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NEW WEB ADDRESS

www.psychology.ohio.gov

June 24, 2004



Dear Colleague:

The time to renew our licenses is once again upon us. Our goal is to get your license card in the mail to you as rapidly as possible after receipt of your MCE hours from OPA or OSPA, your completed renewal form, your \$350 fee, and—this year—the Mandatory Fee Card. We can only process forms efficiently, however, if each licensee takes responsibility to ensure that the enclosed instructions are followed carefully and your MCE is completed by August 31, 2004.

Please take note of the following changes to the renewal process this year:

- **This year, you are being provided with a pre-addressed envelope for mailing your materials to the Board's P.O. Box—not the Board office.** You will find instructions on the reverse side of the renewal form.
- **This year, you can track the status of your renewal on-line.** See inside for more information.

As with all renewal periods, please remember the following:

- **The deadline to complete MCE requirements is August 31, 2004. The final deadline to mail materials is September 30.**
- **It is reasonable to expect a period of approximately 30 days between the Board's receipt of your renewal form, Mandatory Fee Card, and fee and the mailing of your new license card.** For rapid responders, this process will take just hours or days. The longer you wait, the longer it will take to process your form and fee.
- **You are strongly encouraged to refrain from calling the Board office to check on the status of your renewal form.** Be assured that **we will notify you** if there are problems identified with your renewal materials. Remember that you can use the Web to track the status of your renewal materials.
- **The Board cannot accept CE certificates directly from licensees.** You must be registered with OPA or OSPA to have your MCE hours certified and reported to the Board before your license will be renewed (or reinstated).

Finally, in this issue of *STATE BOARD ALERT!* please find an article by Dr. Linda James Myers, Board President, on issues relative to culture-centered services, and what it could mean to be "culturally competent." In this issue, you will also find a series of reminders regarding the license renewal process, and information about waivers, School Psychology competency areas, Psychologist competency areas, and assigning responsibility for your professional records.

Thank you for your careful attention to your renewal materials. Here's to another successful renewal period for all of us!

Sincerely yours,

Ronald R. Ross, Ph.D.
Executive Director

THE SECRET TO HASSLE FREE LICENSE RENEWAL?

Licensees who renew year after year without incident seem to follow a fairly predictable formula:

- 1) Complete MCE requirements well before August 31, 2004 and make certain that your hours are in the possession of OPA or OSPA, whichever organization you have chosen to certify and report your hours to the Board.
- 2) Complete each section of the renewal form, remembering to sign and date it.
- 3) Immediately register—now—with OPA or OSPA for MCE reporting for the next biennium by completing one of the enclosed forms and submitting it with payment to OPA or OSPA.

NEW GUIDELINES FOR GRANTING WAIVERS FROM MCE

Current Waivers Honored!

But all waivers to be rescinded as of September 30, 2004

ATTENTION: LICENSEES WHO HAVE BEEN GRANTED WAIVERS! Important policy changes implemented by the Board will affect licensees who have been granted a waiver from CE requirements. Historically, the Board has considered and granted CE waivers secondary to a licensee's claim that he/she was not practicing psychology in Ohio during the biennium in question. It has been determined by the Board that laws and rules require that all licensees complete CE requirements regardless of whether the licensee is actually practicing in Ohio, with a few exceptions. The only exceptions are for those licensees who successfully petition the Board secondary to unusual circumstance, emergency, or special hardship. Choosing to hold the Ohio license but to not practice in Ohio is no longer sufficient to qualify for a waiver. Please review the following statute and rule:

ORC 4732.141 (F) The board may excuse persons licensed under this chapter, as a group or individuals, from all or any part of the requirements of this section because of an unusual circumstance, emergency, or special hardship.

OAC 4732-2-01 (C) (10) Pursuant to division (F) of section 4732.141 of the Revised Code and on written petition by a licensee setting forth convincing and compelling reason, the board may excuse all or any part of the petitioner's CE requirements, may set conditions for excusing such requirements, and may require the licensee to make up CE requirements. Board approval of any such arrangement shall be made in writing, shall be communicated promptly to the petitioner, and shall be inserted into the petitioner's board record. The deadline for requesting the board to excuse all or any part of CE requirements is August first of the relevant renewal year.

