



Saskatchewan College of Psychologists

Oral Examination Interview Handbook for Candidates

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Purpose of the Oral Examination Interview

The oral examination interview is a formal process of the Saskatchewan College of Psychologists (SCP) which is administered by a panel of three psychologists and is intended to assess whether a Candidate demonstrates the **minimum standard of competence** necessary for independent practice in the areas of their self-declared competence. In the examination interview candidates are assessed within their intended area(s) of practice and Authorized Practice Endorsement (APE) (if applicable) according to the core competency areas outlined in the Canadian Mutual Recognition Agreement (MRA). These areas include Interpersonal Relationships, Assessment and Evaluation, Intervention and Consultation, Research, and Ethics and Standards and are the core competency areas that the Canadian regulators of psychology have agreed must be present for the independent practice of psychology. The mandate and responsibility of the Saskatchewan College of Psychologists is protection of the public through the regulation of the profession and the oral examination process is one of the means by which this mandate is accomplished.

In preparation for the oral exam interview Candidates are required to meet all conditions listed on pages 6 to 9 of the Candidate's Handbook. The timeline for preparation of the Candidate's exam by their exam panel is relatively short, and as such any last minute changes by the Candidate to their samples or the exam setup etc. may be difficult to accommodate. The discretion to make changes to the exam is that of the Exam Panel in consultation with the College office and the OEC Chairs. If you have any questions or concerns about your exam please do contact the College as soon as possible prior to the exam.

Fee

As of January 14, 2006, an examination fee has been levied. This fee is intended to cover the costs associated with the examination process. The fee is non-refundable and must be submitted in advance of the examination when the documentation for the oral examination interview is submitted. The fee is levied each time an examination is taken.

Content Areas for the Oral Examination Interview

Interpersonal Relationships

This content area is designed to examine the Candidate's ability to form and maintain constructive relationships with clients and families. It is essential for Candidates to demonstrate that they are able to: 1) form respectful, helpful, professional relationships; 2) develop working alliances; 3) deal with conflict; 4) maintain appropriate professional boundaries; and, 5) incorporate an understanding of diversity in the practice of psychology. Relationships with colleagues also fall within this domain, including providing and receiving feedback from colleagues and other professionals.

Assessment & Evaluation

This content area is designed to examine the Candidate's ability to gather and integrate information (tests, observations, clinical interviews, collateral sources and contexts) to evaluate the client's functioning as well as the outcome of psychological services. The Candidate should demonstrate an understanding of populations served, multiple assessment methods, and psychometric theory. The Candidate should be able to integrate findings, formulate hypotheses and action plans, explain any apparent inconsistencies in the clinical data and present a comprehensive description of the client. The Candidate should also have knowledge about the nature and impact of diversity on the assessment process.

Intervention & Consultation

This content area is designed to examine the Candidate's ability to plan and implement a course of treatment that is: consistent with the case formulation; sensitive to the client's background, needs and values; theoretically based; empirically justified; and, designed to resolve the problem(s). The Candidate should have knowledge of a variety of interventions and select appropriate interventions from these. The Candidate should demonstrate the ability to respond to critical clinical situations. The Candidate should demonstrate the ability to integrate/coordinate services from other care providers and community resources into an overall intervention plan. Furthermore, the Candidate should be able to evaluate the progress and outcome of interventions.

Research

This content area is designed to examine a core research knowledge base, and training in accessing and applying research knowledge in clinical practice. Clinical practice in all health-care fields is based on accumulating research knowledge and using good judgment in applying this knowledge. The Candidate should have basic knowledge of research methods and critical reasoning skills. The Candidate should be able to demonstrate how research findings are integrated into their practice, and as such should be prepared to discuss the research that has informed their practice.

Ethics, Standards & Law

This content area is designed to examine the Candidate's knowledge of professional ethics and the ability to integrate ethics and standards into professional conduct and practice. The Candidate should demonstrate thorough knowledge of the CPA ethical principles, standards, and guidelines. The Candidate should be able to identify potentially conflicting principles, and use the CPA ethical decision-making process to resolve ethical dilemmas.

