

**Prince Edward Island
Psychologists Registration Board**

<http://www.peipsychology.org/peiprb/>

Supervision of Candidates*

November, 2013

***adapted with permission from documents of the Nova Scotia Board
of Examiners in Psychology**

INTRODUCTION

This document outlines the responsibilities of those parties involved in the supervision process. It stresses the need for the supervisor to ensure he/she employs multi-methods of assessing the candidate's progress. It alerts both candidate and supervisor to the fact that supervisors are expected to critically evaluate the candidate's performance and to keep PEIPRB advised through the reporting process. It is expected that the supervisor will handle issues and concerns in a supportive and sensitive manner. Providing critical feedback is not always an easy task and PEIPRB hopes to facilitate this aspect of supervision by formalizing the process. The Registrar is available to help candidates and supervisors negotiate issues or problems that arise. It is our hope that your supervision experience will be exciting, challenging and rewarding.

The Core Competencies Addressed in Supervision:

- **Assessment and Evaluation**
- **Intervention and Consultation**
- **Ethics and Standards**
- **Interpersonal Relationships**

Even if a Psychologist is not involved directly in providing service in one of these areas, he/she must still be able to demonstrate basic competence in a manner relevant to his/her area of practice.

Purposes of Supervision:

1. To monitor the performance of candidates in the core competency areas to ensure standards are being met.
2. To provide opportunities for candidates to further develop their skills, knowledge, professional attitudes, and sound professional judgment.

The Nature of Supervision:

Supervision involves overseeing and directing the actions of another. The supervisor supports PEIPRB in its primary mandate of protecting the public and thus the supervisor acts as an extension of the Board in ensuring standards are met. The PEIPRB supervisor has the authority to direct the supervision process. For example, a supervisor may require the sharing of case files, conduct file reviews, speak with the candidate's employer, and even overrule a candidate's clinical judgment if necessary. This is done in a manner that models openness, respectfulness and fairness.

Supervisors' Job Description:

Qualifications of Board Supervisors:

In order to be approved by the Board, the supervisor:

- A. will be a psychologist, or, in appropriate circumstances, a psychological associate, and will be registered in Prince Edward Island.
- B. will have at least two years of full time experience as a psychologist or psychological associate.
- C. will have sufficient knowledge and experience in the area of practice in which supervision is offered.
- D. should not be the employer or direct line supervisor of the candidate. Exceptions (e.g., rural settings or provision of highly specialized services) may be permitted, but must be approved by the Board.
- E. will meet such other requirements as deemed appropriate by the Board.

Responsibilities of the Supervisor:

In agreeing to supervise, the supervisor accepts responsibility for reviewing a representative sample of the professional and ethical work of the candidate. The two major tasks of the supervisor are:

1. to assist the candidate in acquiring the necessary skills, knowledge, and professional judgment for independent practice and registration.
2. to provide the Board with objective and constructive assessments of the candidate's progress.

Specifically the supervisor shall:

- A. establish the goals of supervision with the candidate.
- B. meet with the candidate for a **minimum of four hours monthly, normally two hours biweekly**, and make time available for discussions with the candidate between formal sessions as necessary, unless supervision is shared in which case at least one supervisor shall meet at least bi-weekly for a minimum of two hours with the candidate and each supervisor shall meet with the candidate at least monthly.
- C. provide guidance regarding administrative issues in the practice setting.
- D. monitor the professional activities of the candidate by using a variety of assessment

- methods including a periodic direct review of the candidate's work and periodic contact with the candidate's workplace supervisor.
- E. be prepared to intervene in problematic situations that require a level of skill not yet mastered by the candidate.
 - F. regularly evaluate performance with the candidate and document this on the appropriate form and within the timelines specified by the Board (the Supervisor completes all sections of the Supervision Report).
 - G. facilitate the candidate's continuing education and acquisition of skills.
 - H. guide the candidate in preparation for the Examination for Professional Practice in Psychology (EPPP). Candidates are encouraged to begin studying as soon as possible and are required to have written the EPPP by the end of their first year of candidacy.
 - I. immediately inform the Board and candidate if, for any reason, supervision cannot be continued.
 - K. immediately inform the Board and candidate if, in the supervisor's opinion, the candidate is not performing at a professional level in any core competency area.

