



Government of
Northwest Territories

**Northwest Territories
Supervision Guidelines for Provisional Psychologists and Supervisors**

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The *NWT Supervision Guidelines* have been adapted from the College of Alberta Psychologists' *Supervision Manual* with permission.

1. Definition of Supervision

Supervision of psychological services in the Northwest Territories (NWT) is a distinct professional activity provided by a registered psychologist.

The goal of supervision is to ensure that psychological services meet the *NWT Standards of Practice* and the *NWT Standards for Supervision* in the NWT. The supervisory relationship develops the provisional psychologist's knowledge and skills through instruction, modeling, problem solving and ongoing evaluation.

2. What Is Supervision?

Supervision is an activity with three main objectives:

- 1) Well-being of the Client
- 2) Learning
- 3) Evaluation

Well-being of the Client

The first objective is to ensure that clients of psychological services are provided with care that meets or exceeds the standards of the profession, with an emphasis on the well-being of the client. This objective requires both the supervisor and provisional psychologist to have a clear and accurate conceptualization of clients' requests and, of the factors giving rise to their difficulties. Increasingly, effective supervision involves attending to issues of diversity (culture, race, ethnicity, gender, sexual orientation, etc.) as they impact the provision of psychological services. This includes the dimensions of diversity and power differentials that exist between clients and professionals, and those between supervisors and provisional psychologists.

When psychological assessment is offered, supervisors and provisional psychologists must have knowledge of available assessment techniques and the most appropriate approach. If treatment is indicated, the decision becomes one of selecting and applying interventions that are necessary, effective and supported by the current state of knowledge. Supervisors do not introduce or recommend procedures (e.g., the administration of additional tests or treatment protocols) that are exclusively driven by the learning needs of the provisional psychologists. Similarly, supervision does not place the personal or financial goals of supervisors above the learning needs of the provisional psychologist or the requirements of the clients.

Learning

The second objective of supervision revolves around the training and professional development of the provisional psychologist. Essential to this dimension is instilling in the provisional psychologist an attitude of life-long learning. The task of the supervisor is one of teacher, mentor and professional role model. This encompasses the acquisition of technical skills, ethical decision-making, deepening the provisional psychologist's awareness of self, and refining interpersonal effectiveness. A critical component involves aiding the provisional psychologist to develop an understanding of their impact in their role as psychologists on clients, colleagues and subordinates.

Evaluation

The third objective is that of ongoing evaluation which serves to identify the extent to which clients have been served effectively, and that the provisional psychologists' learning has been enhanced.

Enhancing learning requires that feedback be delivered on a regular basis. Essential to this goal, and in particular to the need of the profession and the public to identify provisional psychologists who are not performing at the expected level, is the timely and accurate completion of supervision evaluation forms. The objective of ongoing evaluation can be compromised in situations where supervisors assume the responsibility of providing supervision in a work environment that limits their authority to evaluate provisional psychologists in a meaningful manner. This occurs in work settings that place supervisors and provisional psychologists on a par, or limit the extent to which the provisional psychologists are directly accountable to supervisors with regard to the quality of care.

Supervision contains an administrative component, which should generally be viewed as secondary within the context of supervision leading to registered practice. Supervision for registered practice is not an activity driven by the demands of workload measurement systems, ensuring a minimum number of billable hours, or other forms of administrative accountability.

Finally, the supervisory relationship is evaluative and educative nature thereby placing responsibility on supervisor to be cognisant of the inherent hierarchy that exists between them and the provisional psychologist. Thus, the primary responsibility for establishing and managing interpersonal boundaries lies with the supervisor. It also becomes the task of the supervisor to manage the tension that may exist at times between the learning needs of provisional psychologists and the needs of the practice setting (e.g. assignment of cases, management of waiting lists, generating billable hours, etc.). In other words, supervision should not be driven by administrative structures and requirements that are separate from the learning needs of the provisional psychologist.

Supervision vs. Consultation

The supervisor should differentiate clearly between situations in which they are providing supervision and situations in which they are offering consultation.

Supervision implies an ongoing, evaluative, hierarchical relationship with an implicit or explicit contract specifying the goal and term of the relationship. In the supervisory relationship the supervisor is legally responsible for advice given, records kept, ensuring that psychological services resulting from that relationship are delivered competently, and co-signing all official reports.

