

**TRILATERAL FORUM  
ON PROFESSIONAL PSYCHOLOGY**

**WORKING NOTES  
OF THE YEAR 2000 MEETING**

**Québec City  
May 4 to 6, 2000**

Co-host organizations:

Canadian Psychological Association  
Canadian Register of Health Service Providers in Psychology  
Council of Provincial Associations of Psychologists

Working notes prepared by Henry P. Edwards, Ottawa, Canada: October, 2000

## Table of Contents

<u>Topic</u>	<u>Page</u>
Preface	1
Welcome	1
1. Approval of the agenda	2
2. Approval of the 1999 Working Notes	2
3. Synopsis of the previous meetings	2
4. Education and training in professional psychology	2
4.1. Summary of E & T issues from previous meetings	2
4.2. Highlights from the United States	3
4.3. An update from APPIC	3
4.4. Reflections on E & T themes	4
4.5. From the viewpoint of graduate students	5
4.6. CNEIP vision for training Mexican psychologists	5
4.7. An update from UNAM	9
4.8. Discussion of E & T issues	10
5. Ethics: Comparative review across three countries - overview and discussion	11
5.1. Ethics Code of the Mexican Psychological Society	11
5.2. Developing a framework for a trilateral Code	15
5.3. Discussion and proposed action plan	20
6. The Agreement on Internal trade (AIT): Implications for trilateral mobility	22
6.1. Nature and requirements of the AIT	22
6.2. Progress to date: PSWAIT	23
6.3. Framework for mobility in Canada	25
6.4. Implications for trilateral mobility	26
7. Cultural competence	28
7.1. A Mexican perspective	28
7.2. A United States perspective	30
7.3. A Canadian perspective	32
7.4. Discussion	34
8. Mobility issues in Industrial/Organizational Psychology	36
8.1. I/O psychology in Mexico at ITESM	36
8.2. Thoughts about I/O psychology in Canada	37
8.3. Discussion	37
9. Planning the 2001 Trilateral Forum	38
List of participants	40

**Trilateral Forum on Professional Psychology**  
**Québec City: May 4 to 6, 2000**

**WORKING NOTES**

**Preface**

The previous Trilateral Forum meetings have been held annually since 1995, co-chaired by Henry Edwards and Juan José Sánchez Sosa, as meeting of individuals with a continuing interest in dialogue and brainstorming concerning issues that seemed especially relevant to the evolution of professional psychology across the three NAFTA countries. The Working Notes of previous meetings may be obtained from Henry Edwards, e-mail address [henry.edwards@psc-cfp.gc.ca](mailto:henry.edwards@psc-cfp.gc.ca)

At the 1999 meeting, it was decided to change from a meeting of individuals to a meeting of persons representing the psychology organizations sending them, in view of four purposes that may be summarized as follows:

1. To collect and disseminate accurate information about the psychology profession in the three countries.
2. To facilitate and promote a trilateral perspective in the various deliberative settings that exist in the three countries.
3. To foster exchanges at all levels.
4. To facilitate continued attention to the voluntary objectives described in NAFTA in order to enhance the prospects for mobility of psychologists across the three countries.

Janel Gauthier accepted responsibility for (a) preparing the agenda in collaboration with Juan José and Henry, (b) making all the local arrangements for this meeting, and (c) co-chairing the meeting.

**Welcome to the year 2000 Trilateral Forum (Janel Gauthier)**

The participants were welcomed to the 2000 Trilateral Forum, the first to take place not as a meeting of individuals but rather as a meeting of persons representing the organizations that sent them. The principal goal of this meeting is open and constructive discussion leading to planning for the future. Without a doubt, globalization will add to the importance of this type of discussion during the coming years.

Letters of welcome from the three co-host organizations were noted and entered into the record of the meeting: Canadian Psychological Association (Gary Latham, President), Canadian Register of Health Service Providers in Psychology (John MacDonald, President), and Council of Provincial Associations of Psychologists (Joseph Rallo, Chair).

**1. Introduction of participants and approval of the agenda (Henry Edwards)**

Following the introduction of participants (see list at the end of these minutes), the agenda was approved as presented. It was agreed that, as in previous years, Henry will continue to prepare the Working Notes.

**2. Approval of the 1999 Working Notes (Henry Edwards)**

The 1999 Working Notes were approved with minor corrections.

**3. Synopsis of the previous meetings (Juan José Sánchez Sosa)**

Juan José provided a synopsis of previous meetings. He noted that, by 1995, it was apparent that psychology did not need to be unduly constrained by the language of NAFTA. Since each of the three countries had its own history and traditions, however, it was considered most important to establish a dialogue in order to facilitate the constructive evolution of the profession of the three countries, rather than to view NAFTA as a constraint.

Since then, we have exchanged views on a number of relevant themes including accreditation, education and training, psychology societies, regulatory and credentialing issues, etc. In the area of regulation and credentialing we found many similarities between the United States and Canada, Mexico being different. More recently we have shifted our focus to the discussion of ethics codes, which differ across the three countries. The trilateral talks have had a demonstrable influence in Mexico, in terms of E & T at UNAM, and in relation to the development of an accreditation system which is now evolving in a direction requiring program reviews with similarities to those done in the United States and Canada.

Now, the time has come to put behind the initial “NAFTA jitters” and to move constructively both on various areas of common concern and toward making professional mobility of psychologists a reality.

**4. Education and training in professional psychology**

**4.1. Summary of E & T issues discussed at previous meetings of the Trilateral Forum: Henry Edwards:**

This theme has been the object of detailed exchanges of information during the previous trilateral meetings. Henry presented a schematic summary. The interested reader is referred to the Working Notes of previous meetings for a more detailed account. (To consult these, please see the CPA website [www.cpa.ca](http://www.cpa.ca) or contact Henry).

**4.2. E & T highlights from the United States: Lynn Rehm:**

Changes have taken place in all three countries during the past five years. While the basic E & T outlines show some similarities, there is still considerable variability both across countries and within each

country. In the United States alone, there are various formats and settings for programs, which are provided by psychology departments, education departments, medical schools, free-standing schools, etc. Each has within-variability. For example, if one considers Psy.D. programs, some are like Boulder programs while others are more strictly professional. Furthermore, quality varies considerably across programs.

Such variability has implications for licensing issues. Since we cannot assume curriculum consistency, individuals seeking licensing should be assessed and examined at the time of application. This is the rationale for the EPPP, which assesses the psychology foundations that underlies the total span of professional practice.

From the perspective of mobility, comparability of credentials is important. The variability that exists in both masters and doctoral programs is noteworthy in this regard.

In the United States, managed care is an important market force impacting on what services are offered, and in what format.

At this time, in the United States, there are over 4,000 doctoral graduates and over 20,000 masters graduates per year, but only 500-800 new psychiatrists. This will mean that psychologists will go increasingly into some of the areas that are currently the domain of psychiatry. By the same token, will masters programs in due course prevail over the doctoral standard? We are already witnessing licensing at the masters level in mental health and related fields under such titles as counselors, social workers, etc.

#### **4.3. An update from APPIC: Emil Rodolfa:**

APPIC represents the psychology postdoctoral and internship training community. Primary among APPIC's goals is to enhance services to APPIC members, subscribers and students. The following are major highlights of the 1999 and early 2000 activities. Ongoing services include the APPIC Newsletter, APPIC member surveys, APPIC Directory, APPIC membership review committee, assessing ethical complaints regarding APPIC Match Day, uniform internship application (AAPI), the internship clearinghouse, and advocating for internship and postdoctoral training in various settings and contexts.

Major initiatives include the following at this time: The APPIC Directory on line will provide more information and easier access; Computer Match was first implemented in 1999, and has reduced problems and yielded high satisfaction; the cost of internships is a major concern being addressed on multiple fronts; consultation is being provided to new and developing internships; APPIC is running a number of listservs for better communication; the APPIC Website, [www.APPIC.org](http://www.APPIC.org) received 6,245,115 hits since August 1998; the Clearinghouse posts openings to unmatched applicants; the third APPIC Membership Conference will take place in New Orleans in 2001; and the Research Committee will publish data on supply and demand issues.

In the United States, internships are usually provided in service settings. This institutional practice reflects, on the whole, the job market situation. APPIC has a major system for internship placements.

From the viewpoint of APPIC, five issues are especially relevant:

- I. Impairment: The implications of having an impaired intern are being discussed. Most settings now have due process documents. The Americans With Disabilities Act may be relevant here, because it requires academic settings to provide “reasonable accommodations” to students with impairments or disabilities who fall under the Act.
- II. Graduate students: There are lobbying efforts to access money to increase the payment of graduate students (from medical education funds). The psychology interns are seriously underpaid.
- III. Data sharing contract with APA: This is new. APA has a lot of information. Data sharing will understand both organizations to better understand supply and demand issues.
- IV. Models of internship training is a “hot topic”.
- V. Supply and demand issues are important at this time. In the year 2000, 2,957 students participated in the APPIC match program. 2,429, 82%, were matched by computer. This means that 528 were not matched, but 25% of these found APA accredited sites. There were 616 participating sites. 2,423 positions were filled, leaving 284 open. Applicants will be able to obtain positions in these through the Clearinghouse. The total number of students who really do not find a match is about 180 per year based on recent data. Some of these probably shouldn't be matched, and some of them try more than one year.

APPIC is moving to an on-line directory, where they will be able to provide more detailed data to students concerning what the internship sites are looking for in applicants. The intent is to provide full disclosure.

#### **4.4. Reflections on E & T themes: Paul Nelson:**

Increasingly one might ask, in the United States, what is a psychologist? What is the practice of psychology? This is especially relevant for the Trilateral Forum. It is also a question for other organizations, in one form or another. We assume we know the answer, but do we?

A key consideration is the public that we serve. So far, we have described our programs and credentialing qualifications. We should move toward a focus on competencies, rather than curriculum or academic degrees, as there is great variability on the last two. We should define the competencies required for different levels and types of practice, e.g., general practitioner versus specialist in

psychology. When we do this, we can separate out didactic learning from experiential learning. Didactically, is there a logical curriculum sequence and length, with clearly articulated expected outcomes? The same holds true for supervised training experience. We have increased the training hours substantially over the years, so that they now total up to 4,500-6,000 hours of supervised experience. Yet, we actually have little idea of the internal structure, sequence and logic of that experience.

