

THE MONTANA PSYCHOLOGIST

MONTANA PSYCHOLOGICAL ASSOCIATION NOVEMBER 2007

PRESIDENT'S PERSPECTIVE SANDRA LOTSHAW MICKEN, PHD

"If you're not outraged, you're not paying attention". This statement, from a popular bumper sticker, gets my attention. I certainly don't want to be one of those deluded individuals who fails to realize that, despite my comfortable life (or perhaps in part DUE to my comfortable life), that the world is in bad shape. Global warming. Loss of community. The declining middle class. Ecological collapse. Wars. Genocide. Lies. Government that favors the wealthy. Increasing levels of mental illness and homelessness. Materialism. Overpopulation. Declining resources. Loss of biodiversity. Violence. (Insert your favorite disaster here). We've all read the headlines, felt the outrage. Many of our patients speak of the anger, fear, guilt and/or powerlessness they feel in facing the world's problems. Sometimes they try to avoid those feelings by numbing themselves through various methods such as substance abuse, shopping, or hours of television.

Personally, I find I can only tolerate outrage in myself for so long. What good does it do to just be outraged? Who am I helping when I'm angry? If my outrage doesn't translate into action, I think, it's only adding to the world's unhappiness. But, what can one person do, short of pulling up all stakes and going out into the world to commit themselves wholeheartedly to saving it? This is, of course, a wonderful thing to do and I'm sure more of us should do so, but not many people are willing to make those kinds of radical changes. For my patients who feel stuck at this point, I thank goodness for bumper stickers and point them to another popular slogan: "Think globally, act locally." Some of the things I suggest to patients include: Give of yourself to make the lives of others in your community better. Volunteer. Donate money. Recycle. Live simply. Refuse to overconsume – ask yourself, "Do I really need this?" Garden organically. Get active politically. And, one that I suggest to those in clinical practice – don't let your therapy exist separately from the world we live in. When patients get more active in their community, it's clear to me that it's not only good for the community, but it's good for their mental health as well. Alfred Adler was on to something good all those years ago.

Albert Einstein said, "A human being is part of the whole, called by us the "Universe"...(but) He experiences himself, his thoughts and feelings, as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to ourselves. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty." Helping our clients not only to receive this compassion from us, but to pass it on to others, is an important way for us as psychologists to contribute. Maybe you can think of others, and I'd love to hear your suggestions. I can be reached at 683-5124 or micken@bmt.net.



2008 EVENTS

January 25, 2008
BOARD MEETING
Butte, MT

April 11-12, 2008
CE & MEMBERSHIP MEETING
Wingate Inn
Bozeman, MT

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TREASURER'S REPORT
Fourth Quarter 2007
Vincent River, PhD

As we approach the end of 2007, MPA's finances look stable. We have gotten through the added costs of transition expenses and it looks like budget-trimming efforts earlier in the summer have helped us to arrive at year's end slightly in the black. Marti has proven to be a careful guide of our spending, and we have enjoyed good income from continuing education workshop offerings.

As we approach a new budgetary period, this seems like a good time to raise an issue that is growing in clarity for me and I think it should be of interest to the Board and the membership, as well. Having grown into the role of treasurer over the last couple of years, I find that from time to time individuals come forward to make suggestions about ways to spend the Association's money. I have found that I begin to think of the budget of the association as an expression of the values of the people involved with the association, or an expression of what the collective is trying to make happen with our financial resources. This has been an evolution for my personal understanding of budgets, departing from thinking of a budget as simply there to help us "meet expenses." So when individuals approach me with well-meaning ideas, wanting us to "cover" a particular expense, I have begun to hope that others begin to see their suggestions in light of the trade-offs in values that are being requested under the surface, when the surface suggestion is something like: reimbursing individuals for gas expenses enroute to Helena for testifying before the legislature, or for providing continental breakfast for all attendees before workshops. Frankly, I think there are probably many goals and accomplishments to which various psychologists across our state would value seeing the association contribute, most of which probably do not get voiced, and certainly not in terms of talk about the budget. And yet, for instance, if we were to fund small scholarships for students of psychology, or an annual award for a contribution to the field of psychology by an individual in the state, or reimburse for travel expenses for testifying in legislative matters, or develop a more attractive and useful website, these would all require choices among various options for what are "valuable" ways to apply the association's financial resources.

