  
Dr. April Phillips  
Dr. Mary-Jane Robinson  
Dr. Bruce Tefft

Examination: Dr. Teresa Sztaba (Chair)  
Dr. Allan Moore

Publications: Dr. Hal Wallbridge (Chair)  
Dr. Ken Enns

Standards & Fee Taxing: Dr. Hal Wallbridge (Chair)  
Dr. Gary Shady

Legislative Review: Dr. Ken Enns (Chair)  
Dr. Garry Hawryluk  
Dr. Joe Rallo  
Dr. Alan Slusky (ex officio)

Registrar: Dr. Joe Rallo

\*Appointed to council

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## NEW MEMBERS (Past 12 Months)

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Registered Psychologists

Dr. Reva Booth O'Hallarn  
Dr. Colleen Braun  
Dr. April Buchanan  
Dr. James Ediger  
Dr. Michael Joschko  
Dr. Andrea Kilgour  
Dr. Caroline Pyevich

Psychologist Candidates

Dr. Michelle Collins  
Mr. Darek Dawda  
Dr. Gavriela Geller  
Dr. Lesley Koven  
Mr. Al-Noor Mawani  
Dr. Glen McCabe  
Dr. Carey Mintz  
Dr. Kathryn Ritchot  
Ms. Sara Spevack  
Ms. Helen Williams

Psychological Associate

Mr. Daniel Beaudette

Psychological Associate Candidate

Ms. Carole Marion