We need to gather research data in each country. To start with: The National Register has an excellent credentials database. The APA accreditation criteria are now outcomes based, and there is data for the past five years about the competencies that programs want to develop in their students, in relation to the objectives of the programs.

We must remember that the public don't care about program objectives, etc., but rather about who can help them. The medical profession has been very active in stating that it has the answers. Psychology is losing, because it is not meaningfully defining who we are and what competencies we have. We should gather this type of information across the three countries.

#### **4.5. From the viewpoint of graduate students: Carol Williams:**

Psychology graduate students are now satisfied with internships, and are more concerned with the preparation of new psychologists. At graduation they feel unprepared for current marketplace trends, due to traditional models of training that ignore, for example, the business and marketing of psychology. They feel that they are not being prepared for the future job market.

Students are also concerned by the financial debt that they incur during training, for subsequent jobs that are not sufficiently high paying. They should be better protected from excessive debt.

When students enter graduate programs, they should be better informed on what is really involved, including the need to prepare for and pass the EPPP, and the importance of postdoctoral studies, to ensure that they really enter the process with informed consent.

#### **4.6. National Council for Teaching and Research in Psychology (CNEIP): Toward a Global and Future Vision for Training Mexican Psychologists. <sup>1</sup> (Sebastián Figueroa Rodríguez)**

Founded in 1971, The National Council for Teaching and Research in Psychology (CNEIP), nowadays integrates a large number of Schools, in Universities which offer degrees in Psychology, from Licenciatura level to Graduate. CNEIP also incorporates Research Institutes, Associations and Societies throughout the Mexican Republic .

CNEIP's Main objective, from its beginning, has been to promote the improvement of training programs, to strengthen research, and to develop didactic materials (Ribes, 1975). In its long life, The National Council has made important advances, which are described briefly in this document, which is in two parts. First, it will describe recent developments in CNEIP's commitments. Second, it will discuss advances intended for the near future.

## **I. Improvement of training programs.**

CNEIP has been working on the accreditation of Psychology programs, something which is very important in Mexico. Initiated in 1992, this process was implemented finally in 1995. Details of the accreditation program have been described elsewhere (Lafarga, 1996). At this time, the process offers us the opportunity of identifying patterns or trends in programs already visited. Also, it is now an appropriate time for revising the process itself, in order to improve it for the future.

According to the year 2000 report of the Accreditation Coordination body, 41 programs (18 public and 23 private) received the accredited status. The changes in averages from 1999-2000 refer, in fact, to Continuing Education Programs. That degree of consistency is a good sign.

## **II. Strengthening of Research Activities and Development of Materials**

The future plays an important role at the Council. For that reason, it was seen as opportune to carry out a project that examines Teaching and Research activities (Figuerola, 1999). Through the development of this project, it seems possible to set the coordinates for a work that will eventually lead to a curriculum which better responds to evolving needs and challenges of Mexican Psychologists, in the next century (Figuerola y Oliva, 2000). Such challenges include:

1. Professional Functions. An integral work should be developed which links service areas, levels, fields and settings where professional practice takes place. It will be necessary to develop Nation-wide alumni follow-up studies, so emergent practices and opportunities in professional training can be detected.
2. Curriculum. The objectives of a Curricular System should respond to needs such as General Training in Psychology, promoting learning for life, creativity and self-learning, and the use of flexible structures that promote community-oriented practice.
3. Professional practice and Teaching of Psychology. Emphasis should be given to analyzing the correspondence between teaching processes and the competencies needed for professional practice in different settings. Also, the role of Psychologists in working in multidisciplinary teams should be stressed.
4. Identity. Psychologist should be conceptualized as a professional with capacity for flexibility, leadership, creativity, devoted to work into community, and to his/her own

training. The latter in social issues, should permit to get involved with his/her social environment. Psychologists should, therefore, become professionals adapted to transdisciplinary work and capable of accepting and living ethic and moral values, with human beings as the axis of their professional practice.

5. Organization and administration of Teaching processes. These issues should be the object of research, including information about accreditation process, methods for evaluating the curriculum, and the way Professors are selected, supervised and evaluated.
6. Research. Since the general trend indicates a deficiency in this area, research should be stressed , via methodology courses, etc. More extensive research activity is needed.
7. Values. Values should turn into attitudes and actions. Criteria should be set, starting from the concept that every culture has its own value systems. Research should be intensified about what values are promoted.

Based on the above, it can be seen that the National Council´s general work is intended to respond to the challenges of training Psychologists, Professors and Researchers who will be well equipped for the future of the profession. Additional efforts should be made to analyze the impact of trade and mobility on professional practice. It is very important, for example, to determine similarities and differences in the practice of psychology across our three countries. In this regard, the possible development of a meta-code of ethics seems particularly relevant, as is the issue of cultural competency in relation to professional practice of psychology.

#### **References:**

- Figuroa, R. S. (1999) El psicólogo Mexicano del próximo milenio: perfil y curriculum mediante una estrategia interinstitucional, Enseñanza e investigación en psicología, 4, 1, 5-15.
- Figuroa R. S. y Oliva Z. L. (2000, enero-junio) Resultados preliminares del Taller “El psicólogo del presente milenio”. Enseñanza e investigación en psicología, 5, 1, 211-219.
- Lafarga, J. (1996) Accreditation of Educational Programs. In Education and Training for The Practice of Psychology in Mexico, The United States and Canada, The Trilateral Forum.
- Odrizola U. A., Figuroa R. S. e Ibáñez, B. B. (1999, julio-diciembre). Enseñanza e investigación en psicología, 4, 2,
- Ribes, I. E. (1975, junio) El Consejo Nacional para la Enseñanza e Investigación en Psicología. Enseñanza e Investigación en Psicología, 1, 1, 85-90.

Figure 1. AVERAGE LICENCIATURA PROGRAMS OF PSYCHOLOGY (CNEIP ACCREDITATION (PROFILE OF ACADEMIC QUALITY IN EVALUATED

ACADEMIC QUALITY CRITERIA	SCORES	C A T E G O R I E S ( min/ max scores)				
		C	B	A	AA	AAA
1. Institutional Goals	21	5-9	10-15	16-20	21-25	26-30
2. Internal Organization and Government	19	4-8	9-12	13-16	17-21	22-25
3. Academic Programs and objectives	83	27-52	53-79	80-106	107-133	134-160
4. Faculty	51	15-29	30-43	44-58	59-72	73-90
5. Academic resources and support	26	8-14	15-22	23-30	31-38	39-45
6. Physical Resources	26	7-13	14-20	21-27	28-33	34-40
7. Financial Resources	14	4-8	9-12	13-16	17-20	21-25
8. Continuing Education Programs and other means of disseminating Knowledge	35	8-16	17-25	26-33	34-42	43-55
9. Institutional Efficiency	33	8-14	15-22	23-30	31-38	39-45
<b>T O T A L S</b>	<b>309</b>	<b>86-171</b> <b>17-32%</b>	<b>172-258</b> <b>33-49%</b>	<b>259-344</b> <b>50-66%</b>	<b>345-430</b> <b>67-83%</b>	<b>431-515</b> <b>84-100%</b>

SOURCE: ACCREDITATION COORDINATION, CNEIP, 1999, 2000.

#### 4.7. An update from UNAM: Arturo Bouzas:

Accreditation of academic programs in Mexico is done mostly by the state. The above represents an effort to move to a more collegial process. However, the federal government will retain a role by setting out criteria that determine the budget to be given out to various universities and programs. This is an effective form of accreditation. Furthermore, when students graduate from a program that has been thus accredited by the government, they automatically receive the cédula which is the certificate authorizing them to practice as psychologists.

All the same, there are new developments. For one thing, they are developing exams for the major professions. The students will have to pay in order to take these exams. The one in psychology is ready now, and the first results are anticipated for next year. Now, if psychology follows the same path as medicine, there the ministry of health oversees the process. All medical students take the exam and are then assigned to internships based on their scores on the exam. Psychology, over the past two years, has convinced the ministry of health that psychology should have the same status as medicine for seeking internship positions within the social service. The ministry will pass a law enabling psychologists to do the social service in public hospitals, something which represents an advance in the process of certification of psychologists.

What this means is that the Mexican government is moving gradually from the role of key employer of psychologists to that of regulatory agent. This change is not without challenges. To illustrate:

At UNAM, psychology was very academic in the 1950s and 1960s. The LICENCIADO program was mostly academic. Since that time, changes in Mexico have revealed the need for psychology professionals. The only professionals more in demand nowadays than psychologists are in law, medicine, accounting and business. Therefore, psychology has agreed that curriculum changes should be competency based, on the understanding that the curriculum should prepare students for the changing market while being based on the science of psychology.

In achieving the above, UNAM remains less profession-driven and more science-driven than the private universities. The private universities don't have the necessary resources to do research and to provide the science base. The public universities fare better here.

In Arturo's view, professional psychology should be able to solve problems in collaboration with other disciplines in health and business. All of this has been taken into account in the development of UNAM's new masters program, which (while not insensitive to market inputs) is somewhat specialized and interdisciplinary, and which includes a research track. The masters program opened last year. To date, the demand for admission to the Ph.D. (which is a research program) has been higher than to the masters. For this reason, UNAM may move to two Ph.D. programs in the future, one research oriented and the other professional. This, however, is very recent thinking, and would entail a substantial re-arrangement of curricula.

To conclude, as is the case in the United States and Canada, there is high variability in education and training within Mexico. Higher education is paid mostly by the state, and this requires institutions of higher learning to be sensitive to the demands of society and government. Mexico has a great deal of diversity, and this affects E & T in psychology. UNAM has influence on other institutions, but does not determine their training programs.

#### **4.8. Discussant on E & T issues: Judy Hall**

Over the past five years, changes have taken place which are both exciting and unsettling, because we are moving towards uncharted territory - from paper checks of credentials to competency assessment - from in-person education towards electronic distance learning, etc. The North American Forum provides a good context for discussing all this.

If one were doing it for the first time, how would one construct psychology?