In closing, I would like to encourage all individuals, who have suggestions about how you would like to see money allocated with the association for the coming budget year, to submit these to me before the first of the year, so that they might be included in deliberations for the coming budgetary period. I hope you will take this opportunity to voice your creative vision for the association's activities.



2008 MEMBERSHIP
Benefits
Montana Psychological Association

To: Montana Psychologists

From: Sandra Lotshaw Micken, Ph.D., President
Montana Psychological Association (MPA)

Re: *Membership in the Montana Psychological Association*

I'm writing to encourage you to renew your membership or to join the Montana Psychological Association for 2008. Membership in MPA provides multiple benefits, including:

1. Discounts on high quality, in-state Continuing Education offered several times yearly by MPA,
2. Access to discussion with your colleagues across the state via the MPA listserv and at MPA meetings,
3. Representation of your concerns to the legislature, Board of Psychologists, third party payors, APA and other entities nationwide that directly impact the practice of psychology and the lives of our clients,
4. Lobbying and testimony to the Montana Legislature regarding important issues that affect psychology and mental health,
5. Opportunities to serve in the leadership of Montana's most active psychological association,
6. Advocating for psychology and consultation available in multiple areas, including Ethics, Academic/Scientific, Insurance, Professional Practice, Psychopharmacology, Public Education, Continuing Education, Disaster Response, Early Career Psychologists, Rural Health, Federal Advocacy, and Diversity,
7. Receipt of MPA's quarterly newsletter, *The Montana Psychologist*
8. That good feeling that comes from joining your colleagues in supporting the advancement of your profession in all its forms!

We have a busy year ahead of us in 2008, I hope we can count on you to join us in this and our other efforts in 2008.

We greatly value your contribution.



2008 MEMBERSHIP DUES NOTICE

Montana Psychological Association

New

Renewal

Membership type:

_____ Student	\$ 25.00
_____ Year 1: Calendar year of original licensure	\$ 50.00
_____ Year 2: 2 nd calendar year of original licensure	\$ 85.00
_____ Year 3: 3 rd calendar year of original licensure	\$ 120.00
_____ Year 4: 100% Membership dues	\$ 150.00
_____ Assessment added for members earning >\$35,000/year \$50	(Total dues \$200.00)
_____ Affiliate (out of state or non-PhD/PsyD Montana resident)	\$ 75.00
_____ Special Circumstances	\$ 75.00

_____ **TOTAL TO BE REMITTED WITH FORM TO ADDRESS BELOW**

Name: _____ **Birth Date:** _____

Preferred Mailing Address: _____

Work Phone: _____ **Fax #:** _____ **Home Phone:** _____

Email: _____

Received Degree From: _____ **Year Received:** _____

MT License #: _____ **Other State License #:** _____

APA Member #: _____

APA STATUS: Member Life Fellow Associate Student Affiliate

_____ **If "Specialty" information printed in 2006 Member Directory has not changed please indicate here.**

SPECIALTIES: *(Please note - information will be used for the MPA Referral Program and printed in the membership roster for use by colleagues in referring clients)*

Send payment and completed application form to:
Montana Psychological Association
 36 So. Last Chance Gulch, Suite A, Helena MT 59601
 Phone: 406.443.1160 Fax: 406.443.4614
 Email: mwangen@rmsmanagement.com

The tax deductibility of dues paid to MPA as an ordinary and necessary business expense is subject to restrictions imposed as a result of lobbying activities. MPA estimates that the nondeductible portion of your dues is **30%**.

**THE RIGHT TO SILENCE AND LIMITATIONS ON CONFIDENTIALITY
IN THE CRIMINAL FORENSIC EXAMINATION**
PATRICK DAVIS, PHD

Some months ago a member of the Association called me to ask whether a psychologist conducting an examination of a criminal defendant had an ethical duty to advise the examinee of his or her right to silence. I have chosen that question as the starting point for this issue's Ethics column.

The short answer to the question is that the forensic psychologist does have an ethical duty to advise the criminal defendant examinee of his or her right to silence. As will be explained below, the forensic psychologist also has a related ethical duty to advise an examinee who is being examined for any reason in a criminal forensic context of the possibility, if the examinee should introduce mental state evidence at any point in the proceedings (e.g., guilt or sentencing phases), that the examining psychologist could then be called to testify regarding the defendant's mental state even if the ostensible purpose of the examination was not to develop opinions relevant to those phases of the proceedings.

