

## APPENDIX C – DEFINITION OF PRACTICE AREAS

In the practice of psychology, in order to formulate and communicate a diagnosis, a member must have the following knowledge, skills and training directly relevant to the area(s) of practice and client groups indicated on the Declaration of Competence in order to treat the client and evaluate the effectiveness of the treatment. Therefore, the ability to communicate a differential diagnosis must apply to every psychologist or psychological associate, with the exception of those practising exclusively within the area of industrial/organizational psychology.

### Formulating and Communicating a Diagnosis

#### Knowledge

The equivalent of a graduate half course in each of the four following subjects:

- psychopathology;
- personality theory/individual differences;
- psychological assessment; and,
- psychodiagnostics

#### Skills

- skill in establishing therapeutic rapport;
- skill in eliciting information through interviewing;
- skill in assessing fundamental psychological processes such as mental state, cognition, emotions and behaviours;
- skill in formulating and testing diagnostic hypotheses;
- skill in communicating diagnostic information clearly and sensitively; and,
- skill in assessment of change in relevant psychological processes

#### \*Formal training:

- coursework and supervised experience in administering and interpreting assessment materials for a diverse range of problems;
- coursework and/or supervised experience in interviewing techniques;
- training in formulating and testing diagnostic hypotheses in a practice setting;
- supervised experience in communicating sensitive information; and,

- coursework and/or supervised experience in assessment of change in order to evaluate the effectiveness of interventions

\* Formal training involves a combination of coursework and structured, supervised experience with evaluation of performance and feedback to the trainee. While it is accepted that some of the formal training may be acquired in a research setting, it is expected that most formal training will be acquired in a practice setting.

Approved December, 2007

### Clinical Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

***Clinical Psychology is the application of knowledge about human behaviour to the assessment, diagnosis and/or treatment of individuals with disorders of behaviour, emotions and thought.***

In addition to the above minimum knowledge base, members practising ***Clinical Psychology*** require the following:

- knowledge of psychopathology/abnormal psychology;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners who provide services in **Clinical Psychology** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising **Clinical Psychology**, the following minimum skills are required:

- the ability to perform an appropriate clinical assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate treatment program.

Approved March, 2004

### School Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

**School Psychology is the application of knowledge about human behaviour and development to the understanding of the social, emotional and learning needs of children, adolescents and adults, and to the creation of learning environments that facilitate learning and mental health. To declare competence in school psychology, members are expected to be currently practising, or to have had substantial practice, in a school setting.**

In addition to the above minimum knowledge base, members practising in **School Psychology** require following:

- knowledge of intellectual, social, behavioural and emotional assessment;
- knowledge of psychodiagnostics;

- knowledge of exceptional learners;
- knowledge of normal lifespan development and cross-cultural differences in learning and socialization;
- knowledge of developmental and general psychopathology;
- knowledge of instructional and remedial techniques;
- knowledge of multidisciplinary team approach for case management;
- knowledge of counselling, psychoeducational and early intervention techniques;
- knowledge of systems and group behaviours within, and related to, the school organization.

Practitioners who provide services in **School Psychology** should be aware of the impact of medication and medical conditions on learning and behaviour.

For members practising **School Psychology** the following minimum skills are required:

- the ability to perform an appropriate psychological assessment;
- the ability to formulate and communicate a differential diagnosis;
- the ability to plan, execute and evaluate an appropriate psychoeducational intervention;
- the ability to plan, execute and evaluate appropriate prevention programs.

Approved March, 2004

### Clinical Neuropsychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
  - knowledge of learning;
  - knowledge of all relevant ethical, legal and professional issues;
  - knowledge of research design and methodology;
  - knowledge of statistics; and,
  - knowledge of psychological measurement.

***Clinical Neuropsychology is the application of knowledge about brain-behaviour relationships to the assessment, diagnosis and treatment of individuals with known or suspected central nervous system dysfunction.***

In addition to the above minimum knowledge base, members practising in *Clinical Neuropsychology* require the following:

- knowledge of lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology;
- knowledge of neuroanatomy, physiology and pharmacology;
- knowledge of human neuropsychology and neuropathology;
- knowledge of psychological assessment;
- knowledge of neuropsychological assessment;
- knowledge of psychodiagnostics; and,
- knowledge of clinical and neuropsychological intervention techniques.

In addition, practitioners providing services in *Clinical Neuropsychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising in *Clinical Neuropsychology* the following minimum skills are required:

- the ability to perform an appropriate neuropsychological assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate neuropsychological intervention.

Approved March, 2004

### **Counselling Psychology**

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;

- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

***Counselling Psychology is the fostering and improving of human functioning by helping individuals experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns.***

In addition to the above minimum knowledge base, members practising *Counselling Psychology* require the following:

- knowledge of psychological adjustment/lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners who provide services in *Counselling Psychology* to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For those who intend to practise *Counselling Psychology*, at a minimum, the following skills are expected:

- the ability to perform an appropriate counselling assessment;
- the ability to formulate and communicate a differential diagnosis in order to develop an appropriate counselling intervention and to identify clients who must be referred elsewhere; and,
- the ability to plan, execute and evaluate an appropriate counselling intervention.

