

REGISTRATION GUIDELINES

Interim Autonomous Practice

Requirements and Registration Process



THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO

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Guidelines for Interim Autonomous Practice Members

A INTRODUCTION

The purpose of this document is to expand upon the information in the Registration Regulation, providing further details about the requirements for registration, the application procedure, and the registration process for a certificate authorizing interim autonomous practice as either a psychologist or a psychological associate.

If you are currently licensed for the autonomous practice of psychology in a jurisdiction other than Ontario and your registration is based upon either a doctoral degree or a master's degree, and you are planning to move to Ontario and begin practicing psychology, you may:

- Qualify under Section 8. of Regulation 74/15, for a certificate of registration authorizing interim autonomous practice as a psychologist; **or**
- You may qualify under Section 19. of Regulation 74/15, for a certificate of registration authorizing interim autonomous practice as a psychological associate.

Interim autonomous practice is intended to be a time-limited, temporary period during which the member completes the requirements for issuance of a certificate authorizing autonomous practice as either a psychologist or a psychological associate in Ontario.

B TERMS

Applicant: refers to someone who has applied for registration but has not yet had their application evaluated;

Interim Autonomous member: refers to a holder of a certificate authorizing interim autonomous practice;

Autonomous member: refers to a holder of a certificate authorizing autonomous practice;

College: refers to the College of Psychologists of Ontario;

Member: refers to a psychologist or psychological associate, registered by the College to practise either autonomously or under supervision;

Registration Regulation: refers to Ontario Regulation [74/15, Registration](#).

C OVERVIEW OF NON-EXEMPTIBLE REQUIREMENTS

In order to qualify for a certificate of registration authorizing interim autonomous practice as either a psychologist or psychological associate in Ontario, the applicant must be registered for autonomous practice as a psychologist or psychological associate, be in good standing, and have:

1. practised the profession of psychology at any time during the two years immediately before the date of the application for registration in Ontario, and his or her registration is in a jurisdiction:
 - a) with which the College has entered into a written reciprocity agreement as of the date of the application; **or**
 - b) that is considered by a panel of the Registration Committee to have registration requirements equivalent to those of the College for a certificate authorizing autonomous practice as either a psychologist or psychological associate; **or**
2. holds a current Certificate of Professional Qualification (CPQ) awarded by the Association of State and Provincial Psychology Boards (ASPPB).

Other Requirements for Issuance of a Certificate of Registration

Good Character

All applicants to the College of Psychologists of Ontario are required to complete a *Declaration of Good Character* as part of their application. The Declaration of Good Character requires applicants to provide details about their past conduct. Information about the criteria used by the College when evaluating an applicant's Good Character is found in Appendix E of these guidelines

Section 3. 1. of the Registration Regulation specifies that an applicant must provide details of any of the following that relate to the applicant:

- A conviction for a criminal offence or an offence related to the regulation of the practice of the profession.
- A finding of professional misconduct, incompetency or incapacity, in Ontario in relation to another health profession or in another jurisdiction in relation to the profession or another health profession.
- A current proceeding for professional misconduct, incompetency or incapacity in Ontario in relation to the profession or another health profession.

Language Fluency

Section 3. 2. of the Registration Regulation specifies that an applicant must be able with reasonable fluency to speak and write either English or French.

Applicants may meet the requirement by:

1. Providing documentary evidence in the form of a transcript sent directly from the university to the College, indicating that he or she has completed his or her highest level psychology degree in: Canada; the United States of America; the United Kingdom; the Republic of Ireland; Australia; New Zealand or France; or
2. Providing verification in the form of a signed letter sent directly from the educational institution where his/her psychology degree was completed to the College that verifies that the language of instruction, supervision and clinical practice was entirely in English or French; this may be provided as a hard-copy original document, fax or PDF; or
3. Providing a report, directly from the language testing agency to the College, as a hard-copy original document, PDF or a fax, that she or he has achieved the minimum scores indicated on one of the standardized language fluency tests approved by the College. An applicant must meet minimum scores in each area of one test and test results will be considered valid for two years from the date the test was administered.

| TESTS AND MINIMUM SCORES REQUIRED TO MEET THE LANGUAGE FLUENCY REQUIREMENT – COLLEGE OF PSYCHOLOGISTS OF ONTARIO | | | | | |
|--|---|---|---|---|---|
| Test | English | | | French | |
| | TOEFL internet based test (iBT) | IELTS (Academic) | CanTEST | TESTcan | Test d'évaluation du français (TEF) |
| Required score(s) | Writing: 27 Speaking: 24 Listening: 24 Reading: 24 | Writing: 7 Speaking: 7 Listening: 7 Reading: 7 | Writing: 4.5 Speaking: 4.5 Listening: 4.5 Reading: 4.5 | Writing: 4.5 Speaking: 4.5 Listening: 4.5 Reading: 4.5 | Writing: 349 Speaking: 349 Reading: 233 Listening: 280 |

or

4. Providing to the Registration Committee other compelling evidence of language fluency. This could be, for example, evidence that the applicant was registered and practiced in an English or French practice

environment for a minimum of the equivalent of two years full-time, which could be confirmed through proof of registration sent directly from the psychology regulatory body, letters(s) from employer(s) or supervisor(s) etc. All such documentation must be sent directly to the College as a hard-copy original document, PDF or a fax.

5. An applicant may be exempted from the requirement if he or she cannot meet it through the means described in 1, 2, or 4 above and has a documented disability¹ that would affect his or her ability to meet the requirement by completing a standardized language fluency test, as described in 3. Such exemption will be considered on a case-by-case basis by the Registration Committee.

Footnote:

¹ *The Access for Ontarians with Disabilities Act* defines “disability” as:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”).

Eligibility to Work in Canada

Section 3.3. of the Registration Regulation, specifies that, in order to be issued with a certificate of registration the applicant must be a Canadian citizen, a permanent resident of Canada or authorized under the *Immigration and Refugee Protection Act* (Canada) to engage in the practice of the profession. Applicants who are not citizens or permanent residents of Canada may meet the requirement by holding a valid work permit, for example.

D APPLICATION PROCEDURE

Submitting an Application

The forms to apply for a certificate authorizing interim autonomous practice are found on the College’s web site (www.cpo.on.ca) in the *Applicants* section

The application form is completed online and may be printed for your records. The application fee of \$100 CAD may be paid online.

Paper Version

Alternatively, an applicant may request a paper copy, and the College will print the most recent version of the application from the College’s web site and mail it to the applicant for a fee of \$20 CAD.

The completed paper application form can be mailed or dropped off in-person to the College. The College will not accept faxed or e-mailed application forms. The application fee of \$100 CAD is payable to the College of Psychologists of Ontario by either cheque or money order, and must be included with the application form. The College will not accept payment of the application fee by credit card for the paper version.

Declaration of Competence

Included in the application form is a Declaration of Competence, which all applicants must complete. Applicants are reminded that assessment/evaluation and intervention/consultation must be selected for each area of practice chosen. In considering which area(s) of practice to select, applicants should consider both their intended Ontario practice and their recent practice in other jurisdictions and to select only those for which they are presently competent for autonomous practice.

