



## **REGISTRATION REQUIREMENTS**

**Effective  
March 27, 2012**

### **COLLEGE OF PSYCHOLOGISTS OF BRITISH COLUMBIA**

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## PREFACE

This document describes the requirements for registration with the College of Psychologists of British Columbia.

The legislation governing the regulation of the profession of psychology in British Columbia, including the application process, may be found on the College's website:

*[www.collegeofpsychologists.bc.ca](http://www.collegeofpsychologists.bc.ca)*

## DEFINITIONS

In this document:

### Statutory provisions:

**"Act"** means the *Health Professions Act*

**"Regulation"** means the *Psychologists Regulation*

**"Bylaws"** means the bylaws passed by the College under the Act;

**"Code"** means the *Code of Conduct* passed by the College under the Act;

**"College"** refers to the College of Psychologists of British Columbia.

### Abbreviations:

**"APA"** means the *American Psychological Association*;

**"APPIC"** means the *Association of Professional Psychology Internship Centers*;

**"ASPPB"** means the *Association of State and Provincial Psychology Boards*;

**"CAPIC"** means the *California Psychology Internship Council*

**"CPA"** means the *Canadian Psychological Association*;

**"CRHSPP"** means the *Canadian Register of Health Service Providers in Psychology*;

**"NRHSPP"** means the *National Register of Health Service Providers in Psychology*.

### Other terminology:

**"applicant"** or **"applicants"** refers to persons applying for registration, unless otherwise specified;

**"practice"** refers to the practice of psychology, as defined in the *Psychologists Regulation*, s. 1, unless otherwise specified.

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## 1.0 MANDATE OF THE COLLEGE and GOVERNING LEGISLATION

The College of Psychologists of British Columbia (the “College”) regulates the profession of psychology pursuant to the *Health Professions Act* (the “Act”), the *Psychologists Regulation*, (the “Regulation”), and bylaws passed pursuant to the Act (the “Bylaws”) which include a *Code of Conduct* (the “Code”). The website is routinely updated as changes to governing legislation or College policies are made. Please check the website regularly to ensure that you have the most current information. In the event of a discrepancy between this guideline document and published regulations, the published regulation will take precedence.

The College’s Registration Committee has jurisdiction to grant registration, refuse registration, or make registration subject to limitations or conditions. The Registration Committee uses application forms, supporting documentation, required examinations, and responses to its requests for information as tools for making decisions regarding applications for registration.

Potential applicants and applicants should be familiar with the governing legislation. Copies of, or links to, the Act, the *Regulation*, the *Bylaws*, and the *Code*, are available on the College’s website: [www.collegeofpsychologists.bc.ca](http://www.collegeofpsychologists.bc.ca).

The Act, the *Regulation*, and the *Bylaws* establish various registration requirements with which the College must abide. Additionally, the College has developed various policies and processes by which it fulfills its mandate. Applicants who request the College to vary from its ordinary processes or requirements must provide a compelling basis for any exemptions from general policies.

Information on the College’s website relating to applications for registration include the Act, the *Regulation*, the *Bylaws*, the *Code* and various information sheets on examinations, relevant legislation, and other matters. The website includes a FAQ (Frequently Asked Questions) section relating to application issues and examinations {See FAQ-Applicants}. Information on the website is continually updated. The College’s website is at [www.collegeofpsychologists.bc.ca](http://www.collegeofpsychologists.bc.ca).

The Act, the *Regulation* and other legislation relevant to applicants and registrants may be found at the Ministry of Health, Office of Professional Regulation website: [www.health.gov.bc.ca/professional-regulation/#](http://www.health.gov.bc.ca/professional-regulation/#).

## 2.0 GENERAL INFORMATION

### 2.1 Application Categories

The College recognizes applications in four categories: Regular, Reciprocal, Mobility and Temporary. Applicants should review the requirements for each category to ensure they have downloaded the correct application package, and to avoid unnecessary delays in the application process.

#### 2.1.1 Regular

A Regular application is intended for recent graduates from graduate psychology programs typically applying for registration or licensure for the first time and foreign trained applicants who do not fall within the Reciprocal, Mobility or Temporary categories. This category is appropriate for applicants who have never been licensed or registered anywhere, applicants who are not currently licensed or registered to practice in another jurisdiction, and applicants currently licensed or registered to practice elsewhere but who do not meet the eligibility requirements of the Reciprocal or Mobility categories.

### **2.1.2 Reciprocal**

A Reciprocal application is appropriate for any applicant currently licensed or registered for active practice in another *Canadian* jurisdiction, without limitation or restriction on practice (including “out of province” or “inactive” status). Applicants who live and practice in the Yukon Territory must have an active practice in the Yukon *and* be licensed or registered in another Canadian jurisdiction, with no limitations or restrictions on practice (including “out of province” or “inactive” status). Applications from registered psychologists or registered psychological associates currently registered in another jurisdiction in Canada may also be subject to the provisions of the British Columbia *Labour Mobility Act* and Chapter Seven of the Agreement on Internal Trade (AIT), and, if so, will be processed in accordance with those provisions to the extent they may be applicable.

### **2.1.3 Mobility**

A Mobility application is intended for applicants currently licensed or registered for active practice in any jurisdiction *outside Canada* (e.g., the United States), without limitation or restriction on practice (including “out of province” or “inactive” status – Bylaw s. 45.1(2)(c)) *and* either currently registered with the NRHSP or currently holding a CPQ issued by the ASPPB (Bylaw s. 45.1(2)(e)).

### **2.1.4 Temporary**

A Temporary application is appropriate for any applicant currently licensed or registered for active practice in another jurisdiction, and wishing to practice in British Columbia on a temporary basis, i.e., for a period of up to 15 consecutive days (Bylaw s. 46(1)). Temporary registration can be obtained no more than twice per calendar year (Bylaw s. 46(2)). Applicants interested in this category should refer to Section 3.6 below for Temporary application requirements.

## **2.2 Degrees upon which Registration may be based**

An applicant may apply to be registered on the basis of either a doctoral or master’s degree.

## **2.3 The College Register**

The College maintains a formal register. Registrant records indicate registration with the College and the presence or absence of any limitations or restrictions.

Registrants with one or more limitations on their practice have these limitations recorded on the Register. Limitations include limitations by registration status (i.e. retired, out of province, non-practicing) or as a result of a decision of the registration or inquiry committee or a voluntary undertaking or agreement of the registrant.

## **2.4 Requirements at the time of Application**

The College will use the criteria in place at the time it receives an application and the appropriate application fee to evaluate the application. Potential applicants should refer to the College website regularly to ensure they inform themselves of current requirements before submitting their applications and payments.

## 2.5 Applicant Conduct

### 2.5.1 Reserved title

Under *Regulation* s. 3(1), no one but a registrant of the College, with the exception of persons employed in exempt categories listed in s. 3(2), may use the title of psychologist or related titles:

*3 (1) The following titles are reserved for exclusive use by registrants:*

- (a) registered psychological associate;*
- (b) psychological associate;*
- (c) registered psychologist;*
- (d) psychologist.*

Individuals are not exempt from the prohibition in *Regulation* s.3 by virtue of being applicants, even where licensed or registered in another jurisdiction. Also see *Code* s. 9.7(g):

Applicants for registration or registrants awaiting the awarding of a degree must not describe themselves as “candidate for degree” or “candidate for registration”.

### 2.5.2 Supervision for applicants

Applicants are expected to arrange for appropriate supervision while they are applicants. The *Code* outlines the required standards (including *Code* ss. 2.2, 8.7 and 9.0).

