
NOVA SCOTIA BOARD OF EXAMINERS IN PSYCHOLOGY (NSBEP)

Fair Registration Practices Act (FRPA) PROGRESS REPORT February 2020

Province of Nova Scotia



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Executive Summary

The Nova Scotia Board of Examiners in Psychology's (NSBEP) 2020 Action Plan was developed in response to findings based on their biennial review of registration practices, as per requirements of the *Fair Registration Practices Act (FRPA)*. The review has identified both progress made to date and opportunities for continuous growth toward fairer assessment of all applicants and registration practices.

The NSBEP has made some notable improvements to their registration practices since the last FRPA review in 2017. These include the development of formal policies pertaining to the appeal process and the process by which requests for access to documentation can be made, as well as documenting a process for acceptance of alternative information when original documentation cannot be obtained. Transparency has been increased by stating a clear purpose for transfer interviews for US and international applicants incorporating an attestation pertaining to awareness of knowledge of local requirements as the evaluative measure. A more streamlined registration process has been established for CFTA transfers who now engage in an Attestation Process as an alternative to an interview process.

Other aspects of NSBEP's registration practices are commendable. For instance, NSBEP and psychology regulators in the Atlantic Provinces maintain an MOU enabling practice via electronic means across provincial borders in Atlantic Canada, as an alternative to requiring that the individual register in the other jurisdiction. There has been further collaboration at the national level with Canadian Psychology Regulators to develop a centralized portal for international applicants to apply for registration. Collaboration at both regional and national levels paves the way for consistent requirements and fair registration practices to be established, thus facilitating ease of labour mobility.

NSBEP is compliant with requirements of the FRPA. They continue to demonstrate a commitment to improvement of registration practices via their 2020 FRPA Action Plan in which one action from the 2017 plan will be carried over. Documenting clear language requirements has been drafted and is awaiting some discussion at the national level as well as Board approval before being finalized. Over the next two years NSBEP will address the following actions for improvement that have resulted from the 2020 FRPA review process:

- Review the website to ensure information is clear, understandable and written in plain language;
- Clarify some of the criteria for meeting the requirements of registration;
- Define requirements and steps in the candidacy registration process;
- Create a visual pathway (flow chart) as an alternative presentation of the steps to licensure for applicants;
- Clarify scope of practice requirements for the CFTA applicant and review the legitimate objective exception;
- Review the Acceptance of Alternative Documentation policy providing more clarity to some elements;
- Enhance the appeals policy through the use of consistent terminology and include some additional details.

We appreciate NSBEP's responsiveness and cooperation throughout the FRPA progress review and thank NSBEP staff for their participation.

Sincerely,



Patricia Mertins
Review Officer, Fair Registration Practices Act

Introduction

The Fair Registration Practices Act (FRPA) mandates that regulating bodies carry out registration practices that are transparent, objective, impartial and procedurally fair.¹ The FRPA review process was designed to fulfill the obligations of the legislation; it allows the FRPA Review Office and the regulating bodies to review existing registration practices for current compliance with the FRPA as well as continuous improvement of transparent, objective, impartial and procedurally fair registration practices.²

The purpose of the Fair Registration Practices Act (FRPA) Progress Report is twofold. First, it allows the Nova Scotia Board of Examiners in Psychology (NSBEP) to review and report on its current registration practices. Second, it shares the NSBEP's progress on previously identified areas for improvement and highlights the exemplary practices that have been developed by the NSBEP since their previous review.

Through the 2020 FRPA Progress Report, the FRPA Review Officer aims to build on the progress made by NSBEP to date and identify opportunities to further improve and evolve registration practices.

¹ The *Fair Registration Practices Code* is delineated in Sections 6-12 of the Fair Registration Practices Act. *Government of Nova Scotia*. Ch. 38 of the Acts of 20018, as amended by 2014, c. 14.