If you have received a written waiver from the Board for the current renewal period ending September 30, 2004, it will be honored, of course. Subsequently, ALL CE WAIVERS WILL BE RESCINDED EFFECTIVE SEPTEMBER 30, 2004. Licensees wishing to request a waiver from CE requirements for renewal ending September 30, 2006 are required to petition the Board in writing in the form of a letter to the Board's Executive Director. The deadline is August 1, 2006, although petitions should be filed as early as feasible, depending on the nature of the circumstances, to allow for sufficient time to complete requirements should a petition not be successful.

The criteria to be employed when the Board reviews written petitions for CE waivers will generally include:

- 1) Active duty in the U.S. Armed Forces: Automatic waiver, upon request, under law.
- 2) Documented major medical problems substantially impacting the ability to participate in CE activities for a substantial portion of the biennium. If one is able to practice psychology, it is generally thought that one can complete the 23 hours of CE required for license renewal.
- 3) Documented emergencies and special hardships consuming a substantial portion of the biennium and substantially impacting the ability to participate in CE activities.
- 4) Other significant unusual circumstances, hardships, or emergencies.

Thank you for your understanding and patience with this process.

NEW! TRACK YOUR RENEWAL STATUS ON-LINE!

The Board is using a new web-based licensing software program that gives you easy access to information about the status of your license—even during renewal. Go to www.license.ohio.gov or access this site by clicking "License Verification" on the Board's homepage at www.psychology.ohio.gov. First, click on "License Lookup." Then, click on "Psychology Board" under "Division." Next, enter your name or license number to view your public screen. Please note the following definitions of terms that will be listed under the STATUS column:

"ACTIVE IN RENEWAL" All active licenses automatically revert to this status when renewal materials are mailed to you at the outset of the renewal period. This indicates that the renewal materials were mailed to you, although the Board has not yet received your form, coupon, and/or fee.

"ACTIVE IN RENEWAL—PAID" This indicates only that your \$350 fee and Mandatory Fee Card were processed.

"ACTIVE IN RENEWAL—HOLD" This indicates that your fee has been processed but there is pending action prior to successfully renewing your license (e.g., required MCE has not been verified; renewal form incomplete)

"ACTIVE" This indicates that you have successfully renewed your license. Your 2004-2006 license card has been printed and mailed to you.

"EXPIRED" This indicates that your license has been suspended. This includes licensees who choose not to renew and those licensees who attempt to renew but miss the MCE deadline or evidence problems regarding the form or fee.

HOW DO I KNOW THAT I AM CULTURALLY COMPETENT?

LINDA JAMES MYERS, PH.D. PRESIDENT

The question of cultural competence is one which puzzles many, but it is also an important one which should be addressed by all psychologists and school psychologists. Despite it being a question for which there could be many answers, depending on one's perspective, a couple of things we do know. For example, we know it is impossible to know all one might need to know about every cultural/ethnic group, to say nothing of numerous diversity markers that might exist among members of each group (e.g., age, gender, physical ability, sexual orientation, and so on) or combinations of ethnicities (e.g., Japanese and African American, Somali and French, and so on). How then are psychologists to become culturally competent and to know if they are culturally competent?

One strategy that seems to make sense, as it is universally applicable, is a self-knowledge approach. Since it will be impossible to use an outside/in approach to work effectively (that is, an encyclopedic, cookbook approach to every ethnicity), this strategy for cultural competence will be the reverse, premised on the principle of self-knowledge. If you know yourself very well, understand the ways in which your experiences and exposures shape the way in which you perceive and engage others who are different from you (and like you), know your biases, are conscious of the limitations of your cultural frame of reference and worldview, and have confidence in your ability to engage others with openness, empathy, and understanding, then you are well on your way to cultural competence. The short answer to the title question, from this perspective, is that you will know if you are culturally competent by the work you have done and are continuing to do to become so, by pursuing and achieving the objectives just identified.

