

Nova Scotia Board of Examiners in Psychology Continuing Competence Activities and Credit Values

Minimum 20 credits required each year to maintain registration status

Continuing Competency Activity	Maximum # of Credits Allowed each Renewal Period	Value of Credits by Activity	Information / Verification Required
1. Peer Consultation (case consultation, journal clubs, grand rounds, regional research groups, mentoring, shadowing a colleague)	10	1 hour = 1 credit	Outline on your Continuing Competence Form, the date, duration, and general area of discussion and/or name of presenter and topic presented.
2. Practice Outcome Monitoring (assessing patient/client outcomes via questionnaire)	5	10 patients/clients = 1 credit	Reference on your Continuing Competence Form, what tool you have used to complete practice outcome monitoring and the number of patients.
3. Professional Activities: <ul style="list-style-type: none"> • Serving on the executive of a psychological association • Serving on the board of a psychology regulatory body • Serving on a committee of a 	10	1 year of serving on the executive of a psychology Board / Association = 5 credits 2 credits per psychological association committee	State on your Continuing Competence Form, the name of board / committee and dates served.

psychological association <ul style="list-style-type: none"> Serving on a committee of NSBEP 		1 credit per NSBEP Oral Exam / Transfer Interview Committee 2 credits per NSBEP Investigation Committee	
4. Sitting on a Board as a representative of Psychology (positions that: a. require a psychologist or b. psychologists sit on in order to bring their related expertise)	5	1 year = 5 credits	State on your Continuing Competence Form, the name of board and dates served
5. Supervision of NSBEP Candidates	12	1 hour = 1 credit	State on your Continuing Competence Form, the number of candidates supervised and names
6. Supervision of psychology graduate students (e.g. thesis, comprehensive students; psychology interns and practicum students; post doctoral fellows; medical residents)	6	1 Intern, Student or Resident = 4 credits	State on your Continuing Competence Form, the name and type of supervisee (in order to qualify for this credit, supervision should be regular and ongoing)
7. Conferences/Conventions (attendance time)	10	1 credit per session (e.g. keynote, theory review,	State on your Continuing Competence Form, the name of each conference session attended, along with date and duration.

		conversation hour, symposium, oral presentation, poster session) 1 session = 1 hour	
8. Academic Courses (Graduate-level course from a recognized institution related to psychologist's discipline)	10	1 course = 10 credits	Submit a transcript showing the completed course
9. Instruction (teaching a course in a recognized institution, full day workshop presentation) – only counts first time teaching or presenting)	10	10 credits per course / full day workshop. 2 credits per lecture, etc.: <ul style="list-style-type: none"> • lectures, • seminars, • public presentations • conference presentations 	State on your Continuing Competence Form, the topic, date and duration of lectures, seminars or public presentations.
10. Publication / grant submission / review of journal or grant submission (writing for peer-reviewed publications, book chapter – one submission can only be counted once, reviewing book chapters, peer review	10	1 publication = 5 credits 1 grant submission (as primary investigator) = 3 credits	For publications, state on your Continuing Competence Form, the title of the article and the publication information. For grant submission, state on your Continuing Competence Form, the title of the grant and where it was submitted. For review of publications or grant applications, state on your

of journal submission or grant submission)		1 peer review of journal submission / book chapter / grant application = 1 credit	Continuing Competence Form, the title and the journal or agency that requested the review.
11. Workshops / Webinars / Online Learning	15	1 hour = 1 credit	Please see the Notice below entitled “ Learning Objectives and Year End Review Form – ADDENDUM FOR USE IN 2020 ONLY ”
12. Self-directed learning (reading, videos)	15	1 hour = 1 credit	Please see the Notice below entitled “ Learning Objectives and Year End Review Form – ADDENDUM FOR USE IN 2020 ONLY ”
13. Board Certification (e.g. American Board of Professional Psychology - can count for 100% of required Continuing Competency requirements in the year)	20	Certification awarded = 20 credits	Submit a copy of the certificate provided upon successful completion of the certification process