There are a number of relevant ethical and legal standards that the forensic psychologist should be aware of which lead to this conclusion and, as noted, discussion of the issue of a criminal defendant's legal right to silence during a psychological examination seems to me to be nearly inextricably entwined with the ethical issues of confidentiality and informed consent. As such, in this article I will discuss some of the ethical and legal contours of the issue of informed consent/notification with regard to the obligation, when conducting a forensic examination, to advise the examinee of his or her right to silence, and to advise the examinee of the possible uses of the examination findings.

The Ethical Principles of Psychologists and Code of Conduct, hereinafter referred to as the APA Ethics Code, does not address the specific issue of a criminal defendant's right to silence but does more generally discuss the requirement that a psychologist obtain an examinee's informed consent (See Standard 3.10: Informed Consent) before providing a service. Part of the informed consent process includes discussion with the examinee about the potential uses of the information developed as a part of the examination (See Standard 4.02: Discussing Limits of Confidentiality). In the case of court ordered examinations, these standards require the forensic examiner to provide the defendant with notification (as opposed to obtaining informed consent) of the nature of the examination and of any limits on confidentiality.

Guideline E of the Specialty Guidelines for Forensic Psychologists (SGFP) states that forensic psychologists "have an obligation to ensure that prospective clients are informed of their legal rights with respect to the anticipated forensic service, of the purposes of any evaluation, of the nature of the procedures to be employed, of the intended uses of any product of their services, and of the party who has employed the forensic psychologist."

The use of the word "client" in this statement is anachronistic and unfortunately may result in confusion regarding whether the examinee or the referring attorney or court is the client of the psychologist. For the purposes of both the SGFP and the present article, the use of the word "client" in the above quoted statement should be interpreted as referring to the examinee who, as a general rule, in actuality will not be the client of the psychologist. In most cases the client of the forensic examiner will be an attorney or the court.

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**THE RIGHT TO SILENCE AND LIMITATIONS ON CONFIDENTIALITY
IN THE CRIMINAL FORENSIC EXAMINATION (CONTINUED)**
PATRICK DAVIS, PHD

This confusing use of the word “client” will be corrected in the upcoming revision of the SGFP. For those who are interested, the current version of the SGFP as well as the current draft of the revision of the SGFP can be viewed and downloaded at the American Psychology-Law Society website. In short, however, the SGFP state that the examiner has an obligation to inform the examinee of his or her legal rights (e.g., right to silence) as well as of the intended uses of the information developed as a result of the examination.

Guideline E of the SGFP also states that “[a]fter a psychologist has advised the subject of a clinical forensic evaluation of the intended uses of the evaluation and its work product, the psychologist may not use the evaluation work product for other purposes without explicit waiver by the client or the client’s legal representative.”

Thus, if a forensic mental health examiner does not want to get caught up in a legal and ethical conundrum as a result of being subpoenaed to provide testimony during the guilt or sentencing phases of the proceedings after conducting an examination limited to the issue of fitness to proceed or some other issue not directly related to guilt or sentencing determinations, it would behoove the examiner to advise the examinee during the informed consent or notification process that should the examinee introduce mental state evidence during the guilt or sentencing phases of the proceedings that it is possible that the examiner could be called to testify about the examinee during those phases of the proceedings and that the report of the examination could be introduced into evidence.

Standard 2.01(f) of the APA Ethics Code and Guideline III of the SGFP discuss the obligation of forensic mental health professionals to be familiar with relevant legal standards as well as with the civil rights of the individuals whom they examine. The rest of this article will provide an overview of important legal standards and civil rights with regard to the issue of the examinee’s right to silence.

The Fifth Amendment to the United States Constitution provides that all Americans who become involved in the criminal justice system have a right to freedom from compelled self-incrimination. Otherwise known as the “right to silence,” or “taking the Fifth,” the right to freedom from compelled self-incrimination is a protection designed to ensure that law enforcement personnel do not use torture or other forms of coercion to elicit confessions from individuals suspected of criminal activity because the use of such tactics increases the likelihood of an innocent person making a false confession and thus of an unjust and incorrect outcome of the adjudication process.

In the landmark case of *Miranda v. Arizona* the United States Supreme Court held that law enforcement officers are required to advise suspects who are in custody of their Fifth Amendment right to silence, as well as of other rights, prior to interrogation. This procedure has come to be known as advising a suspect of his or her *Miranda* rights.