- I. Not by focusing on specialties.
- II. By reducing artificial distinctions among psychologists.
- III. By stressing generic skills (interventions, assessment, etc.) rather than the silos we have created (clinical, counseling, school).

It will be of interest to learn what will happen in Mexico with the examination for practice, and how the outcomes of that exam will feed back on accreditation and E & T issues.

Review of programs via the existing accreditation and designation systems can be a stumbling block, because at present the criteria diverge. Somehow, the new APA/CPA/Designation criteria and philosophies need to be melded, something that should be attended to over the next few years in the United States and Canada.

In the U.S., disservice has been done to masters level providers. Their place within the health care system is not clear, and is an important public issue.

The role of students needs to be enhanced. They are the direct consumers of educational programs. They should have more say.

Another issue, based on the APPIC report: The internship settings want to accept clinical students rather than students from combined programs. Yet, the combined programs are growing in number. This inconsistency suggests that we should reduce our "silo" thinking. Otherwise, will students from combined programs fall between the cracks?

With respect to on-line distance education: This topic needs to be explicitly addressed in future meetings. It ties in to competency based assessment. At this time, Canada's thinking is ahead on this issue. The move toward competency based criteria is an important one, and one that requires far more attention

during the next few years. In future, there is no doubt that competencies will be both taught and assessed on-line. This new trend would be best seen as a challenge that is both inevitable and healthy.

## **5. Ethics: Comparative review across the three countries: Overview and discussion**

### **5.1. The development and assessment of the Ethics Code of the Mexican Psychological Society (Laura Hernández Guzmán)**

#### **Development of the Mexican Code:**

The Ethics Code of the Mexican Psychological Society was first published in 1984. Although as indicated in its preface the code took into account the specific features and conditions of Mexican psychologists, it was based on codes of ethics of the American Psychological Association (1977 edition), the World Medical Association and, among others, the Venezuelan code of ethics for psychologists. Nowadays, it is considered an important step for Mexican psychologists to gain awareness of ethical issues, and a pioneering effort in the Mexican context. The code consists of the following 6 chapters: General Principles; Professional Practice; Research; Teaching; Tests and Measurement Instruments; and Relationships Among Psychologists.

#### **FIRST CHAPTER**

15 articles, described as general principles:

Principle 1. Welfare of the profession.

Promoting its good image (article 1) and its scientific quality (article 2).

Principle 2. Respect to the dignity of mankind (article 3).

Principle 3. Environmental conservation (article 4).

Principle 4. Respect to the psychologist's own private and professional dignity (article 5).

The remaining articles (principles 6 to 15) describe norms of conduct, stated as imperatives, and applicable to different areas of professional practice: continuing education, confidentiality, personal problems interfering with the psychologist's judgement, contributing to the developing of psychology as a science, misuse of power, misrepresentation, and the need to conduct serious evaluations in order to issue a formal report.

#### **SECOND CHAPTER**

13 articles related to professional practice:

Referrals

Quality and quantity of services provided

Competency

Remuneration

Deceit  
Psychology and the media  
Delivery of results  
End of therapy  
Confidentiality  
Exceptions to confidentiality

### THIRD CHAPTER

This chapter is devoted to research, in four parts:

#### Part 1 (general principles)

Social relevance of research outcomes  
Research conducted by trained investigators

#### Part 2 (human research participants)

Assessment of benefits and risks of research  
Preference of human over scientific interests  
Research efforts based on previous research literature  
Responsibilities of researchers and research participants  
Safety in the use of substances  
Contractual responsibilities between researcher and participant  
Research subjects freely accepting or rejecting participation  
Confidentiality

#### Part 3 (use of animals)

Complete section on animals as subjects  
Adherence to local laws concerning acquisition, maintenance and disposal of animals  
Supervision and education of research assistants  
Avoidance of suffering of the animals

#### Part 4 (publication of results)

Veracity  
Formal acceptance of co-authors  
Lack of agreement among authors  
Publishing results without misleading readers  
Author's responsibilities  
Credit to institutions and participants  
Compliance of agreements with institutions where research is conducted

### FOURTH CHAPTER

This chapter concerns teaching, under the following headings:

Obligation to transmit knowledge and competencies to students through high academic standards  
Education as individual and social development  
Updating the content of teaching  
Teaching provided by assistants  
Continuing education courses  
Teaching of ethics  
Respect for students

## FIFTH CHAPTER

This chapter is devoted to tests and measurements, in two parts:

### Part 1 (general standards)

Restricting the use of tests to trained psychologists  
Calling attention to the limits of psychological testing  
Avoiding the distribution of psychometrically unsound tests

### Part 2 (use of psychological techniques, instruments and tests)

Communication and explanation of results of psychological testing  
Limits of automated testing  
(It should be noted that, despite the title of this chapter, there is no mention of other psychological techniques or measuring instruments).

## SIXTH CHAPTER

The statements in chapter six refer to relationships among psychologists only, and consider:

Referrals and information about patients  
Collaboration and courtesy among colleagues  
Before accepting a patient, ensuring that he/she is not receiving services from a colleague  
Caring about the good name of fellow psychologists  
Reciprocity of gratuity of services provided to close relatives of psychologists, excepting therapy

### **Assessment of the Mexican Code**

To assess the scope of the code, it was reviewed by the presenter using the criteria proposed by Sinclair, Poizner, Gilmour-Barret & Randall (1992), as follows:

- a. Does the code educate potential users? Are norms explicitly linked to general principles?

The Mexican code does not accomplish the goal of educating psychologists to behave ethically by explicitly linking norms of conduct to general principles. Although four principles are mentioned, only

two could be inferred from some norms of conduct. For example, no norm of conduct is associated in the whole document to the general principle addressing environmental conservation, and the principle covering respect for the dignity of mankind is too broad and is not linked to specific norms of conduct. Conversely, norms of conduct such as informed consent have no corresponding principle the way the code is organized (although this norm could be listed under respect for the dignity of persons).

- b) Are norms clearly stated? Is it possible to ambiguously interpret some norms?

Some of the statements were ambiguously formulated. For example, Article 21 on remuneration, which concerns adjusting remuneration for services according to the financial resources of the client, can be interpreted not only in the direction of requiring lower fees from low income clients but also asking for a higher payment from wealthier people.

- c) Does the code provide a statement of moral values? Does the code allow taking decisions in conflictive cases?

Using also Kohlberg's framework of moral stages, most statements can be classified as Level II: Morality of conventional role conformity, Stage 3, that is, "nice person" morality. Since no reasoning is provided concerning the underlying values of statements, they do not provide support for appropriate decisions, in case of conflict between principles.

- d) Does the code provide support in most fields of psychology?

One purpose of ethics codes is to support and guide individual psychologists when they confront ethical problems. The Mexican code fails to support psychologists on some serious ethical problems, because a number of relevant issues are completely left out. For example, specific standards are not addressed by the code at all concerning relations with service recipients, plagiarism, or relationships with students, assistants and employees. Furthermore, in relation to the fields of practice of psychology, only individual therapy was depicted in the code. Any other area of application such as group interventions and preventive or community interventions is not found in the code.

- e) Is it empirically based on real cases reflecting current professional practice?

As declared in the initial explanation of the development of the code, a group of members of the society, after consulting other available codes, integrated this code. There is no direct empirical basis, therefore.

## Conclusion

The Mexican code would benefit from a thorough reconstruction and updating, as follows:

- Inclusion of principles found in other codes but omitted here (e.g., integrity in relationships).
- Linking principles with norms of conduct.
- Adding a reasoning for each norm in a higher hierarchy in Kohlberg's moral stages.
- Considering other areas of application of psychology than individual therapy.
- Empirically basing the code on the Mexican professional reality.

### 5.2. Developing a framework for a trilateral code (Pierre Ritchie)

Pierre Ritchie presented a set of overhead transparencies titled Developing a Framework for a Trilateral Meta Code of Ethics. This will be developed into a document for publication, not so much as a code intended for formal adoption, but rather as a set of notions that are worthy of dissemination into the broader world for consideration. The presentation may be summarized as follows:

- NAFTA, Annex 1210, lists eight areas where the parties are encouraged to develop common standards which might eventually be amenable to adoption by mutually acceptable agreements. One area is “ethics, conduct, discipline”.
- Why establish codes of ethics?
  1. to establish the group as a profession
  2. to support and guide individual professionals
  3. to meet the responsibility of being a profession
  4. to provide a statement of moral principle that helps the individual professional resolve moral dilemmas.
- Ethical codes in an international context: Leach and Harbin (1997) compared the ethical codes of professional psychological associations in 23 countries to the APA (1992) ethical code. The principles governing ethical conduct in the U.S. appeared in 70% of the other codes examined. The following ten standards, listed alphabetically, approached universal use (in 75%+ of the countries): avoiding harm, avoiding false or deceptive statements, boundaries of competence, confidentiality, delegation to and/or supervision of subordinates, disclosure, exploitative relationships, fees and financial arrangements, informed consent to research, and informed consent to therapy. On the other hand, principles with least equivalence across countries were: forensic activities, research and publishing, sexual harassment, teaching, and training and supervision.

- **Meta-Code of Ethics of the European Federation of Professional Psychologists Associations (EFPPA, 1995):**

- I. Pierre noted that this is the most important code outside of North America. EFPPA is the most important umbrella organization in Europe, with members from approximately 30 countries. There is considerable diversity in the languages and cultures represented.
- II. The Code includes four interdependent principles. Each principle is further articulated through ‘specifications’ (one level down in generality), each of which contains ‘operational statements’ (the lowest level in the hierarchy, 38 in total) that set expectations for particular behaviours, as follows:
  1. Respect for a person’s rights and dignity
    - General respect, including clients, colleagues, public and third parties
    - Privacy and confidentiality
    - Informed consent and freedom of consent
    - Self-determination
  2. Competence
    - Ethical awareness
    - Limits of competence
    - Limits of procedures
    - Continuing development
    - Incapability (that is, incapacity)
  3. Responsibility
    - General responsibility for the quality and consequences of the psychologist’s professional actions
    - Promotion of high standards
    - Avoidance of harm
    - Continuity of care
    - Extended responsibility, e.g. subordinates
    - Resolving dilemmas (note that this goes beyond ethical awareness of dilemmas)
  4. Integrity
    - Recognition of professional limitations
    - Honesty and accuracy
    - Straightforwardness and openness
    - Conflict of interests and exploitation
    - Actions of colleagues
- III. EFPPA has directed its member associations to take the following factors into account when developing or revising their own codes: 1) Professional behaviour must be considered within a professional role. 2) Inequalities of knowledge and power must be taken into account in professional relationships. 3) The greater this inequality, the greater the responsibility for the psychologist to ensure that the relationship remains

appropriate. 4) Appropriate professional behaviour must be considered in terms of the stage of the professional relationship.