The Board encourages supervisors to provide supervision without charge to the candidate. However, psychologists are permitted to charge for their supervision time. A supervisor may not supervise more than three candidates during the same time frame.

Candidates' Job Description:

Responsibilities of the Candidate:

The candidate is responsible for meeting the conditions of candidacy in the supervision process as noted in this handbook. If problems occur in the process, which are outside of the candidate's control, it is the responsibility of the candidate to contact the Board for assistance. This includes problems in the candidate/supervisor relationship.

Specifically the Candidate shall:

- A. in conjunction with the supervisor, prepare the Goals of Supervision form.
- B. accept responsibility for the timely submission of all required reports. Although the supervisor authors the regular reports, it is the candidate who is ultimately responsible for ensuring conditions of candidacy are met. Thus it is incumbent on the candidate to advise PEIPRB if there are problems involved in meeting the report timelines.

- C. provide the supervisor with any requested information that is necessary to ensure the supervisor is able to adequately assess the candidate's professional performance.
- D. inform the Board and the supervisor of intended changes in the work setting or of changes in functions.
- E. inform the Board in writing of concerns relating to any aspects of the supervision. In most circumstances this would involve prior discussion with the supervisor.
- F. inform clients that he or she is undergoing supervision, providing the name and contact information of the candidate's supervisor or supervisors, and informing clients that the PEIPRB supervisor may, as part of the supervision process, have access to their records.
- G. include the name and contact information of the candidate's supervisor or supervisors in any reports prepared by the candidate
- H. provide their PEIPRB Supervisor with any performance evaluations related to his or her employment.
- I. sign release forms: allowing the exchange of information between his or her Supervisor and PEIPRB regarding supervision; allowing the PEIPRB Supervisor to contact the candidate's employer / workplace supervisor to obtain information regarding the candidate's performance and to discuss any performance issues.
- J. If the Candidate's onsite supervisor is a non-psychologist, the Candidate must have another psychologist available for collegial support and consultation about workplace matters, in addition to his or her PEIPRB Supervisor.

PEIPRB Shall:

- A. provide guidance to candidates and supervisors throughout the supervision process.

The Registrar is available to meet with the candidate and supervisor early in the supervision process if requested. The Registrar is available to answer technical questions about the supervision process/procedures and the completion of the necessary forms. The Registrar will be available to supervisors and candidates to help with the resolution of any problems that arise during the course of supervision.

- B. mediate issues that may arise during the supervision process.
- C. review all supervision reports and provide feedback where appropriate.

The Supervision Process:

A. General:

Supervision is expected to occur on a face to face basis. Joint supervision (i.e. more than one candidate in session with supervisor) is permitted as long as there are at least two full hours of individual supervision each month.

The Board has the power to approve or reject supervisors, supervisory reports or supervisory changes.

B. Time Requirements:

General:

Credit for supervised work experience begins to accumulate after the Board has approved the applicant for the Candidate Register and the annual fees have been paid.

Supervision must continue, even after the required hours have been accumulated, until after the Oral Examination has been successfully completed.

Psychologist candidates must complete at least 1,700 hours of post-doctoral supervised practice. Psychological Associate Candidates must complete at least 3,400 hours of post-graduate supervised practice. The Board has no discretion to lower the number of supervised years. It may, however, grant credit for supervised experience obtained prior to the application for registration in Prince Edward Island. To obtain credit for this experience, the applicant must establish to the satisfaction of the Board that the supervised experience met all the conditions of supervision required by PEIPRB. Supervision would need to be completed under the auspices of a regulatory body of psychology while the individual is working in a psychology position.

C. Nature of Work Experience.

The Board expects that work experience will be primarily psychological in content and will involve the practice of psychology in the core competency areas.