Consultation occurs between professionals of relatively equal status, is typically brief in duration and more irregular in frequency, is based on limited amount of information and offers a point of view that is not binding with respect to the subsequent professional behaviour of the other person. Notwithstanding this, members should be aware that in all circumstances they are accountable for providing competent information relevant to psychological services

3. The Decision to Enter into a Supervisory Relationship

The decision to enter into a supervisory relationship will be impacted and dependent on the following three factors:

- 1) Choosing a Supervisor
- 2) Choosing to Become a Supervisor
- 3) Completing the Supervision Plan

Choosing Supervisors

In many cases, supervisors may be assigned by an employer. This can present an advantage for provisional psychologists in that they are not tasked with finding their own supervisor(s). It can also be an advantage for supervisors who enjoy teaching and welcome the opportunity to mentor a colleague joining the profession. However, a supervisory relationship mandated by the employer removes the element of choice for both parties and can, on occasion, result in friction if there are differences in personal style, or if there are reservations about the suitability of the other to fulfill the role assigned to him or her.

Provisional psychologists can also receive supervision in a private practice setting, and may do so as long as they are not practicing alone, as the sole practitioner. While providing valuable experience in business aspects of the practice of psychology, such as billing and practice management, private settings raise a range of issues that are not faced by provisional psychologists in other employment settings. In particular, the need to find work and become registered can lead provisional psychologists into practice in an area that they have not been adequately prepared.

In the situation where a provisional psychologist accepts a position, whether in a private practice or another setting, for which their training has not adequately prepared them, the Registration Committee will require the provisional psychologist to provide detailed written information outlining the steps that will be taken to become competent in the new area of practice, along with their supervision plan which outlines the coursework they completed to support their new area of practice. If the Registration Committee finds that they do not have the appropriate preparation for the type of practice they are proposing, the specific gaps will be delineated and the provisional psychologist may be required to complete additional coursework or directed readings followed by a formal evaluation and skills acquisition considered essential to the declared areas. This extra training is essential to ensure that psychological services offered to the public meet the accepted standards.

Provisional psychologists who are beginning to search for primary and secondary supervisors need to carefully consider the following issues:

- Is the proposed supervisor's area of practice one for which provisional psychologist is prepared and in which they wish to work in the long term?
- If their preparation does not exactly match the supervisors' practice, is the difference such that they can realistically acquire the necessary knowledge and skills within the provisional time frame?
- How many clients will the supervisor(s) be able to assign to the provisional psychologist and is this enough for adequate professional preparation and to make a living?

- Will there be a sufficient variety of presenting problems to ensure the provisional psychologist's competence in eventual unsupervised practice?
- Have the proposed supervisors had previous supervisory experience with provisional psychologists? If so, is it possible to speak with these psychologists to find out about their experience with these supervisors?
- Is the supervisor currently supervising any other provisional psychologists for registration? If so, does this provide a welcome opportunity for a peer group? Will the proposed supervisor have sufficient time to provide thorough supervision?

While the Registrar of Professional Licensing cannot and will not locate supervisors for prospective provisional psychologists, the Office of the Registrar of Professional Licensing may provide the provisional psychologist with the contact information (work contact) for registered psychologists in the area.

The Office of the Registrar of Professional Licensing has all the information for registration and forms that are required for registration as well as all the legislated documents that outline the requirements under the *Psychologist Regulations*. Should applicants need clarification about the requirements, or using any of the forms, the Office of the Registrar of Professional Licensing is available via email or telephone to assist.

Choosing to Become a Supervisor

Supervisors who are considering taking on a provisional psychologist are also faced with a number of decisions:

- Is it intended that the supervisor will be the primary or secondary supervisor? Do they know the other proposed supervisor (if applicable)? Between the two of them, do they have sufficient expertise to meet the provisional psychologist's needs?
- Does the potential provisional psychologist have sufficient pertinent knowledge for the proposed area of practice? If not, is the gap one which can reasonably be remediated and does the supervisor have time to supervise directed readings if the provisional psychologist is not able to enroll in a university course?
- Does the supervisor have a sufficient flow of referrals and sufficient time to allow for development of the provisional psychologist to the point where they are ready for unsupervised practice?
- If the supervisor is considering supervision for the first time, is there another member of the profession who can act as a mentor?
- What are the remuneration arrangements going to be?
- Is it intended that the provisional psychologist will leave the practice once they are authorized for unsupervised practice or, that they will stay in the practice? If the latter, what will the financial and other arrangements be at that point? Will the provisional psychologists continue to work for the supervisor or, will they begin their own autonomous practice within the group? If the former, what will be the change in their hourly rate?