- The Trilateral Forum has also identified “cultural competence” as an important factor to consider in the context of cross-border services and mobility. Standards addressing this issue appear in the Canadian and United States codes, but are not mentioned in the other codes examined by Leach and Harbin (1997).
  
- **The development of ethics codes in the United States, Canada and Mexico**
  - I. According to Deiner and Crandall (1978), there are three types of ethics: 1) Wisdom ethics - ideal, aspiration oriented. 2) Content ethics - rules that state proper and improper practices. 3) Ethical decisions - individual judgements, weighing decisions in light of all pertinent factors including codified ethics and regulatory standards as well as prevailing personal, client/patient and social values. Pierre noted that this division is still applicable.
  
  - II. **The Mexican Code:** The reader is referred to the preceding in these Working Notes (by Hernández Guzmán).
  
  - III. **The APA Code of Ethics** of 1992 (there are 8 previous versions since 1953) is composed of two related elements: principles and code of conduct. The APA code has had important international impact over the years, especially up to the 1977 version. Since then, its evolution has been increasingly influenced by issues specific to the United States. Also, a survey was used prior to the development of the 1992 revision, which is thus empirically derived in part. However, decisions about the 1992 code were not based primarily on the survey, which was used mainly as a source of background information. The elements of the APA code are:
    - 1. Ethical Principles of Psychologists (six general principles)  
A. Competence. B. Integrity. C. Professional and Scientific Responsibility. D. Respect for People’s Rights and Dignity. E. Concern for others’ Welfare. F. Social Responsibility.
    - 2. Code of Conduct  
This consists of 102 specific, operationally oriented standards categorized by seven areas of practice (plus an eighth dimension, ‘Resolving Ethical Issues’), rather than by the six general principles. The most commonly reported issues (5% or more of the sample) are the following: Confidentiality; blurred, dual or conflictual relationships; payment sources, plans, settings and methods; teaching dilemmas, concerns about training; forensic psychology, especially false testimony by psychologists, or going beyond the data in providing expert testimony; research, in particular misstatement of findings (this is important to the APA constituencies, which include academics); and conduct of colleagues.

- IV. **The CPA Code** (1986, revised in 1991) is empirically determined, based on the ethical decision-making of Canadian psychologists surveyed for this purpose. The most commonly used ethical principles as reported by the respondent psychologists generated an organizing framework, and statements were then categorized according to these principles. There is emphasis in making explicit the reasoning underlying psychologists' decisions. Kohlberg's moral development criteria were a further organizing element for work on the Canadian code. The code relies heavily on an ethical decision-making approach to achieve functional unity.
- The CPA code consists of four principles:
    - 1) Respect for the dignity of persons
    - 2) Responsible caring
    - 3) Integrity in relationships
    - 4) Responsibility to society
  - Each principle is anchored in a values statement which elaborates and makes explicit its values context.
  - Each principle has associated ethical standards. There are 173 operationally oriented ethical standards in total.
- **Toward a framework for a Trilateral Meta-Code of Ethics for Psychologists**
- I. A caveat: The meta-code is not a substitute for national codes of ethics in the respective countries. It will complement but not replace them. Cultural competency as a psychologist's skill underscores recognition that distinct societies exist among and within the three countries, and that a continued expression of this distinctiveness will continue to be the particular codes of ethics of the three respective national associations of psychologists.
- II. Analysis of the principles currently adopted by the three national associations reveals a high level of commonality. This is less true of specific standards and operational expectations.
- III. The European meta-code provides further international validation of the conclusion that a Trilateral Meta-Code is achievable. Two options are proposed here:
1. Option One: Adopt the European Meta-Code.
    - Its four principles are congruent with the six general principles of the APA code, the four principles of the CPA code, and the four general principles of the Mexican code suggested by Hernández Guzmán.
    - This would generate momentum toward a global meta-code for psychologists, and with the specifications identified above it would provide the kind of elaboration that contributes to functional unity. Also, it has been adopted by national associations whose working languages include English, French and Spanish.
    - Potential problems: a) Analysis of the European 'specifications' suggests that the social responsibility/responsibility to society dimension would not be sufficiently explicit. b) The Mexican code is

the most specific regarding environmental conservation, which is implicit in the CPA and APA codes but absent from the European code.

2. Option Two: Concentrate choices for common principles on existing U.S., Canadian and Mexican principles.
    - This would provide greater assurance that the principles retained will encompass all relevant cultural specificity that could be endorsed across the three countries. Stressing cultural competence is an important feature of this option. To advance as efficiently as possible, the terminology used in the European meta-code would still be the starting point, and that terminology would be retained wherever it was confirmed to be inclusive of the trilateral principles.
    - Unlike Option One, this option would allow revision of the European terminology and/or the addition of further principles.
- IV. A proposed action plan, in relation to the charge given at the 1999 Trilateral Forum:
1. Confirm common principles. Choose one of the above options or make another choice in order to provide direction for establishing common trilateral principles.
  2. Resolve nomenclature and produce a draft Trilateral Meta-Code, to be titled “North American Code of Ethics for Psychologists”.
  3. Validate the principles. Methods described by Pope & Vetter (1992) and Sinclair (1992) offer a relevant, compatible, established approaches with differences in emphasis. A methodological middle ground is proposed, seeking some detail to facilitate cross-national comparisons but not so much as to unduly lower response levels. The work group (see #5 below) would apply the appropriate method, do the validation, and prepare a report for the Trilateral Forum following completion of the validation study.
  4. Joint article. To ensure broader participation and contribute to ethics knowledge, an integrated paper combining the current Hernández Guzmán and Ritchie papers, together with the additional contribution of Nathan as primary respondent and any revisions suggested at the 2000 Trilateral Forum, will be prepared, for concurrent publication in national journals in the three countries.
  5. Work group. Hernández Guzmán and Ritchie would continue, and at least one person from the United States would be added to the group.
  6. Time lines. Completion in two years seems realistic. Step 3 would be determined in consultation with persons from the national associations or others as appropriate. Data should be collected and a preliminary analysis done by the 2001 Trilateral Forum. The manuscript proposed above should be published as soon as possible to facilitate all subsequent work.

### 5.3. Discussion of ethics codes and proposed action plan (discussant: Peter Nathan)

Peter indicated a preference for Option #2, above.

APA has an ethics task force, which was created with awareness that the 1992 code would need revision due to recent changes in the practice of psychology (managed care, etc.). It has met several times a year since 1994. Its composition broadly reflects the diverse APA membership and constituencies, but its objective is the common good of the association and the society it serves. It is a diverse group that includes graduate students and some liaisons. The task force has requested comments from the field at large, and has received over 250 comments so far, many of them quite detailed and helpful.

In recent years, psychologists have expressed concern about the burden that the ethics code places on practitioners, for example when attorneys and plaintiffs use the code to circumscribe their practice. The task force is taking this issue very responsibly, and has focused on seven issues specifically, of which the following is a sample:

#### I. Social justice and professional responsibility

There had been some movement away from social justice, toward protection of the profession. There is now a movement back towards social justice and social responsibility.

In the U.S. there is considerable emphasis on empirically supported assessments and treatments, and controversy about the ethics of using what is not empirically supported. Some, like Peter, would like to see this in the code. Others are not certain. The outcome might be the inclusion of a statement requiring assessments and interventions to have a reliable basis in the knowledge and experience of the discipline.

They are working on draft #3, which is not yet final. In answer to a question, Peter indicated that it is not a matter of reducing professional responsibility, but rather of recognizing additional issues.

#### II. Multiple relationships

Rural psychologists often raise this issue, because it is not always possible to keep professional and personal relationships separate in small communities. This is addressed in standard 3, Human Relations. In essence, there is now recognition of some circumstances in which such relationships are unavoidable.

### III. Relationships with students and supervisees

The 1992 code does not explicitly prohibit sex with them. This issue was considered in detail. Nothing was added, but the standard on exploitative relationships was re-emphasized, as it was felt that the statement is already clear in prohibiting such relationships.

The most explosive issue was the statement in the 1992 code that proscribes sex with former clients for a two-year period, while allowing for unusual circumstances beyond that. Some task force members wanted a more general proscription, as in other associations. This has not been changed, but a statement was added for the period after two years, to make it explicit that the first two years are completely hands-off, and after that time the psychologists must demonstrate that there is no exploitation. This represents a modest strengthening.

If one considers the above in relation to the EFPPA code and its four principles, the APA task force is moving in a direction that is more in line with EFPPA. Cultural, ethnic and gender issues need to be more fully recognized, however. Although the EFPPA code is attractive, the discussant prefers option 2, above, because it gives our three countries more flexibility.

The CPA code was attractive to the APA task force. If APA was starting now, it might well have used it as a model, due to its emphasis on values statements and ethical decision-making.

Also, environmental conservation is a very attractive principle. It is in such an area that a meta-code can transcend and supplement national codes.

If we are to have both a meta-code and national codes, we will need to determine when, where and how each will operate. The presentations on this issue have properly set the tone for moving ahead. This will be of much interest to the APA task force.

Additional comments concerning the meta-code:

- In any case, nothing in the meta-code should be incongruent with any of the national codes.
- While remaining, general, the meta-code should also facilitate cross-border mobility, and should also be compatible with the standards of conduct of ASPPB.
- While not driven by risk management, which is a big concern in the U.S., the meta-code should not be phrased in such a way that lawyers can use it in litigation actions.
- The eventual intent is to produce a final version of the meta-code to be submitted to the relevant psychology organizations for approval.
- Globalization heightens the importance of achieving a meta-code. As we look for commonalities across countries, we should also look for differences. Understanding these may facilitate further evolution. In a fast-changing world, the identity of psychology as a profession benefits from a meta-code.

