



# Saskatchewan College of Psychologists

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## Supervision Plan

Name of Supervisee

\_\_\_\_\_

Last name

\_\_\_\_\_

Given name(s)

Name of Primary Supervisor:

\_\_\_\_\_

Last name

\_\_\_\_\_

Given name(s)

Registration #

**Yes No**  
APE? (Circle one)

Briefly list claimed areas of competence and claimed client populations of supervisor filed with SCP.

\_\_\_\_\_  
\_\_\_\_\_

Names of Other Supervisor(s)

\_\_\_\_\_

1. Last name

\_\_\_\_\_

Given name(s)

Registration #

**Yes No**  
APE? (Circle one)

Briefly list claimed areas of competence and claimed client populations of supervisor filed with SCP.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

2. Last name

\_\_\_\_\_

Given name(s)

Registration #

**Yes No**  
APE? (Circle one)

Briefly list claimed areas of competence and claimed client populations of supervisor filed with SCP.

\_\_\_\_\_  
\_\_\_\_\_

3. Other supervisors? List on attached sheet with all requested information above for each.

## SECTION 1

### PROPOSED AREAS OF CANDIDATE PRACTICE TO BE SUPERVISED

#### 1. Please (X) proposed areas of practice to be supervised:

- |   |  |
|---|--|
| <input type="checkbox"/> Clinical                 | <input type="checkbox"/> Geropsychology            |
| <input type="checkbox"/> Community Psychology     | <input type="checkbox"/> Forensic                  |
| <input type="checkbox"/> Counselling              | <input type="checkbox"/> Applied Research          |
| <input type="checkbox"/> Health                   | <input type="checkbox"/> Teaching                  |
| <input type="checkbox"/> Educational/School       | <input type="checkbox"/> Program Evaluation        |
| <input type="checkbox"/> Clinical Neuropsychology | <input type="checkbox"/> Human Resource Management |
| <input type="checkbox"/> Rehabilitation           | <input type="checkbox"/> Industrial/Organisational |
| <input type="checkbox"/> Developmental            | <input type="checkbox"/> Health System Evaluation  |
|   | <input type="checkbox"/> OTHER (Specify)           |

#### 2. Mutual Recognition Agreement (MRA) Assessment and KSA Development

This is required as the core competence of all psychologists in general practice seeking Canadian recognition as full practice independent practitioners. Copies of the Canadian National MRA Agreement, to which SCP is a signatory, SCP MRA Policy and Procedures, and a MRA Assessment Form are support documents to this supervision plan. So is a MRA focused oral interview guide. The Basic Knowledge of Psychology, assessed by the EPPP examination, and the five MRA Competency areas are the core knowledge to be developed and demonstrated by the end of the period of post professional degree supervision. This is the basis for portability of credentials across Canadian psychology regulatory jurisdictions. (See SECTION 3 for a list of required competencies to be assessed or acquired and assessed).

#### 3. Candidate may seek authorized practice endorsement (APE) as part of supervision plan (see Section 4 below)

To do so requires that the primary or a secondary supervisor be qualified by SCP with APE and claim the areas of competency (see list above) claimed by the candidate.

➤ **Is the candidate expecting to acquire APE as part of this Supervision Plan?**

**PLEASE CIRCLE ONE      YES      NO**

Supervision for registration is expected to include on-site, face-to-face meetings between supervisor and supervisee. Some of the activity may be shared using video and audiotape. The candidate requires a minimum of six hours of individual supervision for each 160 hours of practice of psychology. Supervision is expected to be regular and accessible to provide responsible caring for clients and legal protection for supervisee and supervisor. Supervision may be provided in blocks of up to three hours of supervisee/supervisor contact for each 80 hours of supervisee practice, if the practice is full time.

In approved part time practice situations, no more than two weeks of supervisee practice may elapse without supervisee access to a supervision session.