Occasionally, provisional psychologists will be hired by an organization which does not have any psychologists on staff, or none who are qualified to supervise. In this case, to meet its mandate of protecting of the public as well as ensuring adequate supervision and training of the provisional psychologist, the Registration Committee will require that the primary supervisor be given permission to come on-site or have virtual access to the provisional psychologist to review files and provide supervision. The organization will be required to provide written confirmation that they are in agreement with the supervision arrangement.

Completing the Supervision Plan

The supervision plan is the document which tells the Registration Committee and the public which services a provisional psychologist believes they are competent to provide during their period of provisional practice. It requires applicants to specify what areas of psychology (i.e. clinical/counselling, educational/school, rehabilitation, etc.) they will be practicing, with which client populations (i.e. children/adolescents, adults, families, etc.) and doing what kind of professional activities (i.e. interventions, general assessment, consultation, etc.). The supervision plan's congruence with the applicant's training and experience is carefully reviewed by the Registration Committee prior to approval and the issuance of a practice permit. It is extremely important that applicants give careful thought to an appropriate supervision plan taking into account both the type of training they have had and the nature of the proposed provisional practice.

The choice of which areas of practice to select is based on both the applicant's academic preparation, prior clinical experience and the types of services they will be providing during provisional practice.

Area(s) of practice is the combination of the branch of psychology, professional activities and client characteristics. Applicants should review these carefully prior to completing the supervision plan. Normally, provisional psychologists who are newly graduated are not expected to declare more than two areas of practice, since it is not feasible for an entry level practitioner to gain sufficient breadth of experience in more than two areas during their period of provisional practice. Only areas in which the provisional psychologist will actually be undertaking provisional practice and will gain sufficient exposure to reach readiness for unsupervised practice should be selected, regardless of the amount of experience there has been in a particular area to that point. For example, if a provisional psychologist trained in both clinical psychology and neuropsychology during graduate school, but will be practicing only in the latter during the period of provisional practice, clinical psychology should not be selected.

When deciding how much experience during the provisional practice period is sufficient, it is important to consider one's experience to that point. For example, if an individual's graduate school practicum was mainly in clinical neuropsychology, with very little clinical psychology, but they had completed solid coursework in clinical psychology, and the proposed provisional practice setting is four days per week in clinical with one day per week in neuropsychology, it will likely be appropriate to select both branches of psychology (in light of the extensive practicum experience).

It is also critical that provisional psychologists acquire broad experience in their area during their provisional practice period. It is not sufficient to work with a very narrow range of presenting problems, for example, working with only sleep disorders or eating disorders in clinical/counselling psychology, or only traumatic brain injury in clinical neuropsychology. Provisional psychologists are expected to be able to provide competent services to a range of presenting problems in the area and with client groups they have chosen.

As with areas of practice, applicants should only describe those client characteristics or client groups to whom they will be providing direct service during provisional practice. For example, persons whose provisional practice will be taking place in elementary and secondary schools should describe children and adolescents, but not adults, since they will not be providing services directly to an adult population. Similarly, while persons whose provisional practice is neuropsychology will obviously provide feedback and education to the families of some of their clients, unless they are competent in conducting family therapy, they should not select families as a client characteristic.

A supervision plan is required to be signed by both the applicant and the supervisor(s) and provided to the Registration Committee. If the provisional psychologist has completed the supervision plan without formal consultation with the supervisor(s), the latter must review it carefully with the provisional psychologist prior to signature. If there are activities, areas or client characteristics selected which the supervisor(s) think may not be appropriate in light of the applicant's training or type of experience available during the provisional practice period, these issues need to be resolved with the applicant before signing the supervision plan. As per the *NWT Standards for Supervision*, the supervisors must be competent to practice within the area of practice selected by the applicant. This means that the applicant cannot select health psychology if the supervisors are not competent to work in health psychology. The supervisor(s) will also be required to complete a supervisor's declaration form acclaiming their area of practice.

On occasion, upon review of the applicant's application, the Registration Committee may find the supervision plan unclear. In this case, the provisional psychologist will be asked to provide further clarification. It is recommended that the applicant review the sample supervision plan found on the *NWT Standards for Supervision* as this example outlines the format in which the supervision plan should be presented.