D. Establishing the Supervisor/ Candidate Relationship:

Step 1:

Prior to entering into a supervisory relationship, it is important for the potential supervisor and

candidate to discuss a number of issues: This should include the following:

- A. the nature of the relationship between the Board and the Board Supervisor and the purpose of supervision.
- B. the power differential in the relationship: How critical feedback will be delivered and how conflict related to disagreements about feedback will be handled.
- C. the supervisor's areas of competence and theoretical orientation.
- D. the candidate's education, training and experience.
- E. a review of this document, *Supervision of Candidates*, to ensure both parties are aware of their responsibilities.
- F. the limits of confidentiality including the supervisor's need for direct contact with the candidate's employer and PEIPRB, as part of the supervision process. It is recommended that releases of information are signed at this time.
- G. any practical obstacles to maintaining a regular working relationship.

Step 2:

Following the initial discussion, if there has been agreement to proceed, the supervisor and candidate complete and sign the Supervisor's Consent Form and it is forwarded to the Board along with a copy of the Supervisor's CV.

E. Recommended Process for Establishing the Initial Goals of Supervision:

Goals must be established for each of the core competencies. If gaps are noted in education, training or experience, the initial goals should reflect the gap areas. Enhancement of skills is secondary to ensuring basic knowledge and skill is sufficient to allow the candidate to meet acceptable standards. Goals will require revision as the candidate gains experience.

It is expected that prior to establishing goals the supervisor and candidate will:

- A. evaluate the candidate's current level of professional functioning.
- B. identify those areas in which the candidate could most benefit from supervision.
- C. establish clear, specific and measurable goals for supervision in each core competency area.
- D. develop methods of monitoring and evaluating the candidate's progress towards

achieving the established goals. This should include, but is not limited to, contact with the candidate's employer or workplace supervisor, a review of written reports and raw data, and some form of direct observation.

Goals should be updated as required and documented in the regular supervision report. Candidate and supervisor will be notified if the Board does not approve a change.

Some examples of goals and possible monitoring/evaluation methods:

Assessment and Evaluation Goal:

To develop additional expertise in the interpretation of the results of personality tests with adults and in the incorporation of the test results into the treatment planning process.

Monitoring/evaluation: a. to directly review the raw data and examine the established treatment plan for 2 cases, chosen at random, in each six month period. b. to request feedback from the candidate's workplace once in each six month period. c. to present the candidate with case examples and evaluate his/her process of analysis of and integration of the data.

Intervention and Consultation Goal:

To apply cognitive-behavioural techniques in the treatment of anxiety and depressive disorders in adults, focusing as well on the therapeutic strategies designed to develop a collaborative working relationship between therapist and client.

Monitoring /evaluation : a. to review an audio taped or videotaped session b. to role play a treatment situation

Ethics and Standards Goal:

To become thoroughly familiar with using the ethical decision making process as outlined in the Canadian Code of Ethics.

Monitoring/evaluation: a. to require the candidate to articulate possible issues and dilemmas that might arise in his/her workplace and his/her approach to these issues and dilemmas b. to observe the candidate's analysis of actual issues and/or dilemmas that present in the workplace

Interpersonal Relationships Goal:

To review the literature on conflict in the workplace and to apply principles of effective communication and conflict resolution in working with other team members.

Monitoring/evaluation: a. to request feedback from the candidate's workplace once in

every six month period b. to review the candidate's choices in handling workplace situations. c. to ask the candidate to articulate possible alternative approaches and to project outcomes.

F. Content of Supervision:

The variability in the preparation for practice and the type of professional activity engaged in by candidates will require individually tailored supervision. Further, supervision is a dynamic process and as the candidate grows in experience, knowledge and training, the content of supervision should reflect the changes.

Supervision involves assessment. As such despite individual differences in supervision plans, there are commonalities in terms of what constitutes adequate assessment of the candidate's practice. As with most forms of assessment, self-report alone is not a sufficient method of evaluation. The content of supervision thus should reflect a multi-modal approach to examining the candidate's level of performance.