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**THE RIGHT TO SILENCE AND LIMITATIONS ON CONFIDENTIALITY
IN THE CRIMINAL FORENSIC EXAMINATION (CONTINUED)**
PATRICK DAVIS, PHD

In *Estelle v. Smith* the United States Supreme Court held that *Miranda v. Arizona* applies to any examination of a defendant performed for the purpose of obtaining evidence to be used at sentencing. The Ninth Circuit Capital Punishment Handbook notes that the *Estelle* court held that “A psychiatric interview conducted without proper *Miranda* warnings or without notice to counsel violates the Fifth Amendment privilege against self-incrimination and the Sixth Amendment right to counsel, respectively, and is inadmissible at sentencing.”

However, in *Buchanan v. Kentucky*, the United States Supreme Court held that when a defendant requests a psychiatric examination or presents his or her own psychiatric evidence, the prosecution should be allowed to rebut this evidence with evidence from the psychiatric examinations requested by the defendant. The Ninth Circuit Capital Punishment Handbook notes that “As such, the *Buchanan* Court held that a defendant who raises a mental status defense waives his or her Fifth Amendment privilege against self-incrimination.”

Both the Federal Rules of Criminal Procedure and Section 46-14-217 of the Montana Code Annotated (M.C.A.) limit the use of information obtained from a criminal defendant during a forensic mental health examination to determinations bearing on the mental state of the defendant when the defendant has first introduced mental state evidence in the proceeding for the purpose of seeking acquittal on the basis of mental illness. In other words, information developed during a forensic mental health examination cannot be used for the purpose of proving a defendant’s guilt although it can be used to rebut or cast doubt on a defendant’s use of mental illness evidence during the guilt phase of the proceedings.

In summary, the ethical forensic practitioner should incorporate the legal and ethical standards discussed above into the informed consent/notification process to ensure that the examinee has been informed of his or her right to silence and has also been informed of the anticipated and potential uses of the information developed in the examination, particularly with respect to the use of such information at trial or sentencing if the ostensible purpose of the examination was merely an examination of fitness to proceed or some other issue not directly related to guilt or sentencing determinations.

Sources of information for this article included:

- *Buchanan v. Kentucky*, 483 U.S. 402 (1987)
- *Miranda v. Arizona*, 384 U.S. 436 (1966)
- Ethical Principles of Psychologists and Code of Conduct
- *Estelle v. Smith*, 451 U.S. 454 (1981)
- Federal Rules of Criminal Procedure
- Montana Code Annotated
- Ninth Circuit Capital Punishment Handbook: 4.2 Fifth and Sixth Amendment Restrictions on Use of Psychiatric Examinations at Sentencing
- Specialty Guidelines for Forensic Psychologists

Submitted by:

Patrick Davis, Ph.D.

410 Central Avenue – Suite 506, Great Falls, MT 59401

406-727-9307 ♦ drdavis@patrickdavisphd.com

CONTINUING EDUCATION COMMITTEE

AUDREY MATTSON, PHD, CO-CHAIR
COLLEEN WALL-HOEBEN, PSYD, CO-CHAIR

SPRING 2008

We are excited to announce preparations for the Spring MPA CE Conference. As you prepare for the arrival of spring think about a stimulating weekend with colleagues and culture in Bozeman.

In April 2008, *Dr. Eduardo Duran, Ph.D.*, will be traveling from Auburn, California to present a full day workshop titled ***"Healing the Soul Wound: Counseling with American Indians and Other Native Peoples."*** The workshop will elaborate four aspects to providers of health care to Native Americans or others who adhere to Indigenous ways of being in the life world. These include (a) becoming acquainted with the origins of hybridism, (b) making comparisons and validations in both Western and Indigenous theories and practices, (c) discussing how by shifting psychological metaphor we can become more culturally competent when working with Native Peoples, and (d) applying real life clinical work through exploration of case studies. This presentation is highly recommended to a broad audience of medical providers such as physicians, nurses, psychologists, psychiatrists, social workers and other mental health providers as well as ministers and administrators of these programs. Our own MPA member Gyda Swaney, Ph. D., Associate Professor in Psychology at the University of Montana in Missoula and who is also a member of the Confederated Salish & Kootenai Tribes will be collaborating in this conference. Gratefully, Michael Bütz, Ph.D., has spear headed efforts to bring this program to Montana.

Stay tuned for dates and times. It should promise to be another top notch seminar!