Official Confirmation from other Jurisdiction

In addition to the application form and fee, applicants must arrange to have an official confirmation of their registration sent directly to the College from each jurisdiction in which they are either presently or formerly registered to practice psychology.

When an application is considered to be complete and ready for review by the Registrar

An application is complete and ready for review by the Registrar when the application form, application fee, and all supporting documents specified in the application form have been received by the College. It is the responsibility of the applicant to ensure that all required documents have been received. A review cannot take place before all of the required documents have been received.

E REGISTRATION PROCESS

Interim autonomous practice is intended to be a time-limited, temporary period during which the member completes the requirements for autonomous practice in Ontario. For members holding a certificate of registration authorizing interim autonomous practice in Ontario the remaining requirements for autonomous practice in Ontario are:

1. passing the Jurisprudence and Ethics Examination (JEE) and;
2. successfully completing the Registration Interview.

Once the interim autonomous practice member successfully completes the remaining requirements outlined above, a certificate authorizing autonomous practice will be issued.

F DURATION OF THE CERTIFICATE FOR INTERIM AUTONOMOUS PRACTICE

As specified in Sections 11. and 22. of the Registration Regulation, a certificate of registration authorizing interim autonomous practice will expire twelve months after the Registrar issues it. The expiry date is indicated on the certificate for interim autonomous practice.

Should the JEE and Registration Interview not be successfully completed within the twelve month period, prior to the expiry of the certificate, the member must write to the Registrar and outline the arrangements made for their supervised practice of psychology in Ontario. Any further practice of psychology in Ontario must take place only under supervision of a member(s) of the College. It is the responsibility of the interim autonomous practice member to maintain a current certificate of registration. Otherwise, the person will cease to be a member of the College and must not hold herself or himself out as a person who is qualified to practise in Ontario as a Psychologist.(Section 8.(2), *The Psychology Act, 1991*)

G DESIGNATION

Given the established professional record elsewhere and the time-limited nature of the certificate authorizing interim autonomous practice, the member is not expected to denote interim status to the public. Therefore, in all communications, the interim autonomous member shall indicate his/her title in same way as that for autonomous members of the College. Examples of how members may indicate their title are provided in the College's *Standards of Professional Conduct* which may be found on the College's website.

H EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY (EPPP)

The Examination for Professional Practice in Psychology (EPPP) is one of two written examinations that candidates are required to pass in order to obtain a certificate of registration authorizing autonomous practice. Individuals to whom the College has issued a certificate of registration authorizing interim autonomous practice are not required to take this examination as they would have already passed it elsewhere.

Interim Autonomous Practice applicants must contact the Association of State and Provincial Psychology Boards (ASPPB) to request a confirmation of their EPPP score to be sent directly to the College of Psychologists of Ontario <http://www.asppb.net/?page=ScoreTransfer>.

I JURISPRUDENCE AND ETHICS EXAMINATION (JEE)

The JEE is a required written examination that focuses on legislation, regulations, standards, guidelines, and codes of ethics, applicable to the practice of psychology in Ontario. The College administers the JEE on two occasions a year, once in the spring and once in the fall, at several examination centres in the province.

The JEE will not include questions based upon changes in legislation, regulations, standards, guidelines, and codes of ethics that occurred in the six months prior to the examination administration date.

Composition of the JEE

Each exam consists of 60 multiple-choice questions drawn from a large pool of items developed by subject matter experts. Each item is categorized according to its Activity and Content area. Activity and Content categories, defined below, were developed to reflect the breadth of members' work and were informed by a psychology practice analysis.

Activities

Activities are the areas in which members apply their professional knowledge and skills. There are three Activity categories – Practice, Research, and Teaching/Supervision – defined below:

Practice

Practice refers to activities of members of the College related to the application of psychology to human issues and/or problems, and includes applications of Clinical Psychology, Counselling Psychology, School Psychology, Clinical Neuropsychology, Forensic/Correctional Psychology, Health Psychology, Rehabilitation Psychology, Industrial/Organizational Psychology, and Academic Psychology.

Research

Research refers to Activities of members related to systematic investigation to establish facts, principles or generalizable knowledge and dissemination of that knowledge. This category does not include the study of available information for quality management or program evaluation purposes; such activities are classified below as a business practice.

Teaching/Supervision

Teaching/supervision refers to Activities of members related to teaching, training, and supervision of students, interns, registration candidates and non-regulated professionals.

Content

Content areas are domains of legislation, regulations, standards, and codes of ethics relevant to the practice of psychology. There are seven Content categories, defined below.

Managing Boundaries/Dual Relationships

Avoidance and management of dual and multiple relationships and the establishment and maintenance of boundaries, in the three activities of practice, research, and teaching/supervision. (For example: conflicts of interest; unacceptable dual/multiple relationships; methods for managing dual/multiple relationships and conflicts of interest; appropriate boundaries; risk to boundaries; and knowledge of relevant legislation and regulations.)

Business-Professional Practices/Quality Assurance

Appropriate business practices related to the three activities of practice, research and teaching/supervision. (For example: advertising; use of title; billing practices; arrangements for absences; fiscal and personnel management; mandatory reporting responsibilities as manager or partner; quality management activities;

ongoing continuing education practices; accountability to the College and other regulators, including College Quality Assurance Reports, response to College inquiries; submission of research progress reports to granting agencies; required office safety inspections.)

Professionalism

Professional behaviour in the three activities of practice, research and teaching/supervision. Courtesy, respectfulness, civility and sensitivity in interactions with clients, students, research participants, colleagues, members of other professions and disciplines, and the public. (For example: self-monitoring, cultural sensitivity, timeliness of response, clarity and tone of communications, sensitive communication of feedback.)

Confidentiality/Privacy/Record Keeping

Protections, security, and exceptions regarding privacy and maintaining confidentiality, as related to the three activities of practice, research and teaching/supervision. (For example: limitations on information to be collected; maintaining security of collected information; ownership of and rights to access stored confidential information; protection of privacy of third parties, duty to protect/warn; mandatory reporting of a child in need of protection; mandatory reporting of sexual abuse by regulated health professionals; and knowledge of relevant legislation and regulations.)

Service Delivery

The process and procedures related to the three activities of practice, research and teaching/supervision. (For example: knowledge of the scope of practice of members and its relationship to other professionals; competence; risk-benefit analyses; adequacy of assessment tools and practices; awareness and appropriate management of biases and values.)

Feedback/Reports

Providing accurate, clearer, objective and understandable feedback and reports regarding assessments, diagnoses, evaluations, and findings, as related to the three activities of practice, research and teaching/supervision. (For example: communicating a diagnosis; writing reports and articles that are clear, justifiable, and balanced; and attending to characteristics such as sensory impairments.)

Informed Consent

Informed consent in the context of the three activities of practice, research and teaching/supervision, and for the release of confidential information. Includes awareness of issues with respect to vulnerable populations. (For example: capacity, freedom of consent, adequacy of information provided, substitute decision-making, assent, use of consent forms; and knowledge of relevant legislation and regulations).