Candidates should be familiar with the SCP Professional Practice Guidelines and should be prepared to demonstrate the integration of the guidelines into their professional conduct and practice.

This content area is also designed to examine the Candidate's knowledge of laws and regulations related to professional practice. The Candidate should be able to demonstrate the ability to identify situations that may require action mandated by law. The Candidate should demonstrate the ability to practice within his/her scope of education, training, skills, knowledge and experience. The Candidate should be able to demonstrate awareness of their personal and professional limitations that hinder clinical judgment and methods of resolution.

Authorized Practice Endorsement (APE)

Under Section 23 of the Psychologists Act 1997 the communication of a diagnosis is a protected practice. Individuals wishing to convey diagnoses in their practice must be declared competent to diagnose. This content area is designed to assess the Candidate's ability to employ an assessment and evaluation process, and to utilize relevant data to reach a differential diagnoses. Candidates should be prepared to discuss the research relevant to the diagnoses conveyed in their work samples. The Candidate should have a thorough understanding of classification systems and the differential diagnostic process.

Candidates must be able to demonstrate an understanding of the differential diagnostic process and the range of diagnoses possible, but must only diagnose within their areas of declared competence. Candidates are expected to know the limits of their diagnostic competency.

The Oral Examination Interview Panel

The Oral Examination Interview panel (panel) is generally comprised of three registered Full Practice members of the SCP all of whom must have practiced as Full Practice members for a minimum of one year. One member of the panel will be designated as the Chair. The Chair is often a serving member of the Oral Examination Committee (OEC) which is responsible for establishing and administering the oral examination interview process. All members of the panel will have similar responsibilities, but the Chair will be asked to provide a written report outlining the panel's final decision. The OEC will select the panel and arrange the examination date and location. In choosing a panel, every attempt will be made to ensure that at least one member of the panel claims expertise in each of the Candidate's declared/intended area(s) of practice. If it is not possible to find a panel member who shares the Candidate's declared area of practice competency, panel members will be chosen based on their prior knowledge, training and experience in the Candidate's declared areas. For an APE-only examination all panel members will have the endorsement on their license. For combined competency/APE examinations the majority (2/3) of the examination panel members will have the APE designation on their license. The Candidate does have the right to refuse a panel if their declared practice competencies cannot be fully represented by the exam panel. Doing so, however, may result in a delay of the examination until an acceptable panel can be established. In assigning Candidates to examination panels, efforts will be made to avoid conflict of interest, or the perception of a conflict of interest for both the panel members and the Candidate.

Accommodations

If you require an accommodation for a disability as identified within the Saskatchewan Human Rights Act this must be identified for the College in writing at the point of document submission for the exam, and must include relevant medical documentation to support the request. Accommodation requests that will not impact the integrity of the exam process or provide unfair advantage, and are supported by medical documentation will be considered. Decisions in regard to accommodations are at the discretion of the OEC and are not open to appeal.

Candidate's Responsibilities Prior to the Oral Examination Interview

Candidates will be asked to **submit** a professional statement, an assessment sample, an intervention sample, and the exam fee (all as noted below) prior to the exam. The deadline for submission of necessary documents and fees will be established by the SCP office. Documents must be submitted in an electronic format. The Interview Panel in preparing for the Candidate's exam will review the work samples submitted, and have the discretion to request that the samples to be revised or to cancel the exam should there be sufficient concerns that the Interview Panel believes cannot be addressed through revision. Feedback will be provided to both the Candidate and the supervisor in the case of a deficiency.

Work samples submitted for the oral examination interview should reflect examples of the Candidate's best work.

a) Professional Statement: A 1 to 3 page double-spaced, typewritten electronic document outlining the Candidate's:

- professional training;
- clinical / practice experience;
- current employment activities;
- area(s) of practice competency, and any limitations to his/her scope of practice;
- theoretical orientation that guides his/her professional work.