Culture has been defined in many ways, but for the most part it is agreed that it is the belief systems and value orientations that influence custom, norms, practices, psychological processes, systems of organization, and social institutions, a people's way of life. The embodiment of worldview, the designs for living and patterns of interpreting reality that one cultural group embraces and takes for granted, may be seen as strange or pathological by another.

As the beliefs, values, and practices of culture are learned and transmitted, cultures have both universal and specific features. The mono-cultural hegemony of this society makes it far less likely for members of the dominant cultural group to be aware of non-dominant cultural worldviews, traditions, and practices than vice versa.

The notion of claiming competence in the area of "cultural diversity" or being "culturally competent" requires that we understand how it can be assessed. We have national professional organizations of psychologists that have done considerable amounts of work in this area. The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAEMI), representing the four major ethnic groups in the United States as well as APA Division 45 (Society for the Study of Ethnic Minority Interests) have published recommendations for the psychological treatment of ethnic minority populations (2003). Many of these recommendations can be used as guides to engage in a self-assessment of competence. Each of the national professional organizations speaks to the necessity and importance of self-knowledge in movement toward cultural competence. Since no culture is monolithic, one really needs to have the competencies which come with extensive training, critical self-examination, introspection, and reflection, along with opportunities for difficult dialogues and in-depth conversations with those who experience the world from a different view, as well as are able to "tell it like it is" from their reality without the need to mince words or mask sincere feelings. With these experiences the culturally-specific discernment skills, cross-cultural communication skills, flexibility/openness, systems thinking, and so on, that are needed for cultural competence, can be developed.

Those who provide culture-centered services are able to bring a cultural focus to client concerns. APA (2003) Multicultural Guidelines "encourage psychologists to use a 'cultural lens' as a central focus of professional behavior." There it is advocated that the behavior and perceptions of the psychologist and the client both be examined rigorously for the ways in which culture shapes them. As psychologists achieve cultural competence, they are able to provide culture-centered services, which connotes recognition of the ways in which all individuals are influenced by historical, ecological, sociopolitical, disciplinary, and

multiple other different contexts, all of which are influenced by culture. The term "culture-centered" is used to suggest that psychologists have considered and are informed by the ways in which perceptions and behaviors, including their own, have been influenced by culture. Using the construct of culture-centered services does not imply that there are no underlying psychological theories that cut across cultures. For example, one of the ways in which the self-knowledge thrust is reinforced is by the convergence across cultural groups around unity consciousness as characteristic of the highest stages of human development.

Could a person be "culturally competent" to work with a Japanese woman in individual therapy but be culturally blind or destructive when it comes to an African American male in the completion of a psychological evaluation? According to the self-knowledge based theory of cultural competence being used and without further information, a psychologist could not be "culturally competent" to work with a Japanese woman in individual therapy, but be culturally blind or destructive when it comes to an African American male in the completion of a psychological evaluation. The psychologist could, however, be considered somewhat informed and/or receptive culturally in the first instance and not in the second, but would not be considered to be providing culture-centered services in either regard. Being competent to work with individuals from various ethnic cultures is based in self-knowledge, as briefly outlined above, and not within various "cookbooks" ascribing specific features to members of specific cultural groups.

Even if you believe that your psychological competence relative to the construct of "culture" needs to be strengthened in your practice, the article should not be interpreted to mean you should terminate services to clients from non-dominant cultural groups. Assuming that your client is satisfied with your services, and the client's concerns about cultural frames of reference have been adequately addressed, and you are effective in meeting the client's needs, such might be a barometer that you are competent at what you are doing. Similarly, if a client is highly assimilated to the dominant culture and has no interest in or identification with their non-dominant cultural heritage, licensees providing psychological services to such individuals may not need to

See Culture p. 4

proclaim specific competence in culture-centered services. Reading this article in the spirit of broadening and deepening appreciation of the necessity of considering culture in the practice of psychology, you are invited to explore further literature in the area and become more mindful of the role of culture in our lives and those of our clients.