Examination blueprint

Each JEE is constructed to conform to the examination blueprint, which determines the percentage of examination questions that fall into a particular Activity or Content category. The percentages and percentage ranges that appear in the table below were designed to reflect the relative frequency with which they are represented in the work of members of the College.

| | Activities | | | |
|--|-------------------|---------------|---------------------|--------------------------|
| | Practice | Research | Teaching/Supervisio | |
| Content | | | | Average % of Exam |
| Managing Boundaries and Multiple Relationships | | | | 16% |
| Business-Professional Practice | | | | 10% |
| Professionalism | | | | 16% |
| Confidentiality and Privacy | | | | 18% |
| Service Delivery | | | | 12% |
| Feedback and Reports | | | | 12% |
| Informed Consent | | | | 16% |
| % of Examination Questions | 68%- | 7%-13% | 15%-22% | |

Preparing to take the JEE

In addition to the document titled **List of Statutes and Standards Relevant to the Practice of Psychology in Ontario** published by the College, the College recommends that candidates review the preparatory information outlined in the document entitled **Preparing to take the Jurisprudence and Ethics Examination**. This document outlines strategies for studying for the JEE, strategies for taking multiple choice examinations, as well as sample questions and answers. Candidates are also encouraged to review the **Supervision Resource Manual**, as it contains information to help in preparation for the JEE.

Timing of the JEE

The College administers the JEE twice per year, once in the spring and once in the fall, at several examination centres in the province. Details about the examination location are provided to candidates once their registration for the examination has been confirmed.

Registration and fee for the JEE

Advance registration for the JEE is required. The College will send notification to all eligible candidates approximately two months in advance of the examination date. Only eligible candidates are permitted to take the JEE. To be eligible, the candidate must have submitted an application for registration to the College and received written confirmation of eligibility. The fee for taking the JEE is, in all cases, payable in advance of taking the examination. Please see *Appendix A, Fees in the Registration Process*, for the current fee.

If a candidate finds that he/she is unable to attend the examination, the examination fee will be refunded, less a \$15.00 administrative charge, provided the candidate notifies the College at least 24 hours before the examination.

Number of attempts at the JEE

Candidates may attempt the Jurisprudence and Ethics Examination a maximum of four times. Interim autonomous practice members must take the Jurisprudence and Ethics Examination before expiry of the certificate authorizing interim autonomous practice.

Language of the JEE

The JEE is provided to all candidates in a bilingual format printed with the English language version of the examination of the right hand side of the booklet and with the French language version on the left side.

The Registration Regulation, Section 3. 2., states that, “The applicant must be able with reasonable fluency to speak and write either English or French.” Therefore, candidates for whom English or French is not a first language must prepare to write the JEE in the standard writing time.

Examination accommodations

The College ensures that examination centres are fully accessible. Candidates who require examination accommodations arising from documented disabilities or impairments must complete the College’s *Examination Accommodation Form* and provide the College with the required supporting documentation. The form may be completed at the time of initial application to the College, or later if necessary. In order to allow the College sufficient time to approve and arrange the specified accommodation, candidates are required to submit the form and supporting documentation at least 60 calendar days prior to the examination date.

The College’s *Examination Accommodation Policy* is found in *Appendix G* of these guidelines. The *Examination Accommodation Form* is available on the College’s website as part of the Application for Supervised Practice.

Questions for the College regarding examination accommodations should be directed to exams@cpo.on.ca

On the day of the JEE

When candidates arrive at the examination location they will be asked to sign an attendance roster and present government issued identification that includes both a photograph and signature (e.g. passport or driver’s license). Candidates will then be asked to locate their seat, which typically will be marked with a name card.

It's recommended that candidates bring ear plugs. Some exam rooms may not have a wall clock available. Although the proctor will announce the time, candidates may find it helpful to bring a wristwatch. "Smart Watches" (e.g. Apple/Android Watch) are not permitted. Candidates may bring a water bottle/beverage. Because temperatures at the exam location may vary either way, dressing in layers is strongly recommended.

Candidates may not use books, calculators, papers, notes, cell phones, computers, PDAs, Smart Watches or other aids of any kind during the examination. Candidates will be asked to turn off cell phones and store them away with their belongings.

Late arrival policy

Latecomers will not be allowed any additional time beyond the scheduled examination completion time. The examination proctor has the discretion to deny access to latecomers. Normally, individuals who arrive more than 30 minutes after the scheduled start time will not be admitted to the examination.

Implications of cheating

If the College receives a report from a proctor that a candidate participated in any irregularity, such as giving or obtaining unauthorized information, the College reserves the right to invalidate the candidate's examination score.

Acknowledgement of confidentiality

The questions on the JEE are confidential and are the exclusive property of the College of Psychologists of Ontario. Candidates will be asked to sign an acknowledgement of confidentiality when completing the JEE registration form. An example of this acknowledgement follows:

Candidate Acknowledgement (THIS IS A SAMPLE ONLY)

By taking this examination, I hereby acknowledge that I understand and agree to the following:

1. I understand and acknowledge that the content of the Jurisprudence and Ethics Examination is confidential in nature
2. I acknowledge that the Jurisprudence and Ethics Examination and the items therein are the exclusive property of the College of Psychologists of Ontario
3. I understand that no examination material may be copied or disclosed by any means without the permission of the Registrar of the College of Psychologists of Ontario
4. I agree to maintain the confidentiality and security of the Jurisprudence and Ethics Examination and test questions

Name (Please Print) _____

Signature _____

Passpoint for the JEE

The JEE is a criterion-referenced examination. This means that a specified level of knowledge is expected of those who pass the examination. It is not enough to say that your score was higher than a certain percentage of other candidates. Showing that you have a knowledge base at an entry-to-practice level is required.

The Jurisprudence and Ethics Examination Committee sets the cutscore or passpoint for each administration of the examination using the following procedure:

- a) As individual exam questions are developed, a modified Angoff procedure is conducted by the Committee and an Angoff score established for each question.
- b) The Angoff score for a given administration of the examination is the average of the Angoff scores for the individual questions on the examination.
- c) Once the examinations have been scored, the Standard Error of Measurement for that administration is calculated.

- d) The proposed cutscore is established as the Angoff score plus one Standard Error of Measurement.

Further information about the Angoff method follows:

A number of methods of setting standards for a multiple-choice examination exist. The Angoff method was chosen for this examination. This method involves decisions about INDIVIDUAL examination questions. Judges make a judgement of the probability that a borderline test-taker would answer the question correctly. The easier the question, the higher this number will be. The harder the question, the lower this number will be. A number of judges participate in this process. The judges' scores are then averaged for each question to come up with a judgement of the probability that a borderline candidate will answer each question correctly. These probabilities are added together to arrive at a passing score (cut score) for the test.

Since the Angoff method involves decisions about individual examination questions, the cut score will vary, based on the particular questions used in a particular examination.