Applicants (regular, reciprocal and mobility) must submit a supervision plan with regard to provision of psychological services in British Columbia. This is **a reporting requirement and does not involve any additional supervision hours**. This requirement includes the following:

1. Every applicant who is providing psychological services in BC must be supervised by a supervisor who is a registrant of the College.
2. An applicant must submit a supervision plan as part of the application.
3. A supervision plan must include an applicant-selected supervisor and proposed arrangements.
4. A supervision plan will be reviewed as part of the application review.
5. The supervisor will complete a short form at the time the applicant completes his or her last exam to ensure that supervision took place according to the plan submitted.

### 2.5.3 The Code and applicants

The failure of an Applicant to comply with the *Code* prior to registration may evidence a lack of fitness to practice psychology. *Code* s. 2.2 states, “An applicant for registration is expected to comply with this Code during any period of education, training and employment required for registration, as well as during the application period itself. Failure to comply may be considered by the Registration Committee of the College as evidence of lack of fitness to practice psychology.”

## 2.6 Criteria for recognition of universities, degrees, programs, and courses

The College has no pre-approval process concerning the acceptability of particular universities, programs, internships, specific courses or aspects of a supervised experience. The criteria by which these are evaluated are included in this document below (see Section 3.0 and Appendices A and B). The

onus lies on applicants to provide documentation on how their educational preparations, their supervised experiences, and their other training meet these specified criteria.

## **2.7 Extensions**

Applications expire two years after receipt of the signed and notarized application form, subject to any extension(s) the College may grant, upon a request for an extension from an Applicant, with payment of an extension fee, as detailed below.

Applicants may, in writing, request a four-month extension of the two-year application period. Such requests must be made at least one month prior to the expiry date. Applicants may be granted a maximum of three extensions. The fee for each extension request is set out in the Fee Schedule, posted on the College's website.

This fee may be waived in extenuating circumstances such as an applicant's serious medical condition with confirming documentation or where the applicant has spent significant time, actively responding to College generated queries or directives. Currently, the College does not grant waivers on the basis of recent maternity or paternity.

## **2.8 Communication with the College**

The College does not accept electronic communications **from** applicants. All correspondence from applicants to the College must be via regular mail and signed documents via facsimile, when the original document follows by regular mail. The College reserves the option of communicating with applicants via electronic mail or regular mail and signed documents via facsimile, when the original document follows by regular mail.

## **2.9 The Application Process**

Interested potential applicants may download an application package and all required forms directly from the College website. (Alternatively, on payment of an administrative fee, a hard copy may be requested from the College.)

Application forms must be completed and submitted to the College with payment of the applicable application fee. Applicants are solely responsible for ensuring that all required forms and supporting documents are delivered to the College, including required documentation from third parties (e.g., transcripts, references, other professional and academic records, etc.). **Applications are processed upon receipt of all necessary documentation.**

Applications are initially reviewed to consider whether the applicant's training and credentials satisfy the applicable registration requirements, and to identify any areas requiring clarification or further information. Once questions regarding an applicant's eligibility have been addressed to the satisfaction of the Registration Committee, the Committee will grant permission in writing to the applicant to proceed to examinations. **Applicants who graduated from non-traditional training programs (e.g., non-CPA- or APA-accredited programs) may expect additional questions from the Registration Committee to assist in its assessment of how the applicant's training meets the registration requirements.** This typically lengthens the registration process. After an applicant successfully completes all required examinations, the application is brought before the Registration Committee to consider approval of registration, with limitations or conditions, as appropriate, in accordance with the then current requirements of the *Health Professions Act* and the College's bylaws.

## 2.10 Re-application

If an applicant re-applies within two years of an application expiring or closing, the applicant may re-apply by submitting a new application form. The re-application will carry forward the following documentation from the previous application: 1) references, 2) transcripts, 3) Written Jurisprudence Examination (WJE) scores, and 4) Examination for Professional Practice in Psychology (EPPP) scores.

**Certificates of professional qualifications, all criminal record checks, and at least one reference must be current** ( i.e., the referee must have had contact with the applicant within five years immediately preceding the date of application). Re-applications will be reviewed according to the registration requirements in place at the time the applicant re-applies. Regardless of what documents an applicant must re-submit for application purposes, the College may rely on previous information provided by any applicant, at its own discretion, for any purpose consistent with its objects, including assessing any application for registration, and dealing with any post-registration disciplinary matter.

## 2.11 Fees

Information about application fees and examination fees may be found on the College website.

## 3.0 REGISTRATION REQUIREMENTS

### 3.1 Eligibility for Application Categories

Applicants must meet the eligibility requirements of the application category under which they apply. The details of the Regular, Reciprocal, Mobility and Temporary categories are set out in Section 2.1 above.

### 3.2 Contact Information Requirements

- 3.2.A Applicants must provide the College with the requested contact information and demographic information.

**N.B.:** Applicants must inform the College in writing of any changes to the required contact and demographic information.

**N.B.:** Applicants must bring government-issued photo identification to all examinations.

*Legal names and professional or business names:* The register of the College must include the full name of every registrant (Bylaw s. 50(1) and (2)). The College requires that every registrant provide the College with his or her *full legal name*, and in the event that a registrant carries on practice using any different name, to also provide the College with his or her *other professional, business or trade names*, past and present. A registrant should provide the College with names exactly as spelled or punctuated in actual use. This assures that the registration status of any person may be readily ascertained or verified by any member of the public.

*Right to collect, use and disclose information:* To meet its statutory mandate under the *Health Professions Act* and to regulate the profession in the public interest, the College may collect, use and disclose information regarding applicants for registration, registrants, their patients/clients, other persons identified in patient/client files, and any person employed, retained, elected or appointed by the applicant. All data which the College provides to the Canadian Institute for Health Information is in aggregate form.

*Duty to maintain confidentiality:* The *Health Professions Act* requires that every individual employed, retained or appointed by the College, as well as every member of the College Board or a College Committee, preserve confidentiality with respect to all information coming to that person's knowledge in the course of performing a duty or exercising a power, except where disclosure is necessary for the College to perform its function, or where disclosure is authorized by the Board in the public interest.

### **3.3 Training and Competence Requirements (Regular Applicants)**

The onus lies on applicants to provide documentation on how their academic credentials, supervised experiences, and other training meet the requirements of the College.

Applicants who have a) graduated from CPA- or APA-accredited programs, or from ASPPB/National Register designated programs, and/or who have completed CPA/APA-accredited internships, or APPIC or CAPIC member internships may find the requirements more easily met and some of the educational requirements are deemed to have been met by virtue of such designations, as specified in the appropriate sections below.

To be recognized by the College, the requisite recognition, accreditation, or designation status of a university, program, or internship must have been granted prior to the conferring of the degree on which the application for registration is based.

#### **3.3.1 Educational Requirements**

The academic credentials of applicants are evaluated on three levels: (a) institutional characteristics, e.g., the characteristics of the university, (b) departmental/program characteristics, including its residency requirements, and (c) the particulars of the coursework completed (also see Bylaw s. 44(2)). **Please note that all applicants must document coursework on the application form.**

##### **3.3.1.1 Requisite Academic Credentials**

###### **A. Institutional characteristics**

The Registration Committee will accept a graduate degree that, at the time of the applicant's convocation, was offered by

- a university recognized as such by the designated provincial or territorial authority (for Canadian universities), or
- a regionally-accredited institution (for American universities), or
- a recognized university (for universities outside Canada or the United States) which has been assessed by a credential assessment agency acceptable to the College as offering a degree equivalent to a graduate degree in psychology from a recognized university in Canada.
- Applicants who have graduated from CPA- or APA-accredited programs, or from ASPPB/National Register designated programs will be deemed to have met the requirement of institutional characteristics.

###### **B. Program characteristics**

Programs which are not CPA- or APA-accredited will be evaluated by a specific set of criteria, set out in Appendix A of this document, to determine if they meet the requirements of the College.

