

APPLICATION FOR THE ORAL EXAMINATION IN PSYCHOLOGY

Process of Examination:

The oral examinations will be conducted in a semi-structured interview format guided by standardized questions.

In addition to the use of standardized questions, the oral examination panel may ask for examples from the candidate's area of practice.

Candidates are not allowed to bring any material into the oral examination.

Each candidate of an oral examination will be provided a minimum of 30 minutes and a maximum of 90 minutes to complete the examination. From the moment the candidate has given consent to the recording of the interview, all subsequent proceedings with the candidate in the room including the delivery of the results of the examination will be recorded.

Recordings of the oral examinations will be retained by the CAP office until six months after the period of appeal has lapsed and then they will be erased. Recordings of the oral examination are for the use of the appeal panels and will not be released to the examination candidates.

Each examiner of the oral examination panel will rate the candidate's performance independently utilizing a standardized checklist and arrive at a non-binding independent preliminary pass/fail decision before the committee discloses the decision to the candidate.

Following the examiners arriving at an independent preliminary pass/fail decision, the panel will jointly rate the candidate's performance utilizing a standardized checklist. The panel chair will then conduct a non-binding poll to determine the panel's decision to pass or fail the candidate. When there is a lack of unanimity, a maximum period of 30 minutes will be allowed for the purpose of reaching consensus, failing which, a decision will be made by a majority vote.

The Chair of the oral examination panel will inform the candidate of the results of the oral examination immediately following the examination and a formal letter will follow.

Please note:

A final review will be conducted when the candidate has met all of the registration requirements. Candidates will be notified in writing, after the successful completion of their oral examination, advising them of any outstanding requirements.

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

*Candidates must remain under supervision until they have been notified by the College that all registration requirements have been met.

APPLICATION FOR THE ORAL EXAMINATION IN PSYCHOLOGY

Applicant Information

☐ Ms. ☐ Mr. ☐ Dr. ☐ Male ☐ Female Birth Date (month/day/year) _____

Full Name:

(First, Middle Initial, Last)

Previous surname(s):

(Used on any documents submitted)

☐ Check this box if you have provided your home address and contact information below

Address:

City/Town:

Work #:

Prov/State:

Home #:

Country:

Cell #:

PC/Zip Code:

Fax #:

E-Mail:

☐ My preferred examination location is Edmonton

☐ My preferred examination location is Calgary

The following MUST be received to process your application. Incomplete applications will be returned to the applicant for correction.

☐ Examination fee of \$400.00

Note: A cancellation fee of \$70.00 will apply in the case of cancellation postponement for any reason.

☐ Completed area of practice table(s)

Note: This table must match your approved supervision plan and/or waiver request.

Payment Information

☐ **Cheque** **In the Amount of:** _____

☐ **Visa** ☐ **American Express** ☐ **Mastercard**

Card Number _____ **Expiration Date** _____

Cardholder Name _____ **Amount** _____

Signature of Cardholder: _____ **Date** _____

Privacy Legislation: Consent for the Collection, Use and Disclosure of Personal Information

In accordance with provincial privacy legislation, the College requires your consent as outlined below.

☐

I hereby consent to the collection, use and disclosure of my personal and health information in accordance with CAP's Privacy Policy. I hereby acknowledge that a copy of the Privacy Policy has been made available to me, and I have been advised who I may contact if I have any questions about anything contained in the policy.

Area(s) of Practice

If the area(s) of practice on this application form do not match your approved supervision plan/waiver request, this application will be returned to you for correction. If you did not retain a copy, you may request a copy of your approved supervision plan and/or waiver request from the College. There is a fee of \$25.00 for this request. Your request should be in writing and should be e-mailed to Leanne Vanderhelm at l.vanderhelm@cap.ab.ca. Please include the payment information in your e-mail request.