This document will serve as a basis for discussion and evaluation throughout the oral examination interview.

b) Assessment Sample: A signed (both Candidate and Supervisor) typewritten electronic document of one current assessment report* which includes the following information:

- Non-identifying Descriptive Information
- Presenting Problem
- Brief History
- Observations
- Other Sources of Information
- Assessment Procedure, Rationale & Results
- Clinical Impressions and Case Formulation
- Diagnosis (if applicable)**
- Statement of Informed Consent
- Recommendations and Next Steps
- Candidates are asked to add an Appendix to their reports which clearly outlines the raw scores and derived scores (i.e. scaled scores, percentiles, index scores etc.) for the psychometric measures referenced within the work sample report. The addition of the Appendix is for the purpose of the oral examination interview only and not for distribution with the report to the client/parents/stakeholders etc.

* the assessment sample must pertain to a different client than the intervention sample and must current be within 6 months of the deadline date for the submission of all documents

** must be included if the Candidate is applying for APE and must be a diagnosis established by the Candidate or by the Candidate in collaboration with another qualified health professional (i.e. physician).

c) **Intervention Sample:** A signed (both Candidate and Supervisor) typewritten electronic file of a 5 to 8 pages, double-spaced which provides a summary of one current intervention (should be within the last 6 months) that the Candidate has conducted in his/her clinical practice*. The summary should include:

- Non-identifying Descriptive Information
- Presenting Problem
- Diagnosis (if applicable)**
- Brief History
- Observations
- Other Sources of Information
- Statement of Informed Consent
- Number & Nature of Sessions Including Rationale for Interventions Used
- Candidates are asked to add an Appendix to their reports which clearly outlines the raw scores and derived scores (i.e. scaled scores, percentiles, index scores etc.) for the psychometric measures referenced within the work sample report. The addition of the Appendix is for the purpose of the oral examination interview only and not for distribution with the report to the client/parents/stakeholders etc.
- Outcome and Evaluation of Intervention

*the intervention sample must pertain to a different client than the assessment sample and must be current within 6 months of the deadline date for the submission of all documents

** must be included if the Candidate is applying for APE and must be a diagnosis established by the Candidate or by the Candidate in collaboration with another qualified health professional or had been established by a qualified health professional and then confirmed by the Candidate through their own assessment. When a diagnosis has not been established solely by the Candidate they must be prepared to speak to the application of the diagnosis, that a diagnosis that has been established either by the candidate in conjunction with another qualified health professional and the process undertaken, OR by another designated health professional and then confirmed by the Candidate, through their own assessment (formal or informal), AND that they have established that the diagnosis is appropriate to the intervention they have chosen – there needs to have been a formally established diagnosis if they are seeking APE.

d) **Submit the oral examination interview fee, and APE application fee (if applicable) by cheque or credit card (contact the SCP office to pay by credit card).**

2. In preparation for the exam, Candidates should review and be familiar with the following:

a) Ethics:

- Canadian Code of Ethics for Psychologists 3rd Edition (CPA, 2000). The 3rd edition of the Code will be utilized for the purpose of the exam until such time as a necessary regulatory bylaw amendment is obtained.
- Companion Manual to the Canadian Code of Ethics for Psychologists 3rd Edition (2001)
- The list of standard questions pertaining to ethics and jurisprudence presented in Appendix A. The Exam Panel is also provided with this list of questions and will ask some or all of these questions during the exam.

b) Professional Practice Guidelines:

- Saskatchewan College of Psychologists Professional Practice Guidelines (SKCP, 2010)
 - <http://www.skcp.ca/pdf%20files/PROFESSIONAL%20PRACTICE%20GUIDELINES%20May%2017-10%20FINAL.pdf>
- Practice Guidelines for Providers of Psychological Services (CPA, 2001)
 - <https://www.cpa.ca/cpsite/UserFiles/Documents/publications/Practice%20Guidelines2001%282%29.pdf>