Occasionally, it may be necessary for the provisional psychologist to make changes to their supervision plan during the period of supervision. This can be the result of a change in employment or the type of work available. In all cases, any changes should be discussed first with the supervisor(s) and once in agreement, the Registration Committee should be notified. If a change in supervision is required, the previous supervisor(s) would be required to complete a supervisor's final evaluation based on termination of hours and confirm in the evaluation the number of hours of practice and supervision that took place while under their supervision. The provisional psychologist would then be required to submit an amended supervision plan for the remaining hours required. If supervision is not changing, the provisional psychologist would submit an amended supervision plan form along with a cover letter explaining the amendments for the Registration Committee to review and approve.

4. Coordination and Communication between Primary and Secondary Supervisors

The period of provisional practice required for registration as a psychologist represents the final opportunity for formal supervision and evaluation required by the profession. Therefore, it is essential that the experience be planned according to the professional development needs of the provisional psychologist, while remaining consistent with and focused on the supervision plan.

In most instances, primary and secondary supervisors will bring different skills, styles, and knowledge to the supervisory experience. In an effort to maximize the provisional psychologist's learning, the focus of supervision in each of these two contexts should be coordinated.

Typically, the supervisory contract begins with the articulation of a supervision plan. Once this preliminary discussion has occurred between the applicant and each supervisor (if applicable), it is recommended that all secondary supervisors hold a joint meeting with the applicant. This can serve to define a more specific supervision plan that outlines the areas that each supervisor will emphasize. This can include specifying content areas and the development of certain competencies, as well as more general professional objectives for each supervisor.

The onus is on the primary supervisor to consult with all other supervisors prior to the completion of the evaluation reports. Provisional psychologists and their supervisors must follow the *Standards for Supervision for Provisional Psychologists*, and have 1 (one) hour of direct supervision (i.e. in-person/virtual/group) for every 15 (fifteen) hours of practice while completing the 1600 hours of provisional practice, unless an exception has been granted by the Registration Committee in accordance with Standard 10. This will offer an opportunity to review overall progress, assess the extent to which the supervision plan objectives were met. All supervision hours must be logged and signed by the supervisors.

5. Preparing for the Examination for Professional Practice in Psychology (EPPP)

Supervisors play an important role in assisting provisional psychologists to prepare for the EPPP. In general, it is helpful if the supervisor discusses the provisional psychologist's planned schedule for taking the EPPP in one of the early supervision sessions. This can be revisited in later supervision sessions if the supervisor feels the provisional psychologist is not yet ready, or if there is an upcoming change in workload or the provisional psychologist's responsibilities that affect their ability to study.

It is important for the provisional psychologist to think through their plan for scheduling the EPPP in light of likely activities during their provisional practice period. It is recommended that studying for the EPPP begin soon after starting provisional practice. This allows the provisional psychologist to attempt a practice examination and get a sense of how close their score is to the passing point and thus how much more study will be needed before scheduling the actual examination.

Below are some specific strategies that a provisional psychologist may find helpful:

EPPP Preparation Strategies

- Use current study material.
- Set a study plan and a schedule.
- Discuss the plan with supervisor(s).
- Complete the practice examinations in a manner that is similar to the actual examination (e.g., complete all the questions in one long session).
- Complete all the practice examinations.
- Review the answers to the practice examinations; important information is incorporated in the answers that may not be available in the actual readings.
- Do not become discouraged if, at first, your score is low; performance on the practice examinations improves with practice.
- Think about the information and, when appropriate, try to apply it in to day-to-day practice.
- Do not complete any practice examinations the day before the actual examination. Use this time to review the material by responding to the questions that are included as part of each reading.
- Talk to supervisors or peers about any anxiety or insecurity about the exam. These discussions may assist with problem-solving, reassurance and strategies for reducing anxiety.
- Taking the EPPP can be stressful. Practice good health habits leading up to and during the exam (i.e. try to get proper rest and nutrition) and consider using relaxation techniques to help manage any stress and anxiety.
- Discuss test taking strategies with supervisor(s) (i.e. read each question three times, pick a response, if unsure about the response, mark it as a question to come back to at the end, if there is time).

6. Supervision Logs

The provisional psychologist must keep daily records of professional activities (i.e. number and nature of assessments, consultations/interventions, counselling/therapy sessions, professional development activities, ethical issues, research activities).

