



## Saskatchewan College of Psychologists

1026 Winnipeg Street  
Regina SK S4R 8P8

Tel: (306) 352-1699  
Fax: (306) 352-1697  
Email: [skcp@sasktel.net](mailto:skcp@sasktel.net)  
[www.skcp.ca](http://www.skcp.ca)

### RATING FORM

## Assessment of Core Competencies for Mutual Recognition Agreement

### SUPERVISOR'S ASSESSMENT

(to be used for 750 hours and final performance review of supervisees).

**Instruction for Supervisor:** The candidate under supervision should complete a "background and competencies acquired" report and it should be submitted by the date committed in the Supervision Plan. The report should follow the format of MRA Core Competency areas identified below, and in a text sequence, describe for each Core Competency, the detail, the knowledge skill and ability already claimed and how and where it was acquired. This report will be supported by three letters of reference, at least two of which will be from psychologists. You should undertake, based upon a study of the candidate's document, to identify a work plan for and with the student. This shall include, by agreement between candidate and supervisor, a required bibliography and reference material the candidate is to absorb in developing each competency. It shall also include a listing of any professionals other than the primary supervisor whom the candidate is to access to acquire competency in areas beyond the supervisor's scope or available time or practice. The minimum time involvement expectation for supervision is that the supervisee receives six hours of individual supervision for each 160 hours of logged supervisee practice. This will begin with the acceptance by Saskatchewan College of Psychologists of the Supervision Plan.

The candidate may require knowledge, skill and ability, beyond the competency available in the primary employment site. This will require negotiation between the supervisor, applicant, and employer, and any other setting which will agree, under the general oversight of the supervisor, to provide required access and secondary supervision and/or appraisal of the competence acquisition.

**Mutual Recognition Agreement (MRA) Core Competencies Defined and Described, Rated by Supervisor. Areas Requiring Additional Work Identified and Work Required Stated for Supervisee.**

*Further Instructions for assessors/supervisors completing this form:* For each required MRA area of competence below, please place an X in the rating grid immediate below for the judgment that applies. Make any observations necessary in the Supervisors Comments sections after each item. Rate against standard of preparation for each item required for beginning independent practice as a professional psychologist. Detail clearly and comprehensively at the end of each of the six broad MRA KSA competence areas the work required of the candidate to meet the MRA competency requirement of minimum required entry level professional competence for independent practice.

**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 a constructive working alliance with their clients, and possess adequate cultural competency.

**Knowledge:**

**Knowledge of theories and empirical data on the professional relationship, such as:**

 **Interpersonal relationships**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

 **Power relationships**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

 **Therapeutic alliance**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

 **Interface with social psychology**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

 **More specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Knowledge of self, such as:**

 **Motivation**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

 **Resources**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Name of Supervisee: \_\_\_\_\_

**MRA Rating Form**

**Values**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Personal biases**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Factors that may influence the professional relationship (e.g., boundary issues)**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Knowledge of others, such as:**

**Macro-environment in which the person functions (work, national norms, etc.)**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Micro-environment (personal differences, family, gender differences, etc.)**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Skills:**

**Effective communication**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Establishment and maintenance of rapport**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Establishment and maintenance of trust and respect in the professional relationship**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

***Interpersonal Relations KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):***

### **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 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.

#### **Knowledge:**

##### **Assessment methods**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

##### **Knowledge of populations served**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

##### **Human development**

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

##### **Diagnosis**

Very Good	Good	Acceptable	NOT adequate
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Supervisor's Comments: (If APE requested – also complete APE Rating Form)

Name of Supervisee: \_\_\_\_\_

MRA Rating Form

**Skills:**

- Formulation of a referral question

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Selection of methods

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Information collection and processing

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Psychometric methods

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Formulation of hypotheses and making a diagnosis when appropriate

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Report writing

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Formulation of an action plan

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

*Assessment and Evaluation KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):*

**Intervention and consultation****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 preventive, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicitly theory as well as the following knowledge and skills:

**Knowledge:**

- The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups, and organizations)

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- A respect for the positive aspect - of all major approaches, which should reflect an openness to varied viewpoints and methods

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Awareness of when to make appropriate referrals and consult

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Awareness of context and diversity

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Knowledge of interventions that promote health and wellness

