

Effective April 1, 2012

Information for Applicants Handbook

For Registration as a Psychologist in the Province of Alberta

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The *Health Professions Act* and the *Psychologists Profession Regulation* governs the practice of psychology in Alberta. Under its legislated authority, the College of Alberta Psychologists (CAP) has set:

- The qualifications needed for a person to become a psychologist in the province of Alberta
- The steps involved in becoming a regulated member of the profession of psychology
- Rules and regulations for the professional practice of psychology

STEP 1: REVIEW OF ACADEMIC QUALIFICATIONS

1. Approval of Academic Qualifications

The minimum academic qualification for registration as a psychologist is an earned graduate degree (Master's or Ph.D) with a major in psychology or an earned graduate degree with content substantially equivalent to a degree with a major in psychology. For specific requirements, please refer to the "Criteria for Evaluating Academic Credentials" which can be downloaded from the CAP website at www.cap.ab.ca under "Register as a Psychologist." The Credentials Evaluations Sub-Committee (CESC) will evaluate a candidate's academic credentials on the basis of the established criteria.

The following must be received to process your application:

- 1) Application form (completed in its entirety)
- 2) Corresponding fee
- 3) Official transcripts from all academic institutions in which you are listing coursework from on your application form (if a university outside Canada or the United States is unable to send a transcript directly to the College, the College may accept a certified copy of the transcript the university issued to the applicant). If the transcript and official university documents are in a language other than English, the applicant must arrange to have these documents translated by a certified translator.

All official transcripts and letters from academic institutions must be submitted directly from the academic institution to the College. Faxed, copied, and e-mailed transcripts and letters are NOT acceptable.

STEP 2: APPLICATION FOR REGISTRATION AS A PSYCHOLOGIST

1. Application for Registration as a Provisional Psychologist

When an individual's academic credentials are approved, he/she may initiate the registration process by submitting the following to the Registration Approvals Sub-Committee (RASC):

- a) Application for Registration as a Provisional Psychologist
- b) A proposed Supervision Plan or confirmation of acceptance into Ph.D. internship program
- c) Criminal record check
- d) Registration verification form(s)
- e) Fitness to practice declaration
- f) Proof of \$1 million in professional liability insurance
- g) Application fee (\$200.00) AND annual dues for provisional psychologists

Applicants cannot start to count the required 1600 hours of supervised practice until their supervision plan has been approved by the RASC and they have been issued a practice permit. Applicants will be notified of the outcome in writing. Results are not given over the phone, by fax, or e-mail.

2. Supervised Experience

The Supervision Plan

A total of **1600 hours** of supervised practice are required. All provisional psychologists and their supervisors must at all times abide by *the "Standards for Supervision of Provisional Psychologists – Form A."* This can be obtained from the College website under "Register as a Psychologist/Supervisor's Manual". *"Standards for Supervision of Provisional Psychologists Form A"* is used during the completion of the 1600 hours of supervised practice and the *"Standards for Supervision of Provisional Psychologists Form B"* is used after the completion of 1600 hours of supervised practice.

A form for submitting a proposed supervision plan is available from the CAP website at under "Register as a Psychologist". A sample supervision plan is posted on the website to assist you in completing your form.

The plan must include:

- The proposed area(s) of practice
- The general nature of the practice within which supervision will occur (e.g., hospital, clinic, school)
- A description of the nature of the supervision, including the number of hours, the form of supervision (e.g., review of video tapes, case consultation, direct observation), and the method of supervision and evaluation (e.g., written, verbal)
- The scheduled dates for monitoring progress
- The timeframe expected for completion

The applicant must:

- Submit a separate supervision plan for each branch of psychology
- Communicate any significant changes to the original plan to the RASC in writing in a document that is co-signed by the supervisor

Request to Waive all or Part of the Requirement for 1600 hours of Supervised Experience (Waiver Request)

A request to waive all or part of the requirement for 1600 hours of supervised practice can be made by filling out the waiver request form located on the CAP website under "Register as a Psychologist".

1. In two special circumstances, an applicant may have completed acceptable supervised practice prior to becoming a provisional psychologist; that is, the candidate is registered with a psychology regulatory body with other jurisdictions and/or has completed a Ph.D internship. To be accepted, practice experience must be over and above the requirements for, and subsequent to, the granting of a master's degree or be part of a pre-doctoral internship. In such cases, only experience obtained within five years prior to the date the waiver request is received by the RASC will be considered.
2. Applicants **must provide a detailed description** of the previous supervised practice experience on a waiver request form.