Applicants who have graduated from CPA- or APA-accredited programs will be deemed to have met the requirement of program characteristics.

### C. Coursework requirements

Applicants who have graduated from CPA- or APA-accredited programs will be deemed to have met coursework requirements. However, CPA- or APA-accredited program graduates are still required to document coursework on the application form.

The following coursework requirements apply for regular applicants who are graduates of non-CPA- or APA-accredited programs:

First, the applicant must complete three (3) or more credits (13 classroom contact hours = 1 semester hour) in *each* of the 10 areas below.

Secondly, the applicant must obtain six (6) or more credits in at least four (4) of the areas below. The coursework requirement is the same for all applicants and does not include colloquia or practica.

Coursework areas are as follows:

1. Biological Bases of Behaviour (physiological psychology, comparative psychology, neuropsychology, sensation and perception, or psychopharmacology);
2. Cognitive/Affective Bases of Behaviour (learning, cognition, motivation, or emotion);
3. Social Bases of Behaviour (social psychology, group processes, community psychology, environmental psychology, or organizational and systems theory);
4. Individual differences (personality theory, human development, abnormal, psychopathology);
5. Ethics and standards in professional psychology;
6. Research design and methodology (research design, experimental procedures, laboratory methods);
7. Statistics (statistics, multivariate analysis);
8. Psychometrics (measurement, test construction and validation);
9. Professional practice: assessment (application of assessment techniques);
10. Professional practice: intervention (application and theory of psychotherapy, counselling, behaviour modification).

Applicants not meeting the coursework requirements are encouraged to demonstrate equivalent competence, particularly in the areas of Biological Bases of Behaviour, Cognitive/Affective Bases of Behaviour, and/or Social Bases of Behaviour. The Registration Committee will review senior *undergraduate* courses in these areas, on a case-by-case basis, if requested by an applicant in response to a letter from the Registration Committee identifying deficits in required coursework. A maximum of two undergraduate courses may receive credit towards the coursework requirement.

All regular applicants are required to have completed a research-based thesis and/or dissertation.

For unmet coursework requirements, the College may require completion of additional coursework or a demonstration of equivalent competence.

### **3.3.1.2 Education outside Canada and the United States**

- 3.3.1.2.A Applicants whose transcripts are not in English must submit translated and notarized copies of their transcripts, in addition to the original transcripts.
- 3.3.1.2.B Applicants trained outside Canada and the United States must provide documentation showing their degrees have been reviewed by an international credentialing agency acceptable to the Registration Committee, and must provide documentation attesting to the foreign training being equivalent to a Canadian degree.

The College suggests that applicants have their credentials reviewed by a credential evaluation service in any event, to determine if their institutions are recognized by regional governmental authorities. Lists of credentialing service resources may be found in Appendix G of this document.

### **3.3.1.3 Respecialization Certificates**

Respecialization certificates are awarded to individuals who have completed a non-applied psychology degree but would like to be competent to offer professional services in psychology. Although a respecialization certificate indicates the individual has achieved the same training as someone who completed a regular program, a certificate instead of a degree is awarded, and the individual cannot claim that they have graduated from the regular program. A respecialization certificate from a program housed within a CPA- or APA-accredited program will be accepted by the College for the purpose of defining area of practice.

The Registration Committee will consider applicants who have completed a respecialization certificate from a program housed within a CPA- or APA- accredited program to have met the two academic credential criteria of (a) institutional characteristics and (b) department/program characteristics. Coursework requirements will be reviewed on a case-by-case basis, according to the coursework criteria.

More information about APA respecialization certificates can be found at APA's website listed in Appendix F of this document.

### **3.3.1.4 Required Documentation**

The following outlines the required documentation regarding Educational Requirements:

- 3.3.1.4.A Original transcripts for all undergraduate and graduate training are required to be sent directly from the university to the College.
- 3.3.1.4.B For applicants who have completed all the requirements of the doctorate degree but who have not convoked by the date of the application, the Registration Committee will accept a letter from the Senate of the university attesting that the applicant has completed all the requirements of the doctorate degree. **An original transcript indicating that the doctorate degree has been awarded is required prior to registration and placement on the College Register.**
- 3.3.1.4.C The specific program completed (e.g., Clinical Psychology) must be listed on the transcript or a letter must be sent directly from the department chair or training director to the College attesting that a specific program was completed by the applicant.

### **3.3.2 Supervised Training Requirements**

All **regular** applicants must meet the following requirements for internships, practica, and, for applicants without a doctoral degree, additional supervised experience as specified below.

### A. Practica Requirements

- 3.3.2.A Applicants must show 400 hours of practica experience acceptable to the College.

Four hundred (400) total hours of practica experience occurring as part of the training program consistent with stated objectives of graduate program is required as follows for all applicants. It is required that practica experiences are offered under close supervision and as per designated sequencing within the training program. Applicants who completed CPA- or APA-accredited programs are considered to have met this requirement.

### B. Internship Requirement

- 3.3.2.B Applicants must show they have completed an internship which is CPA- or APA-accredited, listed with APPIC or CAPIC, or which is otherwise acceptable to the College.

The internship requirement of the College may be met in two ways:

1. The Registration Committee will accept a pre-doctoral internship accredited by the CPA or APA, or listed with APPIC or CAPIC. The internship must have been accredited or a member at the time the applicant completed the internship.
2. The Registration Committee will accept an internship that in its view meets the criteria outlined in Appendix B of this document.

The onus is on the applicant to document how the internship meets these criteria.

### C. Additional Supervised Training Requirement for applicants without a doctoral degree.

- 3.3.2.C Applicants must show at least three years of relevant, supervised, post-masters degree work or equivalent.

While applicants may apply without a *doctoral* degree in psychology, the policy of the Registration Committee is to require that non-doctoral level applicants have completed three or more years of relevant, supervised, post-masters degree, full-time work (min. 1600 hours/year), or equivalent part-time work. This work should have been completed within a single period of eight (8) calendar years. It is expected that this experience will be completed under the supervision of a registered psychologist. Work acquired in the course of the applicant's *independent* private practice will not normally be considered acceptable.

### 3.3.3 Assessment of Core Competencies, Foundational Knowledge & Areas of Practice

The Registration Committee reviews all regular applications on the basis of the core competencies defined in Appendix C of this document, foundational knowledge in psychology and the self-declaration of area of practice and how that area relates to documented a) education, b) training and c) experience satisfactory to the Registration Committee. For reciprocal and mobility applicants, core competencies and foundational knowledge are deemed satisfactory for applicants who meet the requirements for these application categories and as per the *Bylaws* which provide for the ability of the College to require an EPPP for those applicants who have not completed this examination or its equivalent. Files are reviewed with regard to area of practice with the expectation that they will be self-declaring the same area(s) of practice self-declared in the jurisdiction from which they are making a reciprocal or mobility application.

In addition to these three areas, the College expects, as per the *Code of Conduct*, that all applicants are declaring competence in only those areas for which they have the requisite education, training and experience. The declaration of specific area(s) of practice is also relevant in the review of any

complaints that may be received where issues of practicing outside of areas of competence is alleged or at issue.

### **3.3.3.1 Assessment of Core Competencies and Foundational Knowledge**

All regular applicants must satisfy requirements for core competencies and foundational knowledge in psychology.

The five core competencies are as follows: Interpersonal Relationships, Assessment and Evaluation, Intervention, Research, Ethics and Standards. The core competencies are described in Appendix C of this document.

The means by which the College evaluates the core competencies and foundational knowledge are set out in Appendix D of this document. An applicant for registration must successfully complete any oral or written examinations required by the Registration Committee (Bylaw s. 44(1)(a)).

