



**Nova Scotia  
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in Psychology**

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# **Supervision Handbook**

**Effective 2007**

**Revisions:**

April 2010 revision made to include information about informed consent as it relates to supervision.

November 2009 revisions: addition of a Table of Contents and Appendices Outline; amendments to cover pages of Evaluation Forms and amendments to Section 1 of the Final Evaluation Form; and minor edits throughout. No procedural changes were part of this revision.

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## INTRODUCTION

This handbook outlines the responsibilities of those parties involved in the supervision process. It stresses the need for the supervisor to ensure he/she employs multi-methods of assessing the candidate's progress. It alerts both candidate and supervisor to the fact that supervisors are expected to critically evaluate the candidate's performance and to keep NSBEP advised through the reporting process. It is expected that the supervisor will handle issues and concerns in a supportive and sensitive manner. Providing critical feedback is not always an easy task and NSBEP hopes to facilitate this aspect of supervision by formalizing the process. The Registrar is available to help candidates and supervisors negotiate issues or problems that arise. It is our hope that your supervision experience will be exciting, challenging and very rewarding.

### The Core Competencies 1:

- **Assessment and Evaluation**
- **Intervention and Consultation**
- **Research**
- **Ethics and Standards**
- **Interpersonal Relationships**

Even if a Psychologist is not involved directly in providing service in one of these areas, he/she must still be able to demonstrate basic competence in a manner relevant to his/her area of practice. For example, with respect to research, it is important that the psychologist be able to critically evaluate research results in his/her area of practice.

### Purposes of Supervision:

1. To monitor the performance of candidates in the core competency areas to ensure standards are being met.
2. To provide opportunities for candidates to further develop their skills, knowledge, professional attitudes, and sound professional judgment.

### The Nature of Supervision:

Supervision involves overseeing and directing the actions of another. The supervisor supports NSBEP in its primary mandate of protecting the public and thus the supervisor acts as an extension of the Board in ensuring standards are met. The NSBEP supervisor has the authority to direct the supervision process. For example, a supervisor may require the sharing of case files, conduct file

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<sup>1</sup> The Mutual Recognition Agreement (MRA) that facilitates transfer from one Canadian jurisdiction to another is based on assessment of foundational knowledge and the competencies necessary for the responsible practice of psychology. In line with this agreement, it is the position of the Nova Scotia Board of Examiners in Psychology (NSBEP) that, in order to meet the minimum standards acceptable in the profession, the practitioner must be competent in the five core areas. [Core Competency definitions can be found in the Appendix.](#)

reviews, speak with the candidate's employer, and even overrule a candidate's clinical judgment if necessary. This is done in a manner that models openness, respectfulness and fairness.

### **Supervisors' Job Description:**

#### Qualifications of Board Supervisors:

In order to be approved by the Board, the supervisor:

- A. should be a psychologist registered in Nova Scotia.
- B. should have at least two years of full time experience as a psychologist.
- C. should have training in the broad area of practice in which supervision is offered.
- D. should not be the employer or direct line supervisor of the candidate. Exceptions (e.g., rural settings or provision of highly specialized services) may be permitted, but must be approved by the Board.
- E. should have training in the area of supervision.

#### Responsibilities of the Supervisor:

In agreeing to supervise, the supervisor accepts responsibility for reviewing a representative sample of the professional and ethical work of the candidate. The two major tasks of the supervisor are:

1. to assist the candidate in acquiring the necessary skills, knowledge, and professional judgment for independent practice and registration.
2. to provide the Board with objective and constructive assessments of the candidate's progress.

Specifically the supervisor shall:

- A. establish the goals of supervision with the candidate.
- B. review and sign the candidate's contract with the Board.
- C. meet with the candidate for a **minimum of two hours monthly** and make time available for discussions with the candidate between formal sessions as necessary.
- D. provide guidance regarding administrative issues in the practice setting.
- E. monitor the professional activities of the candidate by using a variety of assessment methods including a periodic direct review of the candidate's work and periodic contact

with the candidate's workplace supervisor.

- F. be prepared to intervene in problematic situations that require a level of skill not yet mastered by the candidate.
- G. regularly evaluate performance with the candidate and document this on the appropriate form and within the timelines specified by the Board (the Supervisor completes all sections of the Supervision Report).
- H. facilitate the candidate's continuing education and acquisition of skills.
- I. guide the candidate in his/her preparation for the Examination for Professional Practice in Psychology (EPPP).
- J. immediately inform the Board and candidate if, for any reason, supervision cannot be continued.
- K. immediately inform the Board and candidate if, in the supervisor's opinion, the candidate is not performing at a professional level in any core competency area.

The Board encourages supervisors to provide supervision without charge to the candidate. However, psychologists are permitted to charge for their supervision time. A supervisor may not supervise more than three candidates during the same time frame.

### **Candidates' Job Description:**

#### Responsibilities of the Candidate:

The candidate is responsible for meeting the conditions of candidacy as outlined in the contract signed at the beginning of the supervisory process and as reflected in the requirements of supervision noted in this handbook. If problems occur in the process, which are outside of the candidate's control, it is the responsibility of the candidate to contact the Board for assistance. This includes problems in the candidate/supervisor relationship. Candidates should be familiar with section 14(7) of the Psychologists Act (2000) that indicates candidates may be removed from the Candidate Register for failing to meet the conditions of candidacy.

#### Specifically the Candidate shall:

- A. in conjunction with his/her supervisor, review the Conditions of Candidacy document. It is the candidate's responsibility to ensure he/she understands the conditions of his/her placement on the candidate register prior to signing this contract with the Board.
- B. accept responsibility for ensuring supervision occurs as required.

- C. accept responsibility for the timely submission of all required reports. Although the supervisor authors the regular reports, it is the candidate who is ultimately responsible for ensuring conditions of candidacy are met. Thus it is incumbent on the candidate to advise NSBEP if there are problems involved in meeting the report timelines.
- D. provide the supervisor with any requested information that is necessary to ensure the supervisor is able to adequately assess the candidate's professional performance.
- E. inform the Board and the supervisor of intended changes in the work setting or of changes in functions.
- F. inform the Board in writing of concerns relating to any aspects of the supervision. In most circumstances this would involve prior discussion with his/her supervisor.
- G. inform clients that he/she is undergoing supervision and consequently as a part of that process the NSBEP Supervisor may have access to their records.

**NSBEP Shall:**

- A. provide guidance to candidates and supervisors throughout the supervision process.

The Assistant to the Registrar is regularly available to answer technical questions about the supervision process/procedures and the completion of the necessary forms. All forms are available on the website, [www.nsbep.org](http://www.nsbep.org)

The Registrar is available to supervisors and candidates to help with the resolution of any problems that arise during the course of supervision.

- B. meet with the candidate and supervisor during the initial stages of supervision.
- C. mediate issues that may arise during the supervision process.
- D. review all supervision reports and providing feedback where appropriate.

**The Supervision Process:**

**A. General:**

Supervision is expected to occur on a face to face basis. Joint supervision (i.e. more than one candidate in session with supervisor) is permitted as long as there is at least one full hour of individual supervision each month.

The Board has the power to approve or reject supervisors, supervisory reports or supervisory

changes.

## **B. Time Requirements:**

General:

Credit for supervised work experience begins to accumulate after the Board has approved the applicant for the Candidate Register and the annual fees have been paid.

Supervision must continue, even after the required hours have been accumulated, until after the EPPP and Oral Examination have been successfully completed.

