



Saskatchewan College of Psychologists

1026 Winnipeg Street
Regina SK S4R 8P8

Tel: (306) 352-1699
Fax: (306) 352-1697
Email: skcp@sasktel.net
www.skcp.ca

Applicant's Self-Report of MRA Competencies SINP Review

Instructions for Applicants Completing this Self Report

The Place of the Self-Report Form in the Sequence of Registration for SCP

1. This Self-Report Form is to be completed by applicants applying for review under the Saskatchewan Immigrant Nominee Program (SINP)
2. The applicant **MUST** provide three references who can attest to their competence as a psychologist and their work as a psychologist **AND** can attest to their self-report.

PURPOSE OF THIS DOCUMENT

Purpose of this document:

1. To provide information for the review of an applicant's eligibility for an endorsement from the College to support application for immigration under the SINP.

Scope and applicability of this document:

1. The Applicant Self-Report Form covers an extensive set of competencies endorsed by various groups in professional psychology as required for a fully competent psychologist.
2. The intent of the competency set is to cover the *Core Competencies* required for the independent practice of Psychology across Canada. The requirements can be found in Appendix A of **the Mutual Recognition Agreement June 2001**
<https://www.cpa.ca/docs/File/MRA.pdf> .

APPLICANT SELF-REPORT OF PRACTICE COMPETENCIES

Name of Applicant

Date Completed

A. BASELINE COMPETENCIES: SKILLS, ATTITUDES AND KNOWLEDGE (applicants should possess these at the Novice level prior to their practice training experience)

The applicant should possess AND must demonstrate in their application:

- (i) Foundational Knowledge in the discipline of psychology - as defined under the MRA revision (July 1, 2004);
- (ii) A set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge.

B. DESCRIPTIONS OF CATEGORIES FOR RATING COMPETENCE

Applicants use the five categories or levels of competence listed and described below, Novice, Intermediate, Advanced, Proficient, and Expert, to rate their competence at point of application to SCP.

1. **Novice (N):** Novices have limited knowledge and understanding of (a) how to analyse problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the "novice" brings a level of experience that limits the flexible use of these skills. Novices do not yet recognise patterns, and do not differentiate well between important and unimportant details. They have incomplete understandings of how, for example, a given client or patient may move from where he/she is to a place of better functioning.
2. **Intermediate (I):** At the intermediate level of competence, individuals will have coped with enough real situations to recognise some important recurring meaningful situational components, based on prior experience in supervised practice. Generalization of diagnostic and intervention skills to new situations and new clients or patients is limited, and they need support to guide their performance.
3. **Advanced (A).** At the advanced level, the individual can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the individual at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly and research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps the individual to achieve efficiency and organisation. At this level, the individual is less flexible in

these areas than the individual at the next level of competence, but does have a sense of mastery and the ability to cope with and manage many contingencies of applied work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

4. **Proficient. (P)** The individual at the proficient level perceives situations as wholes rather than in terms of chopped up parts or aspects. They understand a situation as a whole because they perceive its meaning in terms of longer-term goals. They have learned to anticipate from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient individual can recognise when the expected normal picture does not present, and take steps to address these situations (including seeking supervision, reviewing research literature). This holistic understanding improves the individual's decision making. The process of decision making is more established, comprehensive, and automatic, while at the same time the individual has a well established awareness of the elements needed in a given context and any critical gaps in information that may not be readily evident to others.
5. **Expert. (E)** The expert no longer relies on an analytic principle (rule, guideline, or maxim) to connect her understanding of the situation to an appropriate action. The individual possesses a solid background of experience. She now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a broad and clear understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviours are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving. It would be rare, but not impossible, for a Provisional licence professional to reach expert status while seeking registration. This would be more typical of applicants with extensive experience in foreign jurisdictions than for newly graduated applicants. Since life experience and the educational ladder are correlated, but not perfectly, it would be possible to find expertise in the repertoire a supervised member.

The assumption made that a psychologist at the beginning of his or her career typically will not have obtained a level of competence above that of a "Novice" practitioner. In rare circumstances, Provisional members with previous work experience in the helping professions may have obtained some overlapping skills that would reasonably allow them to claim competence at a slightly higher level than "novice".