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Area(s) of Practice Form

Name: _____

Date _____

Areas of Practice = Branch of Psychology + Professional Activities + Client Characteristics

Candidates must declare below their area(s) of practice. Provisional psychologists must identify the same area(s) of practice for the oral examination as those identified on the supervision plan(s) and/or waiver requests approved by the Registration Approvals Sub-Committee. **Complete a separate table for each branch of psychology declared.**

- ☐ Educational/School

☐ Clinical/Counselling

☐ Forensic

☐ Neuropsychology

☐ Health

☐ Rehabilitation

☐ Industrial/Organizational

Professional Activities							
Client Characteristics	Interventions (mandatory)	Formal Assessment	General Assessment	Research	Consultation	Supervision	Teaching
Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Couples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description of Client(s)							
Child/Adolescent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each branch of psychology selected and through the final supervisor's evaluation, all candidates will be assessed on the following four Mutual Recognition Agreement (MRA) competencies:

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



Definitions

Branches of Psychology

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

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

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

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

Industrial/Organizational Psychology is the application of psychological-knowledge, skills and judgment to further the welfare of people and the effectiveness of organizations by:

- Understanding the behaviour of individuals and organizations in the workplace
- Helping individuals pursue meaningful and enriching work AND
- Assisting organizations in the effective management of their human resources.

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

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

Professional Activities

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

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

General assessment is the professional activity of gathering, analyzing, and synthesizing information about an individual or group of individuals sufficient to draw supportable psychological conclusions. It entails a process of gathering information through direct personal contact with the person being assessed AND utilizing one or more of the following methods: interview; observations; checklists; formal or anecdotal record; personal history and other commonly accepted professional methods. It may result in a diagnostic classification or the identification of strengths, weaknesses, and competencies and may be communicated in a written report.

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

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



Definitions Cont'd...

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

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

Interview Guidelines and Commentary for Oral Examination

The oral examination will assess whether candidates demonstrate:

- 1) A minimum standard of competence, and
- 2) A minimum standard of knowledge and judgment in matters of jurisprudence and ethics

The examinations will be conducted in a semi-structured interview format guided by the following standardized questions. What follows is not a "key" to the oral exam, but rather some suggested answers and commentary. In addition to the use of standardized questions, the oral examination panel may ask for examples based on the candidate's area(s) of practice.

Interview Questions	
1) Describe your area of practice.	
In a few sentences describe your area of practice, including branch of psychology, professional activities, client characteristics, and setting.	
2) Within your declared area(s) of practice, what types of professional activities and interventions do you feel prepared and competent to engage in?	
The answer of the candidate should exemplify his/her understanding of what it means to practice in the area(s) of "clinical, or counselling or research," etc., and to limit one's practice to one's declared area(s) of practice. (See also 4 below.)	
3) Describe your theoretical orientation to your area(s) of practice, and how you apply it in practice.	
If the candidate demonstrates a clear understanding of the theoretical orientation he/she may have, and how it is applied, this is acceptable. The College has not identified any theoretical orientations as more acceptable than others. For example, there is no requirement that all psychologists adopt a "cognitive/behavioural" or "psychodynamic" approach.	
4) Briefly describe other key theoretical orientations that could be applied to your area(s) of practice and an example of when you could choose to utilize them.	
Although any theoretical orientation is acceptable (as identified in question #2 above), a psychologist is nevertheless expected to be familiar with and to be able to utilize more than one theoretical orientation.	
5) What situations do you feel unprepared to handle and how would you deal with this type of situation?	
This question is intended to address the candidate's understanding of limitations to his/her practice. It would be expected that the psychologist would either refer to someone else or obtain assistance/consultation in area(s) outside of his/her practice. Section 6 of the Standards of Practice specifies that referrals should occur when in the best interests of the client.	
6) What documents on professional ethics and conduct inform your practice?	
The answer should include the Canadian Code of Ethics for Psychologists and the CAP Standards of Practice. In addition, any available College guidelines applicable to the candidate's area(s) of practice should be addressed. If the candidate leaves something out, it is appropriate to ask him/her about a particular guideline.	
7) What is the difference in regulatory authority between the Canadian Code of Ethics for Psychologists and the CAP Standards of Practice?	
See "The Status of Regulatory Documents in the Regulation of the Psychology Profession in Alberta" (CAP document). The Canadian Code of Ethics for Psychologists is the highest and most aspirational regulatory document. Its authority comes more often as a guide to ethical practice than as a prescriptive definition of ethical or unethical behaviours. The CAP Standards of Practice translates certain aspects of the Canadian Code of Ethics for Psychologists into behavioural definitions that constitute enforceable rules for the professional conduct of psychologists. The rules are definitive and prescriptive, and have the force of law.	
8) What is the role of the College of Alberta Psychologists under professional legislation?	
The answer should focus on the College's role of regulating the profession and serving and protecting the public interest.	
9) Describe the four key principles of the Canadian Code of Ethics and the implications for your practice. How do they apply to working with diverse populations?	
The four principles are: 1) Respect for the dignity of persons, 2) Responsible caring, 3) Integrity in relationships and 4) Responsibility to society. The candidate should be able to provide examples of how these are applied in his/her practice.	