c) Legislation

Statutes of Saskatchewan

- *The Psychologists Act, 1997*
 - <http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/P36-01.pdf>
- *The Health Information Protection Act (HIPA), 1999*
 - <http://www.publications.gov.sk.ca/freelaw/documents/english/Statutes/Statutes/H0-021.pdf>
- *The Freedom of Information and Privacy Act, 1990-91*
 - <http://www.publications.gov.sk.ca/freelaw/documents/English/Statutes/Statutes/F22-01.pdf>
- *The Local Authority Freedom of Information and Protection of Privacy Act, 1990-91*
 - <http://www.publications.gov.sk.ca/freelaw/documents/English/Statutes/Statutes/L27-1.pdf>
- *The Mental Health Services Act, 1986*
 - <http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/M13-1.pdf>
- *The Child and Family Services Act, 1989-90*
 - <http://www.qp.gov.sk.ca/documents/english/statutes/statutes/c7-2.pdf>
- *The Saskatchewan Human Rights Code, 1979*
 - <http://www.qp.gov.sk.ca/documents/english/statutes/statutes/s24-1.pdf>

Statutes of Canada

- *The Privacy Act, 1985*
 - <http://laws-lois.justice.gc.ca/PDF/P-21.pdf>
- *Personal Information Protection and Electronic Documents Act (PIPEDA), 2000*

- <http://laws-lois.justice.gc.ca/PDF/P-8.6.pdf>
 - *The Youth Criminal Justice Act (YCJA), 2002*
 - <http://laws-lois.justice.gc.ca/PDF/Y-1.5.pdf>
 - *Canadian Human Rights Act, 1985*
 - <http://laws-lois.justice.gc.ca/PDF/H-6.pdf>
- d) Mutual Recognition Agreement (MRA) <http://www.cpa.ca/MRA.pdf>
- e) Diagnostics (if applying for APE)
- DSM-5
 - ICD classification system
 - Other relevant diagnostic classification systems

Oral Examination Interview Panel Responsibilities Prior to Exam

Prior to the scheduled oral examination interview, the panel will be expected to:

- 1) Review the Candidate’s Professional Statement and Work Samples and prepare questions pertaining to core competencies for professional practice and APE (if applicable). Sample questions to evaluate MRA Competencies and diagnostic competence (APE) can be found below. The Chair will coordinate the development of the oral examination questions.

<i>Sample Questions</i>	<i>Examiner’s Acceptable Answers</i>
<p>Interpersonal Relations What diversity issues were relevant to this case? What, if any, personal or professional limitations do you think could potentially affect your work with this client?</p>	
<p>Assessment and Evaluation What areas were not fully assessed? What assessment tools would you consider?</p>	
<p>Intervention and Consultation What methods of intervention would work with this client? What other professionals might you have to work with to best help this client?</p>	
<p>Research What research is there to support your intervention? What research is there to support your choice of assessment tools?</p>	
<p>Ethics, Standards & Law If issues of self-harm arose during this assessment how would you deal with this? If the client’s employer/teacher contacted you to ask about the client, what would you do?</p>	
<p>APE (if applicable) What diagnoses did you have to rule out for this client? What additional information do you need from this client to confirm a diagnosis? What is the research supporting the diagnosis established?</p>	

- 2) Prepare **one** vignette with accompanying questions and expected answers, which will permit the Candidate to demonstrate competence in the five core competency areas and APE (if applicable). The vignette should be written with the Candidate’s declared area(s) of practice competency in mind. A sample vignette is presented below, along with sample questions pertaining to the evaluation of core competencies and APE.

<p>Sample Vignette: <i>Deborah is a 34-year-old woman who self-referred for counselling/therapy. Deborah was divorced three years ago and has custody of her two children, a girl 8, and a boy, 6. She came in because she has been having difficulty sleeping, feels exhausted, and is unable to control feelings of sadness and tearfulness. She reported that last week she burst into tears when her supervisor at work criticized her for misplacing a message. She has not worked since this episode. She has been short tempered with her children and fears that she may be hurting them with her anger. Deborah feels that her life is miserable and empty. She cannot remember the last time she had fun. She reported feeling embarrassed about the incident at work, and that her children are a burden. She also reported she feels like running away.</i></p>	
Sample Questions	Examiner’s Acceptable Answers
<p>Interpersonal Relations Discuss considerations in developing a therapeutic relationship with this client?</p>	
<p>Assessment and Evaluation What assessment tools might you use with this client?</p>	
<p>Intervention and Consultation What theoretical model would you use to plan treatment?</p>	
<p>Research What research would be relevant to this case?</p>	
<p>Ethics, Standards & Law If during the course of treatment, you had begun to suspect that Deborah’s anger was being expressed by hitting her children, what would you have done?</p>	
<p>APE (if applicable) What diagnoses would you have to rule out for this client?</p>	