More information about the Angoff method may be found in:

Livingston, S.A. & Zieky M.J. (1982). *Passing Scores: A Manual for Setting Standards of Performance on Educational and Occupational Tests*, Educational Testing Service, Princeton, NJ

The following information may be of assistance:

Notes to Help Interpret Standardized Scores

The total exam score is a three-digit number – for example, 385, 465, 545. This number is not equal to the number of items you answered correctly on the examination. The number of items you answered correctly has been converted statistically to a standard score with mean of 500 and a standard deviation of 100. Standard scores are used because they provide easier and more meaningful comparisons with other test scores than are provided by simply comparing the number of items a candidate answers correctly. At a glance, standard scores allow you to determine whether you have done better, as well as, or worse than, your peers.

When you receive your examination result, you will not be able to tell from your score how many test items you answered correctly since your score will be expressed in standard-score units. You will know that if your score is higher than 500, your performance was better than the average and if your score is below 500, your performance was below the average.

Results of the JEE

The College provides JEE scores to candidates in writing within six weeks of the administration of the examination. College staff are not permitted to provide JEE scores to candidates over the telephone, fax, or via e-mail. The JEE score will be presented as a standardized score. To ensure scoring accuracy, all candidate answer sheets are manually checked and verified by the College.

Candidate feedback

Candidates will be invited to complete an anonymous survey which is distributed by e-mail following the JEE examination. Survey responses are reviewed by the Jurisprudence and Ethics Examination Committee.

Candidates may also submit questions or comments about the JEE in writing to the College at exams@cpo.on.ca.

Questions regarding the scoring and content of the examination, or comments relating to the administration of the examination are normally forwarded to the Jurisprudence and Ethics Examination Committee.

J REGISTRATION INTERVIEW

Once the candidate has passed the JEE, they will be invited to attend a Registration Interview, as required in Sections 5.(3) 2. or Section 16.(5) 2. of the Registration Regulation. The purpose of the interview is to ensure that the candidate is ready for autonomous practice in Ontario. The focus of the interview will be on the following:

- the congruence of the proposed practice in Ontario with the candidate's past practice in other jurisdiction(s);
- ability to apply Ontario standards of practice and jurisprudence in professional practice;
- ability to perform controlled acts, including formulation and communication of psychological diagnoses; and
- awareness of limits of competence in the Ontario context.

A sample of the rating sheet used by interviewers is available on the College's website.

Please see the Appendix A, *Fees in the Registration Process* for the current interview fee.

The interviewing team will be made up of three members of the College, one whom will be a member the Registration Committee who will chair the interview. In addition a public member of the Council of the College may also be present as an observer at any interview. On the day of the interview, a brief biography of all the interviewers will be available to the candidate.

Registration Interview Outcomes

There are four possible outcomes of the Registration Interview:

- 1) The interviewing team may recommend to the Registrar that the candidate be issued a certificate authorizing autonomous practice with all practice area(s), clients and activities as indicated on the candidate's *Declaration of Competence*. In this case, the Registrar will write to the candidate regarding the issuance of a certificate authorizing autonomous practice;
- 2) The interviewing team may recommend to the Registrar that the candidate be issued a certificate authorizing autonomous practice in some but not all practice areas and client groups indicated on the candidate's *Declaration of Competence*. The Registrar will write to the candidate advising of the recommendation, the reasons for the recommendation, and of the referral of the recommendation and reasons to the Registration Committee for a decision concerning the recommendation. The candidate will be informed of the date at which the Registration Committee will review the matter and will be invited to make a written submission respecting the recommendation.

If the Registration Committee directs the Registrar to issue the candidate a Certificate of Registration Authorizing Autonomous Practice in some but not all practice areas and client groups indicated on the *Declaration of Competence*, the candidate may seek a review of this decision by the *Health Professions Appeal and Review Board (HPARB)* under Section 21(1) of the *Regulated Health Professions Act (RHPA) Code*.

- 3) The interviewing team may recommend to the Registrar that a certificate authorizing autonomous practice be issued with a term, or a condition imposed. In this case, the Registrar will write to the candidate, advising of the recommended term, or condition, the reasons for the recommendation and of the referral of the recommendations and reasons to a panel of the Registration Committee for a decision concerning the term, or condition. The candidate will be asked whether he or she consents to the term, or condition and informed of the right under *RHPA* s.18 (1) to make a written submission to the panel and of the date on which the panel will review the matter. If the panel directs the Registrar to issue a certificate with a term, or condition under *RHPA* s.2 (1), the candidate may seek a review of this decision by the Health Professions Appeal and Review Board (HPARB); or

4) The interviewing team may be unable to recommend to the Registrar that the candidate be issued a certificate authorizing autonomous practice. In this case, the Registrar will write to the candidate, advising of the doubt about whether the candidate fulfills the registration requirements (*RHPA* s.15 (2)) and of the referral of the application to a panel of the Registration Committee. The candidate will be informed of the grounds of the referral, the right to make a written submission to the panel under *RHPA* s.18 (1) and of the date on which the panel will review the matter. Following this review, the panel will make an order doing one or more of the following:

- i) Directing the Registrar to issue a certificate of registration if the applicant completes additional training specified by the panel. As part of this training, the applicant may complete a period of supervised practice, in which case a certificate authorizing supervised practice will be issued. The panel may also specify further education, training and/or a further interview.
- ii) Directing the Registrar to refuse to issue a certificate.

The applicant may request a review of these outcomes by the Health Professions Appeal and Review Board (HPARB).

APPENDIX A - FEES IN THE REGISTRATION PROCESS & ACCESS TO RECORDS

Fees

Please note that fees are subject to periodic change.

| | |
|--|--------------|
| Application for Supervised Practice fee..... | \$230.00 |
| Application for Interim Autonomous Practice fee..... | \$100.00 |
| Autonomous Practice Psychological Associate applying for Supervised Practice as a Psychologist fee..... | \$100.00 |
| Application fee for Removal of a Term, Condition, or Limitation fee | \$100.00 |
| Examination for Professional Practice in Psychology (EPPP)..... | USD \$600.00 |
| Test Centre Appointment fee for EPPP | USD \$ 87.50 |
| Jurisprudence and Ethics Examination (JEE) | \$200.00 |
| Oral Examination (OE)..... | \$550.00 |
| Registration Interview..... | \$500.00 |
| Autonomous Practice members - annual fee..... | \$795.00 |
| Supervised Practice members - annual fee (invoiced semi-annually) | \$550.00 |
| Interim Autonomous Practice members – fee..... | \$795.00 |

Access to Records

According to Section 16. (1) of the Regulated Health Professions Act Code, “the Registrar shall give an applicant, at his or her request, all the information and a copy of each document that the College has that is relevant to the application.”

The College will not return original documents to an applicant. However, an applicant may request to have a copy of the documents in their registration file. The applicant must submit their written request to the College either in-person, by mail, or by e-mail. There is a charge of 20¢ per page for this. Upon receiving the written request, registration staff will determine how many pages are in the record being requested, give the fee per page for copying, and advise the applicant in advance if desired.