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Revisions to Continuing Competence Activities and Credit Values Table:
November 28, 2018
November 29, 2017
December 1, 2016
September 11, 2015
December 17, 2014
March 9, 2012
February 3, 2012
November 22, 2011

Nova Scotia Board of Examiners in Psychology
Learning Objectives and Year End Review Form – ADDENDUM FOR USE IN 2020 ONLY

The Board considers Continuing Competence activities to be a very important component of protecting the public by ensuring that psychologists keep up to date with current psychological practices. The Board appreciates that registrant access to some continuing competence activities, particularly in-person workshops and professional conventions will be limited during 2020 because of circumstances related to COVID-19.

In light of this, for the 2020 calendar year, the Board has increased the number of credits that can be earned from 10 credits to 15 credits in each of two categories:

11. Workshops / Webinars / Online Learning - 1 hour = 1 credit. For 2020, the maximum number of credits that can be earned in this category has been increased to 15 from 10. Required documentation “State on your Continuing Competence Form, the name of the workshop or webinar along with the name of the presenter, date and duration.”

12. Self-directed learning (reading, videos) 1 hour = 1 credit. For 2020, the maximum number of credits that can be earned in this category has been increased to 15 from 10. NEW DOCUMENTATION REQUIREMENT: In addition to “State on your Continuing Competence Form, the name of the book, chapter or title of what was read/viewed”, you must now “also include a photocopy of the front or title page of the article or book or a detailed citation.” **For more information about this documentation requirement, please see the next page.**

There is no change in the minimum number of 20 credits required to meet Continuing Competence requirements.

At this time, these changes only apply to Continuing Competence for 2020.

PROCEDURE FOR 2020 CONTINUING COMPETENCE AUDITS

Continue to use the existing **Learning Objectives and Year End Review Form – 2018 Revision**. On the forms, the number of credits for Category 10 and Category 11 will continue to indicate a maximum of 10 credits. However, for 2020, simply enter all of your credits for these categories on your form. You may then claim up to the **maximum of 15 credits** for each category. When the forms are reviewed, the reviewers will assign you up to 15 credits for the category, provided you have included the required documentation.

During the COVID-19 pandemic, NSBEP is strongly encouraging all audit submissions to be submitted electronically. The Board recognizes this may be a challenge for some individuals submitting materials, therefore, options will be provided this year for verifying some areas of submission.

With regard to verification of Self-Directed Learning, in lieu of providing a photocopy of the journal article, chapter, or book read, submissions this year may be in the form of ONE of the following options (if scanned copies of the article or book title pages are submitted, a detailed citation is not necessary):

Option 1) A detailed citation of what was read or viewed.

Journal Article:

Olthuis, J. V., Watt, M. C., Bailey, K., Hayden, J. A., & Stewart, S. H. (2015). Therapist-supported Internet cognitive behavioural therapy for anxiety disorders in adults. *The Cochrane database of systematic reviews*, (3).

Book Chapter:

Chu, Brian C. (2019). Evidence-based therapist flexibility: Making treatment work for clients. In M.J. Prinstein & E.A. Youngstrom (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 99-123). Guilford Books.

Online:

Barkley, R.M. (2019). The Important Role of Executive Functioning and Self-Regulation in ADHD. Retrieved January 28th, 2021, from russellbarkley.org/factsheets/ADHD_EF_and_SR.pdf

Option 2) Scanned PDF or JPG of the materials.

Scanning can be performed without the use of a flatbed scanner using most smartphones. A number of free apps are available for download for both iOS devices and Android smartphones (e.g., Scanner Pro, DropBox, CamScanner to name only a few). If you are unfamiliar with how to scan using a smartphone there are many tutorials available on YouTube or by searching the topic through Google. Again, if you are unfamiliar or uncomfortable with this process, Option 1 (above) is available to you.