Supervision Reports

In accordance with the Standards for Supervision, two supervision evaluation reports are required from each primary supervisor for each branch of psychology declared: one at the half-way point (Mid-term Evaluation Report) of the supervision experience and another (Final Evaluation Report) at its completion or termination. The supervisor must maintain the first evaluation report (Mid-Term Evaluation Report) as a record of supervision. **It is not submitted to the College.**

The final evaluation report(s) must be submitted to the Registration Approvals Sub-Committee (RASC) and will:

- 1) Describe the supervisee's interpersonal relationship skills, level of competence and limitations
- 2) Confirm that the supervisee has satisfied all of the requirements of supervision as established by regulation and bylaws
- 3) Provide recommendations regarding the supervisee's readiness for independent practice

When concerns are raised in a supervisor's final evaluation report, the RASC may seek additional information as needed, and the candidate may be denied registration as a psychologist or be required to obtain additional supervision hours.

Supervision Consultants

Two Supervision Consultants are available (one in Edmonton and one in Calgary) to provide consultation to supervisors and provisional psychologists and assistance with conflict resolution when invited to do so by both parties. Consultation and assistance with conflict resolution will be provided without prejudice.

The Supervision Consultants will ask the Registrar for clarification of regulatory matters. Provisional psychologists and supervisors may access the Supervision Consultants directly or by referral from the Registration Approvals Sub-Committee. For more information, please contact the CAP office.

AREAS OF PRACTICE		
Branch of Psychology¹	Professional Activities²	Client Characteristics
Educational/School Clinical/Counseling Forensic Neuropsychology Health Rehabilitation Industrial/Organization	Mandatory: Interventions Optional: Formal Assessment General Assessment Research & Evaluation Consultation Supervision Teaching	Individual Couples Family Group Organization Child/Adolescent Elderly Adult

For each branch of psychology selected, all candidates will be assessed on the following four Mutual Recognition Agreement (MRA) competencies:

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

Definitions of these competencies are provided in Appendix B of this document.

3. Examinations

The Oral Examination

The Oral Examination will assess whether candidates demonstrate a minimum standard of competence for independent practice, and a minimum standard of knowledge and judgment in matters of jurisprudence and ethics. Provisional psychologists must pass the oral examination prior to moving to the Standards for Supervision – Form B.

Examination for Professional Practice in Psychology (EPPP)

The EPPP is administered by the Professional Examinations Services (PES) and coordinated by the College. The EPPP is a multiple-choice computerized examination designed to establish the applicant's familiarity with the core body of knowledge in psychology. The **passing score is a scale score of 500 or higher**. Candidates may apply for the EPPP any time after their academic credentials have been approved **AND**

¹ Candidates involved in professional activities who find the above list of branches of psychology does not adequately reflect their areas of practice may, subject to approval of the Registration Approvals Sub-Committee, identify a branch that does not appear on this list.

²The professional competency of formal assessment is included here as an extension of the core competencies with a specialized practice focus in this area.

they have been issued a practice permit as a Provisional Psychologist. The application form is found on the CAP website under "Register as a Psychologist".