Doctoral Level Candidates:

Applicants with a doctoral degree must complete two years of supervised experience [see **15 (1) (b)** Psychologists Act (2000)] before their names may be placed on the Register of Psychologists. At least one of these two years must be accumulated after obtaining the doctoral degree. While the Board has no discretion to lower the number of supervised years of work experience, it may grant credit for supervised work done prior to obtaining the doctoral degree if it was obtained within a formal supervised internship. The Board may also grant credit for post-doctoral supervised experience that meets all the conditions of supervision required by NSBEP i.e. frequency of supervisory sessions, frequency of supervisor reporting, and content reflecting the core competency areas.

Masters Level Candidates:

Applicants with a master's degree must complete four years of supervised experience before their names may be placed on the Register of Psychologists. All four years must be accumulated after obtaining the master's degree. The Board has no discretion to lower the number of supervised years. It may, however, grant credit for supervised experience obtained prior to the application for registration in Nova Scotia. To obtain credit for this experience, the applicant must establish to the satisfaction of the Board that the supervised experience met all the conditions of supervision required by NSBEP.

## **C. Nature of Work Experience.**

The Board expects that work experience will be primarily psychological in content and will involve the practice of psychology in the core competency areas.

## **D. Establishing the Supervisor/ Candidate Relationship:**

### **Step 1:**

Prior to entering into a supervisory relationship, it is important for the potential supervisor and

candidate to discuss a number of issues: This should include the following:

- A. the nature of the relationship between the Board and the Board Supervisor and the purpose of supervision.
- B. the power differential in the relationship: How critical feedback will be delivered and how conflict related to disagreements about feedback will be handled.
- C. the supervisor's areas of competence and theoretical orientation.
- D. the candidate's education, training and experience.
- E. a review of the handbook to ensure both parties are aware of their responsibilities.
- F. the limits of confidentiality including the supervisor's need for direct contact with the candidate's employer as part of the supervision process. It is recommended that releases of information are signed at this time.
- G. any practical obstacles to maintaining a regular working relationship.

### **Step 2:**

Following the initial discussion, if there has been agreement to proceed, the supervisor and candidate complete and sign the Supervisor's Consent Form and it is forwarded to the Board along with a copy of the Supervisor's CV.

## **E. Reviewing the Conditions of Candidacy and Setting the Initial Goals of Supervision**

### **Step 1:**

Once the candidate has been placed on the Candidate Register and the supervisor is approved, the first supervision session involves (a) the supervisor and candidate reviewing and signing the contract containing the Conditions of Candidacy and (b) the establishment of goals and the completion of the Goals of Supervision Statement.

### **Step 2:**

Both documents should be forwarded to the Board before the end of the candidate's first month on the Candidate Register.

## **F. Recommended Process for Establishing the Initial Goals of Supervision:**

Goals must be established for each of the core competencies. For example, although a candidate may not be conducting research, he/she must still gain competence in this area in terms of being aware of and able to critically review research relevant to his/her direct area of practice. If gaps

are noted in education, training or experience, the initial goals should reflect the gap areas. Enhancement of skills is secondary to ensuring basic knowledge and skill is sufficient to allow the candidate to meet acceptable standards. Goals will require revision as the candidate gains experience.

It is expected that prior to establishing goals the supervisor and candidate will:

- A. evaluate the candidate's current level of professional functioning.
- B. identify those areas in which the candidate could most benefit from supervision.
- C. establish clear, specific and measurable goals for supervision in each core competency area.
- D. develop methods of monitoring and evaluating the candidate's progress towards achieving the established goals. This should include, but is not limited to, contact with the candidate's employer or workplace supervisor, a review of written reports and raw data, and some form of direct observation.

Goals should be updated as required and documented in the regular supervision report. Candidate and supervisor will be notified if the Board does not approve a change.

Some examples of goals and possible monitoring/evaluation methods:

**Assessment and Evaluation Goal:**

To develop additional expertise in the interpretation of the results of personality tests with adults and in the incorporation of the test results into the treatment planning process.

Monitoring/evaluation: a. to directly review the raw data and examine the established treatment plan for 2 cases, chosen at random, in each six month period. b. to request feedback from the candidate's workplace once in each six month period. c. to present the candidate with case examples and evaluate his/her process of analysis of and integration of the data.

**Intervention and Consultation Goal:**

To apply cognitive-behavioural techniques in the treatment of anxiety and depressive disorders in adults, focusing as well on the therapeutic strategies designed to develop a collaborative working relationship between therapist and client.

Monitoring /evaluation : a. to review an audio taped or videotaped session b. to role play a treatment situation

**Research Goal:**

To be familiar with current research in the treatment of childhood obesity.

Monitoring/evaluation: a. to have the candidate independently summarize a journal article and subsequently b. to discuss the candidate's understanding of the article and its implications on developing treatment plans.

**Ethics and Standards Goal:**

To become thoroughly familiar with using the ethical decision making process as outlined in the Canadian Code of Ethics.

Monitoring/evaluation: a. to require the candidate to articulate possible issues and dilemmas that might arise in his/her workplace and his/her approach to these issues and dilemmas b. to observe the candidate's analysis of actual issues and/or dilemmas that present in the workplace

**Interpersonal Relationships Goal:**

To review the literature on conflict in the workplace and to apply principles of effective communication and conflict resolution in working with other team members.

Monitoring/evaluation: a. to request feedback from the candidate's workplace once in every six month period b. to review the candidate's choices in handling workplace situations. c. to ask the candidate to articulate possible alternative approaches and to project outcomes.

**G. Optional Meeting with the Registrar and/or Board Member:**

Once goals have been established and regular supervision begins, the supervisor and candidate can request a meeting with the Registrar and/or a Board Member. Alternatively, the Board may request a meeting should the need arise. The Assistant to the Registrar may also be in attendance. This meeting can serve a number of purposes as follows:

- A. it can allow for discussions between supervisor, candidate and NSBEP representative thus beginning a dialogue that will ideally continue throughout the supervisory period.
- B. it can provide an opportunity for the Board to ensure that supervision has been set up in a useful manner and that both parties understand the Board's expectations.
- C. it can provide an opportunity for the supervisor and candidate to ask questions of the Board.

**H. Content of Supervision:**

The variability in the preparation for practice and the type of professional activity engaged in by candidates will require individually tailored supervision. Further, supervision is a dynamic process and as the candidate grows in experience, knowledge and training, the content of supervision should reflect the changes.

Supervision involves assessment. As such despite individual differences in supervision plans, there are commonalities in terms of what constitutes adequate assessment of the candidate's practice. As with most forms of assessment, self-report alone is not a sufficient method of evaluation. The content of supervision thus should reflect a multi-modal approach to examining the candidate's level of performance.

For that reason the Board expects that:

- A. the supervisor will periodically contact the candidate's employer or work place supervisor. Releases for this purpose should be signed before supervision begins.
- B. the supervisor will periodically review the scoring and interpretation of tests and/or methods of data collection and/or review written reports of the candidate.
- C. the supervisor will use a form of direct observation of the candidate's performance (i.e., video or audio tapes, two way mirrors, direct observation) at least once in every six month period.
- D. the supervisor will directly question the candidate's knowledge in all core competency areas. The usefulness of discussions for assessing performance can be improved by structuring them so that the candidate presents the information and explains his/her perspective before general discussion begins. Structuring sessions in such a manner will also help the supervisor to evaluate the candidate's ability to effectively analyze and integrate information.
- E. when the candidate is in private practice, the supervisor will review policies, procedures and forms used in the practice.