- 3) The panel will review standardized examination questions and answers pertaining to ethics and jurisprudence (Appendix A). Time may not permit asking all of the questions. Some questions may be more important depending on the intended area of practice. Some questions may be answered previously through the examination of the work samples and vignette.
- 4) The panel will meet 30 minutes prior to the scheduled exam to review questions and answers for the work samples, vignette questions/answers, the standardized ethics questions, and the examination process.
- 5) Panel members will establish what constitutes an “Above the Minimum Standard” versus “Meets the Minimum Standard” versus “Unacceptable” response for each question prior to the exam.

Oral Examination Interview Process

- 1) Panel members will allow approximately 30 minutes for discussion prior to, and following the examination. This time may be lengthened or shortened as necessary at the discretion of the panel.
- 2) The examination process will take approximately 90 minutes (APE-only examinations will take approximately 60 minutes) – **** please note that it is at the discretion of the Chair of the Panel to extend or shorten the examination if deemed necessary.** Panel members will attempt to follow the pace and sequence proposed below to minimize differential examination experiences between Candidates.

Approximate Schedule for the Oral Examination Interview	
Panel Meets and Organizes	30 min.
Panel Greet Candidate <ul style="list-style-type: none">• Reviews Examination Process• Begins Audio/videotape• Review Professional Statement	5-10 min.
Questions on Professional Work Samples	40 min.
Questions Related to the Vignette	20 min.
Examination on Ethics/ Professional Issues	20 min.
Panel Discussion and Recommendation	30 min.

- 3) At the discretion of the Chair, the Candidate may be allowed to take a short break during the examination to use the washroom, get a drink of water, etc.
- 4) Candidates will not be allowed to bring any materials to the examination room. Any materials required (i.e., written vignette, copy of work samples) will be provided during the exam. All written material will be collected from the Candidate at the end of the exam.
- 5) In order to control for bias, the use of prompts and/or follow-up questions will be limited during the exam.
- 6) Candidate's questions during the exam will be limited to ensure that responses are indicative of the Candidate's current level of competence and to prevent Candidates from using information obtained in questioning to formulate a response.
- 7) Panel members will take turns asking questions.
- 8) After each question, examiners will evaluate the Candidate's demonstrated competency in each of the applicable core competency areas, APE (if applicable) and on the standardized ethics and jurisprudence questions. Some questions may pertain to more than one area of core competence and APE. The Candidate's overall responses in each area of core competency will be rated as either:
 - 3 = Above the minimum standard expected for independent practice
 - 2 = Meets the minimum standard expected for independent practice
 - 1 = Unacceptable -Much below level expected for independent practice

Evaluation of the Candidate

- 1) Each Oral Examination Interview Panel member will be responsible for independently rating the Candidate's performance during the exam. At the end of the exam, the Candidate's performance in each MRA competency area and the APE (if applicable), will be discussed and reviewed by the panel. The panel will arrive at a consensus rating in each area. **Any consensus ratings of "Meets the Minimal Standard" or "Unacceptable" will be carefully reviewed.**
- 2) When Candidates provide an unacceptable response on a question in a particular competency area, a decision must be made about whether the response is such that it should result in a failure. For example, although a candidate may produce acceptable responses in general within the area of ethics and standards, if one of the responses within this domain is unacceptable (e.g., indicates that sleeping with clients is acceptable), it may be given greater weight and result in a failure of that domain.
- 3) When there is a lack of consensus in regard to a rating in a particular competency area or the overall examination result, approximately of 30 minutes (this timeframe is approximate and may be shorter or longer at the discretion of the panel) will be allowed for reaching a consensus, failing which, a decision will be made by a majority vote.
- 4) The Chair of the panel records the final consensus ratings within each MRA competency area on the overall evaluation form..