The MPA's CE program has been robust with regard to caliber of workshops and participant attendance. The Summer MPA Conference in June 2007 in Bozeman was perhaps the best ever attended workshop with *Ron Kurtz* presenting ***"The Hakomi Method of Body-Centered Psychotherapy."*** His cutting edge therapeutic technique encompassed the integration of elements of Eastern mindfulness and loving presence and Western methods of psychotherapy. *Barton Evans, Ph.D.*, presented on the second day a much appreciated didactic seminar on ***"The Comprehensive System Rorschach: An Update."*** The Fall MPA Conference at Chico's Hot Spring in October 2007 was presented by *Irving Weiner, Ph.D.*, Clinical Professor of Psychiatry at the University of South Florida and, among his many accolades, the President Elect of APA Division Twelve presented on ***"What Personality Assessment Can Do for You."*** Dr. Weiner compellingly elaborated on the use of personality assessment in a differential diagnosis, treatment targets and outcome, forensic consultation and the complementary value of test batteries that includes both performance-based and self-report measures. By popular demand an excellent workshop was given on the following day by *Patrick Davis, Ph.D.*, on ***"The Forensic Examination of Criminal Responsibility and Sentencing."***

CONTINUING EDUCATION COMMITTEE**AUDREY MATTSON, PHD, CO-CHAIR
COLLEEN WALL-HOEBEN, PSYD, CO-CHAIR****MPA EDUCATION CHAIR**

As we say Good Bye to the “old” (no pun intended) and Welcome the “new” (wishful thinking) we would like to give a special note of thanks to Barton Evans, Ph.D., who so illustriously served as past CE Chair. He has brought an exemplar caliber of educational opportunities to our home with national and international speakers and tapped our local resources for great presentations. We are grateful for his vision and hard work, thank you for your service as CE Chair! You will be a hard act to follow!

The new CE Co-Chairs, Audrey Mattson, Ph.D., and Colleen Wall-Hoeben, Psy.D., accepted invitations to assume the CE Chair position at the MPA fall conference. Audrey is a staff psychologist at Montana State Hospital and establishing a private practice in Butte. She obtained her doctoral degree from the University of Houston and additional training at the University of Minnesota. Audrey is Board Certified in clinical neuropsychology (ABPP /ABCN) and worked with children and adults in medical rehabilitation and mental health settings in the pacific northwest (Washington and British Columbia) for over 10 years before moving to Montana in early 2006. She is originally from Anaconda. Colleen is in a solo practice in Hamilton where she specializes in child and family and some limited forensic work. She attended the Minnesota School of Professional Psychology in Minneapolis and arrives in Montana from the State of Wisconsin by way of the State of Wyoming where she worked in a large community mental health center and did consultant work for the Wyoming State Hospital Forensic Unit.

Although we, Audrey and Colleen, are a little behind in getting the program off the ground we felt it would be helpful to ask the membership what they would like to have in way to educational conferences. So the questions we pose are:

- Who is it that you have wanted to hear speak?
- Are there certain authors or other workshops that you may have read about, attended or heard that we could consider bringing to this state?
- And, what about the idea of forming other study groups throughout the state to discuss new books or publications in various areas of practice?

Please e-mail Audrey at ajmnpsey@gmail.com AND Colleen at colleenhoeben@cybernet1.com by the December 20th with your suggestions and other replies. We appreciate your response and look forward to working with MPA.

PRACTICE AND PERSPECTIVES

SUMMER/FALL 2007 • CONNECTICUT PSYCHOLOGIST
STEPHEN BANK, PHD

IT TAKES A WHOLE VILLAGE TO STOP A MONSTROUS ACT

It's a rite of passage. You pack the car with your 18-year-old daughter's laptop, tons of clothes, the tattered fuzzy bear she's slept with since she was three. A hug goodbye: You force yourself into the car, stifle the lump in your throat, and tell her be sure to call. You wonder if she'll be homesick, but you smile, knowing she couldn't wait to be on her own. And, for a nanosecond, something horrible, unthinkable, sneaks through the back door of your mind. Because you remember that six months ago, on a lovely spring morning, a purposeful young man cornered 19-year-old Emily Hilscher and murdered her with a Glock automatic revolver. Then he entered two classrooms, chained the doors, ended the lives of two professors and 32 other students, and blew his brains out. Sending a child to college today is very different from what we once knew. College campuses, like the post-911 world we live in, can be unsafe. The Irish poet, Yeats, wrote what many felt as the bloodbath unfolded at Virginia Tech:

The ceremony of innocence is drowned.