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### Forensic/Correctional Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

***Forensic/Correctional Psychology is the application of knowledge about human behaviour to the understanding, assessment, diagnosis and/or treatment of individuals within the context of criminal and/or legal matters.***

In addition to the above minimum knowledge base, members practising in ***Forensic/Correctional Psychology*** require the following:

- knowledge of criminal justice/legal systems;
- knowledge of the application of psychological principles within the federal and provincial legal systems;
- knowledge of psychopathology/abnormal psychology/criminal behaviour;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of risk assessment/management;
- knowledge of intervention procedures/psychotherapy; and,
- knowledge of evaluation of change.

In addition, practitioners providing services in ***Forensic/Correctional Psychology*** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques, and applicable legislation.

For members practising ***Forensic/Correctional Psychology***, the following minimum skills are required:

- the ability to perform an appropriate assessment;

- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate an appropriate intervention.

Approved March, 2004

### Health Psychology

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
  - knowledge of learning;
  - knowledge of all relevant ethical, legal and professional issues;
  - knowledge of research design and methodology;
  - knowledge of statistics; and,
  - knowledge of psychological measurement.

***Health Psychology is the application of psychological knowledge and skills to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of determinants of health and illness.***

In addition to the above minimum knowledge base, members practising in ***Health Psychology*** require the following:

- knowledge of normal lifespan development;
- knowledge of psychopathology/abnormal psychology;
- knowledge of personality/individual differences;
- knowledge of psychological assessment;
- knowledge of psychodiagnostics;
- knowledge of intervention procedures/psychotherapy;
- knowledge of evaluation of change; and,
- knowledge of behavioural medicine and psychological issues related to health.

In addition, practitioners providing services in ***Health Psychology*** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and therapeutic techniques.

For members practising *Health Psychology*, the following minimum skills are required:

- the ability to perform an appropriate assessment;
- the ability to formulate and communicate a differential diagnosis; and
- the ability to plan, execute and evaluate an appropriate prevention and/or treatment program.

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### **Industrial/Organizational Psychology**

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
  - knowledge of learning;
  - knowledge of all relevant ethical, legal and professional issues;
  - knowledge of research design and methodology;
  - knowledge of statistics; and,
  - knowledge of psychological measurement.

***Industrial/Organizational Psychology* is the field of psychological practice and research that aims to further the welfare of people and the effectiveness of organizations by: understanding the behaviour of individuals and organizations in the workplace; helping individuals pursue meaningful and enriching work; and, assisting organizations in the effective management of their human resources.**

In addition to the above minimum knowledge base, members practising *Industrial/Organizational Psychology* require the following:

- knowledge of organizational behaviour;
- knowledge of psychological adjustment/lifespan development;
- knowledge of personality/individual differences;
- knowledge of assessment for selection, promotion and career development;
- knowledge of the psychology of training in organizations;

- knowledge of intervention procedures within the context of the organization;
- knowledge of evaluation of change.

For members practising *Industrial/Organizational Psychology*, the following minimum skills are required:

- the ability to perform an appropriate assessment;
- the ability to identify individual clients who must be referred elsewhere;
- the ability to plan, execute and evaluate an appropriate organizational intervention.

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### **Rehabilitation Psychology**

All members of the College of Psychologists require the following minimum working knowledge base:

- knowledge in the foundational content areas of psychology, i.e., the biological bases of behaviour, the cognitive affective bases of behaviour, the social bases of behaviour, and the psychology of the individual;
  - knowledge of learning;
  - knowledge of all relevant ethical, legal and professional issues;
  - knowledge of research design and methodology;
  - knowledge of statistics; and,
  - knowledge of psychological measurement.

***Rehabilitation Psychology* is the application of psychological knowledge and skills to the assessment and treatment of individuals with impairments in their physical, emotional, cognitive, social, or occupational capacities as a result of injury, illness or trauma in order to promote maximum functioning and minimize disability.**

In addition to the above minimum knowledge base, members practising in *Rehabilitation Psychology* require the following:

- knowledge of lifespan development;
- knowledge of personality/individual differences;
- knowledge of psychopathology;
- knowledge of brain-behaviour relationships;
- knowledge of psychological and behavioural assessment;
- knowledge of psychodiagnostics; and,
- knowledge of rehabilitative interventions.

In addition, practitioners providing services in ***Rehabilitation Psychology*** to children and adolescents must have a background in developmental psychology and knowledge of appropriate assessment and intervention techniques.

For members practising ***Rehabilitation Psychology***, the following minimum skills are required:

- the ability to perform an appropriate rehabilitation assessment;
- the ability to formulate and communicate a differential diagnosis; and,
- the ability to plan, execute and evaluate appropriate rehabilitative interventions.

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