

# *Newfoundland and Labrador Psychology Board*

P.O. Box 8275, Station A, St. John's, NL A1B 3N4

website: <http://www.nbep.info>

## Guidelines for Degrees In Psychology Acceptable to the Board

1. Applicants for registration as psychologists will be required to show that they have obtained a masters, doctoral or equivalent degree based on a programme of studies which is primarily psychological in nature from an educational institution approved by the Board. The applicant's training must include adequate background in psychological theory and acceptable professional experience.
2. Applicants for registration as psychologists will be required, in addition, to show that they have obtained a degree which meets the following criteria:
  - a. Training in psychology is graduate training offered in a recognized degree-granting institution in Canada, a regionally accredited institution of higher education in the United States, or a university in another foreign country approved by the Board.
  - b. The programme, wherever it may be administratively housed, must be clearly identified and labeled as a psychology programme. Such a programme must specify in pertinent institutional catalogs and brochures its intent to educate and train psychologists.
  - c. The psychology programme must stand as a recognizable, coherent organizational entity within the institution.
  - d. The programme must be an integrated, organized sequence of study.
  - e. The majority or the faculty members in the programme must be psychologists and the must be responsible for the programme. The faculty of the programme must have clear authority and primary responsibility for the core and specialty areas whether or not the programme cuts across administrative lines.
  - f. The programme must have an identifiable body of students who are matriculated in that programme for a degree.
  - g. The programme must include professional experience such as a supervised practicum, internship, field or laboratory training appropriate to the practice of psychology.
  - h. Candidates for admission to graduate programmes in psychology will normally have completed a four-year undergraduate degree in psychology or appropriate equivalent study.
  - i. The curriculum shall typically encompass a minimum of one academic year of full-time graduate study for a master's degree, and a minimum of two additional years of full-time graduate study for a doctoral degree.

- j. In addition to instruction in scientific and professional ethics and standards, research design and methodology, statistics and psychometrics, the core programme shall typically include a minimum of one half year:
  - I. BIOLOGICAL BASES OF BEHAVIOR: Physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology.
  - II. COGNITIVE-AFFECTIVE BASES OF BEHAVIOR: Learning, thinking, motivation, emotion.
  - III. SOCIAL BASES OF BEHAVIOR: Social psychology, group processes, organizational and systems theory.
  - IV. INDIVIDUAL DIFFERENCES: Personality theory, human development, abnormal psychology.

In addition, all graduate programmes in psychology will include course requirements in specialty areas

# FOUNDATIONAL KNOWLEDGE IN PSYCHOLOGY

## ***Definition:***

Foundational knowledge in psychology forms the underpinning of all professional training in psychology and includes:

### **Knowledge of the Biological Bases of Behaviour**

Examples:

- Physiological psychology
- Comparative psychology
- Neuropsychology
- Sensation and perception
- Psychopharmacology

### **Knowledge of the Cognitive-affective Bases of Behaviour**

Examples:

- Learning
- Cognition
- Motivation
- Emotion

### **Knowledge of the Social Bases of Behaviour**

Examples:

- Social psychology
- Group processes
- Community psychology
- Environmental psychology
- Organizational and systems theory
- Cultural issues

### **Knowledge of Psychology of the Individual**

Examples

- Personality theory
- Human development
- Psychopathology
- Individual differences

## CORE COMPETENCIES

### **Interpersonal Relationships**

#### **Definition:**

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

#### **Knowledge:**

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

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

##### **Knowledge of self, such as:**

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

##### **Knowledge of others, such as:**

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

#### **Skills:**

Effective communication

Establishment and maintenance of rapport

Establishment and maintenance of trust and respect in the professional relationship

## **Assessment and evaluation**

### **Definition:**

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

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

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

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

### **Knowledge:**

Assessment methods  
Knowledge of populations served  
Human development  
Diagnosis

### **Skills:**

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

## **Intervention and consultation**

### **Definition:**

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

### **Knowledge:**

The learning of an array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations).

A respect for the positive aspects of all major approaches, which should reflect an openness to varied viewpoints and methods.

Awareness of when to make appropriate referrals and consult.

Awareness of context and diversity.

Knowledge of interventions that promote health and wellness.

### **Skills:**

Establish and maintain professional relationships with clients from all populations served.

Establish and maintain appropriate interdisciplinary relationships with colleagues.

Gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means.

Select appropriate intervention methods.

Analyze the information, develop a conceptual framework, and communicate this to the client.

## **Research**

### **Definition:**

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

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

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

Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialized consultants (e.g. statisticians).

### **Knowledge:**

Basic knowledge of research methods and of the applications of scientific research, including:

Applied statistics and measurement theory;

The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research);

Qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data

### **Skills:**

Critical reasoning skills.

Applications of various research approaches to social systems.

Ability to write professional reports.

## **Ethics and standards**

### **Definition:**

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

### **Knowledge:**

Ethical principles.

Standards of professional conduct.

Responsibilities to clients, society, the profession, and colleagues.

Awareness of potentially conflicting principles.

Standards for psychological tests and measurements.

Standards for conducting psychological research..

Jurisprudence and local knowledge.

### **Skills:**

Ethical decision-making process.

Proactive identification of potential ethical dilemmas.

Resolution of ethical dilemmas.