Supervisory sessions may include, but are not limited to the following:

- A. review of psychological assessment cases.
- B. review of intervention strategies.
- C. discussion of the application of various intervention procedures.
- D. review of planned lecture material.
- E. discussion of ethical issues relevant to the candidates practice area.

F. review of studies from the relevant literature.

G. presentations prepared by the candidate.

H. direct observation of the candidate.

I. review of reports prepared by the candidate.

J. review of raw data and test interpretation.

H. review of clinical files.

### **I. Completion of the Supervisory Reports:**

It is the role of the Board to monitor and credit the quality and quantity of each candidate's supervised practice. For this reason, supervisors shall submit regular reports which include documentation of the timing, nature and content of each supervisory session and a review of the candidate's progress. At the beginning of the supervisory process, reports are to be submitted each month. After the first six months, if goals have been established and regular meetings are taking place, the candidate and supervisor may then submit the monthly reports at six month intervals. If the Board identifies supervision concerns, the supervisor/candidate may be instructed to return to monthly reporting until problems have been satisfactorily addressed. Regular reporting continues until such time as the candidate has successfully completed all requirements for registration.

The following guidelines apply to the regular report:

- A. the supervisor's regular report is to be completed by the supervisor and then signed and initialed by both supervisor and candidate. In addition to the signatures, the date and duration of sessions must be specified in order for a report to be approved.
- B. the core competency goal(s) that is (are) the focus of the session should be noted.
- C. the description of the supervisory session should be sufficiently detailed to allow the Board to discern its objective, focus, and outcome as well as the methods used to assess progress. Regardless of the goal and related activity, attention should be paid to the candidate's understanding of concepts and ability to analyze and integrate findings and this should be noted in the outcome section of the report.
- D. supervisors and candidates should notify the Board of the reason for missed sessions. Candidates will not be credited for unsupervised work experience or experience that does not meet the conditions set down by the Board.
- E. the supervisor should complete Section 2 of the Regular Report (Evaluation of Progress) in consultation with the candidate.

- F. Supervision Reports can be sent by mail, fax, or email. Those emailing Reports must follow the procedure outlined in the Appendix Section of this Handbook entitled [“Electronic Submission of Supervision Reports”](#).

Please see the [appendix for an example of a completed form for monthly reporting](#).

### **J. Gaps in Supervision:**

According to the Psychologists Act (2000) and Board policy, an individual on the Candidate Register must be supervised, even if he/she is not working. However, credit for work experience cannot be accumulated when the candidate is not working, even though he or she must continue to receive supervision in order to remain on the Candidate Register.

In all cases it is the responsibility of the supervisor and candidate to keep the Board office informed of the employment and supervision status of a candidate.

#### ***Missed Supervision Sessions***

The Board expects candidates and supervisors to meet every calendar month for a minimum of two hours, or as otherwise specified. However, a candidate and supervisor can make up one missed session each year, provided that the missed session is held in an adjacent month, e.g., a session held during the first week of September could make up for the missed August session. The regular September meeting would also need to proceed as planned. In order to receive credit, the missed session date and makeup date must be clearly specified on the regular supervision report form.

In addition to the one make-up session, in extreme circumstances, one session may be missed entirely each calendar year without make-up or lost credit. The regular report form must clearly specify the reasons for the missed session. Any additional months without supervision, beyond the allowance of the one per year, will not be credited.

The Board must be notified of any gap in the availability or scheduling of supervision anticipated to be longer than two consecutive months. If the anticipated gap is the result of the supervisor’s unavailability, in addition to notifying the Board, the candidate must immediately begin the process of finding an interim supervisor. The interim supervisor must be Board approved.

#### ***Disruptions to Employment***

Sometimes long term gaps in supervision become unavoidable as the result of disruptions to employment. This may be the result of a number of different factors such as maternity leave, paternity leave, sick leave and unemployment. In such cases where the candidate is unlikely to be working for a period that exceeds two months, the candidate has the following options:

- A. to remain on the Register and continue regular supervision and the established reporting schedule. Work experience would not accumulate until after the return to work.

- B. to request a Leave of Absence from the Register and thus cease all practice of Psychology and cease to use the designation "Psychologist, Candidate Register".

If a candidate chooses the second option, he/she can apply for reinstatement at any time within the next two years without requirement of a new application and without loss of credit for accumulated work experience obtained before he/she withdrew. Candidates who withdraw from Register must submit: a written request for withdrawal; a completed Evaluation Form for Withdrawal from the Candidate Register; and a supervision report covering any months of supervision received since their last report was submitted to the Board.

It is important for candidates to note that unexplained gaps in supervision may lead to the candidate's removal from the Candidate Register for failure to abide by the conditions of candidacy. See section 14(7) of the Act. Ultimately it is the candidate's responsibility to ensure regular supervision takes place and to notify the Board immediately of any problems in this regard.

#### **K. Accumulation of Work Experience:**

- A. Type of Work: Work experience must be primarily psychological in nature and generally the candidate must be identified as a psychologist.
- B. Part-time work: The Board may consider part time work as acceptable experience on an appropriately prorated basis. However all candidates must still meet with their supervisors for a minimum of two hours per month if that month is to count as supervised experience for registration. This holds regardless of the number of hours worked by a candidate each month. For example. Candidate A works 40 hours per week each month and candidate B works 10 hours per week each month. Both candidates must meet with their supervisor for at least two hours each month. Candidate A receives credit for 1.0 months supervised experience but Candidate B receives pro-rated credit of 0.25 months. It will take four times as long for Candidate B to accrue the required supervision time.
- C. Overtime: Extra work cannot be used to reduce the number of years of required supervision.
- D. Change from Master's to Doctoral level registration: Occasionally, applicants who have been placed on the Candidate Register through possession of a master's degree enroll in a doctoral program in psychology. They should evaluate the costs and benefits of maintaining candidate status while enrolled in the doctoral program and they should be aware of the following:

Candidates who wish to work as psychologists on a full time or part time basis while enrolled in doctoral programs must remain on the Candidate Register and will accumulate credit for supervised experience. Educational experience, including practicums and internships, do not constitute Board creditable supervised work experience at the master's level.

Candidates in this position must recognize that no matter how much supervised experience accumulates prior to, or during, their doctoral studies, they must complete at least one year of supervised experience following completion of the doctoral degree if they are seeking transfer to the Register on the basis of the doctoral degree. A post-doctoral year of supervision is required by the Act; the Board has no discretion to waive or to reduce this requirement.

When the candidate has had the doctoral degree conferred, he/she then has the choice of continuing candidacy based on his/her current master's level degree or requesting approval of the doctoral degree and becoming registered on that basis.

If a candidate requests approval and is approved for registration at the doctoral level, he/she is then subject to the time requirements noted for doctoral level candidates. As such he/she will be required to complete a minimum of one year of supervision.

If a candidate registered at the Master's level has less than one year of supervision remaining, he/she may choose to complete his/her candidacy as a master's level registrant and then request approval of the doctoral status once he/she is on the full Register. If choosing this option however the candidate must continue to use the master's designation and refrain from using the title of doctor until after the doctoral degree has been approved.

A master's level registrant who has completed all requirements of registration prior to having the doctoral degree conferred must obtain Board approval before holding themselves out as possessing a doctoral degree in psychology. However, there is no further requirement for one year post-doctoral supervision, since in this case the candidate has already been transferred to the Register of Psychologists.