- To bring closure to options 1 and 2:

There is agreement on option 2. If this leads to a meta-code, the first page will indicate when it will be applicable and when it will not. There will be appropriate disclaimers in all versions, even during the validation exercise. Also, a strong rationale for the meta-code will be articulated. The work group on option 2 will consist of Pierre Ritchie, Laura Hernández Guzmán and Peter Nathan (this was agreed unanimously).

## **6. The Agreement on Internal Trade: Implications for trilateral mobility**

### **6.1. Nature and requirements of the AIT (Janel Gauthier)**

Janel Gauthier presented a deck of acetates prepared together with Pierre Ritchie. This is relevant to the trilateral forum because the intent and even the language of the AIT has similarities to those of NAFTA. While NAFTA is a trade agreement across three countries, the AIT is a trade agreement across the Canadian provinces and territories. It must be kept in mind that, while licensure to practice psychology is a national responsibility in Mexico, it is the responsibility of each State and Province in the United States and Canada respectively. The key points about the nature of the AIT may be summarized as follows:

- What is the AIT? It is a formal trade agreement within Canada, whereby the federal, provincial and territorial governments have agreed to remove or reduce interprovincial barriers to the movement of workers, goods, services and capital.
- What are the main barriers? With respect to the mobility of regulated professionals, they are residency requirements (must a person reside in the province where he or she is registered to practice?), certain practices regarding occupational licensing, certification and registration, and differences in how occupational qualifications are recognized.
- What are the obligations for regulatory bodies?
  - I. Regulatory bodies can no longer require that out-of-province workers reside within the province as a condition of licensing, certification or registration relating to the worker's occupation.
  - II. Any measure adopted or maintained by a regulatory body relating to occupational licensing, certification or registration should meet certain conditions: - It should relate principally to competency; - it should be published or otherwise readily accessible; - it should not result in unnecessary delays in recognizing the occupational qualifications of workers from other provinces from other provinces or territories; - and, for out-of-province workers, regulatory bodies may not impose fees or other costs that are more burdensome than those imposed on workers from within their own province or territory.

- III. Regulatory bodies are required to undertake to mutually recognize the occupational qualifications of workers who are qualified in any other province/territory and, where mutual recognition cannot be reached at the outset, to reconcile differences in occupational standards.

Note: This obligation does not require the harmonization of occupational standards or the development of a single national standard, but regulatory bodies are free to take steps toward further uniformity of their standards, if they so agree.

- What are the challenges for regulatory bodies in psychology? To review all provincial/territorial licensing, certification and registration practices to determine what changes may be required to comply with the AIT; to determine what current or future measures of competency meet the intent of the AIT; and to determine how current criteria based on education, training and experience meet the intent of the AIT.

#### **6.2. Progress to date - Psychology Sectoral Working Group on the Agreement on Internal trade - PSWAIT (Lorraine Breault)**

PSWAIT consists of representatives from the Council of Provincial Associations of Psychologists (CPAP), the Canadian Psychological Association (CPA), and the Canadian Register of Health Service Providers in Psychology (CRHSPP). The preceding groups, and the federal government of Canada, provide the funding for PSWAIT. Each funding group including the federal government (that is, the Labour Mobility Coordinating Group, or LMCG) sends participants to PSWAIT meetings. The members of PSWAIT have been appointed by CPAP, which represents all provincial regulatory and fraternal bodies of psychology as well as CPA. The purpose of PSWAIT is to develop a process for compliance with Chapter 7 of the Agreement on Internal Trade (AIT) which deals specifically with labour mobility.

In terms of process, the provinces and territories of Canada have each named two delegates (usually the registrar of the regulatory board plus one other person) to attend the large group meetings (to date there have been three such meetings) organized by PSWAIT. PSWAIT will be dissolved at the end of the process.

In terms of content:

- The work of PSWAIT began by a review of regulatory requirements across Canada. Similarities and differences were identified on such issues as educational requirements (some jurisdictions require the doctorate, others the master's), supervised experience, examination requirements for initial registration or licensure, and provincial or territorial residency requirements.
- The review of regulatory requirements led to the identification and evaluation of core competencies for the regulated practice of psychology, and to definition of the level of training at which these competencies must be acquired.

- Out of the above is expected to emerge agreement concerning mutual recognition, reconciliation or accommodation for the purpose of facilitating mobility for psychologists across the provinces and territories.

Negotiation methods:

- Reconciliation is achieved when, although the licensing processes of two jurisdictions are different, they lead to the same or a comparable set of skills for the practice of psychology. This is encouraged by the AIT.
- Mutual recognition between jurisdiction is an accepted general principle, when their entry requirements are similar. It means that qualified practitioners from each would be fast-tracked when seeking mobility into the other jurisdiction. This is encouraged by the AIT.
- It is acknowledged that, with respect to some differences in regulatory entry requirements, mutual recognition or reconciliation may not be achieved. In such cases, accommodation strategies should be negotiated. Depending on the numbers and magnitude of such differences, multi-lateral agreements involving sub-sets of provinces might be negotiated.

Areas of disagreement at this time:

- Quebec is moving to a competency based doctorate as the basis for initial psychologist registration, with an appropriate grandparenting clause, but this is not the case across Canada.
- Grandparenting for mobility of all registered psychologists in Canada was an early thought, but it was not well received.
- The EPPP (Examination for the Professional Practice of Psychology) is not used in Quebec or PEI. It is used everywhere else in Canada. It is encouraged in PEI, but not in Quebec.
- It has been suggested that, to be registered, applicants should graduate from CPA or APA accredited programs. Not all jurisdictions agree.

Areas of agreement:

- In reality, the areas on which there is agreement among the jurisdictions far outnumber the areas of disagreement.
- More concretely, there is agreement that jurisdictions should, during the process of registration, verify that candidates possess a specified series of competencies, and that possession of these competencies should be an important basis for AIT mobility. To date, the following five competencies have been agreed upon. Others may be added.

1. Interpersonal relationships. The ability to develop and maintain constructive relationships with clients.
2. Evaluation. The ongoing, interactive and inclusive process which allows one to describe, conceptualize, characterize and predict the relevant aspects of the client.
3. Intervention. Activities which facilitate, restore, maintain, or enhance the clients' positive functioning and well-being by means of preventive, curative or developmental services. Included are theory and activities appropriate for systems (couples, families, groups and organizations) as well as individuals.
4. Research. A systematic mode of inquiry which entails seeking and interpreting information that is relevant to psychological phenomena.
5. Ethics and standards. As professionals, facing up to obligations, showing sensitivity to others, being beyond reproach in conduct or behaviour, and having the ability to establish professional relationships which are respectful of the ethical norms and obligations in effect.

The Mutual Recognition Agreement, or MRA:

This is the goal of the AIT. This formal agreement must be explicit in its objectives, scope, coverage and commitment to change. It is expected that most jurisdictions will sign it, though one or more may choose to opt out. There will be mechanisms for monitoring, and for enabling a jurisdiction to withdraw from the MRA. In summary, the MRA is a reciprocity agreement intended to facilitate interprovincial mobility for Canadian psychologists.

### **6.3. Framework for mobility in Canada (Henry Edwards)**

Henry provided a summary of two documents that he prepared this year (1999-2000) for PSWAIT in order to facilitate the AIT agenda: 1) Regulatory Requirements for Registration in Psychology Across Canada: A Comparison of Acts, Regulations, By-Laws and Guidelines in View of the AIT, and 2) A Framework for the Determination of Competencies in Relation to Mobility for Psychology Under the AIT. When these documents are formally released for public distribution, they are expected to be placed on the CPA web site. The following highlights from these documents are noteworthy:

- The Psychology Acts of the provinces and territories of Canada provide the legal basis for the regulation of psychology in Canada. Some are clearly written as masters' Acts, others as doctoral Acts, and still others in view of registering doctoral and masters' psychologists, with differential experience requirements. It is noteworthy that several of the Acts are under review or about to undergo review.
- One way (among others) to compare interprovincial similarities and differences for purposes of registration and mobility is to list for each jurisdiction those factors that might be most pertinent for mobility of psychologists, then to rate the extent to which each is a requirement

in a given province, and based on the sum of ratings to compare the “mobility potential by reciprocity” of each province. The following factors were considered in Henry’s first (Regulatory Requirements) document: restrictions for out-of-province applicants; Board exams; requiring explicitly certain competencies or fields of expertise; curriculum requirements; having already signed one or more reciprocity agreements; the EPPP; experience requirements, whether supervised or other; and education (masters’ or doctorate). Based on this review one finds, for example, that psychologists registered in Ontario should find mobility to other provinces easy while psychologists from other provinces may find it difficult to meet Ontario’s requirements. The converse would be true of registrants in the Northwest Territories. The point is that, while there are similarities, there is still substantial variability in regulatory requirements for psychologist registration across Canada. Roughly speaking, the provinces break up into three groups: those with doctoral Acts, those with masters’ Acts, and those with little regulatory history. Full mobility under the AIT is, therefore, difficult to envisage under the AIT. By extrapolation, one should not hasten to anticipate full north-south mobility under NAFTA at this time.

- Now, the AIT emphasizes competency-based requirements. Therefore, in the second (Framework) document, Henry articulated a proposed template of competencies (see L. Breault’s presentation, above) for mobility under the AIT. These competencies were adapted and re-formulated from the document of the College of Psychologists of Quebec in relation to its competency based doctorate proposal. The reasons for this choice were (1) the desire “not to re-invent the wheel”, and (2) the fact that these competencies are already largely consistent with the regulatory requirements of most Canadian jurisdictions, the accreditation requirements of CPA and APA, the National Register/ASPPB guidelines for the designation of doctoral programs in psychology, the CRHSPP guidelines for health service providers in psychology, the Mississauga Conference on Professional Psychology, and the report of the CPA task force on the Psy.D.
- The five competencies listed by Breault in her presentation and proposed in the Framework document will, in all likelihood, appear in the MRA for AIT mobility. Three additional competencies that appear in the Quebec document were under active consideration at this time. In order to facilitate mobility, the general idea is that all jurisdictions would assess whether an applicant possesses these competencies at the time of initial registration, and would record for subsequent use those competencies that he or she possesses. Then, if mobility is sought at a subsequent time, this information would be communicated to and accepted by the target jurisdiction.