The College uses three different examinations: The Examination for Professional Practice in Psychology (EPPP), The Written Jurisprudence Examination (WJE) and The Oral Examination. Applicants are required to produce government issued photo identification for the Oral Examination and the Written Jurisprudence examinations which are held at the College office located at 404 – 1755 West Broadway, Vancouver, B.C.

Please note that examination related fees paid to the College are non-refundable. Fees may be applied to a different sitting of an exam, if written notice is provided prior to the date on which the exam is to take place.

Policies and procedures for each of these examinations are as follows:

#### **3.3.3. A. The Examination for Professional Practice in Psychology (EPPP)**

The passing score on the EPPP examination is a raw score of 140/200, or a scaled score of 500/800.

Applicants may take the EPPP after receiving permission from the Registration Committee. Information regarding the examination can be obtained through the Association of State and Provincial Psychology Boards, P.O. Box 3079; Peachtree, GA 30269. Phone: 678-216-1175, Fax: 678-216-1176 Web: [www.asppb.org](http://www.asppb.org) . Applicants may take this examination up to three times in any one application period. **All regular applicants must successfully complete the EPPP.**

#### **3.3.3. B. The Oral Examination**

The oral examination assesses the knowledge, readiness, and competence of the applicant to practice generally, and in particular, in the area of practice declared by the applicant. The possible outcomes of an oral examination are failure, placement on the Register, or placement on Register with one or more limitations or conditions on practice. Successful applicants become registrants. The area of practice that the applicant self-declares is expected to be consistent with the training, education, and supervised experience that the applicant has acquired in order to demonstrate competence. Successful completion of an oral exam in a designated area of practice does not indicate specialty recognition by the College. The oral examination may be taken twice in any one application period. The applicant can decide to retake the oral exam one time in the event of a recommendation for limitations or terms or failure. **Successful completion of the Oral Examination is a requirement for all regular applicants.**

Oral examiners are registrants with training by the College and appointed by the Registration Committee. Examiners are provided with the names of potential applicants prior to the examination to ensure that there are no conflicts of interest.

The oral examination takes approximately sixty to ninety minutes. The applicant is typically requested to stay for a short period after the examination in case there are additional questions from the examining team. The applicant is notified in writing of the oral examination results within three weeks of the examination.

The oral exam consists of a case vignette describing a client/patient including demographic information, presenting problem(s), and relevant history. There are vignettes for each of the eight recognized areas of practice.

**The specific skill areas assessed by the exam are as follows:**

**1. Identifies Problems/Diagnosis** assesses the applicant's ability to utilize relevant data in the case vignette to reach empirically based and theoretically consistent differential diagnoses. This section assesses the applicant's knowledge of the range of diagnostic nomenclature and criteria in standard systems (e.g., DSM-IV, ICD, Relational, etc.) and use of these systems to conceptualize and describe the problem(s) and functioning of the person taking into account the problem context and situation. The applicant is expected to utilize all information in the case vignette to formulate a diagnosis (diagnoses). For those applicants not declaring competence in diagnosis, it is expected that they display competence clearly defining the presenting problem, with differential issues articulated.

**2. Assessment and Evaluation** assesses the applicant's ability to identify appropriate sources of information (e.g., clinical interviews, observations, formal assessment data including testing, structured histories, genograms, medical records, collateral sources and contexts, etc.) to evaluate the client's/patient's functioning in a variety of areas including affective, cognitive, and interpersonal. The applicant must demonstrate ability to integrate information from various sources into a coherent whole and be conversant with differential diagnoses. If psychometric test instruments are discussed the applicant must demonstrate understanding of psychometric theory, apply statistical techniques, and explain the meaning of test results.

**3. Treatment Planning, Implementation, and Outcome Assessment** tests the applicant's ability to describe, implement, and evaluate a course of treatment that is consistent with the case formulation, empirically justified, sensitive to the client's/patient's needs and values, and designed to resolve the problem(s). Applicants must demonstrate competence in describing the treatment; provide theoretical and empirical rationales for the treatment choices; and describe an appropriate plan to evaluate treatment results, including functional assessments for monitoring progress, process and outcome of interventions. Applicants must demonstrate ability to apply quality assurance measurement techniques (e.g., sampling, instrumentation, data collection procedures, client tracking, formative and summative evaluation, program evaluation).

**4. Crisis Evaluation/Treatment/Management** introduces a crisis situation to the case vignette to assess the applicant's ability to assess and intervene in a crisis event. Crises may include danger to self, danger to others, child/spouse/elder abuse, psychotic decompensation, drug/alcohol abuse, etc. Applicants must demonstrate awareness of personal and professional limitations and know how to refer client/patient to appropriate resources (e.g., hospital, emergency room, psychiatrist, etc.).

**5. Human Diversity** tests the applicant's knowledge of the range of individual and group diversity and the ability to incorporate the knowledge of diversity into practice. This concept is introduced by changing the demographic

characteristic of the client/patient in the case vignette, such as ethnicity, socio-economic status (SES), sexual orientation, gender, physical and psychological abilities/disabilities, etc. The applicant is then asked how this change would affect his/her diagnosis and treatment plan. Applicants must demonstrate adequate knowledge, awareness of professional limitations and need for consultation or referral, lack of stereotyping and bias, and awareness of the importance of differences.

**6. Professional Ethics and Standards** tests the applicant’s knowledge of professional standards and ethics and the ability to integrate them into professional conduct and practice. Applicants may be asked to discuss ethics and standards that they perceive to be presented for them to consider. Applicants must demonstrate clear knowledge of ethics and standards and apply them appropriately.

**7. Legal and Regulatory Mandates** tests the applicant’s ability to integrate and apply provincial laws and regulations related to professional conduct to professional practice. Applicants may be asked to discuss legal/regulatory issues that they perceive to be relevant to the case vignette, or particular legal/regulatory issue may be presented for them to consider. Topics may include confidentiality, record keeping, abuse reporting, etc.

**8. Professional Limitations and Judgement** assesses professional or personal characteristics or behaviour on the part of the applicant likely to interfere with professional performance and to test the applicant’s awareness of areas of professional expertise and limitations. The applicant should be able to demonstrate awareness of his/her personal and professional expertise and limitations. Examiners may assess professional limitations by structured questions regarding applicant limitations and by observing limitations in answers to prior questions in the examination.

**Scoring Criteria:** Each of the eight skill areas is evaluated using the following five categories, with an “Effective” or “Highly Effective” rating being the minimum required to pass in each of the eight skill areas.

Highly Effective (Pass)	Demonstrates skills that are above minimum competence, demonstrates breadth of knowledge with depth in limited areas.
Effective (Pass)	Demonstrates minimal competence for safe practice, can practice independently, has knowledge of core areas of practice, consults if necessary.
Ineffective (Fail)	Does not meet minimum standards for independent practice.
Highly Ineffective (Fail)	Demonstrates lack of knowledge, makes repeated errors, commits errors of omission that result in a passive danger to client.
Incompetent (Fail)	Commits errors of omission that result in an active danger to client.

**Recommendations from the Examiners to the Registration Committee.**

The oral examiners may make one of three recommendations to the Registration Committee:

1. Pass, Placement on Register
2. Limitations or Conditions Placed on Registrant’s Ability to Practice. The oral examination team identifies problems or deficits which led to a recommendation that the applicant be placed on the Register with limitations or conditions as per Bylaw 43, 48, 49, as well as possible remedies to address the problems or deficits.

3. Fail. The oral examination team identifies problems or deficits resulting in their recommendation to fail the applicant.