² For more information on the FRPA Review Process, see the *Guide to Fair Registration Practices Act*: http://novascotia.ca/lae/RplLabourMobility/documents/FRPA_GuidetoReviewProcess_WEB.pdf

Context of the Profession in Nova Scotia

Occupational Profile

As provided by statute, psychologists may examine the behavior of children and adults; diagnose psychological and emotional disorders; provide consultation and therapy; counsel individuals, groups and organizations to enhance physical and mental health and to achieve more effective personal, social and vocational development and adjustment; teach and apply psychological theory and principles regarding behavior and mental processes such as learning, memory, perception and human development, and design, conduct and communicate the results of psychological research.

Organizational Description

NSBEP is charged with protecting the public by regulating the practice of psychology in Nova Scotia. This involves setting registration requirements and professional standards and investigating complaints against Psychologists. The Psychologists Act also enables the Board to prosecute anyone holding himself/herself out as a provider of psychological services who is not authorized to do so.

Active Membership Requirements

Psychologists in Nova Scotia must look to the Standards of Practice for the profession in assessing competence in their designated role and setting. The Standards provide guidance to help psychologists determine acceptable practice. In addition to the Standards, the psychologist is expected to be aware of position statements and specific practice guidelines related to their designated role and practice setting. The Board has a combined document that includes the standards, reference to the code of ethics and other applicable legislation and guidelines, which is available via the following URL:

http://www.nsbep.org/downloads/Binder_Standards_Legislation_Guidelines.pdf

Through the Board's annual Continuing Competence Program, Psychologists in Nova Scotia must be able to demonstrate that they have attained and maintain competence in the following five Core Competence Areas (see the outline of Core Competencies in the Section containing the Forms):

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

Registration Requirements

To become registered as a psychologist in Nova Scotia, applicants must meet the entry-to-practice standards of the profession, as established by the NSBEP. These include at least the following: a doctoral or master's degree in psychology that is acceptable to the Board from an educational institution that is approved by the Board (see the NSBEP website for the criteria for acceptable degrees in psychology), two years of supervised experience, in the case of a doctoral degree or four years, in the case of a master's degree, and passage of a standardized, written and oral

examinations.

CFTA Transfers

Applicants who are fully³ registered in another Canadian jurisdiction may become registered in Nova Scotia, as required by Chapter Seven of the Canadian Free Trade Agreement (CFTA).

Applicants who are approved for a transfer of registration are required to complete an attestation that they have reviewed and comprehend local jurisprudence, standards, and resources.

International Applicants

The Act includes a provision that enables the Board to consider an international applicant as a Transfer Application where an applicant holds a certificate of registration as a psychologist from another country the standards of which are deemed by the Board to be at least equivalent to the standards required under the Act.

If the registration standards of the country are not deemed to be equivalent, the application will be considered using the regular NSBEP registration requirements.

Organizational Structure and Staffing

The Board is comprised of five psychologist Board Members, who are elected by registrants of the Nova Scotia Board of Examiners in Psychology, and three Public Members who are appointed by government. The Board elects a Chair, Vice-Chair, and Treasurer from among these members. Board staff includes a Board Office Coordinator (part-time), a Registrar (part-time) and an Assistant Registrar (full-time).

Registration Categories (numbers as of 2019)

- Registrants who are completing supervision and examination requirements are placed on the Candidate Register (88).
- Registrants with full active registration are placed on the Register of Psychologists (516).
- Registrants whose work involves university teaching and formal research are placed on the Academic Register (no applied practice allowed) (10).

³ Fully registered as a psychologist in Canada refers to a psychologist holding a current registration certificate in a Canadian province or territory which is a signatory to Chapter 7 of the Canadian Free Trade Agreement, and the certificate authorizes the use of the title of Psychologist or Psychological Associate and allows autonomous practice of psychology in said jurisdiction.

For greater clarity, fully registered does not refer to an individual who:

- possesses registration in a country outside of Canada,
- possesses registration with a psychology regulatory body that constitutes a provisional type of registration,
- possesses registration as a psychologist but in a category that does not represent full registration, e.g. retired registration, non-practicing registration, etc, or
- possesses registration in another jurisdiction but not with a psychology regulatory body, e.g., counselling, marriage and family therapy, etc.