#### **6.4. Implications of the AIT for trilateral mobility (Bill Melnyk)**

In Bill’s view, the AIT process is excellent but very difficult to bring to a successful conclusion. The following are some concerns:

- How to assess competencies. Competency based assessment seems like a good mechanism for evaluating applicants whose educational level varies, for example, some with the masters and others with the doctorate. The issue is how to do it. One might use reference checks, or the registration committee might review the forms and credentials in relation to competencies, the candidate may be asked to formulate a plan to address weaknesses, etc. In Ontario, when the Regulated Health Professions Act was proclaimed, it was felt this approach might work. However, they had difficulty in separating masters from doctorates. Now, the masters people are arguing that there is no real difference.
- Competency based assessment may not work if it replaces formal credentials review. One must first have an acceptable degree, then we can look for competencies. Also, we should not do away with the EPPP and other exams, because they are one way of determining competencies.
- In Quebec, the premise is that the universities will teach in relation to the competencies established by the College of Psychologists. In fact, it is difficult to see how this can ensure competencies at the level of the individual, even when the programs are of good quality and the curriculum is competency based.

Discussion and comments from the participants followed. The following points were made:

- I. Canadian jurisdictions will continue to require degrees in any case. All agree on a graduate degree, but not necessarily the doctorate.
- II. If one thinks in terms of building blocks, one should be able to build up a critical mass of knowledge, skills, judgement, and professional behaviours upon which both the jurisdictions and the education and training institutions agree. Then, if graduate psychology programs achieve this, the resulting degree should be labelled a doctorate thou not necessarily a Ph.D.
- III. In Canada, the AIT is driving the competency agenda, because of its insistence that the outcome for all professions must be competency based. Much work remains still to be done here.
- IV. With respect to accreditation, at this time there is no accreditation of masters programs. In fact, some doctoral programs don't agree with the accreditation criteria, and have resisted seeking accreditation. In addition, in some provinces registration is generic and cannot be restricted to applicants from accredited programs. Therefore, any links between accreditation and AIT mobility are tenuous at best.
- V. This AIT exercise has clear implications for the NAFTA debates that are still to come with respect to the psychology profession. A proactive approach is indicated. We should look at competencies, but not necessarily the AIT way. We might instead

start from the outcomes that we wish to recognize mutually. We should not assume that everyone needs to agree on everything all at once. Sometimes a piecemeal approach helps to create momentum. Our key concern should be the good of the profession across our three countries rather than NAFTA per se.

## **7. Cultural competence**

### **7.1. A Mexican perspective (Silvia Patricia Marcos):**

The world has shrunk, and so have the psychological and social values of various cultures. We all need cultural sensitivity. Acculturation is a pre-requisite for competent professional practice in a new country. We as professionals must be aware of similarities and differences across cultures. This presentation defines cross-cultural acculturation and cross-cultural competencies, and analyzes the competencies that psychologists coming to Mexico from the United States and Canada would need for better adaptation.

A professional psychologist coming to Mexico faces a different culture with its traditions, gastronomy, climate and values. Not only that, but Mexico's geography, way of life and people vary across regions (North, Center, South).

Lack of cultural competence can lead to wasted negotiations, lost customers, poor and ineffective patient relations, and consequent loss of income. Therefore, psychologists coming to Mexico must undergo acculturation, that is, adjustment and adaptation to a specific culture other than one's own. This involves learning. From an international perspective, we must define the relevant cross-cultural and inter-cultural differences, and then proceed to share potential opportunities and to develop problem solving strategies with respect to these differences.

#### **Global trends:**

Dramatic changes are taking place in work forces throughout the world. Some trends are: A greater percentage of women in the work force; improvements in education and training systems; change management; knowledge management; development of human capital; international trade agreements which affect such factors as work force size and composition, or labor costs (e.g., NAFTA); development of a global talent pool; etc. These trends result in and require a different mix of competencies in the international work force. We should therefore study the relevant similarities and differences across various cultures, and document the international experiences of those working abroad.

#### **Key cultural competencies needed in Mexico:**

A number of cultural factors can interfere with the expectations and work of professionals entering Mexico from other countries. These include Mexico's family and moral values, religious beliefs and

superstitions, a different age and gender distribution in the general population (more young, more aged in Mexico), and high inflation.

Psychologists from other countries who wish to work in Mexico need to adapt with respect to the following:

- I. Culture (external and internal factors)
- II. Values
- III. Traditions
- IV. Rules of interaction
- V. Work and family relationships
- VI. Labor laws
- VII. Social Security contributions

Culture (external factors). A country's relative overall development in relation to the rest of the world, as well as the economic, political and social forces that impinge on it from the outside, are relevant cultural factors. For example, Mexico has high inflation and is very inexpensive to live in for foreigners when compared to Canada or the United States.

Culture (internal factors). Internally, one might consider culture in terms of the country's values and traditions. In this sense, Mexico is very rich. Its culture is amply displayed through its architecture, learning institutions, literature, libraries, museums, etc. Its important cultural traditions include pre-Columbian, since the Conquest, and truly modern-day. In fact, Mexico is one of the most modern countries of Latin America, with large shopping centers, high technology, etc.

Rules of interaction and relationships. Here, one must consider language as well as various verbal and non-verbal behaviors. The following considerations may help to illustrate this issue:

Verbal behaviors: The dominant language is Spanish. In writing, Mexicans use a more romantic and emotional touch than anglophones. Both written and oral communication use indirect means of expression. It is considered offensive to talk in too straightforward a manner. Mexicans are not in the habit of giving and receiving feedback. In addition, there are approximately a hundred dialects in communities that are distant from the capital. Finally, in terms of language usage, the diminutive is used often as well as words with double meanings.

Non-verbal behaviors: Mexican maintain eye contact. Touching is permitted as a way to demonstrate one's feelings toward the other person both in social life and at work. Voice volume is generally high, with variations in tone. Body movement is intense, in keeping with emotions and thoughts. The concept of time is somewhat imprecise. The term "I will do something now" may mean the intent to do it later, and arriving late for meetings is habitual. However, working hours are long and overtime is rarely paid. Silence is seldom observed, especially among women. People like to talk more than to listen, with the result that they often interrupt each other.

Empathy: Mexicans are warm and like to be close to others, to touch others (shaking hands, embracing, kissing on the cheek), and they like to be close and available to friends and family members alike. Furthermore, they tend to respect and value the foreigners with whom they work.

Patience: Transactions and procedures tend to be time consuming. Travel is time consuming even over short distances due to traffic conditions. Due to high population density, public transportation may be over-crowded, and problems of security may arise.

Labor laws. This is not the subject of this presentation, but foreigners coming to work in Mexico should be aware that this country's legal system is quite different from those of the United States and Canada.

### **Some suggestions for foreigners coming to work in Mexico:**

- I. Learn about the host country in advance and develop realistic expectations.
- II. Expect a challenging initial adjustment period of at least three months.
- III. Do not expect to replicate your own country's lifestyle. Look for what is available, not for what isn't.
- IV. Look for ways to strengthen and maintain your enthusiasm.
- V. Try to understand the perspective of the host country and its people.
- VI. Surround yourself with positive people.
- VII. In general, cultivate international experiences.
- VIII. Be patient, have an open mind, and keep your sense of humor.

### **A reference:**

INEGI Instituto Nacional de Estadística, Geografía e Informática de México  
<http://dgcnessyp.inegi.gob.mx/pubcoy/short-term/acteco/pibdivi.html>

## **7.2. A United States perspective (Joe Bascuas):**

This talk will focus on health psychology over the years in relation to multi-cultural competence, but this can be extended to the whole area of diversity. In the history of U.S. psychology, this is not a noble chapter. Psychology has only recently started to promote and value diversity.

A question: Should the U.S. be a melting pot or should it value diversity? This issue really has not been settled. Some prefer a melting pot, while the politically correct favor diversity. Discussion of this topic is both emotionally and politically charged.

In U.S. psychology, we are still not sensitive enough to individual differences. We are not doing well in attracting culturally diverse populations to the psychology profession, although progress has been

made. Specifically, psychology affirms the value of diversity and of cultural competence, and it recognizes that psychologists without such competence can do a lot of harm by their insensitivity or bias and their ignorance.

In the context of training: Good training should be at the leading edge of advances of the profession into the future. Here, A.P.A. accreditation has played a significant role in pushing psychology into dealing with this issue. This has not been easy. Former accreditation criterion II, and now Domain D, which deal with diversity, have been forcefully misunderstood and resisted by a good number of programs over the years. This continues to be, not a completed project, but a charged issue emotionally and politically. In the early years, diversity was defined in terms of a head count as a measure of diversity. Recently, there has been movement beyond this, towards verifying that programs are preparing psychologists who are competent in multi-culturalism and diversity.

Now, if we ask how to prepare a multi-culturally competent psychologist, there are available resources to help us. Joe's School of Psychology, for example, adopted a three-dimension model based on a 1982 A.P.A. Division 17 model, as follows:

Dimension 1: Personal awareness of personal assumptions, values and biases.

Dimension 2: Understanding the world view of our diverse clients.

Dimension 3: Developing appropriate interventions (including assessment), strategies, and techniques.

Under each of the above dimensions are beliefs/attitudes, knowledge, and skills.

How many programs are actively dealing with this topic, with models such as this one? It is hard to say. Perhaps 50%. Diversity committees are more frequent. The creation of such committees is appropriate, but it is not the whole story.

To conclude, we all live in heterogeneous countries. When we do contrasts across countries, we should keep in mind that there is internal diversity in each, to an extent that may actually exceed between-countries diversity.

### **7.3. A Canadian perspective (Anna Beth Doyle)**

This presentation will stress clinical training, and will focus both on diversity within Canada and comparisons between Canada and the United States. The theme is cultural competence in relation to professional practice of psychology in Canada.

Culture consists of widely shared ideals, values, categories, assumptions about life, and goal-directed activities. Within a culture, these are accepted unconsciously or subconsciously as right and correct by people who identify themselves as members of the society (Alarcon et al., 1999).

