



Association of Canadian Psychology Regulatory Organizations
Association des Organisations Canadiennes de Réglementation en Psychologie

POSITION STATEMENT

NATIONAL STANDARD FOR ENTRY TO PRACTICE

Consistent with the public protection mandate of the Canadian Psychology Regulators the following is the position of ACPRO on a National Standard for entry to practice requirements for practice in Psychology.

The National Standard for registration as a Psychologist is graduation from a doctoral program in Psychology accredited by the Canadian Psychological Association (CPA).

In the absence of graduation from a CPA accredited program, a graduate of a Psychology program that meets the educational qualifications as specified in Appendix A will be deemed to have the knowledge, skills and abilities substantially equivalent to a graduate of a CPA accredited program.

All candidates will meet the post-graduate supervision and examination requirements as specified in Appendix A.

There is recognition that there are substantial differences in the knowledge, skills and ability in training at the master's level as compared with training at the doctoral level. Master's level individuals may be regulated as psychological practitioners with a specified scope and with a title that reflects this specified scope. It would be up to individual jurisdictions to determine how, or if, they will regulate master's level providers unless or until there is a National Standard developed for this.

Appendix A

I. Foundational Knowledge

1. Foundational Knowledge in each of the following areas, as demonstrated by successful completion of Psychology coursework addressing at least one of the content areas (ASPPB, 2014) subsumed under each knowledge domain:

Domain 1: Biological Bases of Behaviour – knowledge of (a) biological and neural bases of behaviour, (b) psychopharmacology, and (c) methodologies supporting this body of knowledge. The following are offered as ways of meeting this domain requirement:

- (a) correlates and determinants of the biological and neural bases of behaviour (e.g., neuroanatomy, neurophysiology, neuroendocrinology) pertaining to perception, cognition, personality, and mood

and affect in normal, acute and chronic disordered states, (e.g., pain, stroke, focal lesion, traumatic brain injury, toxic metabolic states); and/or acute and chronic disease (e.g., diabetes, mood and psychotic spectrum disorders, dementias);

- (b) drug classification of therapeutic agents and drugs of abuse (e.g., anxiolytics, antidepressants, antipsychotics, mood stabilizers, cognitive-enhancing agents, opiates, psychostimulants); pharmacokinetics (administration, distribution, metabolism, elimination) and pharmacodynamics as they relate to the desired and non-desired, acute and chronic effects of therapeutic drugs, abused drugs, and common interactions with other drugs, foods, and herbal or alternative remedies;
- (c) results from multi-center trials and guidelines for pharmacological, somatic, and combined treatment of psychological and neuropsychological disorders;
- (d) behavioural genetics, transmission and expression of genetic information and its modification (e.g., gene-environment interactions) and the role of this information in understanding diseases and disorders (e.g., substance abuse disorders, neurodegenerative disorders, pervasive developmental disorders) with consideration of co-morbidities and population differences in genetic information;
- (e) interaction of developmental, gender, ethnic, cultural, environmental, and experiential factors with the biological and neural bases of behaviour;
- (f) applications of brain imaging methods that describe structure and function, electrophysiological methods, therapeutic drug monitoring techniques, and genetic screening methodologies, and the evidence for their effectiveness.

Domain 2: Cognitive Affective Bases of Behaviour - knowledge of (a) cognition, (b) theories and empirical bases of learning, memory, motivation, affect, emotion, and executive function, and (c) factors that influence cognitive performance and/or emotional experience and their interaction. Course content may include the following:

- (a) elements of cognition, including sensation and perception, attention, learning (adult learning theory and other contemporary models), memory, language (reception and expression), intelligence, information processing, problem solving, executive function;
- (b) major research based theories and models of intelligence and their application;
- (c) major research based theories, models, and principles of learning and their application (e.g., contingency reinforcement, interventions, cognitive behavioural therapy, training strategies, sports performance strategies);
- (d) major research based theories and models of memory (e.g., multiple memory systems, expectancy theory, constructivist theory, levels of processing) and their application (e.g., use of mnemonics, neuro-rehabilitation following injury or in disease states);
- (e) major research-based theories and models of motivation and emotion (e.g., need/value approaches, cognitive appraisal, contemporary theories of emotion) and their application (e.g., self regulation, work motivation, anger management, social skills training, sports performance);

- (f) interrelationships among cognitions/ beliefs, behaviour, affect, temperament, and mood (e.g., healthy functioning, performance anxiety, performance enhancement, job satisfaction, stress, and depression);
- (g) influence of psychosocial factors (e.g., life span development, gender, diversity characteristics) on beliefs/cognitions and behaviours.