A **PASS** is given if a Candidate receives a consensus rating of "Above the Minimum Standard" or "Meets the Minimum Standard" (i.e., a score of "3" or "2" respectively) in **all** of the MRA competency dimensions (i.e., interpersonal relations, assessment/evaluation, intervention/consultation, research, ethics and standards).

A **FAIL** is given when an examining team gives a consensus rating of "Unacceptable" (i.e., a score of 1) in one or more of the dimensions on the rating form.

The **APE** is awarded only if the Candidate passes the exam, **and** receives a consensus rating of "Above the Minimum Standard" or "Meets the Minimum Standard" on the APE portion of the exam. Note that an individual can pass the core MRA competencies and receive a Full Practice license, but not obtain the APE endorsement, meaning they can not convey a diagnosis without direct supervision of a Full Practice member who has the APE on their license.

- 5) The Chair of the Oral Examination Interview Panel informs the Candidate of the results of the oral examination following the determination of the examination result. The exam result will be provided as a pass/fail.
- 6) The results of the examination along with any comments relevant to the decision-making process and/or the overall consensus score reached must be recorded and submitted to the

SCP. In addition, a copy of the specific questions asked of the Candidate and the audio or videotaped recording of the examination will be forwarded to the SCP following the exam.

- 7) Feedback to supervisors regarding concerns that arise out of the examination process will be provided. All examination results must be confirmed by the Registration Committee of the SCP in writing before they are considered official. The Candidate will receive a letter from the Registrar on behalf of the Registration Committee confirming the result. Until such time as the result is confirmed the Candidate must continue to use the Provisional disclaimer in their professional title, and must continue to practice under supervision.

Failures

Candidates who fail the entire examination or the APE-only examination will receive an automatic review of their examination by an independent (from the original panel) 3-person panel constituted by the Registration Committee. The review panel may recommend to the Registration Committee that the failure be upheld, overturned or that it be set aside and a new oral is recommended. If the candidate is not satisfied with the outcome of the automatic review they may have the opportunity to be re-examined if they have not exceeded the three fail limit or they have the right to access the Court system. There is no right of appeal to Executive Council for examination and/or review failures.

If one is denied the APE (after three unsuccessful attempts) they may appeal this but the basis of appeal cannot be the unsuccessful oral examination interview result. The candidate would have to persuade the Executive Council that the decision to deny the APE was made in error in spite of the unsuccessful examination result.

Appendix A

Standardized Ethics & Professional Issues Questions

Consistent with the document *Oral Interview: Review and Recommendations* prepared by Joanne Shymkiw (March 2004), the importance of ethical decision making will be emphasized throughout the oral examination process. In addition to assessing ethics and standards within the context of the work samples and the vignette, panels will ask additional standardized questions. A list of 19 standard questions pertaining to Ethics and Professional Issues is presented below. Candidates should be prepared to answer any or all of these questions during the exam process.