#### **L. Change of Supervisor:**

Change of supervisors must be Board approved and require letters from both the current and proposed supervisor acknowledging the change and outlining the reason(s) for the change. A change of supervisor evaluation form must be submitted by the current supervisor. This document summarizes the candidate's progress to date. By identifying strengths and areas requiring further attention, it provides direction for the new supervision process. Prior to Board approval of the new supervisor, candidates must continue with supervision; however, they can continue to work with their old supervisor or begin working with the new supervisor. Candidates are responsible for ensuring the new supervisor has a copy of the Change of Supervisor Evaluation Form, prepared by the previous supervisor, by the time of the first supervision meeting.

The Board expects supervision meetings to be face-to-face. In some cases the Board may approve other arrangements. However, unless such approval is obtained in advance there is no guarantee that supervision, not involving face to face contact, will be credited.

The Board welcomes any comments and /or concerns that you may have with any aspect of the

process of supervision for registration.

Please note that these guidelines can be superseded by changes in the *Psychologists Act* and by changes in Board policies. Major changes involving supervision will normally be posted on the website. Candidates and supervisors should check the website on a regular basis.

# Appendices

# Nova Scotia Board of Examiners in Psychology

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[www.nsbep.org](http://www.nsbep.org)

## Goals of Supervision Form

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Date Due: \_\_\_\_\_

### Please indicate the time period for which the following goals are intended:

From: (D/M/Y) \_\_\_\_\_ to: (D/M/Y) \_\_\_\_\_

### Goals must be set for each of the five core competency areas.

- The candidate and supervisor should construct a set of specific goals within each core competency area, which will serve to structure the supervisory process.
- Information regarding goal setting may be found in sections E and F of the **Supervision Handbook**.
- Goals may be amended as appropriate (e.g., as goals are attained, change in work experience, or change in supervisor) by completing the appropriate sections of the Supervisor's Regular Report.
- Any amendments are subject to the Board's approval.

### CORE COMPETENCIES

- All applicants seeking entry to the profession of psychology are evaluated on five core competencies at each stage of the evaluation process, including supervision.
- Please refer to Appendix B in the **Supervision Handbook** for definitions of each of the five core competencies on which supervision must focus, as well as the specific knowledge and skill sets that are expected of a competent professional in each area.

Please use the following sections to indicate your specific goals.

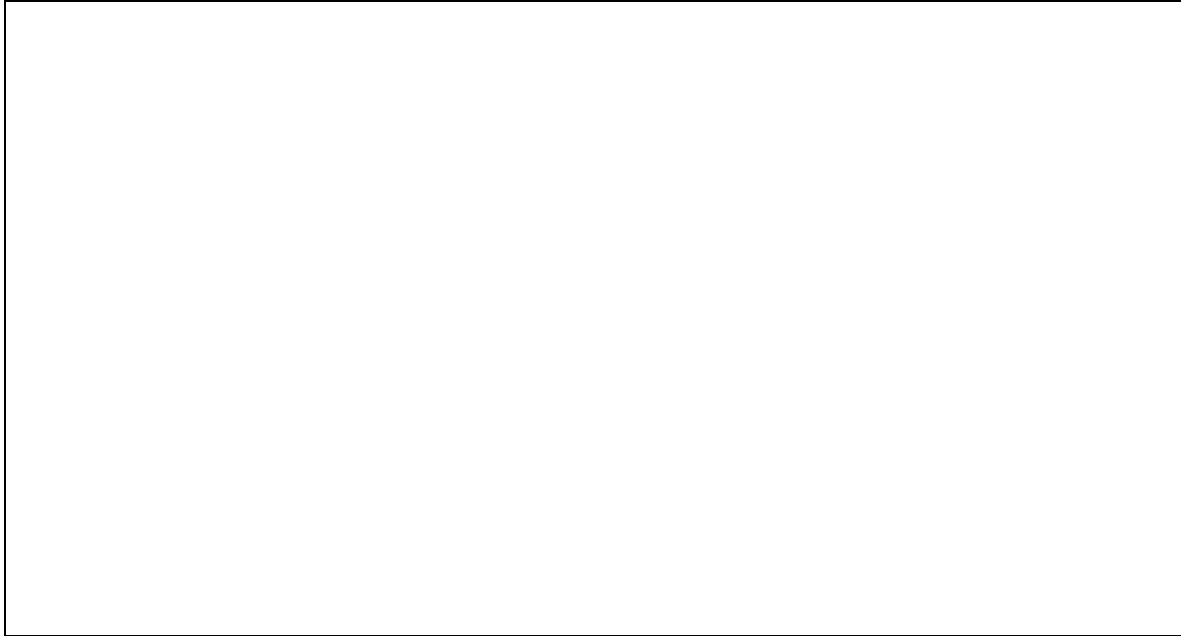
PLEASE PRINT OR TYPE

**Core Competency 1: Assessment and Evaluation**

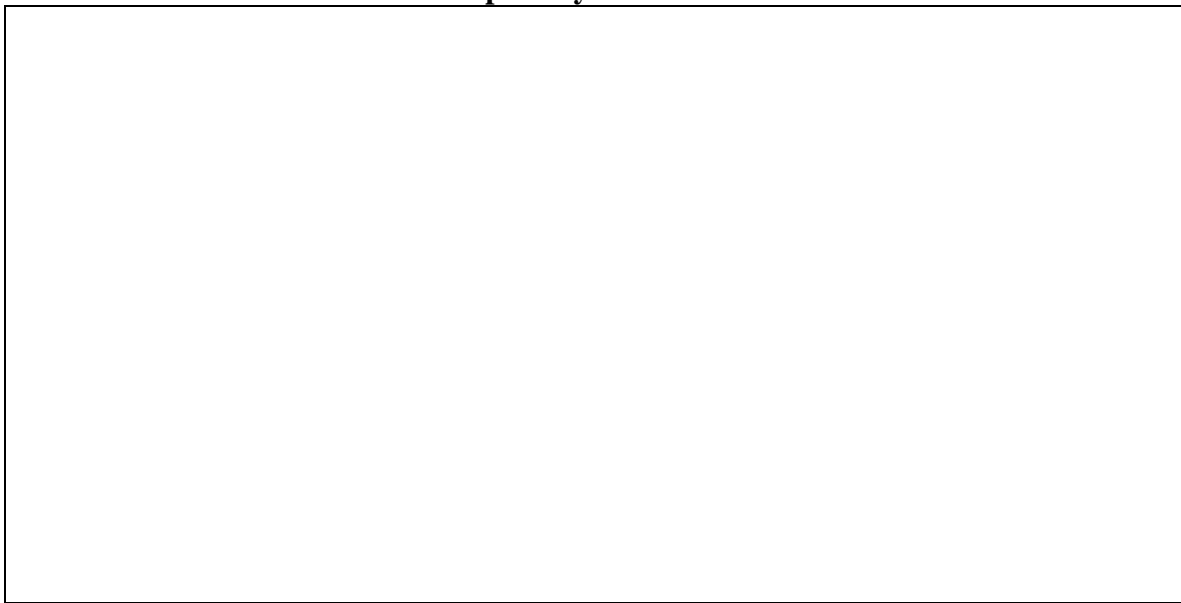
**Core Competency 2: Intervention**

Candidate's Initials: \_\_\_\_\_  
Supervisor's Initials: \_\_\_\_\_

**Core Competency 3: Research**



**Core Competency 4: Ethics and Standards.**



Candidate's Initials: \_\_\_\_\_  
Supervisor's Initials: \_\_\_\_\_

**Core Competency 5: Interpersonal Relationships**



By signing below, the Supervisor and Candidate acknowledge that the Goals of Supervision will be adhered to during the period of supervision identified on the first page of this document.