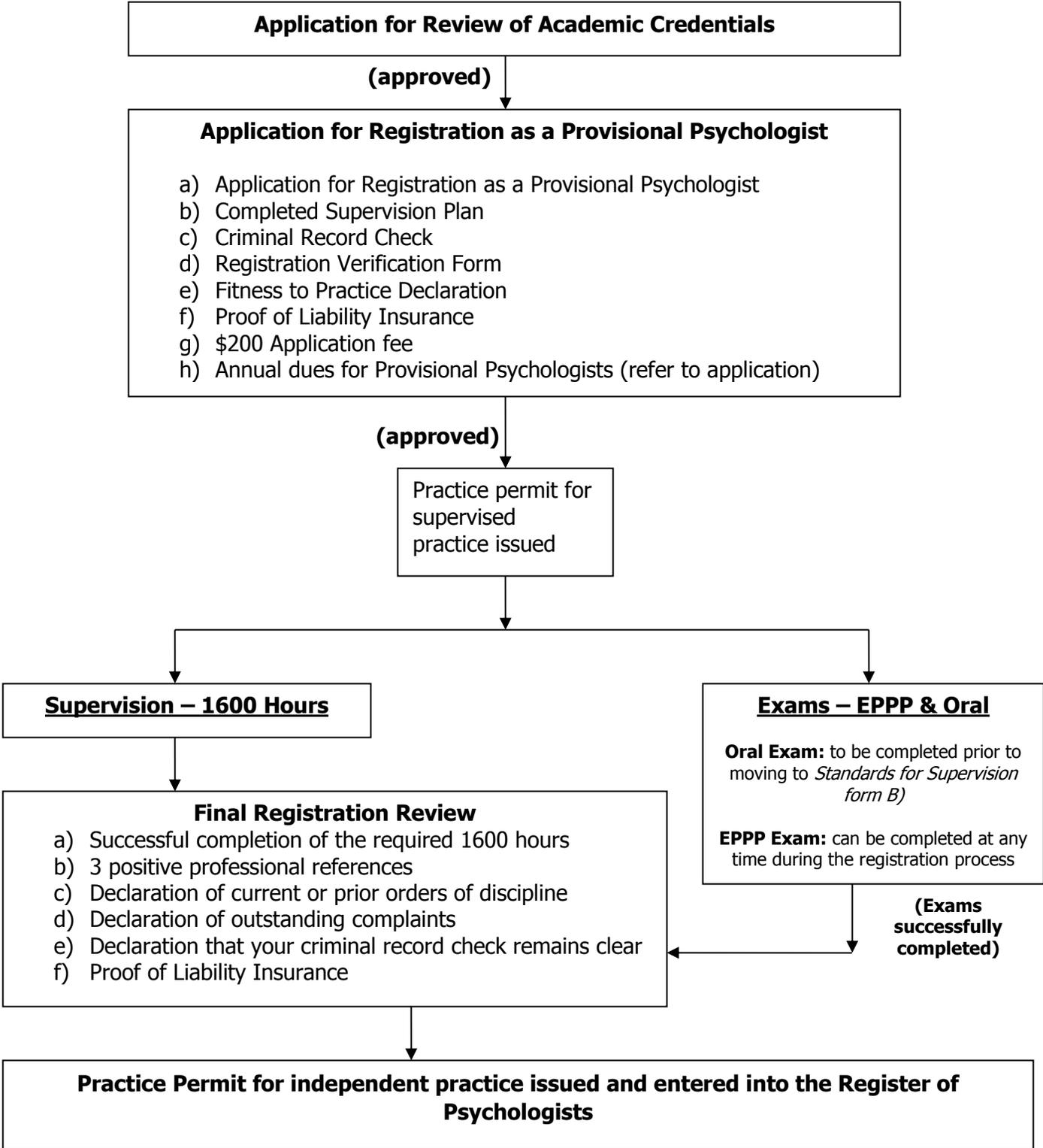
4. Registration for Independent Practice

The Registration Approvals Sub-Committee will conduct a final review when the candidate has achieved/provided the following:

- a) Successful completion of the required 1600 hours of supervised practice
- b) Pass mark on the Oral Examination
- c) Pass mark on the Examination for Professional Practice in Psychology (EPPP)
- d) Three professional references (at least one from a registered/licensed psychologist)
- e) Declaration of any current and prior orders of discipline and outcomes of Alternate Complaints Resolution processes
- f) Declaration of any outstanding complaints against them
- g) Written consent for release of information to the College of Alberta Psychologists regarding (e) and (f)
- h) A declaration that criminal record remains clear AND
- i) Proof of \$1 million in professional liability insurance as stipulated in the *Psychologists Profession Regulation*

Upon approval and receipt of applicable dues, the provisional psychologist will be entered into the register of Registered Psychologists and issued a practice permit for independent practice.

APPENDIX A
Flowchart of Registration Process



APPENDIX B

Foundational Knowledge and Core Competencies

Candidates for Registration will be assessed on the basis of foundational knowledge in psychology and the five core competencies as defined in the Mutual Recognition Agreement (MRA) under the Agreement on Internal Trade (AIT) signed June 2001 and amended July 2004.