Universities strongly protect diverse modes of self-expression, privacy, and individuality...the primacy of "me" over "we." We've become more sympathetic about the mentally ill. We have included rather than excluded, accepted rather than rejected, mainstreamed rather than closeted those who are different. Thomas Szaz (1961) argued that mental illness is merely a social figment, a myth invented to oppress people we loathe. Community psychology emptied mental hospitals; troubled people found jobs and houses. Legal protections were extended to those whose minds can work in unusual ways.

But some of these minds generate behaviors that people find scary and menacing. Students were nervous when Seung-Hui Cho scrawled on his wall: "Load up on guns, bring your friends, it's fun to lose." When he read bizarre, violent essays, some quit coming to class. One professor implored him to seek psychotherapy (he didn't). He harassed women and got arrested; a judge sent him to a psychiatric ward. After a night at a hospital, he faked his way through the mental status exam, got discharged with a toothless order to find help, and returned to school unconnected and unquestioned.

We need coordinated information when children enter the gray zone of being not quite grown up. You're paying \$25,000 for your daughter's tuition; why can't you get a copy of her grades? Shouldn't you be notified when your son gets drunk, dances on the roof of the frat house, breaks windows, and does naked grossout pranks? If your child misses most of his classes, should someone tell you? When your daughter speaks vaguely about suicide, who takes responsibility for her safety?

Universities resist acting in place of parents. This hands-off policy flies in the face of compelling scientific evidence. Adolescents and young adults can be both vulnerable and violent. The average age of onset for *schizophrenia* is 18 in males, 21 in females. The incidence of *bipolar disorder* surges between 18 and 30. *Suicide* ranks third as the cause of death among people age 15 to 24.

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PRACTICE AND PERSPECTIVES (CONTINUED)

SUMMER/FALL 2007 • CONNECTICUT PSYCHOLOGIST

STEPHEN BANK, PHD

IT TAKES A WHOLE VILLAGE TO STOP A MONSTROUS ACT

There has been a sharp rise in the prescribed use of *medications for depression, anxiety, and concentration*. *Arrests for violent/risky behavior* have increased significantly. *Alcohol abuse* has always been a problem on campus, but the *use of illegal drugs* magnifies behavioral risks in ways rarely seen before 1965.

Making Campuses Safer: Fortunately someone has already done some innovative thinking about a comprehensive and system-focused approach to the problems underscored by the Virginia tragedies. Rosemary Baggish founded and directs a program called Mental Health in Independent School Communities at The Institute for Living. Her program has been adopted at numerous independent private high schools. She's recently started the College Community Model for Mental Health to strengthen an entire college community's safety net for those at risk. Baggish knows that piecemeal approaches to dangerous behavior can't work without a seamless interface among: the individual at risk, parents (underline: parents), fellow students, faculty, administration, mental health staff, and outside providers. All players receive education about rights, responsibilities, potential dangers, and communication of concern *before* things get ugly. There are expectations about reasonable behavior. Student and parents know *before* acceptance: The school has the right to take actions to minimize harm and can notify relevant parties if dangerous behaviors occur. This requires highly trained, professional mental health staff/consultants who have working relationships with off-campus experts when medication is required. Mental health staff is proactive, differentially diagnosing serious and less serious problems, *selectively using the legal duty to protect and to warn*, and granting medical-psychological leaves of absence. Readmission rests with the school, not with the recommendations of outside therapists. All this must happen without turning the school into a petri dish for mistrust.

It's a tall order, but I couldn't agree more with the emphasis on communication, responsibility of the community to the individual, of the individual to the community, and the clarified responsibilities of mature adults.

Could the massacre at Virginia Tech have been prevented? We'll never know. Safety can never be perfectly assured. But Rosemary Baggish has made a good start. She can be reached at: rbaggis@harthosp.org.

Dr. Bank is a psychologist and long-time member of the Connecticut Psychological Association. He worked at the Office of Student Mental Health at Wesleyan 1968-1971 and was Adjunct Professor of Psychology for 32 years. He is in private practice in Middletown, CT and can be contacted at stephen-bank@sbcglobal.net. This article first appeared in the Connecticut Psychologist.

A QUARTERLY NEWSLETTER
A PUBLICATION OF THE
MONTANA PSYCHOLOGICAL ASSOCIATION

Montana Psychological Association
36 S Last Chance Gulch, Suite A
Helena, MT 59601

Phone: 406-443-1160
Fax: 406-443-4614
mwangen@rmsmanagement.com

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