*Any changes in the goals will require the completion of an amended Goal of Supervision Statement.*

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: *Supervisor and Candidate initials must appear at the bottom right of each page.*

# Nova Scotia Board of Examiners in Psychology

455 – 5991 Spring Garden Road, Halifax, NS B3H 1Y6

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[www.nsbep.org](http://www.nsbep.org)

## Supervisor's Regular Report for Monthly Reporting

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Date Due: \_\_\_\_\_

Month Reported: \_\_\_\_\_

The Supervisor's Regular Report is intended to provide the Board with objective and constructive assessments of a candidate's progress in acquiring the necessary skills, knowledge, and professional functioning that would be expected of a Registered Psychologist.

Please refer to the **Supervision Handbook** for detailed information regarding supervision requirements, the supervision process and how to complete this form.

### Please Note:

**1. Monthly reports are required for the first six months of supervision.**

**2. Supervisory meetings must:**

- **Directly relate to the approved Goals of Supervision.**
- **Meet the minimum hours of monthly supervision.**

**3. This form must be completed and submitted it to the Board in a timely fashion.**

- **Failure to do so may result in the Candidate not receiving credit for supervision hours.**
- **Repetitive failure may result in the Candidate's removal from the Candidate Register as per section 14 (7) of the Psychologists Act.**



**Section 2: General questions:**

Primary Employment: \_\_\_\_\_

Hours/week \_\_\_\_\_ % of time worked \_\_\_\_\_

Secondary Employment (if Applicable): \_\_\_\_\_

Hours/week \_\_\_\_\_ % of time worked \_\_\_\_\_

Has the Candidate's employment status changed since the report? Yes\_\_ No\_\_  
If YES, please note the change below and how it impacts on supervision.

Should the Goals of Supervision be changed? Yes\_\_ No\_\_  
If YES, please outline the suggested changes below.

Is there a lack of progress toward any of the Goals of Supervision? Yes\_\_ No\_\_

Has the Candidate attained a level expected of a member of the Register of Psychologists in any of the Core Competency areas during this supervisory period? Yes\_\_ No\_\_  
If YES, please identify the relevant Core Competency area(s) and indicate the basis on which this determination was made.

Has the Candidate experienced any ethical dilemmas during this supervisory period? Yes\_\_ No\_\_  
If YES, please describe how the issues were approached/resolved.

Were any supervision problems experienced during this supervisory period? Yes\_\_ No\_\_  
If YES, please explain the situation and how it was resolved.

Candidate's Initials: \_\_\_\_\_  
Supervisor's Initials: \_\_\_\_\_

**Section 3: Please make the following ratings as applicable:**

**RATING KEY**

- NA *Not yet assessed*
- UN *Unacceptable level even for supervised practice*
- AC *Acceptable level for supervised practice*
- AR *Almost ready for independent practice*
- R *Ready for independent practice*

Dimensions of the Candidate's Competence	Supervisor's Ratings of Candidate's Current Functioning (See Rating Key Above)				
	NA	UN	AC	AR	R
<b>Mandatory</b>					
1. Assessment & Evaluation					
2. Intervention Skills					
3. Research Skills					
4. Application of Ethical Standards					
5. Interpersonal Relationships					
Report Preparation/Record Management					
Analytical/Organizational Skills					
<b>Knowledge of:</b>					
N.S. Psychologists Act					
N.S. Standards of Professional Conduct					
Canadian Code of Ethics for Psychologists					
<b>As Applicable</b>					
Consultation Skills					
Teaching Skills					
<b>Mandatory</b>					
Judgment in the application of the above					
Diligence in the application of the above					
<b>Please identify and comment on any specific areas where the candidate received a rating of "UN".</b>					

**Certification of Report**

This Report accurately represents the nature and content of supervisory sessions held during the period it covers.

This report has been reviewed and discussed by the undersigned.

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: Supervisor and Candidate initials must also appear at the bottom right of each page.

# Nova Scotia Board of Examiners in Psychology

455 – 5991 Spring Garden Road, Halifax, NS B3H 1Y6

Phone: 902-423-2238 Fax: 902-423-0058

[www.nsbep.org](http://www.nsbep.org)

## Supervisor's Regular Report for Six Month Reporting

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Date Due: \_\_\_\_\_

Months Reported: \_\_\_\_\_

The Supervisor's Regular Report is intended to provide the Board with objective and constructive assessments of a candidate's progress in acquiring the necessary skills, knowledge, and professional functioning that would be expected of a Registered Psychologist.

Please refer to the **Supervision Handbook** for detailed information regarding supervision requirements, the supervision process and how to complete this form.

### Please Note:

#### 1. Supervisory meetings must:

- Directly relate to the approved Goals of Supervision.
- Meet the minimum hours of monthly supervision.

#### 2. This form must be completed and submitted it to the Board in a timely fashion.

- Failure to do so may result in the Candidate not receiving credit for supervision hours.
- Repetitive failure may result in the Candidate's removal from the Candidate Register as per section 14 (7) of the Psychologists Act.













**Section 2: General questions:**

Primary Employment: \_\_\_\_\_

Hours/week \_\_\_\_\_ % of time worked \_\_\_\_\_

Secondary Employment (if Applicable): \_\_\_\_\_

Hours/week \_\_\_\_\_ % of time worked \_\_\_\_\_

Has the Candidate's employment status changed since the report? Yes\_\_ No\_\_  
If YES, please note the change below and how it impacts on supervision.

Should the Goals of Supervision be changed? Yes\_\_ No\_\_  
If YES, please outline the suggested changes below.

Is there a lack of progress toward any of the Goals of Supervision? Yes\_\_ No\_\_

Has the Candidate attained a level expected of a member of the Register of Psychologists in any of the Core Competency areas during this supervisory period? Yes\_\_ No\_\_  
If YES, please identify the relevant Core Competency area(s) and indicate the basis on which this determination was made.

Has the Candidate experienced any ethical dilemmas during this supervisory period? Yes\_\_ No\_\_  
If YES, please describe how the issues were approached/resolved.

Were any supervision problems experienced during this supervisory period? Yes\_\_ No\_\_  
If YES, please explain the situation and how it was resolved.

Candidate's Initials: \_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_

**Section 3: Please make the following ratings as applicable:**

**RATING KEY**

- NA *Not yet assessed*
- UN *Unacceptable level even for supervised practice*
- AC *Acceptable level for supervised practice*
- AR *Almost ready for independent practice*
- R *Ready for independent practice*

Dimensions of the Candidate's Competence	Supervisor's Ratings of Candidate's Current Functioning (See Rating Key Above)				
	NA	UN	AC	AR	R
<b>Mandatory</b>					
1. Assessment & Evaluation					
2. Intervention Skills					
3. Research Skills					
4. Application of Ethical Standards					
5. Interpersonal Relationships					
Report Preparation/Record Management					
Analytical/Organizational Skills					
<b>Knowledge of:</b>					
N.S. Psychologists Act					
N.S. Standards of Professional Conduct					
Canadian Code of Ethics for Psychologists					
<b>As Applicable</b>					
Consultation Skills					
Teaching Skills					
<b>Mandatory</b>					
Judgment in the application of the above					
Diligence in the application of the above					
<b>Please identify and comment on any specific areas where the candidate received a rating of "UN".</b>					

**Certification of Report**

This Report accurately represents the nature and content of supervisory sessions held during the period it covers.