1. Personality Characteristics, Intellectual and Personal Skills

Rating list of personality characteristics and personal skills	Self Rated Level of Competence - Circle the one which most applies to you now
i) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.	N I A P E
ii) Cognitive skills: problem-solving ability, critical thinking, organised reasoning, intellectual curiosity and flexibility.	N I A P E
iii) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.	N I A P E
iv) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behaviour; personal courage.	N I A P E
v) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.	N I A P E
vi) Reflective skills: ability to examine and consider one's personal motives, attitudes, behaviours and one's effect on others.	N I A P E
vii) Personal skills: personal organisation, personal hygiene, and appropriate dress.	N I A P E

2. Knowledge from Classroom Experience

The supervised practice experience will engage and develop skills and knowledge that have been the focus of pre-practice course work. Prior to supervised practice training, applicants should have acquired basic theoretical and research knowledge related to diagnosis, assessment and intervention; diversity; ethics; and skills in seeking out and applying research knowledge in the clinical setting. Supervised practice applicants should possess sufficient mastery of basic information and skills to prepare them to make good use of the practice experience. Some course work may occur concurrently with practice, but care must be taken to be sure that the practice does not demand knowledge that the applicant does not yet possess. This may be a matter for negotiation between practice sites and the graduate program. Early course work should provide sufficient training in the following specific areas:

a) Assessment & Clinical Interviewing

Rating list of knowledge gained from classroom	Self Rated Level of Competence - Circle the one which most applies to you now
i) Knowledge regarding Psychopathology related to the population(s) served by the practice sites.	N I A P E
ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.	N I A P E
iii) Knowledge of test construction, validity, score reliability and related assessment psychometrics.	N I A P E
iv) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualisations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.	N I A P E
v) Training in the models and techniques of clinical interviewing.	N I A P E

Sources for Claimed Knowledge above the Novice Level - Assessment & clinical interviewing (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

b) Intervention

Rating list of intervention skills	Self Rated Level of Competence - Circle the one which most applies to you now
i) Knowledge of scientific, theoretical, empirical and contextual bases of intervention.	N I A P E
ii) Training in basic clinical skills, such as empathic listening, framing problems, etc.	N I A P E
iii) Training in assessment of treatment progress and outcome.	N I A P E

Sources for Claimed Knowledge above the Novice Level - Intervention Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

c) Ethical & Legal

Rating list of ethical and legal competencies	Self Rated Level of Competence - Circle the one which most applies to you now
i) Principles of ethical practice and decision making (CPA Ethics Code)	N I A P E
ii) Legal knowledge related to the practice of psychology Federal (e.g., HIPA, PIPEDA, Provincial law)	N I A P E
iii) Individual and Cultural Difference (ICD)	N I A P E
iv) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.	N I A P E
v) Understanding of one's own situation (e.g., one's ethnic/racial, socio-economic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).	N I A P E
vi) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, and relationships with colleagues, etc.).	N I A P E

Sources for Claimed Knowledge Above the Novice Level – Ethical and Legal Competencies (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE:		
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

C. COMPETENCIES DEVELOPED DURING WORK EXPERIENCE

1. Relationship/Interpersonal Skills

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that applicants will have developed over the course of their lives to date, helping the applicants that hone and refine these abilities into professional competencies in the clinical setting are a key aim of the practice training. In particular, the practice training seeks to enhance applicant's skills in forming relationships:

a) With Patients/Clients/Families:

Rating list of interpersonal skills with patients and/or families	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Ability to take a respectful, helpful professional approach to patients/clients/families. (A)	N	I	A	P	E
ii) Ability to form a working alliance. (I)	N	I	A	P	E
iii) Ability to deal with conflict, negotiate differences (I)	N	I	A	P	E
iv) Ability to understand and maintain appropriate professional boundaries. (I)	N	I	A	P	E

Sources for Claimed Skills Above the Novice Level – Interpersonal Skills With Patients and/or Families (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

b) With Colleagues:

Rating list of interpersonal skills with colleagues	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Ability to work collegially with fellow professionals. (A)	N	I	A	P	E
ii) Ability to support others and their work and to gain support for one's own work. (I)	N	I	A	P	E
iii) Ability to provide helpful feedback to peers and receive such feedback openly, avoiding defensiveness, from peers. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Interpersonal Skills with Colleagues (above table)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
---	--	--

COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

c) With Supervisors:

Rating list of interpersonal skills in dealing with supervision and with supervisors	Self Rated Level of Competence - Circle the one which most applies to you now
i) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision. Many of these goals will change as the applicant gains professional competence, although a core goal, of working co-operatively to enhance the applicant's skills as a clinician, will remain constant. It is this aspect of collaboration that is expected to be at the "A" level by the end of practice training. Competencies ii & iii below may be considered aspects of collaboration with the supervisor. (A)	N I A P E
ii) (Completed Work Experience) Ability to prepare for supervision. (A)	N I A P E
iii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors. (A)	N I A P E
iv) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgement as to when supervisory input is necessary. (I)	N I A P E

Sources for Claimed Skills above the Novice Level – Interpersonal Skills in Dealing with the Supervisor and Supervision (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		

COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

d) With Support Staff:

Rating list of interpersonal skills in dealing with support staff	Self Rated Level of Competence - Circle the one which most applies to you now
i) Ability to be respectful of support staff roles and persons. (A)	N I A P E

Sources for Claimed Skills above the Novice Level – Interpersonal Skills in Dealing with Support Staff (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

e) With Teams for Provision of Services:

Rating list of interpersonal skills in dealing with teams to provide service	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Ability to participate fully in team's work. (A)	N	I	A	P	E
ii) Ability to understand and observe team's operating procedures. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Interpersonal Skills in Dealing with Teams

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

f) With Community Professionals:

Rating list of interpersonal skills in dealing with community professionals	Self Rated Level of Competence - Circle the one which most applies to you now
i) Ability to communicate professionally and work collaboratively with community professionals. (I)	N I A P E

Sources for Claimed Skills above the Novice Level – Interpersonal Skills in Dealing with Community Professionals (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

g) For the Supervised Practice Site Itself:

Rating list of interpersonal skills in coping within the supervised practice site itself	Self Rated Level of Competence - Circle the one which most applies to you now
ii) Ability to understand and observe agency's operating procedures. (A)	N I A P E
iii) Ability to participate in furthering the work and mission of the supervised practice site. (A)	N I A P E
iii) Ability to contribute in ways that will enrich the site as a supervised practice experience for future Provisional psychologists. (A)	N I A P E

Sources for Claimed Skills above the Novice Level – Supervised Practice Site (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

2. Skills in Application of Research

Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgement of the clinician (see, e.g., "What is evidence-based medicine [EBM]," <http://www.hsl.unc.edu/lm/ebm/whatis.htm>). A core research knowledge base, and training in accessing and applying research knowledge to clinical practice form a core competency for psychologists.

Rating list of skills in application of research	Self Rated Level of Competence - Circle the one which most applies to you now
i) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases. (I)	N I A P E
ii) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc. (I)	N I A P E

Sources for Claimed Skills above Novice Level – Skills in the Application of Research (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		

COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

3. Psychological Assessment Skills

Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment, psychological testing, intervention and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment.

Rating list of assessment skills and competencies expected at completion of work experience	Self Rated Level of Competence - Circle the one which most applies to you now
i) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals couples families and groups. (I)	N I A P E
ii) Ability to use systematic approaches to gathering data to inform clinical decision-making. (I)	N I A P E
iii) Knowledge of psychometric issues and bases of assessment methods. (A)	N I A P E
iv) Ability to integrate assessment data from different sources for diagnostic purposes.	N I A P E
v) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	N I A P E
vi) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches. (I)	N I A P E

Sources for Claimed Skills above the Novice Level – Psychological Assessment Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

4. Intervention Skills

Intervention includes preventive, developmental and remedial interventions. Intervention and Psychological Assessment are the two fundamental operational competencies for psychologists, and they are typically the major focus of supervised practice training.

Rating list of intervention skills	Self Rated Level of Competence - Circle the one which most applies to you now
i) Ability to formulate and conceptualise cases. (I)	N I A P E
ii) Ability to plan treatments. (I)	N I A P E
iii) Ability to implement intervention skills, covering a wide range of developmental, preventive and "remedial" Interventions, including psycho-educational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the supervised practice site. (I)	N I A P E
iv) Knowledge regarding the concept of empirically supported practice. (A)	N I A P E
v) Knowledge regarding specific empirically supported treatment methods. (I)	N I A P E
vi) Ability to apply specific empirically supported treatment methods. (I)	N I A P E
vii) Assessment of treatment progress and outcome. (I)	N I A P E
vii) Effective use of supervision to implement and enhance skills. (A)	N I A P E

Sources for Claimed Skills above Novice Level – Intervention Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

5. Consultation Skills/Interdisciplinary Collaborations

Consultation is a key competency for psychologists. It is essential that Psychologists are able to serve as competent and engaged consultants across a broad range of settings, contexts and systems.