Foundational Knowledge	Means of Evaluation
Foundational Knowledge	<ul style="list-style-type: none"> • Graduate degree • Psychology courses • EPPP exam
Core Competencies	Means of Evaluation
Interpersonal Relationships	<ul style="list-style-type: none"> • Supervision • References
Assessment and Evaluation	<ul style="list-style-type: none"> • Course requirement • EPPP • References • Supervision
Intervention	<ul style="list-style-type: none"> • Course requirement • EPPP • Supervision • References
Research	<ul style="list-style-type: none"> • Course requirement • EPPP • References
Ethics and Standards	<ul style="list-style-type: none"> • Course requirement • EPPP • Supervision • References • Oral exam

1. Foundational Knowledge

Foundational knowledge in psychology forms the underpinning of all professional training in psychology and includes the following areas:

<p>Knowledge of the Biological Bases of Behaviour, for example:</p> <ul style="list-style-type: none"> • Physiological psychology • Comparative psychology • Neuropsychology • Psychopharmacology <p>Knowledge of the Cognitive-Affective Bases of Behaviour, for example:</p> <ul style="list-style-type: none"> • Learning • Cognition • Motivation • Emotion 	<p>Knowledge of the Social Bases of Behaviour, for example:</p> <ul style="list-style-type: none"> • Social psychology • Group processes • Community psychology • Environmental psychology • Organizational and systems theory • Cultural issues <p>Knowledge of Psychology of the Individual, for example:</p> <ul style="list-style-type: none"> • Personality theory • Human development • Psychopathology • Individual differences
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2. Core Competencies

The following core competencies, which are required of all applicants, reflect the competencies outlined in the Mutual Recognition Agreement (MRA).

Interpersonal relationships. 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	Skills
<p>1. Knowledge of theories and empirical data about professional relationships, such as:</p> <ul style="list-style-type: none">• Interpersonal relationships• Power relationships• Therapeutic alliance• Interface with social psychology <p>2. Specific knowledge of fluctuations of the therapeutic/professional relationship as a function of intervention setting</p> <p>3. Knowledge of self, such as:</p> <ul style="list-style-type: none">• Motivation• Resources• Values• Personal biases <p>4. Knowledge of factors that may influence the professional relationship (e.g., boundary issues)</p> <p>Knowledge of others, such as:</p> <ul style="list-style-type: none">• Macro-environment in which the person functions (work, national norms, etc.)• Micro-environment (personal differences, family, gender differences, etc.)	<ul style="list-style-type: none">• Effective communication• Establishing and maintaining rapport• Establishing and maintaining trust and respect in the professional relationship

Assessment and evaluation. 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.

<p>Knowledge</p> <ul style="list-style-type: none"> • Assessment methods • Populations served • Human development • Diagnosis 	<p>Skills</p> <ul style="list-style-type: none"> • Formulating a referral question • Selecting methods • Information collection and processing • Psychometric methods • Formulating hypotheses and making a diagnosis when appropriate • Report writing • Formulating an action plan
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Intervention 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.

<p>Knowledge</p> <ul style="list-style-type: none"> • An array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations) • 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 consult • Awareness of context and diversity • Interventions that promote health and wellness 	<p>Skills</p> <ul style="list-style-type: none"> • Establishing and maintaining professional relationships with clients from all populations served • Establishing and maintaining appropriate interdisciplinary relationships with colleagues • Gathering information about the nature and severity of problems and formulating hypotheses about factors contributing to the problem through qualitative and quantitative means • Selecting appropriate intervention methods • Analyzing the information, developing a conceptual framework and communicating this to the client
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Research. Professional psychology programs should include research training that 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)

<p>Knowledge</p> <p>Basic research methods and basic applications of scientific research, including:</p> <ul style="list-style-type: none"> • 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), especially reliability and validity in gathering and interpreting qualitative data 	<p>Skills</p> <ul style="list-style-type: none"> • Critical reasoning skills • Applications of various research approaches to social systems • Ability to write professional reports
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Ethics and standards. 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.

<p>Knowledge</p> <ul style="list-style-type: none"> • Ethical principles 	<p>Skills</p> <ul style="list-style-type: none"> • Ethical decision-making
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<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Proactively identifying potential ethical dilemmas • Resolving ethical dilemmas
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Defining Competence

Competence is a multidimensional construct comprised of four major components: **knowledge, skills, judgment and diligence.**

Knowledge involves having absorbed and understood a body of information sufficient to understand and conceptualize the range of professional issues we can reasonably expect to encounter. Knowledge is a necessary but not sufficient foundation for competence. In Alberta basic knowledge is initially demonstrated by completing a graduate-degree program in psychology, with a certain set of required courses, and by passing the Examination for Professional Practice in Psychology. Knowledge can be understood as covering a continuum from basic information that all psychologists should know such as ethics, to specific knowledge necessary for specialized areas of practice such as neuropsychology.