Cultural competence refers to the extent to which one possesses the necessary cultural knowledge and skills regarding a particular culture. In the case of psychology, this means to a sufficient extent that one can deliver effective interventions to members of that culture (Sue, 1999).

Both the Guidelines for Providers of Psychological Services (a document adopted by most if not all Canadian regulatory boards) and accreditation criterion III - Diversity (Canadian Psychological Association, Accreditation Manual, 1991), require psychologists and those training future psychologists to respect human diversity. The Guidelines provide general principles, and give examples based on the major U.S. racial minority groups. CPA Accreditation Criterion III speaks to the diversity of the Canadian cultural mosaic, and points out the obligation of professional psychologists to respect human diversity in a wide range of domains, of which the first to be noted is culture.

### Cultural diversity

It should be noted that the mix of visible groups (Bowman, under review) in Canada is different from that in the United States. For one thing, the representation of Asian and Aboriginal groups in Canada is greater than in the United States, and the proportion of the Black group is substantially less in Canada. More specifically, visible minorities in relation to the total population of Canada were distributed as follows in 1996:

- Chinese, 3.02%;
- South Asian, 2.40%;
- Black, 2.01%;
- Arab/West Asian, 0.86%;
- Filipino, 0.82%;
- Southeast Asian, 0.61%;
- Japanese, <0.25%;
- Korean, <0.25%;
- other visible minority, <0.25%;
- total visible minority population, 11.20%;
- balance of the Canadian population, 89.80%.

With respect to language spoken at home, the comparisons between Canada and the United States are as follows (Bowman, 1996, under review):

	Canada	United States
English	66.7%	86.2%
French	22.3%	0.2%
Chinese	2.1%	0.3%
Spanish	0.5%	7.5%
All others	8.4%	5.8%
Home language other than English	33%	14%

The point of the above is that there are significant differences in the cultural, racial and language mix of Canada and the United States. The Canadian population is highly diverse, and its diversity is increasing rapidly. Looking at diversity from another perspective, by comparing foreign-born diversity in Canada and the United States, one finds that there is a greater percentage of foreign-born in Canada (17.4%) than in the U.S. (9.6%), there is less linguistic and cultural homogeneity in Canada, and proportionately more refugees come to Canada (twice the U.S. rate). The largest groups among the foreign-born in Canada are Asian (57%) and UK (13%), while in the U.S. they are Central and South American (36%) and Asian (17%).

The immigrant diversity in Canada is especially evident in the large urban areas. 85% of immigrants to Canada live in cities. 75% of them are found in Toronto, Vancouver and Montreal. In fact, these three cities are more diverse than the three most diverse cities in the United States.

What is the well-being of foreign-born minorities in Canada? According to recent data, the well-being of independent immigrants is good in terms of education, occupation, income, and occupational mobility. Information is lacking about sponsored immigrants and refugees.

To summarize: Canadian cultural diversity is linguistic rather than racial, the main groups are not disadvantaged, as a grouping variable “foreign-born” is meaningful but heterogeneous (linguistically, culturally, economically), and more data are needed on current trends.

### Cultural competence

We need to educate Canadian graduate students about North American diversities, and to better define the differences among our three countries. Cultural competence requires awareness of North American diversities, sensitivity to both cultural (group and individual differences (acculturation, generational differences, degree of ethnic identity), and competence with local cultures.

In this last part of the presentation, we can examine some psycho-social comparisons of Canada and the United States, as follows (Bowman, 1996, under review):

Contrast	Canada	United States
Population	78% urban	78% urban
Living in large cities	38%	56%
No. of urban areas > 1 million		47
Urban quality of large cities	Higher	Lower
Middle class	Larger	Smaller
Rich/poor ratio (divergence)	Less divergence	More divergence
% meet poverty criterion	5.9%	14.1%
Upward educational mobility across generations	Greater	Lesser
Single-parent families	14%	27%
Teen pregnancies	Fewer, decreasing	More, increasing
Homicide rate	2 / 100,000	7.4 / 100,000

The above comparisons have obvious implications for the Trilateral Forum. It would be worthwhile doing a paper on social needs, and disseminating the findings.

#### 7.4. Discussant: Juan José Sánchez Sosa

Six years ago, fourteen professions met in Cancún in the context of NAFTA. This topic was touched upon, and it was obvious that information and awareness were severely lacking then. Now, specific directions are emerging:

- Psychologists must adapt themselves first and then put their culturally competent skills into effect. There is no guarantee that this will be easy.
- How much research has been done, and how much research is needed, to proceed on this.
- A thorough literature review would be useful, although we may find that much of it would not be relevant to the provision of psychological services.
- Some interventions require more cultural competence than others. The expectations of the users of psychological services will also be variable. For example: In Mexico, the

psychodynamic approach is still common. In this approach, people might not be demanding of cultural competence.

- Cultural competence in relation to training might be the most important task for the trilateral forum in the future.
- It is especially at the intersection between psychological principles and client expression of psychological problems and dysfunctions that we must be culturally competent and sensitive.
- We need to identify and provide a bridge between cultural variables as they are usually viewed and how they express themselves in the practice of psychology.
- Who should be responsible for helping students to acquire cultural competence is also an issue. Inclusion of this theme in the formal curriculum may be controversial.
- Should continuing education workshops be provided on this theme?
- In Mexico, the informal tradition is that good research is expected to be written in English. In reality, there is good research on this topic which has been written in Spanish. We should become aware of it.

As we study this topic further, there is little doubt that its complexity will be seen to increase.

Open discussion:

- Due to cultural diversity within and between countries, is there such a thing as general cultural competence? There are several ways to teach this, as illustrated by the following two examples:
  1. In Mexico's social service, the student must go away from home to another part of the country. This has impact.
  2. One may require students, as part of the curriculum, to spend 6 months or so in another program, perhaps in another country.
- In the Canadian context, as it relates to urban settings, cultural competence should be taught at the graduate level. Ethically and from a clinical perspective, this topic must be taught given today's society. If psychologists don't teach it, who else?
- We have yet to examine multi-cultural competence as an area of expertise. We should examine how it should link to credentialing and accreditation.
- We need to approach this area with our heads and our hearts. We need to study underlying values, etc. The question remains: How to learn this? Immersion in another cultural setting is a best approach. Both experience in different settings and multi-disciplinary experience would be helpful here.
- There is little doubt that people who grow up in multi-cultural environments are more inclined to develop multi-cultural competence. Among other reasons, they develop sensitivity to diversity, and this is a pre-requisite for competence.
- Regarding academic exchanges, we should explore the possibilities of both in-person exchanges and, given the new technologies, "virtual" exchanges.
- We should look for empirical evidence from the literature regarding the therapist's ability to "tune in". What variables influence this? We could use the findings to generate hypotheses about what skills and knowledge to develop in order to facilitate cultural competence.

## **8. Mobility issues in Industrial/Organizational Psychology**

### **8.1. The field of I/O psychology in Mexico at ITESM (Patricia Marcos)**

ITESM is the Monterrey Institute of Technology and Higher Education.. It has 30 campuses throughout the country and is the biggest private university in Mexico. It was founded in 1943 by Mexican businessmen who were concerned about offering high quality education for the professionals needed by Mexican enterprises. Today, the Mexico City campus offers a wide range of programs including a Master of Business Administration in collaboration with the University of Texas at Austin. The mission of the Monterrey Institute is to educate and to carry out research and sustainable development. Today, ITESM has a student enrolment of nearly 80,000 and a faculty of more than 6,000.

The Institute offers university studies in I/O psychology, which applies the principles of psychology to the workplace. The I/O curriculum has been offered for twenty years, in three basic areas: Psychology (to understand the employees), Management (to understand business as a system), and Human Resources Administration (recruitment, selection, selection, etc.).

The practice of professional psychology is regulated by law represented by the government institutions. Regulation is by the cédula. However, there are not enough professionals in this area to satisfy market demands. In reality, graduates can go on to work with or without certification or licensing. At present, there is some controversy about the need for I/O psychologists. Too many people think of this field as clinical psychology in industry. To resolve this controversy, it important for the I/O field to define itself clearly, to raise admission standards and to regulate the institutions that offer university programs in I/O psychology.

With this in mind, ITESM is interested in obtaining internal accreditation in this field and has as a goal to gain APA acknowledgment. ITESM students are encouraged to become international members of APA, and students as well as colleagues are encouraged to attend the annual APA meetings of APA. International exchanges with important universities all over the world are also encouraged. ITESM students get international experience, and this makes them internationally competitive. I/O will be increasingly important in Mexico, because people spend about ten hours a day at work. It is important that they be both competitive and satisfied.

### **8.2. Some thoughts about I/O psychology in Canada (Henry Edwards)**

Few programs train I/O psychologists in Canada. Some, like the University of Waterloo, do so at the Masters level. Most psychologists working in the I/O field in Canada have graduated from psychology programs that are not specifically in I/O, such as programs in experimental psychology, programs in applied social psychology, or for that matter clinical psychology programs.

Many I/O psychologists in Canada do not identify closely with the regulation of psychology. They identify more with the job to be done. For this reason, a good number of them have decided to forego the title psychologist and to call themselves instead by such titles as organizational consultant.

For the future of I/O psychology in Canada, it would be helpful to develop new programs, to accredit I/O programs, and to review regulatory requirements and processes in order to achieve a better “fit” with I/O psychology. Among the good reasons for this are the fact that market demand for I/O psychologists is high and increasing, the field has yet to define itself with clarity, and I/O psychologists deal with complex and controversial professional and ethical issues on a daily basis.

### **8.3. Discussion of I/O psychology issues**

- I/O psychologists may become more interested in accreditation and certification issues when there is greater regulatory focus on competency-based outcomes.
- I/O psychologists have always opposed the traditional approach to regulation and certification.
- Persons working in the I/O field do not always have degrees in psychology. Some are graduates of schools of business. Some even come out of an engineering background.
- When we try to define this field, we find several “layers” which range as follows: Industrial, Industrial/Organizational, Organizational, Organizational/Personnel, Personnel, Personnel/employee counseling, employee assistance programs. The further we get from the Industrial (I) end of the continuum, the more hope there is for a common identity and for certification of practitioners. This is the Canadian perspective. In the United States, the opposite may be true, with identity more rooted on “Industrial”.
- It is difficult to predict the future of I/O in Canada, especially in relation to credentialing, because it is very diverse group. It would be difficult to set up a compelling rationale to bring about changes in the identity or certification-potential of I/O psychology.
- This topic deserves further discussion at future meetings.