If the recommendation is for limitations or conditions on practice or failure, applicants are provided with an opportunity to make a submission. If the Registration Committee accepts the applicant for registration without limitations or conditions, the applicant will be asked to provide information for the register and to submit the required fees. Upon receipt of the requested information and fees, the applicant's name will then go forward to the Registrar for placement on the Register of the College.

### **3.3.3. C. The Written Jurisprudence Examination (WJE)**

The Written Jurisprudence Examination assesses an applicant's understanding and knowledge of  
(a) professional conduct and ethical principles and  
(b) legislative provisions relevant to the practice of psychology in British Columbia.

The passing score is 40/50.

The Registration Committee will review requests to have the examination proctored by another psychology regulatory body in Canada, if taking the examination at the College office is not possible. Granting the request is dependent on the possibility of timely arrangements with the other jurisdiction and subject to an administration fee. Fees associated with examinations are set out in the Fee Schedule located on the College's website, and are subject to change without notice. The relevant request to be scheduled form is available on the College website.

The examination is comprised of 50 multiple choice questions and applicants have two (2) hours to complete it.

Applicants will receive written notification regarding their performance on the examination.

Applicants may write the examination up to three times in any one application period. **All applicants must successfully complete the WJE.** Provincial statutes may be obtained from the BC Laws website of the Queen's Printer for British Columbia ([www.bclaws.com](http://www.bclaws.com)). The College does not provide a 'study guide' for the WJE.

The distribution of questions for the Written Jurisprudence Examination is provided below:

**30 – 35 questions:**      *The College's Code of Conduct*

**1-5 questions:**        *The Health Professions Act*  
                                  *The Psychologists Regulation*  
                                  *The College's Bylaws*

**10-15 questions:**      *Child, Family and Community Services Act*  
                                  *Family Relations Act*  
                                  *Freedom of Information and Protection of Privacy Act*  
                                  *Infants Act*  
                                  *Health Care (Consent) and Care Facility (Admission) Act*  
                                  *Human Rights Code*  
                                  *Mental Health Act*  
                                  *Personal Information Protection Act (PIPA)*

*Motor Vehicle Act*  
*Youth Justice Act (Provincial)*  
*Youth Criminal Justice Act (Federal)*

Sample questions for the Written Jurisprudence Examination are found in Appendix H.

### **3.3.3.2 Declaration of Area of Practice**

- 3.3.3.2.A For the purposes of registration **one** Area of Practice must be selected by regular applicants (Bylaw s. 52).
- 3.3.3.2.B For the purposes of registration, **two** Areas of Practice may, and at least one area of practice must be selected by mobility and reciprocal applicants.
- 3.3.3.2.C The criteria for declaring an area of practice are the same as the criteria for changing an area of practice once registered: a declaration of competence in an area of practice is a declaration by the applicant that he or she has the appropriate training, education, and experience (i.e., the tripartite requirement) in that area of psychology to be able to offer the wide range of activities and services within that area.

Definitions of the eight (8) recognized Areas of Practice are found in Appendix E of this document.

The College considers the areas of Clinical Psychology and Counselling Psychology to be significantly broader than the other six areas, which are more circumscribed, and an applicant with a degree in one of these two areas is expected to self-declare in that area.

Consistent with other psychology regulatory bodies in North America, the College does not offer specialty licenses in any practice area.

For regular applicants, the Registration Committee expects that a declaration in an area of practice will be consistent with the graduate program completed. If the declared area of practice is different from either what is documented on the transcript or the attestation provided by the program training director, the applicant may be required to document competence in that area to the Registration Committee. Similarly, the Registration Committee expects that a declaration in an area of practice will be consistent with the applicant's academic preparation and subsequent internship.

### **3.3.3.3 Competence to Score, Interpret, and Report on Psychometric Tests / Competence to Formulate and Communicate a Diagnosis**

Regular applicants are asked specific questions regarding their competency to score, interpret and report on psychometric tests (including listing specific tests in which competence is declared), and their competency to formulate and communicate a diagnosis.

Applicants in Clinical Psychology are expected to demonstrate competence in formal diagnosis and/or formal assessment.

Applicants in Counselling Psychology may or may not be competent in providing services in formal diagnosis and/or formal assessment. Applicants should clearly identify this in their application forms.

Applicants who have completed a CPA- or APA-accredited program in Clinical Psychology are not required to provide additional details regarding their training in diagnosis or assessment.

All other applicants who are declaring competence in these skills must provide information regarding their graduate coursework and supervised experience to support their declared competence.

### 3.4 GOOD CHARACTER AND FITNESS

Applicants must have good character and be fit to practice psychology (Bylaw ss. 44(1)(c), 45(2)(b), 45.1(2)(b)). Applicants should know that if there is any issue related to good character and/or fitness to practice on which any decision of the Registration Committee will be made, applicants will be provided with full information regarding the issue and provided with the opportunity to provide the Committee with any information that the applicant would like the Committee to consider in making a decision on this issue.

#### 3.4.1 Certificate of Standing / Professional Record

- 3.4.1.A The College requires verification of licensure and registration status from all jurisdictions in which an applicant has a previous or current application or is currently, or was previously, licensed or registered. The verification must be sent directly to the College from other licensing boards. Extra licensure verification forms are available for download from the College's website.
- 3.4.1.B Applicants are expected to request that verification of status be sent directly to the College for
  - any Certificate of Professional Qualification issued by the ASPPB,
  - any present listing with the CRHSPP, and/or
  - any present listing with the NRHSPP.
- 3.4.1.C Reciprocal and Mobility applicants are required to submit an official transcript for the highest degree on which registration/licensure is based in the home jurisdiction(s). This may be a photocopy of the transcript.
- 3.4.1.D Reciprocal and Mobility applicants, who apply on the basis of licensure or registration elsewhere, must maintain full licensure or registration (i.e., not "out-of-province" status) in their other jurisdiction until registered with the College.  
**N.B.:** Licensure in other jurisdictions does *not* entitle applicants to practice psychology in British Columbia.

#### 3.4.2 Criminal Record and Police Checks

- 3.4.2.A The Applicant must provide a completed and signed criminal record authorization form under the *Criminal Records Review Act*, along with the appropriate fee for the Ministry of Finance (Bylaw s. 47(1)(a)).  
  
Under the *Criminal Records Review Act*, regulatory bodies must have applicants provide a criminal record check authorization, and must keep the original signed authorization on file. Forms are included in the application package and on the Criminal Records Review Program's website. The *Criminal Record Review Act* and Criminal Records Review Program's websites are listed in Appendix F of this document.
- 3.4.2.B Applicants are also required to submit original documentation to the College that provides the results of required national police checks or equivalents (Bylaw s. 47(1)(a)). A national police check or equivalent must be provided for each country in which the applicant lived during the period of five (5) years immediately

preceding the date of the application for registration. Applicants are responsible for obtaining these checks and submitting them to the College.

Each check must meet the following criteria:

1. Each police check must be a national check.
  - a) For Canadian jurisdictions, the check must be completed by the police or RCMP.
  - b) For US jurisdictions, the check must be completed by the FBI. Information about obtaining an FBI identification record can be found at the website listed in Appendix F of this document.
  - c) For all other jurisdictions, a national check must be completed by the police or an equivalent authority.
2. Each check must be the broadest check available in terms of coverage of records checked.
3. On review of the national police checks submitted, the Registration Committee will determine if further police checks at a local level are required.

### **3.4.3 References**

- 3.4.3.A Regular applicants should identify three referees who are registered/licensed psychologists in good standing for the past two years, and who have supervised the applicant's work, one of whom is the internship director. All three referees should have supervised the applicant's current clinical work, i.e., work within the five year period immediately preceding the application.  
**N.B.:** For reference purposes, a retired referee will be considered registered or licensed for a given application if he or she retired within five years of the applicant's date of application for registration, and was registered or licensed for at least two years, in good standing, immediately prior to the date of his or her retirement.
- 3.4.3.B Reciprocal and Mobility applicants may identify referees who are colleagues who are registered psychologists. All three referees must be familiar with the applicant's current clinical work, i.e., work within the five year period immediately preceding the application.