The supervision plan is expected to be undertaken over one calendar year and include at least 1500 hours of practice. If the 1500 hours is expected to take more than one calendar year the candidate and supervisor may present this and seek approval from the SCP Registration Committee. A justification is required and approval is at the discretion of the Registration Committee and not an automatic choice at the discretion of the applicant or the applicant's employer. The Committee will be sympathetic to realities of distance and professional resource limitations, but the primary responsibility of SCP and of its Registration Committee is to provide protection for clients and future clients by insuring competence. Protection of clients, in the final analysis, will outweigh candidate, supervisor, or employer convenience.

### **Documentation Required:**

A number of documents must be filed prior to and in support of this Supervision Plan with the SCP Office and Registration Committee and shared with the primary supervisor identified in this plan by the candidate. These documents include:

- 1) **A signed Supervision Agreement**
- 2) **Three MRA competency focused MRA Reference Forms submitted by referees who know the work of the candidate well (SCP MRA reference Form)**
- 3) **A supervisee self analysis of MRA competencies (e.g., an MRA focused Background Summary) provided to referees, SCP, and primary supervisor by the candidate**

**A detailed Goals and Objectives of Supervision statement (signed by supervisor & supervisee)**, based upon an analysis of the documents above and prepared jointly by the supervisee and supervisor, is to be filed within one month of approval of the Supervision Agreement. For clarity, it is to be prepared with supervisor advice by the Supervisee and co-signed by the supervisee and supervisor. This will summarise the MRA and APE (if chosen) background Knowledge, Skill, and Abilities possessed by the Supervisee at inception of the supervision, and detail where and how these KSAs were acquired. (e.g., advanced undergraduate and graduate course work, other prior experience, etc.).

A **Performance Appraisal of the supervisee**, signed by the primary supervisor, the supervisee, and an employer representative, if relevant, is to be completed and submitted to the Registration Committee after 750 hours (interim) and 1500 hours (final) of supervisee practice. On both occasions, the supervisee will be expected to attach a chronological log, summarising dates, hours and types of psychological practice and dates, hours and types (individual, group, who supervised) of supervision. The supervisor contact logs should indicate, where appropriate, the topic or content of the supervision to support that supervisee MRA competency and APE competency is developed.

***Expected date of submission for the Supervisee Background Summary and MRA Competence Reference Forms if not previously submitted:***

\_\_\_\_\_  
mm          dd          yyyy

***Expected date of submission for the INTERIM PERFORMANCE APPRAISAL (750 hours of professional practice) and supervisee practice/supervision log:***

\_\_\_\_\_  
mm          dd          yyyy

***Expected date for completion of supervised practice and submission of FINAL PERFORMANCE APPRAISAL (1500 hours of professional practice) and supervisee practice/supervision log:***

\_\_\_\_\_  
mm          dd          yyyy

The supervising psychologist(s) will provide guidance and assess the supervisee in all committed areas of practice. The following pages list topic areas and competencies that will be included. The first section is a detailing of general competency expected of all candidates. The second is a series of Mutual Recognition Agreement Competencies expected to be assessed and established by the end of supervision by all candidates. The final area is that of Authorised Practice Endorsement – Diagnostic Competence. These are expected to be developed as part of the MRA competence enhancement, and are placed here because they are separately identified in SCP bylaws and, thus, Saskatchewan psychology legislation, not because they are seen as distinct from MRA expectations. Thus, although they will be rated separately for legal reasons, they are not to be separated in daily supervision experience from the overall goals and objectives of practice and supervision.