- Registrants who reside outside of Nova Scotia and who are registered with the regulatory body of that jurisdiction are placed on the Out-of-Province Register (no practice allowed in Nova Scotia)⁴ (11).
- Registrants who are no longer practicing may be placed the Retired Register (no practice allowed) (27).
- Registrants who are not currently practicing may request placement on the Inactive Register (17)

The Practice of Psychology in Nova Scotia

There are currently 614 active registrants with NSBEP (2019).

- 505 (79.7%) are working full-time
- 103 (16.8%) are working part-time
- 6 (3.5%) report that they are not currently working

For those working part-time, the median number of hours worked per week is 20.

Psychologists frequently practice in more than one setting. Consequently, the numbers provided here do not sum to the totals provided above.

- 420 (68.1%) psychologists report that at least part of their work is in private practice
- 175 (28.4%) report that at least part of their practice occurs in a hospital setting
- 111 (18%) report that at least part of their work occurs in a school setting
- 90 (14.6%) indicate that at least part of their work occurs in a university or college setting
- 36 (5.8%) indicate that at least a part of their practice occurs in a government setting
- 41 (6.6%) report that at least part of their work occurs in a Community Agency
- 12 (1.9%) report that at least a part of their practice occurs in a Counselling Centre

In describing their practice, some psychologists indicate that their work includes more than one area of practice. Again, the numbers provided here do not sum to the totals provided above.

- 413 (67.1%) registrants describe their practice as being in the area of Clinical Psychology
- 152 (24.7%) indicate that they work in the area of School Psychology
- 121 (19.7%) report that at least part of their practice is in the area of Formal Research
- 118 (19.2%) report that they work in the area of Counselling Psychology
- 92 (15%) indicate that they work in the Academic area
- 90 (14.6%) registrants indicate that their practice involves the area of Administration
- 26 (4.2%) report that they work in the area of Clinical Neuropsychology, and
- 12 (1.9%) indicate that they work in the area of Industrial /Organizational Psychology

Psychologists in Nova Scotia provide services to people from a variety of age groups.

- The majority of psychologists report that their practice includes work with adults (79.5%)
- Fewer describe their practice as involving work with adolescents (69.7%) or children (55%)
- Fewer still indicate that at least part of their practice includes work with infants (8%) or the elderly (24.4%)

Psychologists do not only work with individuals.

⁴ 4 This category is for psychologists who are not currently practicing in Nova Scotia and are currently registered and practicing in another jurisdiction. This category allows psychologists to remain a part of the NSBEP and transfer back to practicing in Nova Scotia quickly and easily, but without needing to pay the full annual fee that they would pay if they stayed on the Register of Psychologists.

- Many report that their practice, in part, involves working with couples (23.8%) or families (42.8%)
- Somewhat fewer indicate that a portion of their practice includes working with organizations (20.4%)

Overview of Registration Process

Registration Information

All information on the registration requirements and the steps of applying for registration can be accessed on the “Applicants” Section of the Board's website: www.nsbep.org.

Applicants fall into 1 of 4 categories:

- 1) those who possess full registration as a psychologist in Canada
- 2) those who possess full registration as a psychologist in the US
- 3) international applicants, e.g., received their training in a country outside of Canada or the US
- 4) in all other circumstances, in which case they are considered a regular applicant (entry level)

Registration Process

- All steps of the registration process are numbered
- As a first step, applicants are encouraged to perform a self-assessment of their credentials
- The applicant completes the online application process and files all application materials
- The Board completes an assessment of the completed application materials
- The Board informs the applicant of the decision on his/her completed application
- If the application can be considered as a transfer applicant (except CFTA Transfers), they would complete the transfer interview
- Alternatively, if the applicant's academic credentials are approved, but the Board determines that the individual has not met the other criteria for transfer noted on the website, the Board may approve the applicant's name for placement on the Register of Candidates
- Payment of the registration fee and issuance of registration

Cost of Registration (including payment methods)

Application for Registration: \$250

Oral Exam / Transfer Interview: \$500

Subtotal: \$750

Annual Registration Fees: due only at time of registration: For detailed breakdown of Annual Registration Fees, [please click here](#).