The College will correspond directly with referees. They will be sent supporting materials and a reference form to complete and return directly to the College.

## **3.5 OTHER REQUIREMENTS**

Except as specified otherwise below, the following requirements must be satisfied by every Regular, Reciprocal and Mobility applicant.

### **3.5.1 Orientation Workshops**

- 3.5.1.A Regular applicants must attend an orientation workshop. *Orientation workshops are optional for reciprocal and mobility applicants.*

The College holds orientation workshops regarding the application process and regulatory issues. These workshops are scheduled throughout the year and are held at the College offices. Upcoming scheduled workshops and dates are posted on the College website.

### **3.5.2 Professional Liability Insurance**

- ☐ 3.5.2.A Prior to registration, all applicants must attest to having professional liability insurance coverage in an amount not less than \$1,000,000 (Bylaw s. 61).

## **3.6 REQUIREMENTS FOR TEMPORARY REGISTRATION**

An applicant who satisfies the requirements for registration under the College *Bylaws* may apply for a temporary registration to practice psychology for a period of 15 consecutive days in a calendar year. Temporary registration may be obtained twice in any calendar year.

The following items are required in order to process a request for temporary registration in British Columbia:

1. Curriculum Vitae
2. Authorization for a Criminal Record Review and appropriate form of payment
3. Detailed description of the nature of the work that the applicant is requesting to do, as well as the expected time frame
4. Proof of current registration in the home jurisdiction(s) that indicates a) the highest degree on which registration is based, and b) that the applicant's license is unfettered.
5. Statutory Declaration
6. Required application fee

Please see the College website for the required forms and documents associated with this registration category.

## **4.0 APPENDICES**

- A. Criteria for the Assessment of non-accredited programs
- B. Criteria for the Assessment of non-accredited internships
- C. Definitions of Core Competencies
- D. Evaluation of Core Competencies and Foundational Knowledge
- E. Areas of Practice Definitions
- F. Resources for Applicants
- G. Credentialing Services
- H. Sample Questions for the Written Jurisprudence Examination

## Appendix A: Criteria for evaluating programs

The College is responsible under the *Act* for determining if applicants are qualified to be registrants. In the public interest, the College requires in part that applicants graduate from educational programs with traits which provide sufficient assurance that graduating students have been adequately trained and prepared for professional practice in psychology. Applicants from APA- and/or CPA-accredited programs will be deemed to have met program requirements.

The Registration Committee evaluates non-APA- and/or CPA-accredited programs by measuring program traits against baseline factors described below. Applicants must note, however, these factors do not necessarily determine the acceptability of a program. The Registration Committee must consider all facts relevant to whether an applicant is adequately qualified. The program evaluation process is ultimately an exercise of professional judgment by the Registration Committee, which must weigh facts speaking to the quality of an applicant's formal and informal education and training.

### 1. Program Characteristics

- 1.1. **Psychology Program:** The program is clearly identified and labeled as a psychology program, and is publicly identified as a psychology program. The program stands as a recognizable, coherent, organizational entity.
- 1.2. **Degree in Psychology:** The degree issued to any student in the program is listed on the student's transcript as a degree in psychology.
- 1.3. **Body of Resident Students:** The program has a body of resident students enrolled in the professional program for a degree in psychology.
- 1.4. **Psychology Faculty:** The program has an identifiable psychology faculty, with a majority of the faculty consisting of psychologists licensed or registered to practice the profession of psychology ("Core Faculty"):
  - 1.4.1. *Core Faculty Credentials and Training:* Core Faculty members have completed their own degrees in counselling or clinical psychology meeting the standards in place at the time of their training, which standards required completion of an internship. Core Faculty members, especially members administratively responsible for the program, have completed their doctoral and internship training at programs accredited by the CPA or its equivalent. Core Faculty includes a minimum of five FTE psychology faculty members.
  - 1.4.2. *Core Faculty Commitment to Psychology:* Core Faculty consists of experienced and productive members whose teaching, research and other professional activities (e.g., course loads, publications, professional participation and practice) demonstrate commitment to the intellectual, scientific and applied enterprises of psychology.
  - 1.4.3. *Core Faculty Commitment to the Program:* Core Faculty members are committed to and identify with the program so that effective leadership, modeling, supervision, and instruction of students can be ensured.
  - 1.4.4. *Complementary and Adjunct Faculty Availability and Credentials:* Program offerings are augmented by the contributions of faculty whose primary affiliations are within another area of psychology (complementary faculty), faculty who are affiliated with other often practice-related settings (adjunct faculty), and/or by faculty from other departments or faculties. Core Faculty, complementary faculty, and adjunct faculty

who supervise students in the provision of professional services are appropriately credentialed and registered in the jurisdiction where the services are provided.

## **2. Program Implementation:**

- 2.1. A Professional Training Program:** The expressed purpose of the program (e.g., as evidenced in pertinent institutional catalogues, websites and brochures) is to educate and train students in the profession of psychology.
- 2.2. Integrated, organized sequence of instruction.** The program provides an integrated, organized sequence of study and requirements, cumulative and increasingly complex over the course of the program, to provide a breadth of exposure for students to the field of psychology.
- 2.3. Publicly available performance criteria:** The program provides publicly available criteria for admission to practica and internships, which criteria include personal and intellectual skills, attitudes and values, and a core of professional knowledge. The program clearly identifies baseline competences with clearly articulated development goals. The program provides publicly available outcome data describing key information about program graduates.
- 2.4. Policies and procedures:** The program has developed policies and procedures, communicated in writing to each student at the start of his or her graduate training, for
  - 2.4.1.** evaluation students' competencies;
  - 2.4.2.** developing, implementing and monitoring remediation plans; and
  - 2.4.3.** the handling of students' academic, practice and/or interpersonally related difficulties.
- 2.5. Faculty Supervision:**
  - 2.5.1. Program training:** A Core Faculty member acts as program training director.
  - 2.5.2. Practicum and internship settings and progress:** At least one faculty member is designated primarily responsible for monitoring and evaluating practicum facilities and internship settings, and for overseeing student progress within them.
  - 2.5.3. Practicum supervision:** Each student's practicum experience is coordinated by a Core Faculty member, or by an adjunct professor, associated with the practicum setting.
- 2.6. Practicum Sequencing:** Practicum training is integrated with didactic instruction via coursework, and begins early in each student's graduate training.

## **3. Residency and role-modeling requirements:**

- 3.1. Adequate role-modeling:** The psychologist(s) administratively responsible for the program hold tenured and senior appointments at the institution that houses the program, and serve as professional role models for faculty, staff, and students (e.g., as demonstrated by their leadership, competence, and participation in, and recognition by, professional associations or learned societies).
- 3.2. Required resident study and training:** The program requires resident study and training, consisting of in-person participation in courses, seminars, practica and internships with face-to-face, in person, contact with faculty and other students, in order to develop trainee

assessment, therapy and interpersonal skills, to permit faculty to directly observe trainee interactions with clients, other trainees and supervisors, and to provide opportunity for in-person, face-to-face, in person, faculty supervision of trainees.

**3.2.1. Residency Requirement (master's degrees):** For a master's degree, the applicant is required to complete a minimum of one academic year of full-time resident graduate study, or equivalent part-time resident graduate study, at the educational institution granting the master's degree during the enrolment in the master's program.

