

NEWFOUNDLAND AND LABRADOR PSYCHOLOGY BOARD

Guidelines for the Evaluation of Applicants for Registration as a Psychologist

Effective January 1, 2019

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INTRODUCTION

The Psychologists' Act (2005) confers authority to the Newfoundland and Labrador Psychology Board (NLPB) for the regulation of registered psychologists in the province of Newfoundland and Labrador. NLPB's mandate is to ensure that any services provided to the public by a registered psychologist meets acceptable standards of practice. The standards of practice are derived from legislation, national and international guidelines, and the Canadian Code of Ethics for Psychologists (2000).

The purpose of this document is to provide an overview of the guidelines that the NLPB has had in place since September 2006 and which were updated March 2017 to approve applications for registration as a psychologist with the NLPB. These standards have been applied since the last amendments were made to the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada (2004). Additionally, the NLPB has observed the Agreement on Internal Trade, adopted by several government signatories across Canada, since 2009.

Registration as a fully registered psychologist in the province of Newfoundland and Labrador requires all of the following:

- 1) Graduate degree in psychology from a recognized psychology program, with coursework and field placements that have provided the applicant with knowledge and skills in the five competencies outlined later in this document (see section entitled *Graduate Level Competencies*). This graduate degree program must require as part of its criteria for admission an undergraduate degree in psychology which includes coursework that has provided the applicant with knowledge in the four foundational areas outlined below.
- 2) For Master's level provisional registrants, two years of post-graduate supervised experience are required. For doctoral level registrants, one year of post-graduate supervised experience is required. These supervision experiences must be approved by the Board prior to the start of supervision as a provisional registrant.
- 3) Successful completion of the Examination for the Professional Practice in Psychology (EPPP)
- 4) Proof of professional liability insurance
- 5) An original certificate of conduct/police records check with the vulnerable sector inquiry from the appropriate police authority completed within the last 12 months. Electronic

copies are not acceptable. The Board reserves the right to consider and review certificates as to suitability prior to granting registration

6) Payment of all fees

As part of the standards for registration as a psychologist in Newfoundland and Labrador, the NLPB requires that an applicant has attained foundational knowledge at the undergraduate level in several areas as well a specific set of competencies at the graduate level. Foundational knowledge areas required at the undergraduate level are:

- 1) Knowledge of the Biological Bases of Behaviour
- 2) Knowledge of the Cognitive-Affective Bases of Behaviour
- 3) Knowledge of the Social Bases of Behaviour
- 4) Knowledge of the Psychology of the Individual

This document provides examples of the types of undergraduate coursework that would provide an applicant with foundational knowledge in these four areas.

Competencies required at the graduate level are:

- 1) Interpersonal Relationships
- 2) Assessment and Evaluation
- 3) Intervention and Consultation
- 4) Research
- 5) Ethics and Standards

This document outlines the knowledge and skills (as applicable) that comprise each competency. All applications for registration are reviewed using the following guidelines to ensure that each competency has been met.

Questions relating to this document or registration as a psychologist in Newfoundland and Labrador should be directed to the Registrar by telephone (709) 579-6313 or via email at registrar@nlpsychboard.ca.

DEFINITIONS

For the purpose of this document, the following definitions apply:

Fully registered psychologist: An individual who can independently practice as a psychologist within Newfoundland and Labrador

Provisionally registered psychologist: A psychologist under supervised practice within Newfoundland and Labrador

Professor of psychology: An individual who holds a doctorate in psychology and who functions in the capacity of an academic staff member in a program of study that is psychological in nature

Practicum: A field placement in which the work is psychological in nature, is supervised by a fully registered psychologist, and takes place prior to completion of an internship; in the case of a master's level student, supervision can be provided by a pre-doctoral intern as long as the intern's clinical supervisor is a fully registered psychologist and the internship site is accredited by the Canadian Psychological Association (CPA); note that the plural of practicum is practica

Internship: A field placement in which the work is psychological in nature, is supervised by one or more fully registered psychologists, and takes place after completion of all practica but before convocation with a graduate-level degree

FOUNDATIONAL KNOWLEDGE AREAS AT THE UNDERGRADUATE LEVEL

Foundational knowledge in psychology forms the underpinnings of all professional training in psychology. This is usually gained through an undergraduate degree in psychology and includes the following four areas:

1. Knowledge of the Biological Bases of Behaviour

Examples:

- Physiological Psychology
- Neuropsychology
- Psychopharmacology
- Comparative Psychology
- Sensation and Perception

2. Knowledge of the Cognitive-Affective Bases of Behaviour

Examples:

- Learning
- Motivation
- Cognition
- Emotion

3. Knowledge of the Social Bases of Behaviour

Examples:

- Social Psychology
- Community Psychology
- Environmental Psychology
- Group Processes
- Organizational and Systems Theory
- Cultural Issues

4. Knowledge of the Psychology of the Individual

Examples:

- Personality Theory
- Psychopathology
- Human Development
- Individual Differences

GRADUATE LEVEL COMPETENCIES

All applicants must have completed a master’s or doctoral level degree program in psychology approved by the NLPB (see document entitled “Guidelines for Graduate Degrees in Psychology Acceptable to the Newfoundland and Labrador Psychology Board (NLPB).” This program must incorporate successful completion of coursework and training related to the following competencies:

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|----------------------------------|-------------------------|
| 1) Interpersonal Relationships | 4) Research |
| 2) Assessment and Evaluation | 5) Ethics and Standards |
| 3) Intervention and Consultation | |

Information about each of these competencies is provided below.

COMPETENCY (1): Interpersonal Relationships													
Definition	This basic competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships (parent-child, spouses, boss-employee, student-teacher, etc.). They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.												
Knowledge	<ol style="list-style-type: none"> 1. Knowledge of theories and empirical data on the professional relationship, such as: <table style="width: 100%; border: none; margin-left: 20px;"> <tr> <td style="width: 50%;">i. interpersonal relationships</td> <td style="width: 50%;">iii. power relationships</td> </tr> <tr> <td>ii. therapeutic alliance</td> <td>iv. interface with social psychology</td> </tr> <tr> <td colspan="2">v. more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting</td> </tr> </table> 2. Knowledge of self, such as: <table style="width: 100%; border: none; margin-left: 20px;"> <tr> <td style="width: 50%;">i. motivation</td> <td style="width: 50%;">iii. values</td> </tr> <tr> <td>ii. resources</td> <td>iv. personal biases</td> </tr> <tr> <td colspan="2">v. factors that may influence the professional relationship (e.g., boundary issues)</td> </tr> </table> 3. Knowledge of others, such as: <ol style="list-style-type: none"> i. macro-environment in which the person functions (work, national norms, etc.) ii. micro-environment (personal differences, family, gender differences, etc.) 	i. interpersonal relationships	iii. power relationships	ii. therapeutic alliance	iv. interface with social psychology	v. more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting		i. motivation	iii. values	ii. resources	iv. personal biases	v. factors that may influence the professional relationship (e.g., boundary issues)	
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Learning Objectives (i.e., skills to be acquired)	<ol style="list-style-type: none"> 1. Effective communication 2. Establishment and maintenance of rapport 3. Establishment and maintenance of trust and respect in the professional relationship 												

Academic Requirements	1. Satisfactory completion of a minimum of 600 hours in a supervised setting (i.e., practica or internship) wherein the work is psychological in nature. The hours must include a minimum of 200 hours of face to face direct contact; additional information about supervised practice is provided below
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Additional Information about Supervised Practice in a Practicum or Internship

1. Supervision must include “direct review” of the supervisee’s practice and be provided by a fully registered psychologist. With respect to direct review, note the following:
 - i. Direct review of the supervisee's practice must be completed through observation and/or the use of audio/video recording.
 - ii. A minimum of 25% of the clinical supervision of the student shall involve direct review of the interaction between the student and clients.
 - iii. Time spent in direct review shall be evenly distributed throughout the supervision period.
 - iv. Direct review must cover a variety of practice activities with a major portion devoted to work with individual cases.
 - v. For supervision to qualify as direct review, the professional activity being observed must involve a client or other relevant third party.
 - vi. Any recording or observation must be completed with the client’s informed consent.
 - vii. There should be discussion of the relevant clinical issues and the supervisee’s performance, as applicable, between the supervisor and supervisee both before and after completion of the direct review. Sufficient time for this discussion should therefore be set aside before and after the activity being observed.
 - viii. Documentation of direct review must be identified as such, with the following information recorded therein: (1) the amount of time spent in direct review, (2) the issues discussed about the supervisee’s performance and (3) any relevant clinical issues.

2. Master’s level students are permitted to be supervised by pre-doctoral interns as long as the intern’s clinical supervisor is a fully registered psychologist and the internship site is accredited by the Canadian Psychological Association (CPA). In addition:
 - i. The intern’s clinical supervisor must directly review at least 25% of the master’s level student’s clinical practice. Twenty-five percent (25%) of supervised practice is determined to be 25% of the time used for supervision during the internship. For example, if there is a weekly block of four hours per week for supervision between pre-doctoral intern and master’s student, then 25% of this (i.e. 1 hour) must be between master’s student and clinical supervisor who is a registered psychologist. If the pre-doctoral intern is already a fully registered psychologist, then the registered psychologist criteria would have been met without involving the clinical supervisor.
 - ii. A minimum of 25% of the clinical supervision of the master’s level student shall involve direct review of the interaction between the master’s level student and clients.
 - iii. The pre-doctoral intern's clinical supervisor must provide documentation attesting to the direct review.