The 2004-2006 renewal form provides the opportunity for psychologists to declare "Culture-Centered Services" as a competency area. This term is based on guidelines published in the APA (2003) Multicultural Guidelines. This is intended to ask licensees to proclaim, generally, whether they conceptualize themselves as having the education, training, and experience required to provide psychological services that bring a cultural focus to the psychological issues at hand. Please note that this article is intended to provide a brief summary of some of the guidelines published by national professional psychological associations relative to cultural competence. This article is not intended to serve as an isolated measuring stick against which licensees will be held if competence in this area is claimed or not claimed.

FURTHER READING

Guidelines for research in ethnic minority communities.(2000). Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. Washington, D.C.: American Psychological Association.

Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists. (2003). *American Psychologist*, 58 (5), 377-402.

Mc Daniels-Wilson, C. & Myers, L.J., eds. (2002), Cultural Competency in Psychological Service Delivery, *The Ohio Psychologist*, 49, 1-34.

Myers, L.J. & McDaniels-Wilson, C.(2002). Increasing Cultural Competency in Psychological Service Delivery, *The Ohio Psychologist*, 49, 3-5.

Psychological treatment of ethnic minority populations. (2003). Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. Washington, D.C.: Association of Black Psychologists.

ATTENTION: MEDICARE NOT REQUESTING RENEWAL UPDATES FROM THE BOARD

The Board has been notified that Palmetto Medicare is not requesting direct updates of renewal status from the Board this year. As such, the Board will not provide Medicare with ongoing updates of renewed licenses. The Web is the easiest and most accurate way to verify the status of a license [www.license.ohio.gov] and Palmetto is planning to use the Web for updates. Nevertheless, as in previous years, the Board staff is willing to provide bulk notification of license renewals to various third parties. This year, the Board will provide an exhaustive list of all renewed licenses on or about October 1, 2004 to: Ohio Bureau of Worker's Compensation, the Ohio Department of Mental Health, and the Ohio Department of Job and Family Services—Medicaid Provider Enrollment. These organizations and others will be referred to our web site for easy access to ongoing renewal status beginning July 2004. It is important that all licensees understand that the Board provides notifications to third parties as a courtesy for licensees and third parties. We can report thousands of renewed licensee names and numbers in one report, so we do so. Human error happens, however, and nothing is perfect. Each license holder is responsible for his or her relationship with any third party payor, including the ultimate responsibility for making certain that your license status is updated with a given third party. We'll provide accurate web updates and a final report to any organization that requests it. Again—if it is important to you, you must verify for yourself.

SCHOOL PSYCHOLOGY SCOPE OF PRACTICE REMINDER

School Psychologists! Please note that School Psychologists are receiving a distinct and separate renewal form this year. The primary change to note is relative to the choice of competence areas. The competence areas for School Psychologists on the renewal form are drawn directly from ORC 4732.01 (E):

- 1) Evaluation, diagnosis, or test interpretation limited to the assesment of intellectual ability, learning patterns, achievement, motivation, or personality factors directly related to learning problems in an educational setting.
- 2) Counseling services for children or adults for amelioration or prevention of educationally related learning problems.
- 3) Educational or vocational consultation or direct educational services, not including industrial consultation or counseling services to clients undergoing vocational rehabilitation.

Please note the regulation in OAC 4732-17-01 (H) (5): "Limits on practice under school psychologist license. A school psychologist who does not hold a psychologist license shall not practice beyond the scope of the school psychologist license, as defined in division (E) of section 4732.01 of the Revised Code." It is hoped that boiling down the competence areas to those areas specified in statute will clarify scope of practice issues and offer a reminder that scope of practice for School Psychologists is relatively restricted.

ADDRESS CHANGE? JOB CHANGE?

REMEMBER—
THERE'S A LAW FOR THAT

Please remember that licensees are required to notify the Board office in writing of any change in office address or employment within 90 days of such change (ORC 4732.14). Failure to follow this legal requirement can lead to a number of problems, including timely receipt of your renewal materials and other official Board correspondence. Every year there are licensees who do not update the Board with this information and it only causes problems for all parties.