Skill is the ability to effectively apply knowledge in actual practice. As with knowledge, skills cover a continuum from basic practice skills such as listening and interviewing, to technical proficiency for specific psychotherapeutic, assessment or other professional procedures. It is generally accepted that supervised field experience such as practica and internships are necessary to acquire the required skills for the practice of psychology.

Judgment involves knowing when to apply which skills under what circumstances. It also involves self-reflection regarding how our own values, attitudes, experiences and social context influence our actions, interpretations, choices and recommendations. Good judgment incorporates the intent of increasing the probability that our activities will benefit and not harm the individuals, families, groups and communities we relate to in our role as psychologists. Judgment is much harder to assess and is usually indirectly addressed during supervised experience. The CPA Code of Ethics encourages psychologists to:

II.8 Take immediate steps to obtain consultation or to refer a client to a colleague or other appropriate professional, whichever is more likely to result in providing the client with competent service, if it becomes apparent that a client's problems are beyond their competence

II.10 Evaluate how their own experiences, attitudes, culture, beliefs, values, social context, individual differences, specific training and stresses influence their interactions with others, and integrate this awareness into all efforts to benefit and not harm others

Diligence involves consistently attending to our knowledge, skills and judgment as they are applied in our professional activities and being careful to give priority to our clients' needs over any other concerns. Diligence involves a willingness to work hard to provide the best service possible for each and every client, and in honestly evaluating our own skills and seeking additional training when appropriate. A diligent psychologist seeks out professional standards and guidelines that identify the knowledge, skills and judgment essential to practice. Being diligent also incorporates self-awareness of any personal or situational circumstances that might diminish our competence. The CPA Code of Ethics encourages psychologists to:

II.11 Seek appropriate help and/or discontinue scientific or professional activity for an appropriate period of time, if a physical or psychological condition reduces their ability to benefit and not harm others

- II.12 Engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others

Definitions

Branches of Psychology

Educational/School Psychology is the application of psychological knowledge, skills and judgment about human behaviour and development to the understanding of the social, emotional and learning needs of children, adolescents and adults, and to the creation of learning environments that facilitate learning and mental health.

Clinical/Counseling is the application of psychological knowledge, skills and judgment to alleviate maladjustment, disability and discomfort as well as to promote human adaptation, adjustment and personal development.

Neuropsychology is the application of psychological knowledge, skills and judgment about brain-behaviour relationships to the assessment, diagnosis and treatment of individuals with known or suspected central nervous system dysfunction.

Forensic Psychology is the application of psychological knowledge, skills and judgment about human behaviour to the understanding, assessment, diagnosis and/or treatment of individuals within the context of criminal and/or legal matters.

Industrial/Organizational Psychology is the application of psychological knowledge, skills and judgment 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.

Health Psychology is the application of psychological knowledge, skills and judgment to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of determinants of health and illness.

Rehabilitation Psychology is the application of psychological knowledge, skills and judgment to the assessment and treatment of individuals with impairments in their physical, emotional, cognitive, social, or occupational in order to promote maximum functioning and minimize disability.

Professional Activities

Interventions are activities based on psychological knowledge, skills and judgment that promote, restore, sustain and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental and/or remedial services.

Formal Assessment (as a declared professional activity) is the professional activity of gathering, analyzing, and synthesizing information about an individual or group of individuals sufficient to draw supportable psychological conclusions. It entails the use of standardized instruments that are criteria and norm referenced with commonly accepted psychometric properties, direct client contact by the assessor with the person being assessed, AND one or more of the following: interview; personal history; behaviour observations; anecdotal information or substantive collateral information. Formal assessment is aimed at providing an understanding that will inform a practical plan of action or provide information about a person's mental health, emotional or developmental functioning. It may result in a diagnostic classification or the identification of strengths, weaknesses, and competencies and may be communicated in a written psychological assessment report.