10)	Describe the ethical decision-making process described in the Canadian Code of Ethics for Psychologists.
See the preamble to the Canadian Code of Ethics for Psychologists. Candidates are not expected to memorize the ten steps, but their answers should demonstrate an understanding of the process.	
11)	Identify some of the more important ethical or legal dilemmas you might face in your practice, and describe how you would manage them.
Any examples that demonstrate an understanding of ethical dilemmas and how to manage them would be acceptable.	
12)	Identify the legal statutes and case law relevant to your area(s) of practice, and explain their relevance to your area(s) of practice.
See the CAP Practice Bulletin, "Legislation Naming Psychologists or Affecting Psychologists in Alberta." Statutes may include the Health Professions Act, Child Youth and Family Enhancement Act, Mental Health Act, and Freedom of Information and Protection of Privacy Act (FOIPP), and the Limitations Act .	
Case law includes: McInerney v. MacDonald re: release of information to the client; J.S.C. v. Wren (Alberta Court of Appeal, Dec. 31, 1986) re: the "mature minor" and the capacity of a person under the age of 18 to consent to treatment; and Wenden v. Trikha et al. re: the duty to protect.	
12.1	What "duty to protect" and "duty to report" if any, might you have in your work?
Duty to protect refers to a psychologist's duty to exercise reasonable care to protect the potential victims of his/her clients' violent behaviour. The duty to protect exists when a client has been (or reasonably should have been) assessed to pose a serious threat of physical violence to a reasonably identifiable victim or victims and when the psychologist's actions or inaction are clearly related to the occurrence of the violent act (Truscott & Cook, 1993).	
Section 19 of the Standards of Practice specifies that psychologists may disclose confidential information about a client without the informed consent of the client when they believe that disclosure is necessary as a result of a clear and substantial risk of the client inflicting imminent serious harm on the client or on another person. However, the Standards use the words, "may disclose," not "shall disclose." The Tarasoff v. Regents case in California, and the subsequent Wenden V. Trikha et al. and Kines v. Lychuk cases in Canada have clearly established a "duty to protect," but that is not the same as a "duty to warn," which has not been established in law.	
Legal liability in life-threatening situations can arise out of any of the following three failures on the part of the psychologist: 1) failure to foresee the threat; 2) failure to establish a reasonable treatment plan to address the threat; or 3) failure to properly implement the treatment plan.	
Duty to report refers to the duty to report abuse under the Protection of Persons in Care Act and the duty to report a child in need of protection services under the Child, Youth and Family Enhancement Act.	
12.2	What would you do if you thought a client required involuntary confinement?
Psychologists do not have authority to confine persons. However, they may be called upon to assess individuals for the purposes of secure treatment orders under the Child, Youth and Family Enhancement Act. Psychologists may also be asked to provide information regarding the three criteria for commitment under the Mental Health Act (i.e., suffering from mental disorder, likely to cause harm to the person or others or to suffer substantial mental or physical deterioration or serious physical impairment, and unsuitable for admission to a facility other than as a formal patient). In the event that a psychologist believes a person should be confined under the Mental Health Act, the psychologist should (a) refer to a physician to determine if the individual meets the criteria for an apprehension and/or detention certificate. If an assessment community physician cannot be immediately accessed and the individual is willing, they should be directed to the nearest Hospital Emergency Department best able to evaluate the individual. If a certificate of admission is issued it has a shelf life of 72 hours after which a new certificate must be authorized if the initial one was not executed. Upon admission, the individual must be examined by a second physician who must be a staff member of the receiving hospital. The psychologist may (b) contact the police and lodge a concern or complaint if the person is unwilling to seek a physician evaluation and is believed to be a danger to themselves or others. People may be apprehended and conveyed to a facility for examination under the power of a Peace Officer. If an individual is brought to the hospital by police, two physicians must, after independent evaluations, agree that the 3 Mental Health Act provisions are met. Finally, a psychologist or any other individual who has reasonable and probable grounds to believe that a person is suffering from a mental disorder and is a danger to him/herself or others, may bring information under oath before a provincial judge. If he/she is satisfied with the information, he/she may issue a warrant to apprehend the person (Warrant of Apprehension). Apprehension warrants are saved for 7 days. It may be renewed for 7 days if this is done prior to the expiration of the initial warrant.	