**3.2.2. Residency Requirement (doctoral degrees):** For a doctoral degree, the applicant is required to complete a minimum of three academic years of full-time resident study and training, or equivalent part-time study and training, at the educational institution granting the doctoral degree during the enrolment in the doctoral program.

**3.3. Quantity of resident study and training:** One year of resident study consists of at least eighteen (18) semester hours, exclusive of internship requirements, taken on a full-time or part-time basis at the educational institution granting the degree, accumulated in not less than nine (9) months or not more than eighteen (18) months, and includes student-to-faculty contact involving face-to-face, in person, group courses. Such educational meetings

**3.3.1.** include both faculty-to-student and student-to-student interaction;

**3.3.2.** are conducted by the psychology faculty of the institution at least ninety percent (90%) of the time;

**3.3.3.** are fully documented by the institution; and

**3.3.4.** relate substantially to the program and course content.

**3.4. Distribution of resident study and training:** The program distributes education and training over the days and weeks of an academic year, at the educational institution granting the degree, and provides students with access to a core psychology faculty, with its members' primary time and employment responsibilities being to the educational institution, as well as access to other students matriculated in the program.

## Appendix B: Evaluation of Internships

**1. Organization:** A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

**2. Accountability:** The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and present at the training facility for a minimum of 20 hours a week. This psychologist has been actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

**3. Primary Supervisors:** The internship agency training staff consists of at least two full time equivalent psychologists who serve as primary supervisors, who have been actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

**4. Structure of Supervision:** Intern supervision is provided by staff members or qualified affiliates of the internship agency who are accountable to the internship director regarding their supervision of the intern. These supervisors carry clinical responsibility for the cases being supervised and are identified as such (e.g., countersigning documentation or identified as a supervisor on treatment plans, or reports). The minimum amount of supervision provided is at a ratio of one hour of supervision for each four hours of client contact per week. At least 2 hours per week of regularly scheduled face-to-face individual supervision are provided by psychologists who are actively licensed (certified or registered) and in good standing with a psychology regulatory body for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

**5. Content of Supervision:** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.

**6. Range of Experience:** The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

**7. Required Patient Contact:** At least 30% of the intern's time is in providing direct psychological services to patients/clients, seeing a sufficient number of clients to ensure that the intern reaches a level of competent clinical service in the area in which he or she plans to practice.

**8. Didactic Component:** The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in service training, or grand rounds, and excluding supervision

**9. Timing of Internship:** Internship training is subsequent to required clerkships, practica, and/or externships. For doctoral level applicants, it must be obtained while enrolled in a doctoral program or post-doctorate. For other applicants, it must be obtained while enrolled in a masters program or post-masters degree.

**10. Title of Trainee:** The internship level psychology trainees have a title such as "Intern", "Resident", "Fellow," or other designation of trainee status.

**11. Program Description:** The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the intern’s work, and is made available to prospective interns.

**12. Due Process:** Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns’ concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.

**13. Required Time:** The internship experience (minimum 1600 hours) must be completed in no less than 9 and no more than 24 months.

**14. Evaluation:** At least twice a year the internship program conducts formal written evaluations of each intern’s performance.

**15. Payment for Supervision:** The terms of payment for supervision are explicit and agreed upon prior to the onset of supervision. The payment contract includes explicit agreement that payment for supervision in no way implies a positive evaluation by the supervisor of the intern.

**16. Dual Relationships:** Relationships between supervisors and interns are in compliance with prevailing ethical standards with regard to dual relationships. Supervision to meet the requirements of the College of Psychologists cannot be provided in the context of a professional relationship where the objectivity or competency of the supervisor is, or could reasonably be expected to be impaired because of the supervisor’s present or previous familial, social, sexual, emotional, financial, supervisory, political, administrative, or legal relationship with the supervisee or a relevant person associated with or related to the supervisee. Please refer to the College of Psychologist’s *Code of Conduct* for further clarification.

## Appendix C. Definitions of Core Competencies

### 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, etc.). They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.

*Knowledge:* Knowledge of theories and empirical data on the professional relationship, such as interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology. More specific knowledge of the fluctuations of the therapeutic/ professional relationship as a function of intervention setting; Knowledge of self, such as: motivation, resources, values, personal biases, factors that may influence the professional relationship (e.g., boundary issues). Knowledge of others, such as: macro-environment in which the person functions (work, national norms, etc.), micro-environment (personal differences, family, gender differences, etc.).

*Skills:* Effective communication, establishment and maintenance of rapport, establishment and maintenance of trust and respect in the professional relationship.

### 2. Assessment and evaluation

*Definition:* 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. 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. 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. 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.

*Knowledge:* Assessment methods, knowledge of populations served, human development, diagnosis.

*Skills:* Formulation of a referral question, selection of methods, information collection and processing, psychometric methods, formulation of hypotheses and making a diagnosis when appropriate, report writing, formulation of an action plan.

### 3. Intervention

*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 explicitly theory as well as the following knowledge and skills:

*Knowledge:* The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations). A respect for the positive aspects of all major approaches, which should reflect an openness to varied viewpoints and methods. Awareness of when to make appropriate referrals and to consult. Awareness of context and diversity. Knowledge of interventions that promote health and wellness.

*Skills:* Establish and maintain professional relationships with clients from all populations served, establish and maintain appropriate interdisciplinary relationships with colleagues. 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; select appropriate intervention methods. Analyze the information, develop a conceptual framework, and communicate this to the client.

#### **4. Research**

*Definition:* Professional psychology programs should include research training such that it will enable students to develop: A basic understanding of and respect for the scientific underpinnings of the discipline, knowledge of methods so as to be good consumers of the products of scientific knowledge, 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:* Basic knowledge of research methods and of the applications of scientific research, including: Applied statistics and measurement theory; the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research); 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.

*Skills:* Critical reasoning skills, applications of various research approaches to social systems, ability to write professional reports.

#### **5. Ethics and standards**

*Definition:* Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.

*Knowledge:* Ethical principles; standards of professional conduct; responsibilities to clients, society, the profession, and colleagues; awareness of potentially conflicting principles; standards for psychological tests and measurements; standards for conducting psychological research; jurisprudence and local knowledge.

*Skills:* Ethical decision-making process, proactive identification of potential ethical dilemmas, resolution of ethical dilemmas.

**Appendix D: Evaluation of Core Competencies and Foundational Knowledge**

I. Core Competency	Assessment Method				
	Coursework	EPPP	WJE	Oral	References
Interpersonal Relationships				X	X
Assessment and Evaluation	Psychometrics, Professional Practice: Assessment (graduate courses required)	X		X	X
Intervention	Professional Practice: Intervention (graduate course required)	X		X	X
Research	Statistics, Data Analysis (graduate courses required)	X			
Ethics and Standards	Ethics and Standards in Professional Psychology (graduate course required)	X	X	X	X
<b>II. Foundational Knowledge</b>					
Biological Bases of Behaviour	Biological Bases of Behaviour (senior undergraduate course may be permitted by Registration Committee on review of submission by applicant)	X			
Cognitive/Affective Bases of Behaviour	Cognitive/Affective Bases of Behaviour (senior undergraduate course may be permitted by Registration Committee on review of submission by applicant)	X			
Social Bases of Behaviour	Social Bases of Behaviour (senior undergraduate course may be permitted by Registration Committee on review of submission by applicant)	X			
Individual Differences	Individual Differences (graduate course required)	X			

## Appendix E: Areas of Practice Definitions

The College considers the areas of Clinical Psychology and Counselling Psychology to be significantly broader than the other six areas, which are more circumscribed and applicants with a degree in one of these two areas are expected to self-declare in this area.