General Assessment is the professional activity of gathering, analyzing, and synthesizing information about an individual or group of individuals sufficient to draw supportable psychological conclusions. It entails a process of gathering information through direct personal contact with the person being assessed AND utilizing one or more of

the following methods: interview; observations; checklists; formal or anecdotal record; personal history and other commonly accepted professional methods. It may result in a diagnostic classification or the identification of strengths, weaknesses, and competencies and may be communicated in a written report.

Research is knowledge of applied statistics and measurement theory; knowledge of the logic of different models of scientific research (e.g., laboratory, quasi-experimentation, field research); qualitative research methods (especially reliability and validity in gathering and interpreting data); critical reasoning skills; ability to apply various research approaches; ability to write professional research reports.

Consultation is the provision of professional advice or service based on psychological knowledge, skills and judgment that will assist others in the identification and resolution of problems.

Supervision is a kind of management that involves responsibility for the services provided under one's supervision and may involve teaching in the context of a relationship focused on developing or enhancing the competence of the person being supervised. This does not include supervision RECEIVED by an applicant—rather it relates to supervisory responsibility the applicant may have for others.

Teaching is instruction for the purpose of imparting knowledge and skills in psychology.

APPENDIX C
Registration Forms

Registration as a Psychologist in Alberta
Evaluation of Academic Credentials for Registration as a Psychologist in Alberta
<i>Application for Registration as a Provisional Psychologist</i>
Application form
Supervision Plan
Supervisor's Declaration
Waiver Request
Registration Verification Form
Fitness to Practice Declaration
Sample Supervision Plan
Supervisor's Evaluation – Mid-Term
Supervisor's Evaluation – Final
Supervisor's Evaluation - Ongoing
<i>Examinations</i>
Application for the Examination for Professional Practice in Psychology (EPPP)
Application for the Oral Examination in Psychology
<i>Other Requirements for Applicants who applied Prior to 2006</i>
Professional References List
Registration Verification Form
Original Criminal Records Check
<i>Other Requirements for Applicants who applied after 2006</i>
Professional References List
Registration Declaration Form

Fast-Tracking Application forms
<i>Registered Elsewhere - Applicants from other Jurisdictions (regulatory bodies for Psychologists)</i>
Information for Applicants – Registered Elsewhere
Application form
Registration Verification Form
Fitness to Practice Declaration
Waiver Request Form
Supervisor's Declaration
Application for the Oral Examination in Psychology – Fast-tracking
<i>Registration in Alberta based on the CRHSPP/NRHSPP (Canadian Register of Health Service Providers in Psychology or the National Register of Health Service Providers in Psychology)</i>
Application form
Registration Verification Form
Fitness to Practice Declaration
Application for the Oral Examination in Psychology – Fast-tracking
<i>Registration in Alberta based on the CPQ (Certificate of Professional Qualification in Psychology)</i>
Application form
Registration Verification Form
Fitness to Practice Declaration
Application for the Oral Examination in Psychology – Fast-tracking

<i>Registration in Alberta based on the Mutual Recognition Agreement (MRA) of the Agreement on Internal Trade</i>
Mutual Recognition Agreement
Review of Doctoral Credentials
Registration Verification Form
Fitness to Practice Declaration
Application for the Oral Examination in Psychology – Fast-tracking
<i>Courtesy Registration – Temporary Registration for Registered Psychologists from other Jurisdictions</i>
Review of Doctoral Credentials
Registration Verification Form
Fitness to Practice Declaration

APPENDIX D
Schedule of Applications Fees / Annual Dues

Academic Review - Psychologists	
Canadian Institutions	\$250.00
Foreign/U.S. Transcripts	\$400.00
Cancellation Fee	\$70.00

Examinations	
Examination for Professional Practice of Psychology (EPPP)	
- Professional Examination Service Fee	\$450.00 U.S.
- CAP Administrative Fee	\$170.00
- CAP EPPP Cancellation Fee	\$70.00
Oral Examination	\$400.00
Cancellation Fee	\$70.00

Application Fees and Annual Dues		
Type of Membership	Application Fee	Annual Fee (Due March 31)
Psychologist - Practicing		\$650.00
Fast-Tracking Mechanisms for Psychologist	\$200.00	\$650.00
- with CPQ		
- under MRA		
- CRHSPP		
- NRHSPP		
- Registered Elsewhere		
Courtesy Registrant	\$200.00	\$650.00
Provisional Psychologist	\$200.00	\$325.00