This report has been reviewed and discussed by the undersigned.

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: *Supervisor and Candidate initials must also appear at the bottom right of each page.*

# Nova Scotia Board of Examiners in Psychology

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[www.nsbep.org](http://www.nsbep.org)

## Final Evaluation Form

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

A **Final Evaluation Form** must be completed by the Supervisor and Candidate once the Candidate has successfully passed the written examination (EPPP) and must be received by the Board prior to scheduling the Oral Examination. Failure to complete this form in a timely fashion will likely result in a delay in the scheduling of the Oral Examination.

## Section 1: Ratings

**Instructions:** Please indicate whether the Candidate has attained the Goals of Supervision within designated areas of practice at a level expected of a member of the Register of Psychologists.

### Rating Scale:

- E** - Exceeded the standard expected of a psychologist
- A** - Attained the standard expected of a psychologist
- D** - Did not attain the standard expected of a psychologist
- N** - Not assessed (Only for use with “As Applicable” portion of table)

Dimensions of the Candidate’s Competence	Supervisor’s Ratings of Candidate’s Current Functioning (See Rating Key Above)			
	D	A	E	
<b>Mandatory</b>				
A. Assessment & Evaluation				
B. Intervention Skills				
C. Research Skills				
D. Application of Ethical Standards				
E. Interpersonal Relationships				
Report Preparation/Record Management				
Analytical/Organizational Skills				
Knowledge of:				
N.S. Psychologists Act				
N.S. Standards of Professional Conduct				
Canadian Code of Ethics for Psychologists				
<b>As Applicable</b>				
Assessment (as a declared professional activity)				
Research (as a declared professional activity)				
Consultation Skills				
Teaching Skills				
<b>As Applicable</b>				
<b>Dimensions of the Candidate’s Competence</b>				
<b>Supervisor’s Ratings of Candidate’s Current Functioning (See Rating Key Above)</b>				
	N	D	A	E
<b>Mandatory</b>				
Use of judgment in the application of the above				
Diligence in the application of the above				

**Section 2: Areas of concern:**

Please explain in detail any D rating. Please indicate your opinion regarding the level of remediation necessary to bring the candidate to an acceptable level for supervised practice. (use additional paper if necessary).

**Section 3: Description of Performance:**

Please briefly describe the candidate's performance in the following areas:

A. Psychological Evaluations

B. Therapeutic Interventions

C. Research or Teaching in Psychology

D. Consultation Relating to A, B, or C.

E. Program Development of Services Related to A, B, C, or D

F. Supervision of Psychological Services

G. Professional Conduct

H. Awareness of Limits of Competence

I. Knowledge and Application of Ethical Principles

J. Maturity of Attitude and Behaviour

K. Analytical skills

**Section 4: Other Comments**

**5. Certification of Final Evaluation Form**

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

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

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[www.nsbep.org](http://www.nsbep.org)

## Change of Supervisor Evaluation Form

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

When a change in Supervisors is being requested, this **Evaluation Form** must be completed by the current Supervisor and Candidate at the conclusion of that Supervisor/Candidate relationship.

For each of the Core Competency Areas noted below please:

1. Rate the Candidate using the regular report scale as noted below:

U Unacceptable level for supervised practice

A Acceptable level for supervised practice

AR Almost ready for independent practice

R Ready for independent practice

2. List areas of strength

3. List areas in need of focus

A. Assessment and Evaluation:

B. Intervention and Consultation:

C. Research:

D. Ethics and Standards:





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## Evaluation Form for Withdrawal from the Candidate Register

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

Supervisor: \_\_\_\_\_ NSBEP No: \_\_\_\_\_

When a candidate withdraws from the candidate register, this **Evaluation Form** must be completed by the current supervisor and candidate.

For each of the Core Competency Areas noted below please:

1. Rate the Candidate using the regular report scale as noted below:

U Unacceptable level for supervised practice

A Acceptable level for supervised practice

AR Almost ready for independent practice

R Ready for independent practice

2. List areas of strength

3. List areas in need of focus

A. Assessment and Evaluation:

B. Intervention and Consultation:

C. Research:

D. Ethics and Standards:

E. Interpersonal Relationships

Please answer the following questions:

1. Was feedback obtained from the work setting? If yes, please summarize the information below:
2. Were clinical reports directly reviewed? If so, please comment below:
3. Please comment on the Candidates recognition of the limits of competence and identify the population(s) and areas of practice covered in the supervision.
4. Please comment on the Candidate's maturity, judgment and accountability?

Please note any other comments below:

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

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed



**Nova Scotia  
Board of Examiners  
in Psychology**

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B3H 1Y6  
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Fax: (902) 423-0058

**CONSENT FOR EXCHANGE OF INFORMATION  
BETWEEN NSBEP & NSBEP SUPERVISOR**

This is to confirm I give the Nova Scotia Board of Examiners in Psychology permission to exchange information with the psychologist who is providing me with supervision as required by the terms of my placement on the Candidate Register.

I understand this exchange of information is limited to issues directly related to my candidacy.

SIGNATURE: \_\_\_\_\_

NAME OF SUPERVISOR \_\_\_\_\_

DATE: \_\_\_\_\_



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**CONSENT FOR EXCHANGE OF INFORMATION WITH  
NSBEP SUPERVISOR & WORKPLACE**

The Nova Scotia Board of Examiners in Psychology (NSBEP) requires all Candidate Registered Psychologists to be supervised by a NSBEP approved supervisor. Supervisors are expected to evaluate the candidates work performance to ensure standards are being met. As such a supervisor is expected to make contact with the candidate's workplace to enquire regarding the candidate's performance. The following release of information relates to this exchange of information.

This is to confirm that I:

\_\_\_\_\_ give my NSBEP approved supervisor  
permission to exchange information with my workplace:

\_\_\_\_\_

Signature: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

## SUPERVISOR'S CONSENT FORM

I, \_\_\_\_\_, am applying for registration under the *Psychologists Act (2000)* of Nova Scotia. I am required by the Nova Scotia Board of Examiners in Psychology (NSBEP) to be supervised for a period of years while I am on the Candidate Register prior to transfer to the Register of Psychologists. My supervisor must be a registered psychologist qualified in my area(s) of practice and acceptable to the Board.

Supervision requirements include a minimum of 2 hours monthly of face-to-face individual contact to address the professional goals of the candidate.

### I. PROPOSED SUPERVISOR

Name and address:

Highest degree and profession:

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

\_\_\_\_\_  
Area(s) of practice & expertise:  
\_\_\_\_\_

Business phone #: \_\_\_\_\_

Please give full details of your registration, certification, or license as a psychologist below:

Name(s) of agency or board: \_\_\_\_\_ License or certificate number: \_\_\_\_\_

Date(s) of original license or certificate: \_\_\_\_\_. Licensed, certified, or diplomate status in: \_\_\_\_\_  
Is the certificate or license current: yes \_\_\_ no \_\_\_.