Rating list of consultation skills/interdisciplinary collaboration skills	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Knowledge of the unique patient care roles of other professionals. (I)	N	I	A	P	E
ii) Ability to effectively relate to other professionals in accordance with their unique patient care roles. (I)	N	I	A	P	E
iii) Understanding of the consultant's role as an information provider to another professional who will ultimately be the patient care decision-maker. (I)	N	I	A	P	E
iv) Capacity for dialoguing with other professionals which avoids use of psychological jargon. (I)	N	I	A	P	E
v) Ability to chose an appropriate means of assessment to answer referral questions. (I)	N	I	A	P	E
vi) Ability to implement a systematic approach to data collection in a consultative role. (I)	N	I	A	P	E
vii) Consultative reports are well organised, succinct and provide useful and relevant recommendations to other professionals. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Consultation Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
---	--	--

COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

6. Diversity – Individual and Cultural Differences

The American Psychological Association Multicultural Guidelines (APA, 2003) noted that “all individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals’ behaviour”. The competencies listed in this document are linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that applicants have or acquire prior to achieving full practice a clear understanding that culture influences the way in which clients are perceived, the way in which clients perceive the counsellor, and that culture-centred practices may be more effective than practices developed or used with only one cultural group (e.g., Canadians of European origin). Applicants require and must have or obtain an understanding of how individual and cultural differences influence clients’ recognition of a problem and appropriate solutions for that problem.

Rating list of specific competency areas related to ICD considered important to identify and train applicants in demonstrating	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Knowledge of self in the context of diversity (one’s own attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world). (I)	N	I	A	P	E
ii) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations) (I)	N	I	A	P	E
iii) Ability to work effectively with diverse others in assessment, treatment and consultation. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Diversity (ICD) (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

7. Ethics

The understanding and application of professional ethics is paramount in licensure as is a thorough understanding of legal standards that impact practice. Psychologists who are licensed with the College must act in accordance with the Canadian Code of Ethics for Psychologists.

Note - each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

Rating list of ethical competencies to be attained by the completion on supervised work	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology. (I)	N	I	A	P	E
ii) Recognise and analyse ethical and legal issues across the range of professional activities in the supervised practice setting. (I)	N	I	A	P	E
iii) Recognise and understand the ethical immersions/features of his/her own attitudes and practice in the clinical setting. (I)	N	I	A	P	E
iv) Seek appropriate information and consultation when faced with ethical issues. (A)	N	I	A	P	E
v) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the Provisional member). (I)	N	I	A	P	E
vi) Evidence commitment to ethical practice. (A)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Ethics (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		

COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

8. Development of Leadership Skills

The 2001 Education Leadership Conference Practicum Competencies Work-group identified beginning training in management and leadership skills as important in professional psychology.

Rating list of leader ship skills	Self Rated Level of Competence - Circle the one which most applies to you now
i) Recognition of one's role in creating policy, participation in system change, and management. (N)	N I A P E
ii) Understand the relationship between roles of supervisor, manager and executive. (N)	N I A P E
iii) Understand the role of leadership in management success. (N)	N I A P E
iv) Ability to identify leadership, business and management skills. (N)	N I A P E
v) Understand the purpose and process of strategic planning. (N)	N I A P E
vi) Understand the basics of financial management as it pertains to clinical service delivery. (N)	N I A P E
vii) Understand the purpose and structure of meetings and how to run them well. (N)	N I A P E
viii) Ability to self-evaluate one's skills as manager and leader. (N)	N I A P E

Sources for claimed skills

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

9. Supervisory Skills

Supervision is widely considered to be a core competency in professional psychology (e.g., 2002 Competencies Conference). Some of the initial groundwork for supervisory competence may be established during one's academic training or may not occur until post-degree.