The supervisor and provisional psychologist must keep a record of each meeting, dates of supervision sessions, amount of time spent and description of the topics discussed, including the number of clients seen, their presenting issues and the type of intervention offered. The logs need to be signed by both supervisor and provisional psychologist, and each party should keep a copy of the logs in their records.

Supervisors should record the provisional psychologist's limitations in the supervision log and note if there are concerns about readiness for unsupervised practice. Ultimately, an additional period of supervision with a clearly defined remediation plan will serve both the provisional psychologist and their clients.

7. Conflict Resolution

Conflict that occurs between a supervisor and provisional psychologist may affect the manner in which assessment or therapy proceeds, the manner in which supervision is delivered, or personal aspects of the supervisory relationship. These are significant implications and may affect client care.

Although either supervisor or provisional psychologist may identify a conflict, because of the hierarchical nature of the relationship the provisional psychologist may feel unwilling to mention problems to the supervisor, especially when these problems involve personal aspects of the supervisor rather than the content of assessment or therapy or the structure of supervision. For this reason, it is important that, as far as possible, the supervisor create a comfortable atmosphere in which the provisional psychologist feels safe to raise issues.

Conflict may be lessened when expectations about the nature of supervision are clearly established. It can be useful to establish contracts that specify not only how supervision will proceed but also to name a third party who can be contacted to mediate should conflict arise. A secondary supervisor (if applicable) may be one individual who can be consulted in this instance. In any event, as far as possible, the proposed mediator should be someone who does not stand in a dual relationship with either supervisor or provisional psychologist.

Conflict may also stem from the different goals of the provisional psychologist (to become a registered psychologist) and the supervisor (to ensure a competent unsupervised professional while managing their own time constraints and meeting workload demands). In this case, since the supervisor is ultimately responsible for the cases, there may be conflicts that are not resolved satisfactorily from the perspective of the provisional psychologist. **An important part of conflict resolution is a specific remediation plan with clearly established goals and proposed activities.**

Remedial actions may include, but are not limited to:

- Consultation with a supervision consultant.
- Increased supervision.
- Shifting the focus of supervision.
- Modifying the format of the supervision (i.e. providing more direct observation)
- Reduction of client load.
- Academic assignments.
- Consideration of a different supervisor.
- A recommendation to address performance and/or personal issues.
- Temporary leave of absence.

In the event of an irreversible breakdown in the supervisory relationship for provisional practice, each partner in this relationship has obligations to communicate this fact to other interested parties. The Registration Committee should be notified immediately in writing and, if supervision is a condition of employment, the employer of the provisional psychologist should be contacted as well.

It is important that provisional psychologists bear in mind that their permit for provisional practice is contingent upon them having alternative supervision in place in case of an emergency.

Procedures for addressing performance issues:

- When the supervisor is concerned about the performance of a provisional psychologist, it is the responsibility of the supervisor to address the matter with the provisional psychologist directly as soon as the concern arises and to facilitate consensus as to a course of remedial action.
- If unacceptable performance on the part of the provisional psychologist is not addressed to the satisfaction of the supervisor through consensus, a revised supervision plan may be directed by the Registration Committee, to be signed by the supervisor and the provisional psychologist.
- If the provisional psychologist does not agree to the revised supervision plan, or fails to meet the performance objectives specified in the revised supervision plan within the agreed upon time frame(s), the supervisor should complete a written final evaluation and provide copies to the provisional psychologist and the Registration Committee. The provisional psychologist then has the option of withdrawing from the registration process or finding a new supervisor submitting a new supervision plan.

Where a new supervision plan is proposed, it must address the specific performance issues identified in the final evaluation.

Note: Certain breaches of the *NWT Standards of Practice* or the *Criminal Code of Canada* while in the professional role of a provisional psychologist may be cause for termination of the supervision plan and should be handled through a complaint to the Office of the Registrar of Professional Licensing. Examples of such activities may include alcohol or drug intoxication, theft, or engaging in sexual intimacies with a client.

8. Readiness for Unsupervised Practice and How to Evaluate It

The supervisor's evaluation forms acts as a record of what happened during the provisional practice period. During the provisional practice period, the supervisors evaluate the provisional psychologist's level of competence on a range of dimensions, and complete a mid-term and final evaluation report.