Question		
1. What is the role of the Saskatchewan College of Psychologists under the legislation?		
2. Discuss the two conditions noted in the legislation under which one can be disciplined by the College?		
3. What is the APE and how is it applied in Sask.?		
4. Discuss the use of "Title" under the legislation/bylaws.		
5. What does it mean to "practice only within the limits of one's competence" and how is this applied in everyday practice?		
6. How would you handle a situation where your client is not in agreement with the content of a psychological report you have written? (conflict with historical facts noted in the report and conflict with the outcome)		
7. Discuss the responsibility to "protect the integrity of tests" and how you would employ this in practice.		
8. Describe the four key principles of the Canadian Code of Ethics for Psychologists 3 rd Edition (CPA, 2002) and the implications for your practice.		
9. Describe the ethical decision-making process described in the Canadian Code of Ethics for Psychologists 3 rd Edition (CPA, 2000).		
10. Discuss how you would handle the situation where you believe a Psychologist colleague is behaving unethically.		
11. What do "duty to protect" and "duty to report" mean?		
12. Discuss the <i>Mental Health Services Act</i> provision for involuntary confinement and how you would employ this in your practice.		
13. What are the elements informed consent and how do you practice/ implement these?		
14. Discuss <i>HIPA</i> and how it applies to practice as a Psychologist in Saskatchewan.		
15. Is there any particular action one should take if they are seeking informed consent for practice in an emerging area?		
16. Discuss the concept of exceptions to confidentiality and how these would be applied in practice. (risk of harm, court order, legislation such as WCB)		
17. What special issues related to consent and confidentiality are there in working with minors and other dependents?		
18. What implications are there for confidentiality when there is a third party referral and/or payment?		
19. What implications are there for confidentiality when you are dealing with multiple clients?		
20. What are the requirements for record keeping as a psychologist?		
21. What personal limitations do you have which may affect the type or quality of psychological service you provide? How do you handle this?		
22. If you were contemplating a change in your area(s) or competence (an addition or extension), how would you go about doing this?		
23. In Sask. what is the legislated requirement in regard to protecting the safety of children?		

Appendix B

Tips for Candidate Preparation for Oral Examination

1. Talk to your supervisor and get their assistance in preparing for the exam.
2. Please remember that you will be examined on all areas of competency that you have claimed on your competency grid. It is important to ensure that your competency grid filed with the College is accurate.
3. In choosing which samples to submit for your examination it is important that you choose samples which best illustrate your competence and work.
4. An insufficient work sample may result in an exam being cancelled if there is significant concern. This is at the discretion of your exam interview panel. Ensure that your work samples contain:
 - Demographic data re: client (name, DOB, age, grade)
 - Date of assessment / intervention(s)
 - Date of report
 - Name of Examiner / Service Provider
 - Clear statement of the presenting problem(s)
 - Statement regarding obtaining of informed consent
 - Statement regarding risk of harm to self or others
 - Background information (social, developmental, family, medical history)
 - Behavioural observations (including testing behavior)
 - Tests administered (brief description including statement of why chosen)
 - Test results and impressions
 - Summary and recommendations
 - Diagnoses if applying for APE
 - Signatures (Provisional Psychologist **AND** Supervisor)
 - In the case of the Intervention sample, information regarding the assessment, diagnosis, and the treatment plan should be clearly outlined
 - An appendix of all raw and derived scores for each work sample
5. Review your work samples for typographical errors and omissions which may take away from their presentation.
6. Ensure that the conclusions arrived at in your samples are adequately supported by the documented information.
7. If diagnosing be sure to discuss differential diagnosis in your reports and be prepared to speak to this and the research regarding the specific psychiatric / psychological condition (s) assigned.

8. Be prepared to discuss the research relevant to the cases presented. It is important that you are able to discuss topics such as the research itself, the researchers, the implications for practice etc.
9. Be prepared to discuss the psychometric instruments used, why were they chosen, the psychometric properties, what other instruments were considered etc.
10. Familiarize yourself with risk assessment.
11. Familiarize yourself with relevant legislation.
12. Ensure that the report format utilized is clear and consistent with the acceptable standards of the profession.
13. Ensure that an electronic version of your samples, and professional statement have been submitted along with your examination fee(s), and an APE Application form / evaluations if applying for diagnostic privilege.
14. In the examination provide full responses to the questions posed – do not assume that the exam interview panel will fill in the gaps for you – you will be told if you have provided enough information. Examiners have been directed to provide only minimal prompts.
15. You may ask for a break at any time during the examination – please remember that multiple breaks will lengthen the overall examination time.
16. If you require time to gather your thoughts indicate so to the panel – you may ask for scrap paper to jot down your thoughts / ideas before responding.
17. It is not so important that you have the perfect answer, but rather that you are able to demonstrate that you can problem solve around it.
18. If a question is unclear you may ask for clarification.