TAKE RESPONSIBILITY FOR YOUR RECORDS
(by Arranging Responsibility for Your Records)

Pursuant to OAC 4732-17-01 (B) (6) (c) each licensee must report to the Board on the biennial renewal form the name and telephone number of “a person knowledgeable” about responsibility for records in the event of the licensee’s absence, emergency, or death. This is not new, of course, although Ethical Standard 6.02 (c) in the new (June, 2003) APA Ethical Principles of Psychologists and Code of Conduct contains language that serves to clarify and inform this rule. Specifically, the standard indicates that, “Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of the psychologist’s withdrawal from positions or practice.” Therefore, all licensees should have a plan for the protection and transfer of professional records—just in case. Many psychologists have mutual arrangements with psychologist-colleagues or practice representatives. Under current rules, the person listed on the renewal form (Section 7) does not need to be the responsible party, but must have knowledge about your plan for your records. The Board encourages all licensees to make a plan so that your clients have confidentiality and access to their records (e.g., to transfer services and records to another provider), should you be unable to oversee retention of your records and oversee requests to release information.

Q & A
FOR RENEWAL PROCRASTINATORS

What if I miss the MCE coursework deadline (August 31) or the renewal form mailing deadline (September 30)?

Answer: Your license will be automatically suspended on September 30, 2004. Your status will revert to EXPIRED on the Internet site used for license verification by the public and third party payors. This can be very troubling to your clients and third party payors. It happens every year.

What does a license suspension mean in reality?

Answer: You will be required to cease practice on September 30 until you submit a successful application for Reinstatement. This is not a technicality—continuing to practice under suspension is the unlicensed practice of psychology. If suspended, you need to arrange for continuity of care for your clients and patients, who might have negative experiences with such an event, and cope with risks to your professional practice.

What does Reinstatement involve?

Answer: The Reinstatement process can be time consuming, unpredictable, and expensive. There is a separate

application that you must request from the Board, and a \$50 Reinstatement Fee, in addition to the \$350 Renewal Fee. Licenses cannot be reinstated until OPA or OSPA certifies your MCE courses and reports to the Board that you have completed the MCE requirements. Remember that OPA or OSPA cannot report hours to the Board until you are registered for MCE reporting for current MCE reporting biennium.

Why do I need to register with OPA or OSPA to get my license reinstated?

Answer: The MCE reporting period covered by your biennial registration with OPA or OSPA ends on August 31, 2004 of each even-number year. This means that MCE hours completed after August 31 must get to the Board to supplement your application for Reinstatement. You must be registered with OPA or OSPA for this to occur. Therefore, one of the enclosed registration forms must be completed with fees paid to OPA or OSPA as a first step toward reinstatement so that your hours completed after August 31, 2004 can be reported to the Board.

REGISTERING WITH OPA OR OSPA! REMEMBER -- THERE’S A LAW FOR THAT

Some licensees continue to ask, “Why do I have to register with and pay OPA or OSPA to track my CE hours?” The simple answer is, it is the law. Remember that State law [ORC 4732.141] establishes that OPA and OSPA are the only entities authorized to certify MCE credits for reporting it to the Board for license renewal and license reinstatement. In addition, administrative rules established in 4732-2-01 (B) state, “it shall be the responsibility of each psychologist and school psychologist submitting a biennial registration of license to certify to the board that the continuing education experience required for license renewal has been obtained.” It goes on to state, “...evidence of a record maintained by the ‘Ohio Psychological Association’ [and] the ‘Ohio School Psychologists Association’ shall serve as appropriate documentation of the completion of CE hours...” So, register with OPA or OSPA immediately so you are prepared for MCE reporting for renewal 2006. Be certain to register with OPA or OSPA by December 1, 2004 in order to avoid late fees that begin to apply. For those of you who are completing CE hours between July 2004 and August 31, 2004 be certain to immediately send your certificates to the organization with which you are registered.