APPENDIX B – TIMELINES IN THE REGISTRATION PROCESS: INTERIM AUTONOMOUS PRACTICE

The following are estimates of the usual amount of time that each of the steps in the registration process for **interim autonomous practice** applications will take, although in some circumstances longer times may be needed:

- From the time an interim autonomous application is complete (application form, fee, and confirmation from other jurisdiction(s) until initial review.....**4 to 6 weeks**

- From the time of initial review until a written response and College documents are sent **1 to 2 weeks**

- If, at initial review, an application is referred to the Registration Committee (the Committee meets every 6 to 8 weeks) for further review **30 day notice period + number of days until the next meeting**

From the date of a Committee meeting until a written decision is sent **4 to 6 weeks**

APPENDIX C – DEFINITION OF PRACTICE AREAS

In the practice of psychology, in order to formulate and communicate a diagnosis, a member must have the following knowledge, skills and training directly relevant to the area(s) of practice and client groups indicated on the Declaration of Competence in order to treat the client and evaluate the effectiveness of the treatment. Therefore, the ability to communicate a differential diagnosis must apply to every psychologist or psychological associate, with the exception of those practising exclusively within the area of industrial/organizational psychology.

Formulating and Communicating a Diagnosis

Knowledge

The equivalent of a graduate half course in each of the four following subjects:

- psychopathology;
- personality theory/individual differences;
- psychological assessment; and,
- psychodiagnostics

Skills

- skill in establishing therapeutic rapport;
- skill in eliciting information through interviewing;
- skill in assessing fundamental psychological processes such as mental state, cognition, emotions and behaviours;
- skill in formulating and testing diagnostic hypotheses;
- skill in communicating diagnostic information clearly and sensitively; and,
- skill in assessment of change in relevant psychological processes

*Formal training:

- coursework and supervised experience in administering and interpreting assessment materials for a diverse range of problems;
- coursework and/or supervised experience in interviewing techniques;
- training in formulating and testing diagnostic hypotheses in a practice setting;
- supervised experience in communicating sensitive information; and,
- coursework and/or supervised experience in assessment of change in order to evaluate the effectiveness of interventions

* Formal training involves a combination of coursework and structured, supervised experience with evaluation of performance and feedback to the trainee. While it is accepted that some of the formal training may be acquired in a research setting, it is expected that most formal training will be acquired in a practice setting.

Approved December, 1997

Clinical Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;

- knowledge of statistics; and,
- knowledge of psychological measurement.

***Clinical Psychology* is the application of knowledge about human behaviour to the assessment, diagnosis and/or treatment of individuals with disorders of behaviour, emotions and thought.**

In addition to the above minimum knowledge base, members practising *Clinical Psychology* require the following:

- knowledge of psychopathology/abnormal psychology;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners who provide services in *Clinical Psychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising *Clinical Psychology*, the following minimum skills are required:

- the ability to perform an appropriate clinical assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate treatment program.

Approved March, 2004

School Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

***School Psychology* is the application of knowledge about human behaviour, mental health, 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, mental health and well-being. To declare competence in school psychology, members are expected to be currently practising, or to have had substantial practice, in a school setting.**

In addition to the above minimum knowledge base, members practising in *School Psychology* require the following:

- knowledge of intellectual, academic, social, behavioural and emotional assessment;
- knowledge of psychodiagnostics;
- knowledge of exceptional students and Ontario's current categories and definitions of exceptionalities;
- knowledge of normal lifespan development and cross-cultural differences in learning and socialization;
- knowledge of common developmental challenges and general psychopathology;
- knowledge of academic, instructional and remedial techniques;
- knowledge of interdisciplinary team approach for case management, program planning and crisis intervention;
- knowledge of consulting, counselling, and primary, secondary and tertiary intervention programs and techniques;

- knowledge of systems and group behaviours within, and related to, the school organization, including school climate and culture.

Practitioners who provide services in *School Psychology* should be aware of the impact of medication and medical conditions on learning and behaviour.

For members practising *School Psychology* the following minimum skills are required:

- the ability to perform an appropriate psychological assessment;
- the ability to formulate and communicate a differential diagnosis;
- the ability to plan, execute and evaluate appropriate academic and therapeutic prevention and intervention programs
- the ability to work in interdisciplinary teams and to consult with parents, teachers and relevant others;

Approved March 2019

Clinical Neuropsychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

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

In addition to the above minimum knowledge base, members practising in *Clinical Neuropsychology* require the following:

- knowledge of lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology;
- knowledge of neuroanatomy, physiology and pharmacology;
- knowledge of human neuropsychology and neuropathology;
- knowledge of psychological assessment;
- knowledge of neuropsychological assessment;
- knowledge of psychodiagnostics; and,
- knowledge of clinical and neuropsychological intervention techniques.

In addition, practitioners providing services in *Clinical Neuropsychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising in *Clinical Neuropsychology* the following minimum skills are required:

- the ability to perform an appropriate neuropsychological assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate neuropsychological intervention.

Approved March, 2004

Counselling Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

Counselling Psychology is the fostering and improving of human functioning by helping individuals experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns.

In addition to the above minimum knowledge base, members practising *Counselling Psychology* require the following:

- knowledge of psychological adjustment/lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners who provide services in *Counselling Psychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For those who intend to practise *Counselling Psychology*, at a minimum, the following skills are expected:

- the ability to perform an appropriate counselling assessment;
- the ability to formulate and communicate a differential diagnosis in order to develop an appropriate counselling intervention and to identify clients who must be referred elsewhere; and,
- the ability to plan, execute and evaluate an appropriate counselling intervention.

Approved April, 2016

Forensic/Correctional Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

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

In addition to the above minimum knowledge base, members practising in ***Forensic/Correctional Psychology*** require the following:

- knowledge of criminal justice/legal systems;
- knowledge of the application of psychological principles within the federal and provincial legal systems;
- knowledge of psychopathology/abnormal psychology/criminal behaviour;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of risk assessment/management;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners providing services in ***Forensic/Correctional Psychology*** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques, and applicable legislation.

For members practising ***Forensic/Correctional Psychology***, the following minimum skills are required:

- the ability to perform an appropriate assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate intervention.

Approved March, 2004

Health Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

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

In addition to the above minimum knowledge base, members practising in ***Health Psychology*** require the following:

- knowledge of normal lifespan development;
- knowledge of psychopathology/abnormal psychology;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy;
- knowledge of evaluation of change; and,
- knowledge of behavioural medicine and psychological issues related to health.

In addition, practitioners providing services in *Health Psychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising *Health Psychology*, the following minimum skills are required:

- the ability to perform an appropriate assessment;
- the ability to formulate and communicate a differential diagnosis; and
- the ability to plan, execute and evaluate an appropriate prevention and/or treatment program.

Approved March, 2004

Industrial/Organizational Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

***Industrial/Organizational Psychology* is the field of psychological practice and research that aims 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.**

In addition to the above minimum knowledge base, members practising *Industrial/Organizational Psychology* require the following:

- knowledge of organizational behaviour;
- knowledge of psychological adjustment/lifespan development;
- knowledge of personality/individual differences;
- knowledge of assessment for selection, promotion and career development;
- knowledge of the psychology of training in organizations;
- knowledge of intervention procedures within the context of the organization;
- knowledge of evaluation of change.