## **SECTION 2**

### **SASKATCHEWAN PROVINCIAL AND GENERAL PERFORMANCE EXPECTATIONS FOR CANDIDATES** (SCP Registration Committee–May 2002; SCP Council–Nov 2003)

- ⇒ The Psychologists Act, 1997 and bylaws
- ⇒ The current CPA Canadian Code of Ethics for Psychologists
- ⇒ CPA Practice Guidelines
- ⇒ Professional Practice Guidelines
  - Provision of services
  - Organization of services
  - Relationships with clients
  - Training, qualifications, and competence
  - Record keeping
  - Liability insurance
- ⇒ Other relevant legislation such as the Health Information and Protection of Privacy Act Case Management
  - Introduction and responding to questions regarding services
  - Informed consent and contracting
  - Involvement of other professionals
  - Interventions
  - Managing self-harm and other forms of acting-out by the client
  - Review and follow-up
  - Termination of services
- ⇒ File Management
  - File contents
  - Record keeping
  - File security
  - Time lines for retaining files
  - Limits on access to file information

## SECTION 3

### ASSESSMENT OF CORE COMPETENCIES FOR MUTUAL RECOGNITION AGREEMENT

#### Supervisors Initial Assessment

**Instruction for Supervisor:** Most of all of the topics identified in Section 2 above, are subsumed in the competency areas described immediately below as part of the MRA. In so far as the MRA is a well-developed summary of national general practice competencies for professional psychologists, this is as it should be. The candidate under supervision should have completed and shared a “background and competencies acquired” report and it should be submitted by the date committed above, with three MRA background reference forms completed by those who know the candidate well, to the supervisor. The report should follow the format of MRA core competency areas identified below, and in a text sequence, describe for each core competency, in detail, the knowledge, skill, and ability already claimed, and how and where it was acquired.

You should undertake, based upon a study of the candidate’s document, to identify a work plan for the candidate. This shall include, by agreement between candidate and supervisor:

- 1) expectations for required professional reading and suggested bibliography and reference material the candidate is to absorb;
- 2) a listing of any professionals other than the primary supervisor whom the candidate is to access to acquire competency in areas beyond the supervisor’s scope or available time or practice;
- 3) the minimum supervision requirement is six hours of personal supervision for each 160 hours of practice. The candidate may require, however, knowledge, skill, and ability, beyond the competency available in the primary employment site. This will require negotiation between the supervisor, applicant, and employer, and any other setting which will agree, under the general oversight of the supervisor, to provide required access and secondary supervision and/or appraisal of competence acquisition.

## Mutual Recognition Agreement (MRA) Core Competencies Defined and Described

### 1) Interpersonal Relationships

#### **Definition:**

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

#### **Knowledge:**

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

- ❑ Interpersonal relationships
- ❑ Power relationships
- ❑ Therapeutic alliance
- ❑ Interface with social psychology
- ❑ More specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting

Knowledge of self, such as:

- ❑ Motivation
- ❑ Resources
- ❑ Values
- ❑ Personal biases
- ❑ Factors that may influence the professional relationship (e.g., boundary issues)

Knowledge of others, such as:

- ❑ Macro-environment in which the person functions (work, national norms, etc.)
- ❑ Micro-environment (personal differences, family, gender differences, etc.)

#### **Skills:**

- ❑ Effective communication
- ❑ Establishment and maintenance of rapport
- ❑ Establishment and maintenance of trust and respect in the professional relationship

### 2) Assessment and Evaluation

#### **Definition:**

A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment.

The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization, or system at some other level of organization.

The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings.

The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

**Knowledge:**

- ❑ Assessment methods
- ❑ Knowledge of populations served
- ❑ Human development
- ❑ Diagnosis

**Skills:**

- ❑ Formulation of a referral question
- ❑ Selection of methods
- ❑ Information collection and processing
- ❑ Psychometric methods
- ❑ Formulation of hypotheses and making a diagnosis when appropriate
- ❑ Report writing
- ❑ Formulation of an action plan

**3) Intervention and Consultation****Definition:**

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

**Knowledge:**

- ❑ The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups, and organizations)
- ❑ A respect for the positive aspect - of all major approaches, which should reflect an openness to varied viewpoints and methods
- ❑ Awareness of when to make appropriate referrals and consult
- ❑ Awareness of context and diversity
- ❑ Knowledge of interventions that promote health and wellness



**Skills:**

- ❑ Establish and maintain professional relationships with clients from all populations served
- ❑ Establish and maintain appropriate interdisciplinary relationships with colleagues
- ❑ Gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means
- ❑ Select appropriate intervention methods
- ❑ Analyze the information, develop a conceptual framework, and communicate this to the client

**4) Research**

**Definition:**

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

A basic understanding of and respect for the scientific underpinnings of the discipline.