<http://www.nsbep.org/applicants/listing-of-fees-for-all-applicants/>

Total: ranges between \$817 to \$1555, depending on time of year when registration is started

Courtesy Register*: \$200

**For a period greater than 21 days but not exceeding 40 days of practice (free for 21 days or less).*

Other Fees:

- Criminal Record Check**
- Credential Evaluation by WES or CES (for credentials acquired outside Canada or the United States) **
- Other fees charged by third parties for documents such as Transcripts, Letters, Confirmation of Registration (if applicable) **

***These amounts are not paid to NSBEP, but they are listed here, since they are a required part of the Application for Registration.*

Summary from 2017 FRPA Review Report

The following table summarizes the Action Plan from the Nova Scotia Board of Examiners in Psychology 2017 Review report and the progress that has been made by the NSBEP in achieving each action item.

#	Action	FRPA Reference	Completed	Not completed	Outcome/Rationale
1	Develop and document clear language requirements Post clear language requirements on website	7(c)(d), 16(3)(a)(b)	X	In-progress	NSBEP staff have developed a draft policy (See Appendix A of the attached document) for language requirements but this has not yet been reviewed or approved by the Board. The reason for placing development on hold is that NSBEP and eight other Canadian provincial psychology regulatory bodies are developing a common application “portal” for internationally trained psychologists who want to apply for registration with one or more of the participating regulatory bodies. The portal is being developed by a third party with considerable experience in developing similar portals for other bodies. The initial proposal for the portal project was to have a policy and assessment procedure regarding language requirements that was quite similar to the draft prepared by the NSBEP staff. However, discussion among the jurisdictions is still ongoing with respect to the amount of language assessment that would be completed at the time of applying to the portal, as some jurisdictions feel assessment should be done by the individual jurisdictions as provincial requirements may differ. The application portal is expected to be operational by late spring or early summer, with decisions regarding language requirements and assessment to be made in January or February. When decisions regarding language requirements for the portal have been finalized, NSBEP will reexamine what policies it needs to have in place.
2	Develop a quality assurance metric for NSBEP website: <ul style="list-style-type: none"> include an annual review of web site design create a location for applicant feedback 	16(3)(b)	X		To ensure an annual review of web site design, a Website Metric and Protocol was developed and completed. This was attached as part of our responses to the Review. A location for applicant feedback was implemented. A screenshot was included with our responses.
3	Develop a formal policy around the internal review process and make it available to	10, 16(3)(m)(n)	X		Yes. The Board has a policy that addresses the internal review process. Here is a link to the overview and policy: Here is the URL: http://www.nsbep.org/downloads/Registration_Appeal_Process.pdf

	<p>applicants on the NSBEP website, including information on:</p> <ul style="list-style-type: none"> • how the committee is appointed; • composition of the internal review committee; • timelines and deadlines for the internal review process; • types of submissions and evidence that applicants can provide during the internal review process; • how the committee will deal with new evidence; and • whether the internal review committee's decision is final 				<p>We have also submitted to Government a Regulation, which was shared with the FRPA Office. Because our current legislation is silent on the issue of an appeal, in order to be compliant with the Fair Registration Practices Act, an interim process was developed pending the passage of the new regulations. The interim process was developed through Policy and is provided with this review.</p> <p>The process in essence splits the Board in two, as it is the only body with decision making authority on registration matters. One part of the Board is the initial decision maker, and the other, the review committee.</p> <p>Registration Subcommittee 1 has three psychologist members of the Board and one public member of the Board. Subcommittee 2 has two psychologist members of the Board and two public members of the Board. The Subcommittees are responsible for evaluating different applications. If a Subcommittee does not approve an application, and the applicant appeals the decision, the Appeal is sent on to the other Subcommittee (now referenced as the Registration Decision Review Subcommittee) at the next monthly meeting of the Subcommittees. However, if any additional information or clarification is provided by the applicant, the information is first reviewed by the original Registration Subcommittee to determine if it would influence its decision. The Registration Subcommittee might then approve the applicant for registration based on the additional information or clarification. If not, all the information would then be sent to the Registration Decision Review Subcommittee at their next meeting. The Decision of the Decision Review Committee was final. Formally, NSBEP policy is that any appeal, new information, clarification etc., be submitted two weeks prior to the next meeting of the Subcommittees to allow the materials to be properly reviewed. Informally this requirement was relaxed when possible.</p>
4	Develop a formal policy for which requests for access to documentation related to	12,16(3)(j)	X		<p>A policy was developed: "REQUESTS FOR DOCUMENTATION RELATED TO THE REGISTRATION PROCESS" Here is a direct link to the document:</p>