For members practising *Industrial/Organizational Psychology*, the following minimum skills are required:

- the ability to perform an appropriate assessment;
- the ability to identify individual clients who must be referred elsewhere;
- the ability to plan, execute and evaluate an appropriate organizational intervention.

Approved March, 2004

Rehabilitation Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

Rehabilitation Psychology is the application of psychological knowledge and skills to the assessment and treatment of individuals 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.

In addition to the above minimum knowledge base, members practising in ***Rehabilitation Psychology*** require the following:

- knowledge of lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology;
- knowledge of brain-behaviour relationships;
- knowledge of psychological and behavioural assessment;;
- knowledge of psychodiagnostics; and,
- knowledge of rehabilitative interventions.

In addition, practitioners providing services in ***Rehabilitation Psychology*** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and intervention techniques.

For members practising ***Rehabilitation Psychology***, the following minimum skills are required:

- the ability to perform an appropriate rehabilitation assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate appropriate rehabilitative interventions.

Approved March, 2004

APPENDIX D – Core Competencies Required for the Professional Practice of Psychology

The College evaluates all applicants for a certificate of registration authorizing autonomous practice on the basis of five core competencies articulated in the *Mutual Recognition Agreement, 2004* (MRA) among Canadian psychology regulators

<http://www.cpa.ca/docs/File/MRA2004.pdf>

In the MRA, the competencies are described and the requisite knowledge and skills for each competency are identified.

Competence comprises knowledge, skill, judgment and attitudes, which when integrated, result in appropriate and effective action being taken in a particular situation (*Rodolfa, Bent, Eisman, Nelson, Rehm & Ritchie, 2005*).

The five core competencies are:

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

The College has adopted the following definitions of these five core competencies:

1. Interpersonal Relationships

This basic competency forms part of all the other competencies. Psychological associates 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.

Required knowledge:

- (a) Knowledge of theories and empirical data on the professional relationship, such as interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, and more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of the intervention setting.

- (b) Knowledge of self, such as motivation, resources, values, personal biases, and factors that may influence the professional relationship (e.g. boundary issues).

- (c) Knowledge of others, such as the macro-environment in which the person functions (work, national norms, etc.) and the micro-environment (personal differences, family, gender difference, etc.).

Required Skills:

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

How this core competence is evaluated:

The required knowledge and skills in interpersonal relationships is evaluated on the basis of supervised experience and an oral examination.

2. Assessment and Evaluation

A competent professional psychological associate draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on the 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.

Required knowledge:

Assessment methods, knowledge of populations served, human development, and diagnosis. (Note: all applicants are expected to demonstrate graduate training in assessment and evaluation. In addition, applicants will be evaluated on their formal preparation to formulate and communicate diagnoses; however the College may permit applicants to acquire some of the formal training for diagnosis after completion of the graduate degree.)

Required skills:

Formulations of a referral question, selection of methods, information collection and processing, psychometric methods, formulation of hypotheses and making a diagnosis when appropriate (see note above), report writing, and formulation of an action plan.

How this core competence is evaluated:

The required knowledge and skills in assessment and evaluation is evaluated on the basis of graduate courses in the psychology degree program, supervised practice, and an oral examination.

3. Intervention and Consultation

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 preventative, 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.

Required 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 consult, awareness of context and diversity, and knowledge of interventions that promote health and wellness.

Required 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, and analyze the information, develop a conceptual framework, and communicate this to the client.

How this core competence is evaluated:

The required knowledge and skills in intervention and consultation are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, and an oral examination.

4. Research

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, and 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).

Required 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), and 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.

Required skills:

Critical reasoning skills, applications of various research approaches to social systems, and the ability to write professional reports.

How this core competence is evaluated:

The required knowledge and skills in research are evaluated on the basis of graduate courses in the psychology degree program and a completed graduate research project.

5. Ethics and Standards

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

Required 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, and jurisprudence and local knowledge.

Required skills:

Ethical decision-making process, proactive identification of potential ethical dilemmas, and resolution of ethical dilemmas.

How this core competence is evaluated:

The required knowledge and skills in ethics and standards are evaluated on the basis of graduate courses in the psychology degree program, supervised experience, a written examination, and an oral examination.

Footnote:

Rodolfa, E.; Bent, R.; Eisman, E.; Nelson; Rehm, L.; and Ritchie, PO. A Cube Model for Competency Development: Implications for Psychology Educators and Regulators. Professional Psychology: Research and Practice, Vol. 36(4), Aug 2005, 347-354.

APPENDIX E CRITERIA FOR EVALUATING GOOD CHARACTER

One of the ways that the College of Psychologists of Ontario ensures that members of the public receive competent and ethical professional psychological services from qualified providers, is to ensure that all applicants for registration be of good character.

All applicants to the College of Psychologists of Ontario are required to complete a *Declaration of Good Character* as part of their application. The Declaration of Good Character requires applicants to provide details about their past conduct.

Good character also is an on-going expectation of members of the College of Psychologists of Ontario, who are required to provide declarations of their conduct to the College as part of the annual membership renewal process.

The purpose of this document is:

- to describe the process by which the College of Psychologists of Ontario evaluates information about an applicant's past conduct prior to registration in Ontario; and
- to identify the criteria that the College uses when conducting such an evaluation.

To whom does this policy apply?

This policy applies to all applicants of the following classes of certificates of registration offered by the College of Psychologists of Ontario:

1. Certificate of registration for a psychologist authorizing autonomous practice.
2. Certificate of registration for a psychologist authorizing interim autonomous practice.
3. Certificate of registration for a psychologist authorizing supervised practice.
4. Certificate of registration for a psychological associate authorizing autonomous practice.
5. Certificate of registration for a psychological associate authorizing interim autonomous practice.
6. Certificate of registration for a psychological associate authorizing supervised practice.

Relevant Legislation

The following legislation identifies registration requirements in relation to an applicant's past conduct:

Psychology Act, 1991, O. Registration Reg. 74/15
Section 3. 1.

3. The following are registration requirements for all certificates of registration:

1. The applicant must provide details of any of the following that relate to the applicant:
 - i. A conviction for a criminal offence or an offence related to the regulation of the practice of the profession.
 - ii. a finding of professional misconduct, incompetency or incapacity, in Ontario in relation to another health profession or in another jurisdiction in relation to the profession or another health profession.
 - iii. a current proceeding for professional misconduct, incompetency or incapacity, in Ontario in relation to another health profession or in another jurisdiction in relation to the profession or another health profession.

When is a more detailed review of an applicant's Declaration of Good Character initiated?

A "yes" answer by an applicant to any question or questions in the *Declaration of Good Character* will not necessarily result in a refusal to register. However, the College's Registrar will request further details from the applicant for any questions answered in the affirmative.