Knowledge of methods so as to be good consumers of the products of scientific knowledge.

Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context. To conduct research, in certain cases, in an academic context. In both contexts the psychologist may need to access the aid of specialized consultants (e.g. statisticians).

**Knowledge:**

- ❑ Basic knowledge of research methods and of the applications of scientific research, including:
  - ❑ Applied statistics and measurement theory
  - ❑ The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research)
  - ❑ Qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data

**Skills:**

- ❑ Critical reasoning skills
- ❑ Applications of various research approaches to social systems
- ❑ Ability to write professional reports

## 5) Ethics and Standards

### **Definition:**

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

### **Knowledge:**

- ❑ Ethical principles
- ❑ Standards of professional conduct
- ❑ Responsibilities to clients, society, the profession, and colleagues
- ❑ Awareness of potentially conflicting principles
- ❑ Standards for psychological tests and measurements
- ❑ Standards for conducting psychological research
- ❑ Jurisprudence and local knowledge

### **Skills:**

- ❑ Ethical decision-making process
- ❑ Proactive identification of potential ethical dilemmas
- ❑ Resolution of ethical dilemmas

## Supervision

### **Definition:**

A kind of management that involves responsibility for the services provided under one's supervision and may involve teaching in the context of a relationship focused on developing or enhancing the competence of the person being supervised. Supervision is a preferred vehicle for the integration of practice, theory, and research, with the supervisor as role model.

### **Knowledge:**

- ❑ Models for the acquisition of competencies under supervision
- ❑ Methods and techniques of supervision
- ❑ Evaluation modalities
- ❑ Available technical resources
- ❑ Power relationships as well as cultural, gender issues and ethnic differences

### **Skills:**

- ❑ Sensitivity to power, cultural, sex, and ethnic issues
- ❑ Articulation of clear learning objectives
- ❑ Creating an open and participatory climate
- ❑ Learning to be a good supervisee (open to supervision, well prepared, able to use time efficiently, non-defensive, aware of limits, etc.)
- ❑ Ability to link learning approaches to specific evaluation criteria
- ❑ Being able to differentiate between teaching and therapy
- ❑ Integration of knowledge
- ❑ Awareness of one's own strengths and limitations as supervisor
- ❑ Preparing a coherent evaluation based on precise learning objectives

## SECTION 4

### **SUPERVISION FOR AUTHORIZED PRACTICE ENDORSEMENT ACQUISITION OF KNOWLEDGE, SKILL AND ABILITY FOR AUTHORIZED PRACTICE UNDER THE PSYCHOLOGIST REGISTRATION ACT**

The following material is reproduced from the bylaws of the Psychologist Act – 1997 as guidance to supervisors and of supervisees seeking to apply at the end of their period of “Provisional” license with the Saskatchewan College of Psychologists. Provisional Practice licensed psychologists may apply upon acquisition of “Full Practice License” for Authorized Practice under bylaw 43 with the College of Psychologists. Under this supervision plan, the supervisor may attest to the successful completion of APE training and the acquisition of APE competence in Diagnosis as a separate part of the final report sent to the Registration Committee by completion of the application for APE provided by the College. If the supervisor observes that APE competence has been acquired, he or she may attest to it on the SCP form. These skills are identified as part of the MRA, and are expected to be part of a coherent supervision incorporating the MRA competencies identified in Section 2 of this Supervision Plan, and many of the necessary KSA areas identified as universal for all applicants in Section 1. The supervisor who completed the APE application must, for purposes of application, however, be separately identified and qualified for APE with SCP themselves. Thus, the application for APE may be submitted as a separate document at conclusion of the 1500-hour supervision. This separate application will be retained in the candidate’s Provisional Practice membership file at the SCP office. Upon receipt of Full Practice Registration, the Candidate may also pay the processing fee and be granted APE status by the College.