In the final evaluation report, the supervisor needs to determine if the provisional psychologist is ready to move to unsupervised practice. The provisional psychologist must have successfully passed the *Jurisprudence and Ethics for the Practice of Psychology in the NWT* examination prior to being eligible to apply for licensure as a registered psychologist in the NWT. Supporting correspondence from the supervisor(s) regarding their evaluations will be shared with the provisional psychologist.

Interim evaluation forms are required to be submitted every six months, until the provisional psychologist is ready to apply for licensure as a registered psychologist in the NWT.

At the end of the provisional practice period, provisional psychologists are expected to attain a level of competence for entry level unsupervised practice. In general, being ready for unsupervised practice means that the provisional psychologist can generate a plan of action for assessment or intervention, with a long-term focus that is based on comprehensive evaluation of the problem, informed by scientific evidence, and takes into account additional evidence over time as to whether or not the client's response to the plan is anticipated. There is evidence of emerging ability to recognize overall patterns in the conceptualization of service delivery, rather than having a narrow focus on individual elements. The provisional psychologist should have the ability to deal with common contingencies that arise in the activities and client characteristics that were specified in the supervision plan, but also aware of the limits of their competence.

The following indicators of competence have been developed to assist supervisors and provisional psychologists in understanding what is meant by "ready for unsupervised practice":

Assessment, Evaluation and Diagnosis

- The ability to independently conduct a "first session" with new clients, including addressing issues such as who is present in situations in which provisional psychologists are dealing with families or couples, how provisional psychologists explain who they are and what they do, dealing with informed consent, confidentiality in the specific situation (i.e. taking into account family members, third parties such as insurance companies and mandatory reporting obligations), covering payment issues, gathering relevant information to determine whether they are competent to address the problem, and developing a preliminary assessment plan and communicating it to clients.
- Knowledge to recognize disorders with which they do not work to address themselves, and sufficient knowledge about other resources to make an appropriate referral. For example, if a provisional psychologist does not have sufficient experience with psychosis or addictions to work with these clients, they need to know enough to recognize when a client is likely experiencing one of these conditions so that they can arrange appropriate alternative care.
- Sufficient knowledge and sensitivity regarding issues of cultural, moral, religious, social diversity and, the ability to recognize situations that require referral with sufficient knowledge of resources to make an appropriate referral or seek consultation.

- Conversely, provisional psychologists must have sufficient breadth of knowledge and skills to deal with usual presenting conditions in their area of practice without limiting themselves so narrowly that they can only offer services to clients with very few conditions.
- The ability to collect appropriate information during an intake interview to formulate and test hypotheses about the client's potential problem.
- The ability to develop a systematic assessment or evaluation plan which includes formal psychometric testing in areas of practice where this is a standard (i.e. school psychology or neuropsychology). In other areas of practice, structured interview formats, rating scales or self-report instruments will be more appropriate.
- The ability to combine psychological assessment data with clinical impressions, historical information, current life status and symptoms to generate diagnoses for groups of clients that the provisional psychologist might be expected to encounter in the area(s) of practice they have declared. This includes ruling in and ruling out various diagnostic possibilities and identifying co-morbidity.
- The ability to sensitively communicate diagnostic information, including providing information about prognosis, treatment possibilities and answering common questions clients are likely to ask.

Intervention and Consultation

- Sufficient theoretical knowledge of empirically-based treatments to develop an intervention based on the diagnosis or diagnostic hypotheses derived during the assessment/evaluation process.
- The ability to carry out the treatment plan and adjust it to the client's individual needs.
- The ability to evaluate the effectiveness of the treatment.
- In areas of practice where "treatment" is not usually provided, the ability to develop suggestions to the clients or others (e.g., parents, teachers, treatment team, referral source) about ways in which the identified problems can be addressed. This includes knowledge about community resources and how to facilitate access.

Interpersonal Relationships

- The ability to form and maintain therapeutic rapport with the range of different clients with whom the client works and express empathy without judgement.
- Conversely, provisional psychologists need to be aware of boundary issues, the situations in which there is most risk of crossing them and to be able to avoid involving themselves in their clients' lives.
- Provisional psychologists need to know enough about and respect the knowledge and skills of other professionals with whom they work to function as an effective team player in multidisciplinary settings.
- The ability to maintain respectful and collegial relationships with colleagues, to have developed a sense of professional identity and to be able to consult when appropriate while not relying excessively on a supervisor.