### BROAD AREAS OF PRACTICE:

- **Clinical psychology** is the application of psychological knowledge to the assessment, diagnosis, prevention, and/or treatment of individuals with disorders of behaviour, emotions and/or thought, to counselling and consultation with couples, families, and groups, and to the enhancement of psychological and physical well-being.
- **Counselling psychology** is the application of psychological knowledge to the evaluation and counselling of individuals, couples, families, and groups in order to help people adjust to problematic events and accomplish life tasks within the major spheres of work, education, relationships, and family during the lifespan developmental process.

### OTHER AREAS OF PRACTICE:

- **Forensic/correctional psychology** is the application of psychological knowledge about human behaviour to the understanding, assessment, diagnosis and/or treatment of individuals within the context of criminal and/or legal matters.
- **Health Psychology** is the application of psychological knowledge and skills to the promotion and maintenance of health, the prevention and treatment of illness, helping individuals, couples, families, and groups cope with physical illness, and the identification of determinants of health and illness.
- **Industrial/organizational psychology** is application of psychological knowledge to further the welfare of people and the effectiveness of organizations by: understanding the behaviour of individuals and organizations in the workplace; helping individuals pursue meaningful and enriching work; and assisting organizations in the effective management of their human resources.
- **Neuropsychology** is the application of psychological knowledge about brain-behaviour relationships to the assessment, diagnosis, treatment and rehabilitation of individuals with known or suspected central nervous system dysfunction, neurological disorders, traumatic brain injury, and learning difficulties.

- **Rehabilitation Psychology** is the application of psychological knowledge and skills to the assessment and treatment of individuals, couples, families, and groups, with impairments in their physical, emotional, cognitive, social, or occupational capacities as a result of injury, illness or trauma in order to promote maximum functioning and minimize disability.
- **School psychology** is the application of psychological knowledge about human behaviour and development to the understanding and assessment of the developmental, social, emotional and learning needs of children, adolescents, and adults; to the protection, promotion, and creation of learning environments that facilitate learning and mental health.

## Appendix F: Resources for Applicants

American Psychological Association (APA)

General: <http://www.apa.org>

Accreditation: <http://www.apa.org/ed/accreditation/>

Respecialization: <http://www.apa.org/about/governance/council/policy/chapter-9.aspx>

Association of Psychology Predoctoral Internship Centers (APPIC)

<http://www.appic.org/>

Association of State and Provincial Psychology Boards (ASPPB)

<http://www.asppb.org/>

ASSPPB/National Register Doctoral Programs meeting Designation Criteria

[http://www.nationalregister.org/desig\\_about.html](http://www.nationalregister.org/desig_about.html)

British Columbia Health Authorities

<http://www.healthservices.gov.bc.ca/socsec/index.html>

British Columbia Psychological Association (BCPA) <http://www.psychologists.bc.ca>

California Psychology Internship Council (CAPIC) [www.capic.net](http://www.capic.net)

Canadian Psychological Association (CPA)

General: <http://www.cpa.ca>

Accreditation: <http://www.cpa.ca/education/accreditation/CPAACcreditedprograms/>

Careers: <http://www.cpa.ca/careers>

Canadian Register of Health Service Providers in Psychology (CRHSPP)

<http://www.crhsp.ca/emain.htm>

Citizenship and Immigration Canada

<http://www.cic.gc.ca/>

Council for Higher Education Accreditation (regarding **regional accreditation**)

<http://www.chea.org/Directories/regional.asp>

Criminal Records Review Act

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96086\\_01](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96086_01)

Criminal Records Review Program

<http://www.pssg.gov.bc.ca/criminal-records-review/>

FBI Identification Record Request

<http://www.fbi.gov/hq/cjisd/fprequest.htm>

National Register of Health Service Providers in Psychology  
<http://www.nationalregister.org/>

## Appendix G: Credentialing Services

The Registration Committee has, in the past, accepted evaluations provided by various credential evaluation services, which will evaluate non-Canadian academic qualifications and equate them to Canadian degrees.

This resource list is not comprehensive, and may be amended from time to time. The College does not warrant it will accept evaluations from any particular service as being determinative of any issue.

Resources on foreign credentials:

Foreign Credentials Referral Office

<http://www.credentials.gc.ca>

Human Resources and Social Development Canada

Foreign Credential Recognition Program

[http://www.hrsdc.gc.ca/eng/workplaceskills/credential\\_recognition/index.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/credential_recognition/index.shtml)

The Canadian Information Centre for International Credentials (CICIC)

<http://www.cicic.ca/en/index.aspx>

List of credential evaluation services evaluating academic qualifications to Canadian degrees:

CICIC: <http://www.cicic.ca/en/page.aspx?sortcode=2.20.23.25>

This list includes:

*Comparative Education Service (CES)*

Website: <http://learn.utoronto.ca/ces.htm>

*BCIT International Credential Evaluation Service (ICES)*

Website: <http://www.bcit.ca/ices/>

List of credential evaluation services evaluating academic qualifications to American degrees:

National Association of Credential Evaluation Services: <http://www.naces.org/>

#### Appendix H: Sample Questions for the Written Jurisprudence Examination

Select the best answer and then compare your choice with the correct answer below.

1. Under the *Freedom of Information and Protection of Privacy Act*, a registrant is obliged to provide a client file under the following circumstances:
  - a. If the request comes from a lawyer, the registrant should provide the file.
  - b. The registrant should provide the file under the *Freedom of Information and Protection of Privacy Act* only if the client provides consent.
  - c. The *Freedom of Information and Protection of Privacy Act* does not cover individual registrants. Individual registrants are covered under the *Personal Information Protection Act*.
  - d. The registrant should provide the file but withhold any raw test data.
  
2. What are the obligations of a registrant under the *Motor Vehicles Act* if he or she believes the client has a vision problem and the registrant knows that the client drives to and from sessions?
  - a. A registered psychologist must report to the superintendent of Motor Vehicles the name, address and medical condition of a patient of 16 years of age or over who has a condition that makes it dangerous for the patient or the public to drive and continues to drive after being warned of the danger by the registrant.
  - b. A registered psychologist must report to the superintendent of Motor Vehicles that he or she is concerned about a particular client who may be driving.
  - c. The registrant must warn the client not to drive.
  - d. The registrant must report to the client's physician that he or she has concerns.
  
3. What are the obligations of registrants with regard to making a complaint about another registrant?
  - a. The registrant needs to inform the College if the violation is very serious.
  - b. The registrant needs to inform the College if he or she has already spoken to the other registrant and the registrant didn't change the behaviour of concern.
  - c. A registrant who believes that there has been a violation of the *Code of Conduct* by another registrant must inform the College in writing.
  - d. The registrant is only obliged to report to the College if the client of the other registrant has provided consent for disclosure to the College.
  
4. A 12 year old child is your client in private practice and the child discloses to you that he has begun to binge and purge on a regular basis. Which of the options below best summarizes your obligations to the child's parent under the *Infants Act*?
  - a. You should ask the child for permission to tell his parents, and if the child refuses, you should tell the child's parents in any event.
  - b. Twelve years old is old enough for the child to withhold consent.
  - c. You should discuss the matter with the client, express your viewpoint about the child's best interest, and make a determination about whether or not you view the child to be competent to make a decision in this regard.
  - d. You should tell the parents.

5. Once you have received training in a particular area of psychology, what are your continuing obligations as a registrant, as per the *Code of Conduct*, with regard to continuing your competency in this area?
- a. A registrant must maintain competency only in the main area of practice.
  - b. A registrant must maintain competency in the areas in which the registrant practices through continuing education, consultation, or other procedures that conform with current professional standards.
  - c. A registrant must maintain competency in the areas in which the registrant practices through supervision.
  - d. A registrant must continue to feel confident that they are competent in an area of practice, otherwise additional action is required.

Answers 1 (c) 2(a) 3(c) 4(c) 5(b)