Domain 3: Social and Cultural Bases of Behaviour - knowledge of (a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics, (b) theories of personality, and (c) diversity issues. Course content may include the following:

- (a) social cognition and perception (e.g., categorization and attribution theories, person perception, development of stereotypes, prejudice);
- (b) social interaction (e.g., interpersonal relationships, attraction, aggression, altruism, organizational justice, verbal and nonverbal communication, internet communication);
- (c) group/team dynamics and organizational structures (e.g., school, work, and family systems, job satisfaction, team functioning, conformity, persuasion) and social influences on individual functioning;
- (d) environmental/ecological psychology (e.g., person-environment fit, job design, rural- urban contexts) and human impact of environmental and societal events (e.g., natural disasters, armed conflict, job loss and unemployment);
- (e) evolutionary perspectives on social behaviour (e.g., mate selection, empathy);
- (f) major research based theories of personality (e.g., psychodynamic, humanistic/existential, cognitive, behavioural, trait theory, interpersonal);
- (g) social-contextual issues (e.g., privilege/oppression, cross-cultural comparisons, political differences, international and global awareness, religion and spirituality);
- (h) impact of race/ethnicity on psychosocial, political, and economic development of individuals, families, groups, organizations, and communities (e.g., theories of racial/ ethnic identity; effects of culture on motivation and communication);
- (i) causes, manifestations, effects of oppression (e.g., racism, sexism, heterosexism, ethnic conflicts, colonization, classism, political persecution);
- (j) sexual orientation and identity (e.g., sexual identity development, workplace identity management, heterosexual/gay/lesbian/bisexual perspectives, parenting and family constellations);
- (k) psychology of gender (e.g., women/men/transgender, gender identity development);
- (l) disability and rehabilitation issues (e.g., psychological impact of disability on individuals and families, conceptual models and assumption of disability, incorporation or inclusion of persons with disabilities in the workplace);

- (m) acculturation of immigrant, refugee and political asylum seeking populations (e.g., stages of acculturation models, trauma, mental health);
- (n) culturally mediated communication patterns.

Domain 4: Psychology of the Individual - knowledge of (a) development across the full life span, (b) atypical patterns of development, and (c) the protective and risk factors that influence developmental trajectories of individuals. Course content may include the following:

- (a) normal growth and development (biological, physical, sexual functioning, cognitive, perceptual, social, personality, moral/spiritual, emotional, career development, and end of life issues) across the full lifespan;
- (b) influence of individual-environment interaction over time (e.g., the relationship between the individual and the social, academic, or work environment) on development;
- (c) major research based theories of development;
- (d) influence of culture on development (e.g., cultural moderation of individual-environment interactions, acculturation and development);
- (e) family development and functioning and its impact on the individual across the full lifespan;
- (f) family configuration (e.g., single parent, reconstituted, extended, gay/lesbian) and its effects on child and adolescent development;
- (g) normative and non-normative life event changes (e.g., injury, trauma, illness, interpersonal loss, birth of a child, retirement) that can influence the normal course of development;
- (h) system factors that predict a problematic developmental course (e.g., nutritional deficiencies, poor prenatal care, poor health care, lack of social support, poverty, exposure to violence and abuse/victimization);
- (i) disorders/diseases (e.g., cognitive, genetic, psychological) that impact expected course of development over the full lifespan.

2. Foundational Knowledge is obtained in an identified Psychology program either at the graduate or senior undergraduate levels.

3. The acceptable credential for licensure is at the graduate level and has an undergraduate degree underpinning it.

II. Training Program Elements

1. Pre-Degree Supervised Practice

- 1. The formal training program whose credential is accepted for licensure must specify in pertinent institutional catalogues and brochures, its intent to train professional Psychologists and must have practical training as an integral part of the program.

2. A minimum of 600 hours of pre-degree practicum experience (including a minimum of 200 hours of face to face client contact) and a minimum of 1600 hours in a pre-doctoral internship/residency is required. This is viewed as one of the necessary pathways to the development of the core competencies.
3. The experience must be an organized and integrated component of the graduate training program.
4. There must be accountability by the practicum supervisors and internship/residency program to the student's training program.
5. The practicum, pre-doctoral internship (residency's) primary supervisor must be a licensed Psychologist in the jurisdiction in which the student is training.
6. There must be planned and purposeful interaction with multiple members of the profession throughout the course of one's graduate training.
7. Members of other allied regulated professions may serve as secondary supervisors during practical training.
8. A minimum of 75% of the supervision during practical training should be direct in- person with visual or verbal communication in real time.
9. A formal evaluation of the student must be provided, must be tied to behavioural exemplars, must clearly outline the activities engaged in, and must indicate that the practicum was successfully completed. The evaluation of a student's skill must be completed by multiple individuals/all supervisors.

2. Post-Licensure Supervised Practice:

1. Without an accredited pre-doctoral internship/residency, 1600 hours of supervised post- degree supervised practice is required for licensure.
2. If one has a CPA or Ordre des psychologues du Quebec accredited internship/residency, the requirement for a defined period of post-licensure supervised practice will be waived. However, until all of the requirements for independent licensure are met one must be under direct supervision.
3. The supervision hours will be logged under an approved Supervision Plan and Agreement.
4. Supervisors must have a minimum of 2 years of independent licensure and training/ continuing education in the provision of clinical supervision.
5. Supervisors must be licensed/registered Psychologists and be competent in the same practice areas to which the supervisee aspires.
6. Members of other allied regulated professions may serve as secondary supervisors and must be licensed with their professions' regulatory bodies.
7. A minimum of 75% of the supervision during practical training will be direct in-person with visual or verbal communication in real time.