	registrations are considered				http://nsbep.org/downloads/Policy_requests_for_documentation_registration_process.pdf
5	Document internal process for acceptance of alternative information when original documentation cannot be obtained Make information regarding acceptance of alternative documentation available to applicants on website	9,16(3)(c)	X		<p>A policy was developed: “ALTERNATIVE PROCESS FOR UNAVAILABLE DOCUMENTS”</p> <p>The Policy is attached.</p> <p>http://www.nsbep.org/downloads/POLICY_ALTERNATIVE_PROCESS_FOR_UNAVAILABLE_DOCUMENTS.pdf</p>
6	<p>For each type of applicant (first-time, provincial transfer, and international), make additional information accessible to the applicant regarding the transfer interview/oral examination requirement, including:</p> <ul style="list-style-type: none"> the justification of the interview, the potential outcomes/consequences of the interview to the applicant's registration status, and 	7(a)(c)(d)	X		<p>The procedural information for the oral exam for candidates (once candidates have completed their minimum period of supervised practice) and transfer interviews for US and international applicants was reviewed and updated in response to the Action Plan.</p> <p>The stated criteria for the transfer interviews is not as explicit as oral exams since there is no pass or fail for the interviews. However, it was intended that by stating a clear purpose of the interviews and integrating mention of the requirement to complete an attestation of their awareness and knowledge of local requirements, this would strike an appropriate balance in making applicants aware of the expectations of local requirements while reflective of their full registration as a psychologist in another jurisdiction.</p> <p>The procedural documents are available on the NSBEP website. Here is the direct link to each process:</p> <p>Oral Exam http://www.nsbep.org/downloads/Oral_Examination_Information_for_Candidates.pdf</p> <p>USA Transfer Interview http://nsbep.org/downloads/Transfer_Interview_Information_Licensed_USA.pdf</p> <p>International Applicants http://www.nsbep.org/downloads/Transfer_Interview_Information_International_Applicants.pdf</p>

	<ul style="list-style-type: none"> the criteria being used to evaluate the applicants' responses 				
7	Develop a policy on the placement and removal of conditions on registration	7(a)(c) (d)	X		<p>A policy was developed to reflect the requirements outlined by the Psychologists Act. "ADDING OR REMOVING A CONDITION TO REGISTRATION"</p> <p>While the requirements of the Psychologists Act have been followed by the Board when adding or removing a condition on registration, this has not been an explicit policy.</p> <p>Here is a direct link to the Policy: http://www.nsbep.org/downloads/Adding_condition_registration.pdf </p>

Exemplary Practice

A program, activity or strategy that has been shown to:

- improve transparency, objectivity, impartiality and fairness of registration practices,
- produce successful outcomes for regulators and/or applicants, and
- be effective in accordance with qualitative and/or quantitative data sources.