#### **Supervision**

It is expected that the candidate intending to achieve their APE endorsement consequent upon their year (1500 hours) of supervised practice will present to their supervisor a summary of their previously acquired knowledge, skill and ability, and source as part of the *Supervisee Background Summary* referenced above. It will be presented as soon as completed to the supervisor, who will, with the supervisee, identify the areas of required further development during the course of the Supervision Plan. *The knowledge, skill and ability areas identified for APE below are not distinct from the MRA competencies.*

**AUTHORIZED PRACTICE** (from Bylaw 43 pp. 16-17 of the Bylaws made under the Psychologist Act –1997)

Authorized Practice

43[1] A member who wishes to perform an authorized practice, as defined in section 23 of the Act, shall:

**(a) apply for an Authorized Practice Endorsement on his or her license**

**(b) Pay the prescribed application fee; and**

**(c) meet the following requirements:**

**(I) knowledge of:**

- (a) psychopathology or abnormal psychology
- (b) personality and Individual differences
- (c) psychological assessment; and
- (d) psychodiagnostics

**(II) skill in:**

- (a) establishing therapeutic rapport
- (b) eliciting Information through interviewing
- (c) assessing fundamental psychological processes such as mental state, cognition, emotions and behaviours
- (d) formulating and testing diagnostic hypotheses
- (e) communicating diagnostic Information clearly and sensitively; and
- (f) assessment of change in relevant psychological processes

**(III) formal training that includes:**

- (a) course work and supervised experience in administering and interpreting assessment materials for a diverse range of problems
- (b) either course work or supervised experience. or a combination of the two, In interviewing techniques
- (c) training in formulating and testing diagnostic hypotheses in a practice setting
- (d) supervised expedience In communicating sensitive Information; and
- (e) either course work or supervised experience, or a combination of the two, in assessment of change in order to evaluate the effectiveness of Interventions

**For the purposes of clause [1][c]**

- (a) the knowledge component set out in paragraph (a) Is understood to encompass knowledge of problems of learning, behaviour and mental ability
- (b) the knowledge component set out In paragraph (8) Is understood to encompass knowledge of psycho-social and life-span development
- (c) the knowledge component set out in paragraph (d) is understood to encompass knowledge of psycho-educational diagnostic techniques and interventions

## SECTION 5

### SIGNED COMMITMENTS OF PARTIES TO THIS SUPERVISION PLAN

**Supervisor’s Agreement**

The supervisee and supervisor agree to the supervision plan as outlined. The supervisee and supervisor agree to communicate any significant changes in this agreed plan to the Registration Committee for approval.

In addition, the supervisor agrees with the following affirmation and confirms it by his or her signature below.

I affirm that I am currently a Full Practice Member in good standing of the Saskatchewan College of Psychologists.

\_\_\_\_\_  
**Supervisor’s Signature**  
Position & Title

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

\_\_\_\_\_  
**Date: mm/dd/yyyy**

\_\_\_\_\_  
**Delegate Supervisor’s Signature**  
Position & Title

**Supervisee’s Employing Organization and Address**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Affirmation by Representative of Employing Organisation**

I affirm that I have read the supervision plan identified above and accept my responsibility as an official of the organisation employing the supervisee to provide the necessary time, space, and financial and human resources to carry out this plan.

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date: mm/dd/yyyy**

**Supervisee’s Signature**

\_\_\_\_\_  
**Signature of Supervisee**

\_\_\_\_\_  
**Date: mm/dd/yyyy**