THE RENEWAL FORM COMPETENCE AREAS

SOME GUIDANCE AND REASSURANCE FOR PSYCHOLOGISTS

Every licensee of the State Board of Psychology is required to “limit his/her professional practice to those specialty areas in which competence has been gained through education, training and experience.” This is quoted from the Rules of Professional Conduct in OAC 4732-17-01 (H) Competence: (1) Limits on Practice. Therefore, any licensee must identify one’s competencies, at least for oneself, in order to limit practice to those very areas. This is a lynchpin of basic professional responsibility.

Why, then, does the Board collect your biennial “checkmarks” beside various competence areas? The Board is required to do so under OAC 4732-1-06 (A), relative to the biennial license renewal process. For School Psychologists, the competency areas on the current renewal form are taken directly from the statute limiting practice to discreet areas. Whittling down a list of competence areas for psychologists to choose from is difficult, and many areas in which licensees work are obviously not included on the list.

Please be assured that the competence areas selected on your renewal form are not reviewed in isolation, and do not have hidden meaning or hidden uses by the Board. Your selected competence areas represent for the Board and the public the general areas of competence that you claim relative to your practice on the Board’s license.

What does the Board do with this information from its 3,800 licensees? The forms are maintained as public records in the Board office, and are occasionally accessed by citizens making public records requests, Board staff, and Board members. The Board does not routinely review your selections (or omissions) of competence areas on the renewal form, in search of triggers for inquiry. We know that the renewal form itself does not provide sufficient data to make determinations about your actual

competence. Without additional information, it reflects your own judgment about your competencies in psychology and little else.

It is assumed that all licensees are practicing competently until data are presented that raise concerns to the contrary. Please understand that the proof is in the pudding, and not on the renewal form. In other words, it is the professional *behavior* of a licensee—and not what is claimed on a renewal form—that serves as the focus of any Board inquiry regarding competent practice. The Board can only truly assess competence by reviewing the actual *conduct* of the licensee, regardless of what is proclaimed on the renewal form. If one limits psychological practice to those areas in which one is competent, then the renewal form’s competence proclamation will not likely receive any attention at the Board level. If one is alleged to be practicing outside of one’s scope, however, then the form’s competence assessment might be used to evaluate a licensee’s self-conceptualization of his or her areas of competence in an effort to understand broader questions of alleged misconduct, perhaps identify needs for additional training, or—as is typically the case—to confirm that a psychologist is, in fact, at least minimally competent in a given area.

In summary, it is important to provide a reasonable self-assessment of your competence areas on the renewal form, based on what you believe is a defensible interpretation of your work, education, training, and experience in each area. Completing the form should not raise undue anxiety, however, regarding the Board’s possible use, in a vacuum or out of context, of your assessment of your competencies. What is more important is understanding your own competence areas—and limiting practice to those areas. Do your level best to be competent at what you do, as it truly boils down to competent conduct, based on prevailing standards of care in the areas in which you render or offer psychological services.

ATTORNEY GENERAL OPINIONS CLARIFY SCHOOL PSYCHOLOGY ISSUES

The Board has recently requested and received two Formal Opinions from the Office of the Attorney General.

In the first instance, the Board requested an opinion regarding the meaning of 4732.22 (A), which exempts from the Board’s licensure requirements Board of Education licensed (“certificated”) school psychologists while practicing within their “scope of employment” by a board of education, private school meeting State Board of Education standards, or specific MR/DD programs. The Board asked the Attorney General whether a certificated school psychologist working as a *contractor or consultant* for one of these entities is acting within a “scope of employment” and therefore exempt from the Board’s licensure requirements. In formal Opinion 2003-001, Attorney General Betty Montgomery indicated that “scope of employment” in this statute includes certificated school psychologists in traditional “employee” relationships, in addition to those engaged to provide school psychology services in independent contracting relationships.

In the second instance, the Board requested an opinion regarding the Board’s jurisdiction over its Licensed School Psychologists when alleged misconduct occurs in an exempt setting, such as a school district, in which the School Psychologist is not required to hold the Board’s license for employment. In Formal Opinion 2004-020, Attorney General Jim Petro advised the Board that the Board has jurisdiction over its School Psychologist licensees when misconduct occurs while practicing within the scope of the license issued by the Board of Education.

