**Nova Scotia Board of Examiners in Psychology**

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

**Goals of Supervision Form
Last revised October 2024**

**PLEASE TYPE IN THE BOXES THROUGHOUT THIS FORM**

Cells can be expanded as necessary to accommodate your information

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| **Name of Candidate** | **Registration Number of Supervisee** |
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| **Name of Supervisor** | **Registration Number of Supervisor** |
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**Please indicate the time period for which the following goals are intended:**

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From: (D/M/Y)

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to: (D/M/Y)

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

1. The supervisee and supervisor should construct a set of specific goals within each core competency area, related to the specific requirements of the Board that were outlined in the letter to the Supervisor. This will serve to structure the supervisory process.
2. Please refer to the 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.
3. Goals should be established to allow a multi modal assessment, with the inclusion of, but not limited to, the below:
	* the supervisor will contact the registrant’s employer or work place supervisor at least once in the first three months of supervision and once per year. Releases for this purpose should be signed before supervision begins.
	* the supervisor will periodically review the scoring and interpretation of tests and/or methods of data collection and/or review written reports of the registrant.
	* the supervisor will use a form of direct observation of the registrant’s performance (i.e., video or audio tapes, one way mirrors, direct observation) at least once in every six month period.
	* the supervisor will directly assess the registrant’s knowledge in all core competency areas. The usefulness of discussions for assessing performance can be improved by structuring them so that the registrant 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 registrant’s ability to effectively analyze and integrate information.
	* when the registrant is in private practice, the supervisor will review policies, procedures and forms used in the practice.

3. Goals may be amended as appropriate (e.g., as goals are attained, change in work experience, or change in supervisor).

4. Any amendments are subject to the Board’s approval.

\****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.

**Please use the following sections to indicate your specific goals.**

**Core Competency 1: Assessment and Evaluation**

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**Core Competency 2: Intervention**

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**Core Competency 3: Research**

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

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**Core Competency 5: Interpersonal Relationships**

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**Once the Goals are established, please refer to the below information to review the options for submitting this information to the Board office:**

* You are free to send any supervision documentation by email using the process on the next page entitled “Electronic Submission of Supervision Documentation”
* If instead, your documentation is sent by fax or regular mail, there is a statement that must be signed by the supervisor and supervisee which appears at the bottom of the last page of this form. This statement only needs to be signed if the documentation is sent by fax or regular mail.

**ELECTRONIC SUBMISSION OF SUPERVISION DOCUMENTATION**

Whenever supervision forms are emailed to the office, both the Supervisor and Supervisee must separately email a declaration to the Board office. This is to validate the information.

The necessary declarations are provided below for reference purposes; ultimately however, the declarations need to be placed into the body of an email and sent to the Board office.

**Please note: All of the below steps must be followed for an electronic version to be valid. If the information is not validated, then credit cannot be provided to the supervisee. All of the steps are detailed below.**

***Electronic Submission Process***

1. The Supervisor must send the Goals, as an attachment, to the following NSBEP email address: nsbep@nsbep.org
2. The email should be sent from the Supervisor’s own email address, and the declaration (listed below) must be copied into the body of the Supervisor’s email to which the Goals are attached:

**Electronic Declaration for the Supervisor**

Attached are the Goals for **[Insert Supervisee’s Name]** from **[Insert Month, Year]** to [**Insert Month, Year]**

By typing my name below, I acknowledge that the Goals of Supervision will be adhered to during the period of supervision identified above

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

I agree that the version of the Goals 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]**

1. Once the above declaration is pasted into the body of the Supervisor’s email, the content of the declaration is simply edited to make it reflect the actual information being emailed to the Board office;
2. The supervisee should be copied on the email from the Supervisor;
3. The Supervisee must also send an email to the following NSBEP email address: nsbep@nsbep.org
4. The email from the Supervisee must be sent from the Supervisee’s own email address, and include the below declaration in the body of the email:

**Electronic Declaration for the Candidate**

I have completely reviewed my Goals for **[Insert Supervisee’s Name]** from **[Insert Month, Year]** to [**Insert Month, Year]**

By typing my name below, I acknowledge that the Goals of Supervision will be adhered to during the period of supervision identified above.

All sections of the Goals have been reviewed and discussed by the undersigned with my supervisor.

I agree that the version of the Goals 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]**

1. Once the above declaration is pasted into the body of the Supervisee’s email, the content of the declaration is simply edited to make it reflect the actual information being emailed to the Board office.

**SENDING REPORTS BY FAX OR REGULAR MAIL**

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| **NOTE: YOU ONLY NEED TO COMPLETE THE BELOW SECTION IF THE GOALS ARE BEING SENT BY FAX OR REGULAR MAIL.**By signing below, the Candidate and Supervisor 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.***Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****As noted, you may fax the Goals (423-0058) or, if necessary, send them by regular mail. However please use only one method to send your information.** |