Supervisor skills expected by completion of work experience	Self Rated Level of Competence - Circle the one which most applies to you now
i) Knowledge of literature on supervision (e.g., models theories & research). (N)	N I A P E
ii) Knowledge concerning how clinicians develop to be skilled professionals. (N)	N I A P E
iii) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback. (N)	N I A P E
iv) Knowledge of limits of one's supervisory skills. (N)	N I A P E
v) Knowledge of how supervision responds appropriately to individual and cultural differences.(N)	N I A P E

Sources for Claimed Skills above the Novice Level – Supervisory Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

10. Professional Development

Professional development throughout one's career is key. The foundations for this are established in formal training and through practice experience.

a) Practical Skills to Maintain Effective Clinical Practice

Rating list of practical skills for maintaining effective practice of psychology	Self Rated Level of Competence - Circle the one which most applies to you now
i) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, and reports); arriving promptly at meetings and appointments. (A)	N I A P E
ii) Developing an organised disciplined approach to writing and maintaining notes and records. (A)	N I A P E
iii) Negotiating/managing fees and payments. (I)	N I A P E
iv) Organising and presenting case material; preparing professional reports for health care providers, agencies, etc. (I)	N I A P E
v) How to self-identify personal distress, particularly as it relates to clinical work. (I)	N I A P E
vi) How to seek and use resources that support healthy functioning when experiencing personal distress. (I)	N I A P E
vii) Organising one's day, including time for notes and records, rest and recovery etc. (I)	N I A P E

Sources for Claimed Skills above the Novice Level – Practical Skills (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

b) Professional Development Competencies

These features may be considered to be a focal subset of a broader group of skills related to the clinician's professional development that will continue throughout the career. This broader group includes:

Rating list of professional development competencies expected by completion of practice training	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Critical thinking and analysis. (I)	N	I	A	P	E
ii) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources). (A)	N	I	A	P	E
iii) Responsibility and accountability relative to one's level of training, and seeking consultation when needed. (A)	N	I	A	P	E
iv) Time management. (I)	N	I	A	P	E
v) Self-understanding and reflection. (I)	N	I	A	P	E
vi) Self-care. (I)	N	I	A	P	E
vii) Awareness of personal identity (e.g., relative to individual and cultural differences). (I)	N	I	A	P	E
viii) Career development & professional identity (aided, for example, by attending professional development seminars, career development courses, practice job talks & interviews, etc.). (I)	N	I	A	P	E
ix) Social intelligence; ability to interact collaboratively and respectfully with other colleagues. (A)	N	I	A	P	E
x) Willingness to acknowledge and correct errors. (A)	N	I	A	P	E
xi) Ability to create and conduct an effective presentation. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Professional Development Competencies (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		

c) Meta-knowledge/Meta-competencies – Skilled Learning

The training program that was undertaken should help members begin on the path of reflective understanding and knowledge about their own knowledge and competencies. A broadly drawn definition characterises Meta-knowledge as knowledge about knowledge – knowing what you know and what you don't know. Meta-knowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, or being able to judge that a task can't be done with current knowledge. Meta-competencies similarly refer to the ability to judge the availability, use and susceptibility to self-education of personal competencies. The development of Meta-knowledge and Meta-competencies depends on self-awareness, self-reflection and self-assessment (Weinert, 2001).

Rating list of meta-knowledge and meta-competencies acquired to facilitate skilled learning and self teaching during and after work experience	Self Rated Level of Competence - Circle the one which most applies to you now				
i) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills. (I)	N	I	A	P	E
ii) The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors). (A)	N	I	A	P	E
iii) Knowledge of the process for extending current skills into new areas. (I)	N	I	A	P	E
iv) Commitment to life-long learning and quality improvement. (A)	N	I	A	P	E
v) Awareness of one's identity as a psychologist (Education Leadership Conference): an aspect and reflection of Meta-knowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist. (I)	N	I	A	P	E

Sources for Claimed Skills above the Novice Level – Meta-Knowledge (table listed above)

LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents OR Experience Content (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents of experience (Below):
Year Taken		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		
LIST ITEM ABOVE CLAIMED AT ABOVE NOVICE LEVEL:		
COURSE TITLE OR DESCRIPTION OF OTHER EXPERIENCE CLAIMED AS SOURCE OF COMPETENCE:		
⇒	⇒	(Use additional Sheet if Necessary to list multiple courses and experiences)
Institution		Brief Description of Course Contents (Below):
Year Taken:		
Course Number:		
No. of Credits:		
Hours per Week:		