These brief summaries are provided as an introduction only, and should not be relied upon when making professional decisions related to these issues. Interested parties are invited to read the Formal Opinions, which contain significantly more information than reflected herein. The full text of these Opinions can be accessed from the Board’s homepage at www.psychology.ohio.gov.

STATE BOARD OF PSYCHOLOGY OF OHIO
BIENNIAL ENFORCEMENT REPORT
JUNE 2, 2002 - JUNE 1, 2004

LICENSEE/APPLICANT	ACTION TAKEN	REASON	EFFECTIVE
<i>Alan Bachers, Ph.D.</i> #3357 Chagrin Falls	License Surrender deemed Permanent Revocation	In lieu of proceeding to Notice of Opportunity for Hearing	June 1, 2003
<i>Deborah Baum, Ph.D.</i> #3696 Shaker Heights	Reprimand; Remedial Coursework	Negligence; Welfare of Client; Competence	February 24, 2003
<i>Virginia A. Black, Ph.D.</i> #3425 Columbus	Revocation	Impaired objectivity and dual relationships; Negligence; Welfare of the client	March 15, 2003
<i>David H. Brackman, Psy.D</i> #4155 Columbus	License Surrender deemed Revocation	In lieu of proceeding to Notice of Opportunity for Hearing	March 12, 2004
<i>Mark I. Byrd, Psy.D.</i> #5648 Cincinnati	Order of Summary Suspension	Determination made by the Board that there existed an immediate threat to the public	January 13, 2003
<i>Mark I. Byrd, Psy.D.</i> #5648 Cincinnati	Revocation	Impaired objectivity and dual relationships; Dual sexual relationships; Welfare of the client; Negligence; Use of Fraud, misrepresentation, and deception	March 3, 2003
<i>James R. Carroll, Psy.D.</i> #3361 West Chester	Reprimand; Permanent Practice Restriction	Competence	December 5, 2003
<i>Norma I. Cofresi, Ph.D.</i> #5318 Cleveland	Reprimand; 3-year Supervision Restriction	Negligence; Supervision Rules	December 6, 2002
<i>Jeanne S. Dennler, Ph.D.</i> #4188 Toledo	Reprimand	Negligence; Welfare of the client; Competence	June 6, 2003
<i>Phillip E. Estep, M.S.</i> #1399 Dover	License Surrender deemed Permanent Revocation	In lieu of proceeding to Notice of Opportunity for Hearing	December 5, 2003
<i>Roger H. Fisher, Ph.D.</i> #149 Fairfield	License Surrender deemed Permanent Revocation	In lieu of proceeding to Notice of Opportunity for Hearing	February 28, 2003
<i>William W. Friday, Ph.D.</i> #4081 Columbus	Suspension, 1-year; initial 60- days active, remainder stayed; Remedial Coursework	Negligence; Welfare of the client; Remuneration	May 28, 2004
<i>Colin C. Gordon, Ph.D.</i> #5823 Columbus	Indefinite Suspension; Psychological evaluation; Psychotherapy; Re-evaluation prior to seeking restoration;	Impaired Psychologist; Impaired objectivity and dual relationships	February 23, 1003
<i>Frances G. Hofmeister Ph.D.</i> #451 Cincinnati	License Surrender deemed Permanent Revocation	In lieu of proceeding to Notice of Opportunity for Hearing	November 1, 2003
<i>Robert R. Kurtz, Ph.D.</i> #2714 Cleveland	Reprimand; Permanent Supervision Restriction	Impaired Objectivity and dual Relationships; Supervision Rules	June 21, 2002
<i>Dawn D. Lord, Ph.D.</i> #3137 Medina	Order of Summary Suspension	Determination made by the Board that there existed an immediate threat to the public	March 12, 2004
<i>David M. Lowenstein, Ph.D.</i> #3937 Columbus	Reprimand; Remedial Coursework	Competence	March 12, 2004
<i>Thomas I. McCarthy, Ph.D.</i> #3807 Medina	Practice monitoring restriction discontinued; annual evaluation required.	Requirements of Consent Agreement dated December 10, 1999 met	March 12, 2004