For that reason the Board expects that:

- A. the supervisor will periodically contact the candidate's employer or work place supervisor. Releases for this purpose should be signed before supervision begins.
- B. the supervisor will periodically review the scoring and interpretation of tests and/or methods of data collection and/or review written reports of the candidate.
- C. the supervisor will use a form of direct observation of the candidate's performance (i.e., video or audio tapes, two way mirrors, direct observation) at least once in every six month period.
- D. the supervisor will directly question the candidate's knowledge in all core competency areas. The usefulness of discussions for assessing performance can be improved by structuring them so that the candidate presents the information and explains his/her perspective before general discussion begins. Structuring sessions in such a manner will also help the supervisor to evaluate the candidate's ability to effectively analyze and integrate information.
- E. when the candidate is in private practice, the supervisor will review policies, procedures and forms used in the practice.

Supervisory sessions may include, but are not limited to the following:

- A. review of psychological assessment cases.
- B. review of intervention strategies.

- C. discussion of the application of various intervention procedures.
- D. review of planned lecture material.
- E. discussion of ethical issues relevant to the candidate's practice area.
- F. review of studies from the relevant literature.
- G. presentations prepared by the candidate.
- H. direct observation of the candidate.
- I. review of reports prepared by the candidate.
- J. review of raw data and test interpretation.
- H. review of clinical files.

G. Completion of the Supervisory Reports:

It is the role of the Board to monitor and credit the quality and quantity of each candidate's supervised practice. For this reason, supervisors shall submit regular reports which include documentation of the timing, nature and content of each supervisory session and a review of the candidate's progress. Reports are to be submitted at six month intervals. Regular reporting continues until such time as the candidate has successfully completed all requirements for registration.

The following guidelines apply to the regular report:

- A. the supervisor's regular report is to be completed by the supervisor and then signed by both supervisor and candidate. In addition to the signatures, the date and duration of sessions must be specified in order for a report to be approved.
- B. the core competency goal(s) that is (are) the focus of the session should be noted. Each Core Competency should be addressed at least once within a six month period.
- C. the description of the supervisory session should be sufficiently detailed to allow the Board to discern its objective, focus, and outcome as well as the methods used to assess progress. Regardless of the goal and related activity, attention should be paid to the candidate's understanding of concepts and ability to analyze and integrate findings and this should be noted in the outcome section of the report.
- D. supervisors and candidates should notify the Board of the reason for missed

sessions. Candidates will not be credited for unsupervised work experience or experience that does not meet the conditions set down by the Board.

- E. the supervisor should complete the report in consultation with the candidate.
- F. Supervision Reports are sent by mail, or scanned and sent electronically.

H. Accumulation of Work Experience:

- A. Type of Work: Work experience must be primarily psychological in nature and the candidate must be identified as a psychologist candidate or psychological associate candidate as applicable.
- B. Part-time work: The Board may consider part time work as acceptable experience on an appropriately prorated basis. However all candidates must still meet with their supervisors for a minimum of four hours per month if that month is to count as supervised experience for registration. This holds regardless of the number of hours worked by a candidate each month. For example. Candidate A works 40 hours per week each month and candidate B works 10 hours per week each month. Both candidates must meet with their supervisor for at least four hours each month. Candidate A receives credit for 1.0 months supervised experience but Candidate B receives pro-rated credit of 0.25 months. It will take four times as long for Candidate B to accrue the required supervision time.
- C. Overtime: Extra work cannot be used to reduce the number of years of required supervision.