NSBEP requires updated curriculum vitae from all proposed supervisors, and it must be enclosed with this Consent Form. **Please indicate if CV is enclosed. Yes \_\_\_ No \_\_\_.**

### II. PAYMENT FOR SUPERVISION

There is no rule prohibiting payment of supervisors, but it is not considered typical practice.

Will a fee be charged for supervision? Yes \_\_\_ No \_\_\_ If yes, indicate amount per hour:  
\$ \_\_\_\_\_

### III. CONFLICT OF INTEREST

To avoid any conflict of interest or perceived conflict of interest, the supervisor(s) chosen should not have a significant personal or financial relationship with the candidate. Candidates are not permitted to have their employer or workplace supervisor as their NSBEP supervisor.

I, \_\_\_\_\_, agree to supervise \_\_\_\_\_ for \_\_\_ years. We have discussed the conflict of interest clause and agree that we will immediately inform the Board of personal or financial relationships that constitute conflict of interest or give the appearance of such.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Proposed Supervisor's Signature

\_\_\_\_\_  
Date

Nova Scotia Board of Examiners in Psychology  
Suite 455 - 5991 Spring Garden Road  
Halifax, NS B3H 1Y6  
Phone: 902-423-2238 Fax: 902-423-005

## Definitions of the Five Core Competency Areas

### 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 may either be an individual person, or a couple, family, organization or system. The skills required for assessment can and should be applied to many situations beyond that of 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** should include: Knowledge of assessment methods, populations served, human development, diagnosis.

**Skills** should include: Formulation of referral question(s), selection of methods, collection and processing of information, utilization of psychometric methods, formulation of hypotheses, diagnoses, and action plans, and report writing.

### *Interventions*

**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 preventative, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include theory as well as the application of knowledge and skills.

**Knowledge** should include: Knowledge of varied interventions with individuals and systems (e.g., families, organizations); of the relative efficacy of interventions to promote health and wellness; of the positive aspects of all major approaches, reflecting openness to varied viewpoints and methods; of when to make appropriate referrals and when to consult; and of cultural context and diversity, and implications for intervention.

**Skills** should include: The selection of appropriate intervention methods; analysis of information, development of a conceptual framework, and communication of this to the client, as appropriate; gathering information about the nature and severity of problems and forming hypotheses about factors contributing to the problem through qualitative and quantitative means; establishment and maintenance of professional relationships with clients in all populations served; establishment and maintenance of appropriate interdisciplinary relationships with colleagues; the application of appropriate knowledge to provide effective intervention that addresses the needs of clients

## Research

**Definition:** Professional psychologists should have research training such that they develop a basic understanding of and respect for the scientific underpinnings of the discipline, knowledge of methods to be good consumers of the products of scientific knowledge, and sufficient skills in the conduct of research to be able to develop and carry out projects in a professional or academic context.

**Knowledge** should include: Knowledge of research methods and of the applications of scientific research; applied statistics and measurement theory; the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research); and quantitative and qualitative research methods (including observation and interviewing), with respect to the nature of reliability and validity in the gathering and interpretation of data.

**Skills** should include: Critical reasoning skills in interpreting and evaluating research procedures and findings; appropriate applications of various research approaches; and ability to write professional and empirically based reports.

## Ethics and Standards

**Definition:** Psychologists conduct themselves in an ethical manner consistent with the Canadian Code of Ethics for Psychologists. They conduct professional relationships within the context of the Code and Standards for the Profession.

**Knowledge** should include: Knowledge of the ethical principles of the Canadian Code of Ethics and the ethical decision making process promoted with the Code, the Standards of Professional Conduct, the Standards for Providers of Psychological Services, and, as appropriate, other standards such as Standards for Psychological Tests and Measurements, Standards for Conducting Psychological Research, as well as relevant jurisprudence.

**Skills** should include: Application of the ethical decision making process, pro-active identification of potential ethical dilemmas and application of the process for resolution of ethical dilemmas.

## 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 constructive working alliances with their clients and possess adequate sensitivity to cultural issues.

**Knowledge** should include: Knowledge of theories and empirical data on the professional relationship, such as interpersonal, power relationships, therapeutic alliance, interface with social

psychology, and fluctuations of the therapeutic/professional relationship as a function of the intervention setting; knowledge of self, such as motivation, resources, values, personal biases and factors that may influence the professional relationship (e.g., boundary issues); and knowledge of others, such as macro-environment in which the person functions (e.g., work, national norms) and micro-environment (e.g., personal differences, family, gender differences)

**Skills** should include: Evidence of effective communication, and evidence of establishment and maintenance of rapport, and of trust and respect in professional relationships.

# Sample Reporting Form

## Nova Scotia Board of Examiners in Psychology

455 – 5991 Spring Garden Road, Halifax, NS B3H 1Y6

Phone: 902-423-2238 Fax: 902-423-0058

[www.nsbep.org](http://www.nsbep.org)

### Supervisor's Regular Report for Monthly Reporting

PLEASE PRINT OR TYPE (*This form is available in MS Word and Adobe format*).

Candidate: \_\_\_\_\_ Dr. Candidate \_\_\_\_\_ NSBEP No: Dr. Candidate

Supervisor: \_\_\_\_\_ Dr. Supervisor \_\_\_\_\_ NSBEP No: Dr. Supervisor

Date Due: \_\_\_\_\_ May 2009 \_\_\_\_\_

Month Reported: \_\_\_\_\_ May 2009 \_\_\_\_\_

The Supervisor's Regular Report is intended to provide the Board with objective and constructive assessments of a candidate's progress in acquiring the necessary skills, knowledge, and professional functioning that would be expected of a Registered Psychologist.

Please refer to the **Supervision Handbook** for detailed information regarding supervision requirements, the supervision process and how to complete this form.

#### **Please Note:**

**1. Monthly reports are required for the first six months of supervision.**

**2. Supervisory meetings must:**

- **Directly relate to the approved Goals of Supervision.**
- **Meet the minimum hours of monthly supervision.**

**3. This form must be completed and submitted it to the Board in a timely fashion.**

- **Failure to do so may result in the Candidate not receiving credit for supervision hours.**
- **Repetitive failure may result in the Candidate's removal from the Candidate Register as per section 14 (7) of the Psychologists Act.**

**Section 1:**

**Date and duration of meeting(s):** 8<sup>th</sup> May 2009, 1 ½ hrs & 15 May 2009, 1 hr

**Check Core Competency Areas Covered**

- Assessment and Evaluation
- Intervention
- Research
- Ethics and Standards
- Interpersonal Relationships

**What topics were discussed?**

test administration, case formulation

treatment plan

\_\_\_\_\_

client's feelings / reactions

**Focus and Content of the Supervisory Meeting:**

1. Session one involved Dr. C administering the test to me as client. Dr. C then scored the measure and gave his interpretation. He described how the results might contribute to a treatment plan. We then discussed his performance. Dr. C departed from a standard administration and this led to discussion on the importance of following the test protocol. Dr. C's scoring of the test was directly reviewed and found to be accurate. He presented his treatment plan prior to discussion. While he exhibited a good understanding of the results and how they could be incorporated into his treatment plan, he presented his findings in a disorganized fashion and this allowed for a discussion of various methods of ensuring systematic analysis of information.