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Skills:**

- Establish and maintain professional relationships with clients from all populations served

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Establish and maintain appropriate interdisciplinary relationships with colleagues

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Name of Supervisee: \_\_\_\_\_

- 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

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Select appropriate intervention methods

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Analyze the information, develop a conceptual framework, and communicate this to the client

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

***Intervention and Consultation KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):***

## **Research**

### **Definition:**

Professional psychology programs should include research training such that it will enable students to develop:

1. A basic understanding of and respect for the scientific underpinnings of the discipline.
2. Knowledge of methods so as to be good consumers of the products of scientific knowledge.
3. Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context. To conduct research, in certain cases, in an academic context. In both contexts the psychologist may need to access the aid of specialized consultants (e.g. statisticians).

### **Knowledge:**

**Basic knowledge of research methods and of the applications of scientific research, including:**

- Applied statistics and measurement theory

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Name of Supervisee: \_\_\_\_\_

MRA Rating Form

- The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research)

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- 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

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Skills:**

- Critical reasoning skills

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Applications of various research approaches to social systems

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Ability to write professional reports

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

*Research KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):*

**Ethics and Standards**

**Definition:**

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

Name of Supervisee: \_\_\_\_\_

MRA Rating Form

**Knowledge:**

Ethical principles

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Standards of professional conduct

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Responsibilities to clients, society, the profession, and colleagues

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Awareness of potentially conflicting principles

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Standards for psychological tests and measurements

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Standards for conducting psychological research

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Jurisprudence and local knowledge

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

**Skills:**

Ethical decision-making process

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Proactive identification of potential ethical dilemmas

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Name of Supervisee: \_\_\_\_\_

**MRA Rating Form**

Resolution of ethical dilemmas

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

*Ethics and Standards KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):*

**Supervision**

**Definition:**

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. Supervision is a preferred vehicle for the integration of practice, theory, and research, with the supervisor as role model.

**Knowledge:**

Models for the acquisition of competencies under supervision

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Methods and techniques of supervision

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Evaluation modalities

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Available technical resources

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Power relationships as well as cultural and gender issues and ethnic differences

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

Name of Supervisee: \_\_\_\_\_

MRA Rating Form

**Skills:**

- Sensitivity to power, cultural, sex, and ethnic issues

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Articulation of clear learning objectives

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Creating an open and participatory climate

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Learning to be a good supervisee (open to supervision, well prepared, able to use time efficiently, non-defensive, aware of limits, etc.)

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Ability to link learning approaches to specific evaluation criteria

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Being able to differentiate between teaching and therapy

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Integration of knowledge

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Awareness of one's own strengths and limitations as supervisor

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

- Preparing a coherent evaluation based on precise learning objectives

Very Good	Good	Acceptable	NOT adequate
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Supervisors Comments:

***Supervision KSA Development Plan: Knowledge skills and abilities to be attained by end of supervisory periods for this area (attach additional sheets if necessary):***

**OVERALL RATING OF SUPERVISED PRACTICE PERIOD**

**MIDPOINT HOURS (750) (please check appropriate response)**

- The supervisee has **successfully completed** the first 750 hours of supervised practice.
- The supervisee has been **unsuccessful** in completing the first 750 hours of supervised practice (please note areas of deficiency on the rating form).

**FINAL HOURS (1500) (please check appropriate response)**

- The supervisee has **successfully completed** the remaining hours of supervised practice.
- The supervisee has been **unsuccessful** in completing the remaining hours of supervised practice (please note areas of deficiency on the rating form)

***CONFIRMING SIGNATURES***

The primary supervisor completing this form agrees with the following affirmation and confirms it by his or her signature below.

I affirm that I am currently a full practising member, in good standing, of the Saskatchewan College of Psychologists. I am not involved currently in any unresolved disciplinary proceedings with the SCP.

\_\_\_\_\_  
*Supervisor's Signature*

\_\_\_\_\_  
*Registration #  
with SCP*

\_\_\_\_\_  
*dd/mm/yy*

\_\_\_\_\_  
*Supervisor's Name, Position & Title (please print)*

**Supervisee's Employing Organisation and Address**

\_\_\_\_\_

\_\_\_\_\_  
*Supervisee's Signature*

\_\_\_\_\_  
*dd/mm/yy*