The Registrar initiates a review of an applicant's Good Character in cases where:

- an applicant answers "yes" to any question or questions in the *Declaration of Good Character* ; and/or
- when a confirmation of an applicant's registration from another jurisdiction in relation to the profession of psychology or another health profession indicates a finding or current proceeding of professional misconduct, incompetency, or incapacity.

Following a review, where the Registrar has reasonable doubts about whether the applicant is likely to practice the profession of psychology safely and ethically, the applicant will be notified in writing that the Registrar has referred his or her application to the Registration Committee for a further review (and decision) with respect to the applicant's eligibility for registration.

The College recognizes the presence of historic and persistent injustice in the Canadian criminal justice system towards marginalized groups, and is committed to taking that context into account when evaluating previous convictions as a reflection of character.

The applicant will be notified of the referral of his or her application to the Registration Committee in writing and will be provided with a period of at least 30 days to submit any supporting documentation to the Registration Committee.

What types of supporting documentation can the applicant provide?

The following are some examples of supporting documentation that the applicant may provide to the College upon submission of his or her application for registration, or upon receiving written notification that his or her application has been referred to the Registration Committee:

- A personal statement describing the incident(s), and an explanation as to whether or not the incident(s) currently impacts the applicant's likelihood of practising the profession competently and ethically.
- Official copies of any court documents, police records, discharges, pardons etc. (official copies of these types of documents must be sent directly to the College from the proper authority);
- Evidence of successful completion of any rehabilitation or remediation imposed by a court or other regulatory body;
- Letters of reference from employers or colleagues who are aware of the facts of the matter;
- Letters from health care providers who were engaged in treating the applicant, providing their professional opinion on the applicant's capacity to practice.

Supporting documentation will form the material to be reviewed by the Registration Committee before a decision on registration is made. Should the applicant find that additional time is needed in order to arrange for supporting documentation to be sent to the College, the applicant must contact the College directly to request an extension.

How does the Registration Committee undertake the review?

Decisions are made in the public interest. When undertaking a review, the Registration Committee will consider each application on a case by case basis, and will consider all of the information provided. Should the Committee find that additional information or clarification of any information is necessary before a decision can be reached, the Committee will notify the applicant in writing. The applicant will then be afforded a period of additional time to supply any requested additional information or clarification.

What criteria are used to assess the information provided by the applicant both in the Registrar’s initial review and in the Registration Committee’s review?

The Registration Committee will consider the following criteria when reviewing the applicant’s information:

1. The nature of the conduct in question:
 - a. The seriousness of the conduct ;
 - b. Duration and frequency of the conduct ;
 - c. How long ago the incident(s) occurred ;
 - d. How the incident(s) is relevant to professional practice ;
 - e. Whether there is a potential risk to the public posed by the applicant’s conduct ; and
 - f. Whether there were any mitigating circumstances.
2. Honesty of the applicant
 - a. Did the applicant make an honest declaration in their *Declaration of Good Character?*; or
 - b. Did the College learn of the applicant’s conduct by some other means e.g. from another regulatory board, or from an academic institution.
3. Resulting actions taken by the applicant
 - a. Was there any remediation or rehabilitation taken by the applicant? ;
 - b. Was there an expression of remorse from the applicant? ;
 - c. Was the applicant able to subsequently practise the profession of psychology following the incident(s) with no further evidence of issues of conduct occurring?

What are the potential outcomes of the Registration Committee’s review?

Following their review, the Registration Committee will make a decision on the applicant’s eligibility for registration with the College of Psychologists of Ontario.

The following are the potential Committee decisions:

- 1) Accept the application for registration with no terms, conditions, or limitations imposed; or
- 2) Accept the application for registration with terms, conditions, or limitations imposed; or
- 3) Refuse the application for registration.

How will the Registration Committee communicate their decision to the applicant?

What recourse does the applicant have if they are refused registration?

In all cases applicants will be provided with a written notification of the Registration Committee’s decision including the reasons for its decision.

All decisions of the Registration Committee may be appealed by the applicant to the Health Professions Appeal and Review Board (HPARB) within 30 days of receiving the written notification from the Registration Committee.

APPENDIX F LANGUAGE FLUENCY POLICY

Requirement: Language Fluency

Established: March 2015, to become effective September 1, 2015

Revised: N/A

Applicable to applicants for the following classes of certificate of registration:

1. Psychologist authorizing autonomous practice
2. Psychologist authorizing interim autonomous practice
3. Psychologist authorizing supervised practice
4. Psychological Associate authorizing autonomous practice
5. Psychological Associate authorizing interim autonomous practice
6. Psychological Associate authorizing supervised practice

Type of requirement: Exemptible

Applicable Regulation:

ONTARIO REGULATION 74/15, REGISTRATION

3. The following are registration requirements for all certificates of registration:

2. The applicant must be able with reasonable fluency to speak and write either English or French.

Principle(s):

Effective communication is essential for the provision of competent, safe and quality psychological services. Language fluency enhances public protection by ensuring that members can communicate effectively with clients and other members of the health-care team. For these reasons the Registration Committee believes that applicants must provide persuasive evidence of language fluency in English or French.

Decision Criteria:

An applicant may meet the requirement by:

1. Providing documentary evidence in the form of a transcript sent directly from the university to the College, indicating that he or she has completed his or her highest level psychology degree in: Canada; the United States of America; the United Kingdom; the Republic of Ireland; Australia; New Zealand or France; or
2. Providing verification in the form of a signed letter sent directly from the educational institution where his/her psychology degree was completed to the College that verifies that the language of instruction, supervision and clinical practice was entirely in English or French; this may be provided as a hard-copy original document, fax or PDF; or
3. Providing a report, directly from the language testing agency to the College, as a hard-copy original document, PDF or a fax, that she or he has achieved the minimum scores indicated on one of the standardized language fluency tests approved by the College. An applicant must meet minimum scores in each area of one test and test results will be considered valid for two years from the date the test was administered.

| TESTS AND MINIMUM SCORES REQUIRED TO MEET THE LANGUAGE FLUENCY REQUIREMENT – COLLEGE OF PSYCHOLOGISTS OF ONTARIO | | | | | |
|---|---|---|---|---|---|
| | English | | | French | |
| Test | TOEFL internet based test (iBT) | IELTS (Academic) | CanTEST | TESTcan | Test d'évaluation du français (TEF) |
| Required score(s) | Writing: 27 Speaking: 24 Listening: 24 Reading: 24 | Writing: 7 Speaking: 7 Listening: 7 Reading: 7 | Writing: 4.5 Speaking: 4.5 Listening: 4.5 Reading: 4.5 | Writing: 4.5 Speaking: 4.5 Listening: 4.5 Reading: 4.5 | Writing: 349 Speaking: 349 Reading: 233 Listening: 280 |

or

4. Providing to the Registration Committee other compelling evidence of language fluency. This could be, for example, evidence that the applicant was registered and practiced in an English or French practice environment for a minimum of the equivalent of two years full-time, which could be confirmed through proof of registration sent directly from the psychology regulatory body, letters(s) from employer(s) or supervisor(s) etc. All such documentation must be sent directly to the College as a hard-copy original document, PDF or a fax.
5. An applicant may be exempted from the requirement if he or she cannot meet it through the means described in 1., 2., or 4. above and has a documented disability¹ that would affect his or her ability to meet the requirement by completing a standardized language fluency test, as described in 3. Such exemption will be considered on a case-by-case basis by the Registration Committee.