Name of the Exemplary Practice:	Telepsychology MOU Attestation Process Application Portal for International Applicants	
Exemplary Practice Category:	<div> <input checked="" type="checkbox"/> Acceptable alternatives for meeting registration requirements <input type="checkbox"/> Training for decision-makers </div> <div> <input type="checkbox"/> Recognition of Prior learning / work experience <input type="checkbox"/> Governance </div> <div> <input type="checkbox"/> Cultural competency, equity, diversity and inclusion <input type="checkbox"/> Access </div> <div> <input checked="" type="checkbox"/> Collaboration at regional, national level <input type="checkbox"/> Outreach </div> <div> <input type="checkbox"/> Making or communicating registration decisions <input type="checkbox"/> Workforce integration </div> <div> <input type="checkbox"/> Impartial, objective and consistent assessment <input type="checkbox"/> Exams </div> <div> <input type="checkbox"/> Preparation and pre-arrival support <input type="checkbox"/> Appeals </div> <div> <input type="checkbox"/> Assessment criteria and methods </div>	
Description:	<p>NSBEP and psychology regulators in the Atlantic Provinces maintain a MOU to enable practice via electronic means across provincial borders in Atlantic Canada, as an alternative to requiring the individual complete the process to register in another jurisdiction in Atlantic Canada.</p> <p>NSBEP developed an Attestation Process as an alternative for CFTA Transfer Interviews.</p> <p>NSBEP continues its collaboration at the national level with Canadian Psychology Regulators through the Association of Canadian Psychology Regulatory Organizations (ACPRO) to develop a centralized portal for international applicants to apply for registration. It is expected that this process will become operational during the 2020 year.</p>	
Value to Applicants:	<p>The Telepsychology MOU removes the barrier to practice through electronic means with clients in Atlantic Canada. Normally a psychologist would have been expected to become registered in the jurisdiction where the client is located, but this requirement has been replaced by the MOU, for any practice through telepsychology (electronic means).</p> <p>The Attestation Process removes the requirement for a CFTA Transfer applicant to attend a Transfer Interview and streamlines the process for CFTA Transfer applicants. It assists the applicant with a better understanding of professional practice and</p>	

	<p>ethical issues, and the practice of psychology in NS (public and private system), through the review of local jurisprudence and signing an attestation of the process.</p> <p>The collaborative work with ACPRO will enable international applicants to apply through a single portal if they are applying for registration in a participating jurisdiction in Canada (the majority of provinces are expected to participate), and enable the jurisdiction where the applicant is seeking registration to obtain the information. This will standardize the upfront information that is sought from applicants and they would not have to complete the initial application process with other participating provinces, should the applicant decide to apply elsewhere after submitting an initial application (since the application material would be stored through the central portal, and be able to be shared with other jurisdictions).</p>
Value to Regulators:	<p>The Telepsychology MOU provides some reduction in workload for the Board since it does not have to process applications for registration when the MOU applies.</p> <p>The Attestation Process reduces the number of interviews and provides more availability for applicants/candidates in other pathways who are completing the interview or the oral exam. It also helps to provide confirmation that applicants have reviewed and familiarized themselves with the local requirements of the profession in Nova Scotia.</p> <p>The work with ACPRO on the portal for international applicants is expected to simplify/reduce some of the administrative work that is required for processing applications at the initial point of submitting their application.</p>
Link to further information:	<p>Link to MOU: https://www.nsbep.org/mou-with-memorandum-of-understanding-telepsychology-now-includes-all-maritime-provinces/</p> <p>Link to Attestation Process: http://www.nsbep.org/downloads/Information_Attestation.pdf</p>

2019 Registration Data

#	Question	Response
1	Total number of individuals with practicing licenses/certifications. Do not report on any licenses or certificates you issue to a business, school or group.	614
2	Number of registrations for the reporting year, from applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) In NS, new applicant. 	11
	<ul style="list-style-type: none"> Received qualifications In Canada, new applicant - n/a for trades - issue a Certification of Qualification. 	15
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) Internationally, new applicant. 	3
	<ul style="list-style-type: none"> CFTA Transfers, applicants already registered in another Canadian jurisdiction. 	13
	<ul style="list-style-type: none"> Total number of applicants. 	42
3	Types of practicing licenses/certificates you issue and total number of individuals for each type identified for the reporting year.	
	<ul style="list-style-type: none"> License/certificate name: Registered psychologist 	531
	<ul style="list-style-type: none"> License/certificate name: Psychologist (Candidate register) 	83
4	Number of completed applications submitted by applicants who received their qualifications as indicated below.	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) in NS, new applicant: 	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Accepted: 	11
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Rejected: 	0
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Still in process: 	0
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Withdrawn: 	0
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> File inactive or closed: 	0
	<ul style="list-style-type: none"> Received qualifications In Canada, new applicant: 	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Accepted: 	15