I. Change of Supervisor:

Change of supervisors must be Board approved and require letters from both the current and proposed supervisor acknowledging the change and outlining the reason(s) for the change. A change of supervisor evaluation form must be submitted by the current supervisor. This document summarizes the candidate's progress to date. By identifying strengths and areas requiring further attention, it provides direction for the new supervision process. Prior to Board approval of the new supervisor, candidates must continue with supervision; however, they can continue to work with their old supervisor or begin working with the new supervisor. Candidates are responsible for ensuring the new supervisor has a copy of the Change of Supervisor Evaluation Form, prepared by the previous supervisor, by the time of the first supervision meeting. It is also Board policy for the former and new PEIPRB Supervisor to communicate whenever there has been a change in supervisors. The Board requests that the content of this communication be documented in the candidate's supervision report. It is not the intention for this meeting to be onerous but to provide an opportunity for the new supervisor to obtain any important information and/or clarification that could be valuable in his/her supervision. At times it can be very beneficial for the supervisors to have direct communication.

J. Final Evaluation Form

The supervisor's final evaluation form must be submitted and accepted by the Board before scheduling or the candidate's oral examination. The final examination form is completed in addition to the final regular report (six-month reporting). Supervision which extends beyond six-month intervals would lead to an additional regular report being completed to cover the months since the previous regular report. For example, a psychologist candidate supervised for 15 months would generate three regular reports (at 6, 12, and 15 months) plus the final evaluation form. Even after the minimum required period of supervised practice has been accrued, candidates are still required to continue with supervision until successful completion of the Oral Exam.

Conclusion

The Board expects supervision meetings to be face-to-face. In some cases the Board may approve other arrangements. However, unless such approval is obtained in advance there is no guarantee that supervision, not involving face to face contact, will be credited.

The Board welcomes any comments and /or concerns that you may have with any aspect of the process of supervision for registration.

Please note that these guidelines can be superseded by changes in the *Psychologists Act* and by changes in Board policies. Major changes involving supervision will normally be posted on the website. Candidates and supervisors should check the website on a regular basis.

Appendix

Definitions of the Four Core Competency Areas Assessed in Supervision

Assessment and Evaluation

Definition: A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation may either be an individual person, or a couple, family, organization or system.

The skills required for assessment can and should be applied to many situations beyond that of initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

Knowledge should include: Knowledge of assessment methods, populations served, human development, diagnosis.

Skills should include: Formulation of referral question(s), selection of methods, collection and processing of information, utilization of psychometric methods, formulation of hypotheses, diagnoses, and action plans, and report writing.

Interventions

Definition: The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventative, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include theory as well as the application of knowledge and skills.

Knowledge should include: Knowledge of varied interventions with individuals and systems (e.g., families, organizations); of the relative efficacy of interventions to promote health and wellness; of the positive aspects of all major approaches, reflecting openness to varied viewpoints and methods; of when to make appropriate referrals and when to consult; and of cultural context and diversity, and implications for intervention.

Skills should include: The selection of appropriate intervention methods; analysis of information, development of a conceptual framework, and communication of this to the client, as appropriate; gathering information about the nature and severity of problems and forming hypotheses about factors contributing to the problem through qualitative and quantitative means; establishment and maintenance of professional relationships with clients in all populations served; establishment and maintenance of appropriate interdisciplinary relationships with colleagues; the application of appropriate knowledge to provide effective intervention that addresses the needs of clients

Ethics and Standards

Definition: Psychologists conduct themselves in an ethical manner consistent with the Canadian Code of Ethics for Psychologists. They conduct professional relationships within the context of the Code and Standards for the Profession.

Knowledge should include: Knowledge of the ethical principles of the Canadian Code of Ethics and the ethical decision making process promoted with the Code, PEIPRB Code of Conduct, the Psychologists Act, PEIPRB Practice Guidelines, and, as appropriate, other standards such as Standards for Psychological Tests and Measurements, Standards for Conducting Psychological Research, as well as relevant jurisprudence.

Skills should include: Application of the ethical decision making process, pro-active identification of potential ethical dilemmas and application of the process for resolution of ethical dilemmas.

Interpersonal Relationships

Definition: This basic competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships (parent-child, spouses, boss-employee, etc.). They must therefore be able to establish and maintain constructive working alliances with their clients and possess adequate sensitivity to cultural issues.

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

Skills should include: Evidence of effective communication, and evidence of establishment and maintenance of rapport, and of trust and respect in professional relationships.