2. In session two, Dr. C brought the clinical file for my review. He then presented his plan of action. This allowed me to critique his analysis based on my independent impression of the clinical information. Dr. C's file was in order and his formulation and treatment plan was on track. The client was referred by a third party and was under some duress to attend sessions. Dr. C had written a report to the third party and his client was upset at the content of the report. Dr. C was asked how he handled third party contracts. After Dr. C explained his procedures and approach, we discussed issues that arise in third party situation and various alternatives for working within these situations. Dr. C's explanations of how he handled the current situation demonstrated his sensitivity, skill and professionalism in the area of interpersonal relationships. He made the client aware of the limits of confidentiality in advance and had also discussed the content of the report with his client prior to filing it. He acknowledged his client's feelings about the situation and helped his client look at her reactions. Dr. C indicated trust in the therapeutic relationship appeared to have increased by the end of the session.

**Methods used for evaluating the Candidate's work:**

Session one involved my direct observation of test administration and scoring procedures.  
 Session two involved my direct review of the clinical file. Dr. C presented his plan prior to our discussion.

**Focus for next month:**

Next month will involve focus on goal areas not directly addressed in June. Dr. C will prepare a hypothetical ethical dilemma that could arise in the third party case discussed this month. He will also review the literature relating to third party cases and report on his findings.  
 Members of Dr. C's multidisciplinary team are using testing tools that are restricted. This was the case at the time that he first began working in the setting and is both expected and supported by the administration. Dr. C will prepare a list of the possible ramifications of this practice for discussion as well as possible actions he might take.

Supervisors Initials: GS  
 Candidates Initials: KC

**Section 2:**

**General questions:**

**Candidate's Employment Setting:**

Primary Employment: *Nova Scotia General Hospital*

Hours/week *37.5* % of time worked *100%*

Secondary Employment (if Applicable):

NA

Has the Candidate's employment status changed since the report? Yes\_\_\_ No X  
If yes, please note the change below and how it impacts on supervision.

Should the Goals of Supervision be changed? Yes\_\_\_ No X  
If yes, please outline the suggested changes below.

Is there a lack of progress toward any of the Goals of Supervision? Yes X No\_\_\_

*Dr. C's organizational and analytic skills are still underdeveloped and this has limited progress with his Assessment/Evaluation Goal involving improving presentation of assessment reporting. We are continuing to focus on improving the organization of his work and helping him to improve analytical skills. Dr. C acknowledges this is a difficult area for him exhibiting a positive and constructive attitude regarding remediation.*

Has the Candidate attained a level expected of a member of the Register of Psychologists in any of the Core Competency areas during this supervisory period? Yes X No \_\_\_

If YES, please identify the relevant Core Competency area(s) and indicate the basis on which this determination was made.

*Interpersonal relationships: This was determined based on overall performance as reported over the past eight months. Dr. C was asked to describe his approach to various situations and increasingly demonstrated his ability in this area. In addition, Dr. C's Team Leader was contacted for her impressions of Dr. C's progress in this area. She stated he is viewed as fair, respectful and cooperative in his dealings with team members and he is viewed as very skilled in establishing a good rapport with clients.*

Has the Candidate experienced any ethical dilemmas during this supervisory period? Yes\_\_\_ No X  
If YES, please describe how the issues were approached/resolved.

Were any supervision problems experienced during this supervisory period? Yes\_\_\_ No X  
If Yes, please explain the situation and how it was resolved.

Supervisors Initials: GS  
Candidates Initials: KC

**Section 3: Please make the following ratings as applicable:**

**RATING KEY**

- U Unacceptable level even for supervised practice*  
*A Acceptable level for supervised practice*  
*AR Almost ready for independent practice*  
*R Ready for independent practice*

Dimensions of the Candidate's Competence	Supervisor's Ratings of Candidate's Current Functioning (See Rating Key Below)			
	U	A	AR	R
<b>Mandatory</b>				
A. Assessment & Evaluation		X		
B. Intervention Skills		X		
C. Research Skills		X		
D. Application of Ethical Standards			X	
E. Interpersonal Relationships				X
Report Preparation/Record Management		X		
Analytical/Organizational Skills	X			
Knowledge of:				
N.S. Psychologists Act			X	
N.S. Standards of Professional Conduct			X	
Canadian Code of Ethics for Psychologists			X	
<b>As Applicable</b>				
Assessment (as a declared professional activity)				
Research (as a declared professional activity)				
Consultation Skills			X	
Teaching Skills				
<b>Mandatory</b>				
Use of judgment in the application of the above			X	
Diligence in the application of the above				X
<p><b>Please identify and comment on any specific areas where the candidate received a rating of "U"</b>                      As noted previously, this has been identified as an area in need of remediation. Weakness in analytical skills had a negative impact on his performance in other areas. We continue to focus on organization of information in an overall fashion as we work in all core areas. Progress has been noted and it is hoped that by the next reporting session Dr. C will be at level A.</p>				

**Certification of Report**

This Report accurately represents the nature and content of supervisory sessions held during the period it covers. This report has been reviewed and discussed by the undersigned.

**Supervisors Signature:** *Dr. Supervisor*

**Date:** *3<sup>rd</sup> June 2009*

**Candidates Signature:** *Dr. Candidate*

**Date:** *3<sup>rd</sup> June 2009*

## **Electronic Submission of Supervision Documentation**

*Supervision Reports\* can be emailed to the office; however, all three of the below steps must be followed for an electronic version to be valid and this must be a collaborative process of the Supervisor and Candidate.*

*\* In addition, the Goals of Supervision as well as other Evaluation Forms (e.g. Evaluation Form for Withdrawal / Final Evaluation / Change of Supervisor Evaluation) can be submitted electronically by following the same process and modifying the declarations to suit the applicable purpose.*

*(This document is available for download from the Supervision section of the NSBEP website [www.nsbep.org](http://www.nsbep.org))*

### ***Process:***

- 1.** The Supervisor must send the Report, as an attachment, via email to NSBEP ([nsbep@nsbep.org](mailto:nsbep@nsbep.org)) from his/her own email address and copy the Candidate on this email. (To ensure the Candidate receives a copy of the Report)
- 2.** The body of the Supervisor's email must contain the below declaration. This declaration can be copied and pasted into the email and then edited to make it specific to the Report.

### **Electronic Declaration & Signature for Supervisor**

I have completed all sections of Supervision Report for **[Insert Candidate's Name]** covering the months of **[Insert Month 1, Year]** through **[Insert Month 6, Year]** (or simply insert the month in the case of a one month Report).

This Report accurately represents the nature and content of supervisory sessions held during the period it covers.

All sections of the Report have been reviewed and discussed by the undersigned with the supervisee.

I agree that the version of the Report transmitted by email to NSBEP is the one referenced in this declaration.

By typing my name below, I agree that the above statements are true.

\_\_\_\_Supervisor types name here\_\_\_\_\_

- 3.** The Candidate must send an email to NSBEP ([nsbep@nsbep.org](mailto:nsbep@nsbep.org)), from his/her own email address, which includes the below declaration in the body of the email. This declaration can be copied and pasted into the email and then edited to make it specific to the Report.

**Electronic Declaration & Signature for Candidate**

I have completely reviewed my Supervision Report covering the months of **[Insert Month 1, Year]** through **[Insert Month 6, Year]** (or simply insert the month in the case of a one month Report).

This Report accurately represents the nature and content of supervisory sessions held during the period it covers.

All sections of the report have been reviewed and discussed by the undersigned with my supervisor(s).

I agree that the version of the Report transmitted by email to NSBEP is the one referenced in this declaration.

By typing my name below, I agree that the above statements are true.

\_\_\_\_Candidate types name here \_\_\_\_\_