12.3 What are the requirements for informed consent for services and how do you practice/implement these?

Informed consent must be obtained from all persons who are competent to give such consent for any psychological services provided to them except in circumstances of urgent need (e.g., disaster or other crisis). In urgent circumstances psychologists would proceed with the assent of such persons, and fully informed consent would be obtained as soon as possible. The Canadian Code of Ethics for Psychologists (I.11 to I.19) and the CAP Standards of Practice further specify the requirements in obtaining informed consent.

12.4 What are the requirements and limits for maintaining client confidentiality?

Sections 16 to 32 of the Standards of Practice address confidentiality. Key points include:

- Informed written consent is required for release of information.
- Clients are to be informed of the limits to confidentiality (e.g. court orders, duty to report under the Child, Youth and Family Enhancement Act).

See also the Guideline, "Release of Confidential Information: Special Issues in Third Party Requests," and items 11.4 to 11.7 below.

12.5 What special issues related to consent and confidentiality are there in working with minors and other dependants?

Sections 22 and 23 of the Standards of Practice specify that parties must be informed of the limits to confidentiality (which in the case of minors would mean that the guardian would normally have the right of access to information on the client), unless prior arrangements have been made with the guardian offering the dependant client full confidentiality. There is no black and white answer on requiring the consent of the guardian for services to minors. The courts have determined that the significant factor is that the minor have sufficient understanding and intelligence to enable him/her to understand fully what was being proposed. (See J.S.C. and C.H.C v. Wren (Alberta Court of Appeal). Psychologists working in schools are subject to the School Act whereby an "independent student" must be treated as an adult. Guidance and counselling are, by policy of Alberta Education, part of the school curriculum and are not subject to parental consent. Also, an agency that is subject to the FOIPP Act may decide not to disclose information to parents if the head of the agency determines that disclosure would constitute an unreasonable invasion of the personal privacy of the minor under Section 79(1)(d).

12.6 What are the implications for confidentiality when a third party referral and/or payment is involved?

Section 20 of the Standards of Practice specifies that before rendering services the psychologist must, to the extent possible, clarify for all parties the dimensions of confidentiality and professional responsibility that apply.

12.7 What are the implications for confidentiality when you are dealing with multiple clients?

Section 21 of the Standards of Practice reads: "When professional services are rendered to more than one client during a joint session (for example, to a family, a couple, a parent and child or a group), psychologists shall at the beginning of the professional relationship clarify for all parties the manner in which confidentiality will be handled and all parties must be given an opportunity to discuss and accept whatever limitations to confidentiality apply."

The CAP Guideline, "Release of Confidential Information: Special Issues in Third Party Requests," specifies that the psychologist must obtain the consent of all persons involved prior to releasing file information on multiple clients.

12.8 What are the requirements for record keeping as a psychologist?

Files are retained for a minimum of 10 years. Storage and disposal of files must occur in a manner that insures confidentiality. Section 11 of the Standards of Practice identifies what information must be kept on record.

12.9 What are your clients' rights of access to files kept on them?

See the Standards of Practice, section 27, and McInerney v. MacDonald. Clients have a right of access to all file information kept on them unless there is a significant likelihood that disclosure of the information would cause a substantial adverse effect on the client's physical, mental or emotional health, or harm to a third party. Psychologists in public agencies subject to the FOIPP Act may not have to disclose testing procedures or details of tests if such disclosure could reasonably be expected to prejudice the use or results of tests (section 25, FOIPP Act).

13) What personal limitations do you have that may affect the type or quality of psychological service you provide? How do you handle this?

The intent of this question is to assess the candidate's level of self-awareness. A candidate should normally be able to identify some personal limitation(s) such as lack of knowledge, lack of interest, personal reactions or biases. The candidate should be able to explain how he/she will avoid these situations, seek assistance or utilize other strategies to deal with them.



14) If you were contemplating an extension or change in your area(s) or practice, how would you go about doing this?

Section 5 of the Standards of Practice specifies that the psychologist will engage in ongoing consultation with a psychologist or other professional who has expertise in that area(s) of practice and shall seek appropriate education or training in the new area(s).

15) What plans do you have for maintaining and upgrading your level of competence?

Section 4 of the Standards of Practice specifies that psychologists must maintain competency in their area(s) of practice through continuing education or consultation with peers.