## **9. Planning for the 2001 Trilateral Forum**

### **9.1. Co-sponsors**

The 2001 meeting will take place in the united States, in keeping with the tradition of rotating the host country.

(In alphabetical order) APA, APPIC and the National Register agree to co-sponsor the 2001 meeting of the Forum.

### **9.2. Venue**

A number of locations were informally discussed. Due to ease of travel and to facilitate bringing international experts to the meeting, Washington, DC is considered a particularly suitable venue. A west coast alternative may be San Francisco.

### **9.3. Dates of the 2001 Trilateral Forum**

The dates of the 2001 meeting will be May 3, 4 and 5. May 3 and 4 will be full days of meeting. May 2 will be a travel day. The meeting will end in the early afternoon of Saturday, May 5 (around 2 p.m.), so that participants may either return Saturday or Sunday, in which case Saturday afternoon may be provided for social activities.

### **9.4. Key agenda items**

The following were proposed in informal discussion, keeping in mind the trilateral perspective with respect to all issues proposed:

- The whole technology area, both within and across countries, could be a dominant theme. It could be viewed from the perspectives of E & T, mobility, certification, and service delivery. Experts could be invited to share their views. This area is very important for students and professionals. It is rapidly changing. Perhaps a whole day should be devoted to this.
- Cultural competency takes a close second to technology, due to its implications for training and practice, as well as for mobility.
- The meta-code, cultural competency, and mobility (facilitation, impediments) are still very important, especially what was discussed in this meeting. Discussion of the Meta-Code would include implications for E & T, and for regulation and credentialing (indeed, such implications should be a part of all discussions).
- Competency based assessment deserves further discussion.
- The Masters issue will not go away as a relevant topic.
- Prescription privileges and managed care are very important in the United States.

It was suggested that we should not stray too far from the format of the present meeting, which was very productive. People have been forthright, and concerned about the common good. The current thrust should be maintained. The concept of this meeting as a “living meeting” with an evolving agenda gives us a freedom and flexibility that other organizations do not have, and this in turn enables us to feed relevant information to the organizations. Our mission should be to develop the products of our thinking, which can then be used by various psychology organizations in North America. The Forum works best as a think tank.

The proposed agenda for 2001, after discussion, is:

Day 1 - full day - Technology, and its implications for both virtual and physical mobility.

Day 2 - half-day - Competency based assessment.

Day 2 - half-day - Cultural competency.

Day 3 - half-day - Ethics and the Meta-Code.

Day 3 - last part - Planning for the 2002 meeting.

#### **9.5. Assignments (who is responsible for what)**

- APA, APPIC and the National Register will plan and co-host the meeting.
- Technology: Lynn Rehm is the lead person. Lynn, Henry and Juan José will coordinate this agenda item. Also interested in contributing to this item are Carol, George, Joe, Judy and Patricia.
- Cultural competency: Joe Bascuas is the lead. Joe, Anna-Beth and a person from Mexico to be determined will coordinate this agenda item.
- Competency based assessment: (Subject to confirmation) Lorraine Breault is the lead. This item is to be coordinated by Lorraine, Paul Nelson and Sebastián Figueroa. Also interested in contributing are Pierre Ritchie and Henry Edwards.
- Ethics and the Meta-Code: Pierre Ritchie is the lead. The coordination will be assured by Pierre, Laura and Peter.
- Henry Edwards will continue to be responsible for the production of the Working Notes until a decision to the contrary is made.
- The Chair of each Forum is named by the host organization, and should be someone who has attended a previous trilateral meeting.

**Meeting adjourned.**

## LIST OF PARTICIPANTS (MAY, 2000)

Arturo Bouzas-Riaño  
Dean, School of Psychology  
National University of Mexico (UNAM)  
Av. Universidad 3004, Copilco  
Mexico, D.F. 04510  
Tel. 525 622 2312  
525 550 2560  
[arbori@servidor.unam.mx](mailto:arbori@servidor.unam.mx)

Lorraine C. Breault  
Chair, PSWAIT  
Suite 610 10216 - 124 St.  
Edmonton, Alberta T5N 4A3  
Tel. 780-488-1549  
780-407-1335  
Fax 780-482-3883  
780-407-1564

[lbreault@cha.ab.ca](mailto:lbreault@cha.ab.ca)  
[ljbreault@home.com](mailto:ljbreault@home.com)

Rose-Marie Charest, Président  
Ordre des Psychologues du Québec  
1100, Ave Beaumont  
Mont-Royal, Québec H3P 3H5  
Tel. 1-800-363-2644  
514-738-1881 ext. 232  
[rcharest@ordrepsy.qc.ca](mailto:rcharest@ordrepsy.qc.ca)

Anna Beth Doyle  
Canadian Council of Professional Psychology  
Programs  
Dept. of Psychology  
Concordia University  
7141 Sherbrooke Street West  
Montreal, QC H4B 1R6  
Tel. 514-848-7538  
[ABDoyle@vax2.concordia.ca](mailto:ABDoyle@vax2.concordia.ca)

Henry P. Edwards (CPA representative)  
Director, Research and Development  
Personnel Psychology Centre  
Public Service Commission of Canada  
West Tower, 17<sup>th</sup> floor (Room B1716)  
300 Laurier Avenue West  
Ottawa, ON K1A 0M7 Canada  
Tel. 613-992-9886  
[henry.edwards@psc-cfp.gc.ca](mailto:henry.edwards@psc-cfp.gc.ca)

Sebastián Figueroa Rodríguez  
National Council for Teaching and Research in  
Psychology (CNEIP)  
Agustín Melbar y Juan Escutia  
Xalapa Ver. CP 91170  
Tel. 528 158619  
[cneip@speedy.coacade.uv.mx](mailto:cneip@speedy.coacade.uv.mx)

Janel Gauthier (CPA representative)  
Professor, School of Psychology  
Laval University, Ste-Foy, Québec  
Canada G1K 7P4  
Tel. 418-656-2592  
Fax 418-656-3646  
[Janel.Gauthier@psy.ulaval.ca](mailto:Janel.Gauthier@psy.ulaval.ca)

Judy E. Hall  
Executive Officer, National Register of Health  
Service Providers in Psychology  
1120 G Street NW, Suite 330  
Washington, D.C. 20005  
Tel. 202-783-7663  
Fax 202-347-0550  
[judy@nationalregister.org](mailto:judy@nationalregister.org)

Laura Hernández Guzmán  
President, Mexican Psychological Society  
Indiana 260-608  
03710 Mexico, D.F. Mexico  
Tel. 525 563-6162  
525 598-6695  
[smp@data.net.mx](mailto:smp@data.net.mx)  
[lher@servidor.unam.mx](mailto:lher@servidor.unam.mx)

Patricia Marcos Aguirre  
Program Director, B.A. Organiz. Psych.  
ITESM, Mexico City Campus  
Calle del Puente 222 Col. Huipulco Tlalpan  
C.P. 14380  
Mexico, Mexico City  
Tel. 525 548322 85  
Fax 525 54832282  
[smarcos@campus.ccm.itesm.mx](mailto:smarcos@campus.ccm.itesm.mx)

W.T. Melnyk  
Past President, ASPPB, and  
President Elect, CPA  
181 Mud Lake Road  
Murillo, ON P0T 2G0  
Tel. 807-935-2334  
Fax 807-935-2063  
[wtmelnyk@microage-tb.com](mailto:wtmelnyk@microage-tb.com)

Peter E. Nathan  
248 Black Springs Circle  
Iowa City, IA 52246  
Tel. 319-335-2427  
[peter-nathan@viowa.edu](mailto:peter-nathan@viowa.edu)

Susan D. Phillips  
Committee on Accreditation, APA  
ED 220  
University at Albany, State University of New  
York  
1400 Washington Avenue  
Albany, NY 12222  
Tel. 518-442-5045  
[sdphil@csc.albany.edu](mailto:sdphil@csc.albany.edu)

Pierre Rtchie (CRHSPP representative)  
Professor, School of Psychology  
University of Ottawa  
P.O. Box 450, Station A  
Ottawa, ON Canada K1N 6N5  
Tel. 613-562-5289  
Fax 613-562-5169  
[pritchie@uottawa.ca](mailto:pritchie@uottawa.ca)

Emil Rodolfa. Vice-Chair, APPIC  
Counseling Center  
University of California, Davis  
Davis, CA 95616  
Tel. 530-752-0871  
Fax 530-752-9923  
[errodolfa@ucdavis.edu](mailto:errodolfa@ucdavis.edu)

Abraham Ross  
Council of Canadian Depts. Of Psychology  
Psychology Department  
Memorial University  
St. John's, NF A1B 3X9  
[abraham@play.psych.mun.ca](mailto:abraham@play.psych.mun.ca)

Juan José Sánchez Sosa  
Coordinator, Mexican Committee for the  
International Practice of Psychology  
De la Alborada 165  
Parques del Pedregal  
14010, Tlalpan, Mexico City D.F.  
Tel. 525 616 2383  
525 622 0092  
[johannes@servidor.unam.mx](mailto:johannes@servidor.unam.mx)

George P. Taylor  
APA Board of Directors  
Liaison to Committee on Accreditation  
Liaison to ASPPB  
3068 Rhodenhaven Dr. NW  
Atlanta, GA 30327  
Tel. 404-351-8830  
Fax 404-609-9035  
[gpt8@aol.com](mailto:gpt8@aol.com)

Carol Williams, Chair  
American Psych. Assoc. of Grad. Students  
The University of Notre Dame  
University Counseling Center  
Box 564, Health Services Building  
Notre Dame, IN 46556  
Tel. 219-631-7336  
Tel. Home and Fax 219-277-4468  
[Carol.Williams.250@nd.edu](mailto:Carol.Williams.250@nd.edu)