Possible Outcomes:

1. An applicant who can provide acceptable evidence of fluency will be deemed to have met the language fluency requirement for registration.
2. An applicant who cannot provide sufficient evidence of fluency will be notified that he/she cannot be registered until he/she has met this requirement.
3. An applicant who can satisfy the Registration Committee that he/she should be exempted from the requirement based on the criteria indicated in 5. above may be exempted from meeting the requirement.

APPENDIX G EXAMINATION ACCOMMODATION POLICY

Requirement: Examination Accommodation

Established: September 30, 2016, to become effective January 31, 2017

Revised: N/A

Applicable to all applicants attempting any of the examinations required for registration with the College, as outlined in ss. 5. (1) 3. – 5. and 16. (1) 4. – 6. of O.Reg. 74/15 Registration under the *Psychology Act, 1991*.

These three examinations are:

1. the Examination for Professional Practice in Psychology (EPPP);
2. the Jurisprudence and Ethics Examination (JEE); and
3. the Oral Examination.

Also applicable to members attending a focused interview for the purpose of modifying or removing a term, condition or limitation on their certificate for practice or requesting an expansion or addition to their areas of practice.

Legislative Framework:

- This policy was developed in compliance with the following statutes, which over-ride the *Regulated Health Professions Act (RHPA), 1991* and the *Psychology Act 1991*:
 - *The Ontario Human Rights Code (OHRC)*: The Code prohibits actions that discriminate against people based on a protected ground (disability) in a protected social area (membership in unions, trade or professional associations)¹.
 - *O.Reg. 429/07: Accessibility Standards for Customer Service under the Accessibility for Ontarians with Disabilities Act, 2005, S. O. 2005, c. 11*².
- The privacy provisions of this policy were developed in compliance with Section 36 (1) of the *RHPA* and the College's own Privacy Code³.

¹ This has been legally interpreted by the OHRC to include membership in a regulated profession.

² The College's Accessible Customer Service Plan, developed in compliance with this regulation, can be downloaded from: <http://www.cpo.on.ca/Accessibility.aspx>.

³ In compliance with these obligations the College has also developed a Privacy Code (<http://www.cpo.on.ca/components/handlers/search.router.ashx?id=653>) and the provisions of this Code apply to all information requested, used, retained and/or disclosed as part of the registration process, including personal health information related to requests for accommodation.

Principle(s):

The College of Psychologists of Ontario is committed to providing accessible and equitable service to all exam candidates. This includes administering the entry-to-practice examinations for psychology in Ontario in a way that respects the dignity and independence of persons with disabilities.

In reviewing accommodation requests, the College must balance the rights of the individual examination candidate with its mandate to protect the security, fairness, validity and reliability of the examinations.

Accommodations for the Examination for Professional Practice in Psychology (EPPP) can only be made available consistent with what is allowable by the exam owner, the Association of State and Provincial Psychology Boards (ASPPB) and provided through the testing agency (Pearson VUE) that administers the exam.

In supporting individuals requesting accommodation for the examinations the College will base its decisions on the following fundamental principles:

1. No applicant to the College should be disadvantaged in the examination process due to disability.
2. The individual's private information, including personal health information, will be used only for the purpose of assessing the accommodation request and will be protected at all times.
3. The College will provide reasonable accommodation fairly and in a manner that respects the dignity and independence of the applicant.
4. Accommodations will be provided in a way that ensures that applicants receiving accommodation are not provided an unfair advantage in relation to other candidates completing the examinations.
5. The College's duty to provide accommodation will only be limited by considerations of undue hardship⁴ and the need to protect the integrity and confidentiality of the examinations.

Procedure:

Applicants who require accommodation to complete the registration examinations are required to:

1. complete the Examination Accommodations section (D) of the Application for Supervised Practice;

and provide to the College:

2. **Form 1 - Examination Accommodation – Medical Documentation**, along with appropriate documentation, completed by a medical doctor, psychologist, psychological associate or other regulated health professional who has specific training, expertise and experience in the diagnosis of the condition(s) for which the accommodation is being requested complete and sent directly to the College; **or**

⁴ The Ontario Human Rights Commission provides guidelines regarding the definition and considerations to be taken into account regarding whether the provision of accommodation would cause an organization (e. g. employer, educational institution etc.) undue hardship: <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate/5-undue-hardship>.

3. **Form 2 - Examination Accommodation – Academic Documentation**, along with appropriate documentation, completed by an accessible services representative of the post-secondary institution where the applicant completed his or her psychology degree(s), indicating accommodations

approved and used during their academic studies. The form and documentation should also be sent directly to the College.

A candidate seeking an accommodation is not required to disclose a health diagnosis. The request however, must clearly demonstrate the following:

- how the identified impairment impacts the ability of the candidate to successfully participate in the examination, **and**
- how the requested accommodation(s) mitigate(s) the impairment within the specific context of the examination.

In order to allow the College sufficient time to prepare accommodations, applicants are required to submit requests and all supporting documentation at least 60 calendar days prior to the exam date.

Exam candidates requesting accommodation will be advised of the College's decision within ten (10) business days of the submission date, unless more information is needed to effectively evaluate the accommodation request.

Additional Conditions:

1. Candidates may request accommodations as needed for either permanent or temporary disabilities.
2. Candidates are responsible for any costs associated with obtaining documentation from a regulated health professional or university regarding their disability or impairment and/or history of accommodations provided during their university education.
3. Requests must be directed to the Senior Registration Assistant. Requests should be made at the same time as applying for any of the examinations, but no later than 60 calendar days before the date of the exam administration.
4. An applicant who has been granted accommodation for either the EPPP or JEE will be afforded accommodation based on the same identified needs, if required, for both examinations.
5. Documentation of a disability requiring accommodation will be considered current for three years from the date of assessment of a permanent disability and six months from the date of assessment of a temporary disability.
6. A candidate who has been granted accommodation for a permanent or long-term disability will not be required to re-apply for accommodation for subsequent attempts. However, if the request was related to a temporary condition (e.g. recent injury or pregnancy-related conditions) or if five years have passed since the initial accommodation request, the College may request updated information confirming the continued need for accommodation.

Decision Rule:

Exam candidates who complete and submit appropriate documentation within the timelines indicated will be provided accommodations as per the College's duty, limited only by considerations of undue hardship and the need to protect the integrity and confidentiality of the examinations.

Required Documentation:

1. Completed Section D - Examination Accommodation, of College application form(s); and
2. Completed Form 1 or 2 with required documentation.

**THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO
110 EGLINTON AVE W, SUITE 500
TORONTO, ONTARIO M4R 1A3
CANADA**

**TEL: (416) 961-8817/(800) 489-8388
FAX: (416) 961-2635
cpo@cpo.on.ca
www.cpo.on.ca**