- iv. The final practicum/internship evaluation report must be signed by both the pre-doctoral intern and the supervising registered psychologist.
3. For pre-doctoral internship sites that are not approved by CPA, on-site supervisors must be registered psychologists and must provide all supervision during the internship.

COMPETENCY (2): Assessment and Evaluation	
Definition	<p>A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment.</p> <p>The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization.</p> <p>The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings.</p> <p>The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.</p>
Knowledge	<ol style="list-style-type: none"> 1. Assessment methods 2. Knowledge of populations served 3. Human development 4. Diagnosis
Learning Objectives (i.e., skills to be acquired)	<ol style="list-style-type: none"> 1. Formulation of a referral question 2. Selection of methods 3. Information collection and processing 4. Psychometric methods 5. Formulation of hypotheses and making a diagnosis when appropriate 6. Report writing 7. Formulation of an action plan

Academic Requirements	<ol style="list-style-type: none"> 1. Successful completion of four courses in statistics and design, of which at least two must be at the graduate level (a maximum of one statistics and design course completed on-line will be approved) 2. Successful completion of two graduate courses in assessment <ol style="list-style-type: none"> i. at least one assessment course must be taught by either a fully registered psychologist, an instructor that is eligible to be a fully registered psychologist or a professor of psychology (see section entitled <i>Definitions</i>)
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COMPETENCY (3): Intervention and Consultation	
Definition	The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicit theory as well as the knowledge and skills outlined in this table.
Knowledge	<ol style="list-style-type: none"> 1. The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations) 2. A respect for the positive aspects of all major approaches, which should reflect an openness to varied viewpoints and methods 3. Awareness of when to make appropriate referrals and consult 4. Awareness of context and diversity 5. Knowledge of interventions that promote health and wellness
Learning Objectives (i.e., skills to be acquired)	<ol style="list-style-type: none"> 1. Establish and maintain professional relationships with clients from all populations served 2. Establish and maintain appropriate interdisciplinary relationships with colleagues 3. Gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means 4. Select appropriate intervention methods 5. Analyze the information, develop a conceptual framework, and communicate this to the client
Academic Requirements	<ol style="list-style-type: none"> 1. Successful completion of two graduate courses in intervention <ol style="list-style-type: none"> i. at least one Intervention course must be taught by either a fully registered psychologist, an instructor that is eligible to be a fully registered psychologist or a professor of psychology (see section entitled <i>Definitions</i>)

COMPETENCY (4): Research	
Definition	<p>Professional psychology programs should include research training such that it will enable students to develop:</p> <ol style="list-style-type: none"> 1. a basic understanding of and respect for the scientific underpinnings of the discipline 2. knowledge of methods so as to be good consumers of the products of scientific knowledge 3. sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians)
Knowledge	<p>Basic knowledge of research methods and of the applications of scientific research, including:</p> <ol style="list-style-type: none"> 1. applied statistics and measurement theory 2. the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research) 3. qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data
Learning Objectives (i.e., skills to be acquired)	<ol style="list-style-type: none"> 1. Critical reasoning skills 2. Applications of various research approaches to social systems 3. Ability to write professional reports
Academic Requirements	<ol style="list-style-type: none"> 1. Successful completion of four courses in research and design, with a minimum of two of these courses at the graduate level 2. Evidence of research skills by one of the following: <ol style="list-style-type: none"> i. successful completion of a graduate level thesis/dissertation ii. graduate research paper/project/portfolio acceptable to the NLPB iii. publication experience acceptable to the NLPB 3. Research supervisor must be either a fully registered psychologist with research experience as defined by preceding point, eligible for full registration as a psychologist with research experience as defined by preceding point, or a professor of psychology (see section entitled <i>Definitions</i>)

COMPETENCY (5): Ethics and Standards	
Definition	Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They also establish professional relationships within the applicable constraints and standards.
Knowledge	<ol style="list-style-type: none"> 1. Ethical principles 2. Standards of professional conduct 3. Responsibilities to clients, society, the profession, and colleagues 4. Awareness of potentially conflicting principles 5. Standards for psychological tests and measurements 6. Standards for conducting psychological research 7. Jurisprudence and local knowledge
Learning Objectives (i.e., skills to be acquired)	<ol style="list-style-type: none"> 1. Ethical decision-making process 2. Proactive identification of potential ethical dilemmas 3. Resolution of ethical dilemmas
Academic Requirements	<ol style="list-style-type: none"> 1. Successful completion of a graduate level course in psychological ethics. The professor for the ethics course must be a fully registered psychologist.