8. A formal evaluation of the supervisee must be provided which is tied to behavioural exemplars, clearly outlines the activities engaged in, and that attests that the post- licensure supervised practice hours were successfully completed. Evaluations must be completed by multiple individuals/all supervisors.

3. Degree Licensed:

1. Licensure under the title “Psychologist” will be for individuals with an applied doctoral degree in Psychology.
2. The necessary education and training for eligibility for licensure under Psychology regulation includes a graduate degree in Psychology from a recognized program and a recognized institution; non-Psychology degrees do not qualify for licensure. Graduate degrees without the descriptor “Psychology” in the program title will not be accepted as substantially equivalent.
3. Degrees in applied areas of Psychology are required for licensure (under a Psychology regulator) with the title “Psychologist”.
4. The graduate degree must be earned prior to application for licensure.
5. Scopes of practice will differ depending on a) the area in which one is trained and b) the level of graduate degree in Psychology under which one is licensing.

4. Faculty:

1. The director of training of an acceptable program must be a licensed Psychologist.
2. The core program faculty must be licensed as Psychologists.
3. The majority of faculty teaching in applied areas of Psychology must be licensed as Psychologists.
4. The majority of professors in a training program must have a doctoral degree in Psychology.
5. Professors must have demonstrated competency in the areas in which they teach.
6. Adjunct faculty may be utilized but must not make up the majority of the faculty in the program. If they are teaching in applied areas they must be licensed.
7. Professors/faculty from other professions may provide training, however, must not make up the majority of faculty in the training program. If they are teaching in applied areas they must be licensed in the profession that they represent.

5. Academic Residency:

1. Acceptable programs must have a one-year period of “in-person” academic residence that is defined as one continuous academic year or two academic semesters taken in succession. Practicum and internship are not counted toward the academic residence requirement.
2. Periods of documented medical leave or maternity or paternity will not be counted in establishing whether the standard has been met. As such an applicant will not be penalized if a period of

medical leave interrupted her/his academic training. However he/she still must show two academic semesters, one of which is immediately prior to the medical leave and one immediately subsequent to return from that leave.

3. Shorter periods of intensive academic residence that in combination equal one year of time will not be accepted as meeting the standard.

6. Training Objectives and Degree Granted:

1. See previous standard “Degree Licensed”.
2. The objective of the training program must be to train the professional Psychologist, as demonstrated in their communications to the public.
3. Training must be organized, sequential, and build upon itself. It must have the depth, breadth and increasing complexity to prepare students ultimately for practice as a Psychologist.
4. There must be practical experience that is an integral element of the training program, and multiple sources of student evaluation within the program.
5. The degree granted must be a graduate degree in Psychology.

7. Coursework Titles, Credits, Hours, Content:

Foundational Knowledge and Core Competency requirements (as outlined in the MRA 2001, 2004) must be earned in Psychology courses as part of undergraduate and graduate training programs.

1. Course acceptability is established through a review of course syllabi. Course title, number of courses, or number of credit hours is insufficient to establish that a core competency or Foundational Knowledge requirement has been met.
2. Experience does not equate to having taken a formal course.

8. Online/Distance Education:

1. Distance training accepted as meeting the Foundational Knowledge or Core Competency requirements must be from recognized degree granting institutions.
2. Programs delivered entirely via technology are not accepted for licensure.
3. Some training via technology is acceptable, however this is only for non-applied theoretical courses.

III. Assessment of Core Competencies

1. Only degrees from education and training programs that are housed in recognized degree granting institutions of higher learning will be considered for licensure purposes.
2. Core competencies referenced in this Standard are those elaborated on in the MRA (2001, 2004).

3. Referees must evaluate and indicate the degree to which applicants meet each of the Core Competencies.
4. Graduates of CPA accredited Psychology programs need not provide a list of coursework in their applications for licensure. For non-accredited program graduates however, a listing of courses taken, and a description of how they satisfy the core competencies will be required.

Supervision

1. For the purposes of licensure, an applicant's practicum and /or internship must be completed as part of the graduate training in Psychology and primary supervision in these experiences must be provided by a licensed Psychologist.
2. In the case of candidates who have not met the conditions outlined in II. 2.2., post-degree/post-licensure supervised practice must also be completed.

IV. Licensure Examinations

1. The Examination for Professional Practice in Psychology (EPPP) is required. Three attempts are permitted. Examinees must pass the EPPP within 2 years from the date at which they are notified of their eligibility to write the Examination.
2. A formal standardized oral examination is used as a final step in assessing one's readiness for independent licensure.
3. Candidates must demonstrate their knowledge of local jurisprudence prior to being granted an independent license to practice.