LICENSEE/APPLICANT	BOARD ACTION	REASON(S)	EFFECTIVE
<i>William P. McFarren, Ed.D.</i> #3010 Newark	Reprimand; Remedial Coursework	Negligence	June 6, 2003
<i>Lois R. McLatchie, Ph.D.</i> #3252 Mayfield Heights	Reprimand; Permanent supervision restriction	Supervision Rules	September 16, 2002
<i>David L. Paul, Ph.D.</i> #4941 Cleveland	Order of Summary Suspension	Determination made by the Board that there existed an immediate threat to the public	January 13, 2003
<i>David L. Paul, Ph.D.</i> #4941 Cleveland	License Surrender deemed Permanent Revocation	In lieu of hearing on charges issued in Notice of Opportunity for Hearing dated January 13, 2003	September 12, 2003
<i>Larry Pendley, MS.Ed.</i> #1736 Centerville	Permanent Practice Restriction	Negligence; Competence	December 6, 2002
<i>Margaret M. Petrone, Ph.D.</i> #5775 Cleveland	Reprimand; Remedial Coursework	Negligence; Welfare of the client; Confidentiality	December 6, 2002
<i>James H. Phillips, M.Ed.</i> #1416 Findlay	Order of Summary Suspension	Determination made by the Board that there existed an immediate threat to the public	April 15, 2004
<i>Thomas E. Pickton, Ph.D.</i> #4019 Stow	Reprimand; 6-month Suspension, stayed if requirements of Consent Agreement met; Remedial Coursework	Impaired objectivity and dual relationships; Negligence; Welfare of the client;	December 6, 2002
<i>Michael F. Pignatiello, Ph.D.</i> #4369 Dayton	1-year Suspension, 3 months active, remainder stayed; Practice restriction; Remedial Coursework	Impaired objectivity and dual relationships; Negligence; Welfare of the client; Competence	July 21, 2003
<i>Frederick M. Sacks, Ph.D.</i> #3768 Tipp City	1-year Suspension, 30 days active, remainder stayed; Practice monitoring; Remedial Coursework	Negligence; Welfare of the client; Competence; Supervision Rules	December 3, 2003
<i>Daniel W. Sanders, Ph.D.</i> #3830 Akron	Reprimand; Indefinite practice restriction pending completion of remedial Coursework	Negligence; Competence; Welfare of the client; Impaired objectivity and dual relationships; Testing and test interpretation	December 3, 2003
<i>Jeff D. Sherrill, Ph.D.</i> #1224 Columbus	Reprimand; 1-year practice restriction	Negligence; Welfare of the client; Competence	February 24, 2003
<i>Emily I. Spade, Psy.D.</i> Applicant Albuquerque, NM	Admitted to EPPP with practice restrictions and monitoring upon licensure	In lieu of hearing	September 12, 2003
<i>Victoria A. Vetere, Ph.D.</i> #4125 Columbus	Indefinite Suspension, 2-year minimum; Remedial Coursework prior to applying for restoration	In lieu of hearing on charges issued in Notice of Opportunity for Hearing dated June 10, 2003	February 1, 2004
<i>Dale Wenke, M.A.</i> #2034 Newark	Reprimand; Remedial coursework; 6-month practice restriction; Practice monitoring, 12 months.	Multiple relationships affecting psychologist's judgment; Remuneration	April 15, 2004
<i>John P. Wilson, Ph.D.</i> #1538 Cleveland Heights	Indefinite Suspension, 2-year minimum; Intensive Psychotherapy; Psychological evaluation	Impaired psychologist; Impaired objectivity and dual relationships; Negligence; Welfare of the client;	June 21, 2002
<i>John P. Wilson, Ph.D.</i> #1538 Cleveland Heights	License Surrender deemed Revocation	In lieu of proceeding to Notice of Opportunity for Hearing on new charges	March 12, 2004