	○ <i>Rejected:</i>	0
	○ <i>Still in process:</i>	0
	○ <i>Withdrawn:</i>	0
	○ <i>File inactive or closed:</i>	0
	• Received qualifications (training/work experience for trades) internationally, new applicant:	
	○ <i>Accepted:</i>	3
	○ <i>Rejected:</i>	0
	○ <i>Still in process:</i>	0
	○ <i>Withdrawn:</i>	0
	○ <i>File inactive or closed:</i>	0
	• CFTA transfers, applicants already registered in another Canadian jurisdiction:	
	○ <i>Accepted:</i>	13
	○ <i>Rejected:</i>	0
	○ <i>Still in process:</i>	0
	○ <i>Withdrawn:</i>	0
	○ <i>File inactive or closed:</i>	0
5	For those new Canadian applicants (not NS), list the provinces in Canada (and associated numbers) where the level of education to qualify the applicant for licensure (training or work experience for trades) was obtained.	
	• Alberta	1
	• New Brunswick	1
	• Ontario	7
	• British Columbia	3
	• Quebec	2
	• Saskatchewan	1

6	For new international applicants, list the source countries (and associated numbers) where the applicant received the level of education to qualify them for licensure (training or work experience for trades).	
	• Spain	2
	• United States	1
7	Average length of time (in days) between receipt of a completed application and response to the applicant, for those who received their qualifications as indicated below. Response to the applicant to include whether they meet the requirements, partially meet and need to fill gaps, or there is no match and other pathways might be a consideration.	
	• Received qualifications (training/work experience for trades) In NS, new applicant:	30
	• Received qualifications In Canada, new applicant:	30
	• Received qualifications (training/work experience for trades) Internationally, new applicant:	30
	• CFTA transfers, applicants already registered in another Canadian jurisdiction:	30
8	Average registration process time (or application approval) for those who received their qualifications as indicated below.	
	• Received qualifications (training/work experience for trades) In NS, new applicant:	30
	• Received qualifications In Canada, new applicant - n/a for trades - issue a Certification of Qualification	30
	• Received qualifications (training/work experience for trades) Internationally, new applicant	60
	• CFTA transfers, applicants already registered in another Canadian jurisdiction	45
9	Total costs (to the applicant) associated with registration (certification) for applicants who received their qualifications as indicated below. Separate costs that the regulatory body themselves imposes on the applicant from other necessary costs incurred related to registration.	
	• Received qualifications (training/work experience for trades) In NS, new applicant:	Regulatory body costs: \$1436 Other: \$50
	• Received qualifications In Canada, new applicant:	Regulatory body costs: \$1436 Other: \$50
	• Received qualifications (training/work experience for trades) internationally, new applicant:	Regulatory body costs: \$1936 Other: \$175

	<ul style="list-style-type: none"> CFTA transfers, applicants already registered in another Canadian jurisdiction: 	Regulatory body costs: \$1436 Other: \$50
10	Number of appeals, internal reviews or challenges related to a registration decision from applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) In NS, new applicant: 	0
	<ul style="list-style-type: none"> Received qualifications In Canada, new applicant: 	1
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) Internationally, new applicant 	0
	<ul style="list-style-type: none"> CFTA transfers, applicants already registered in another Canadian jurisdiction: 	0
11	Length of time the appeals or internal review process took for applicants who received their qualifications as indicated below:	
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) In NS, new applicant: 	N/A
	<ul style="list-style-type: none"> Received qualifications In Canada, new applicant: 	120 Days
	<ul style="list-style-type: none"> Received qualifications (training/work experience for trades) Internationally, new applicant: 	N/A
	<ul style="list-style-type: none"> CFTA transfers, applicants already registered in another Canadian jurisdiction: 	N/A
12	What does registration with your organization authorize?	Scope of Practice Rights and Rights to Use an Occupational Title

FRPA Review Questionnaire and Assessment

	Question	Respondent Answer	Compliance Guideline	Review Finding	FRPA Reference
1a	How (what methods) do you use to provide information to potential applicants on your registration practices? (i.e. internet, individual counselling, hard copies)?	<p>Internet, email, Telephone, Automated online form</p> <p>To clarify the above responses further, here are the 4 application pathways on the website, which provides this information:</p> <p>http://www.nsbep.org/applicants/those-not-registered-as-psychologist-elsewhere/</p> <p>http://www.nsbep.org/applicants/psychologists-registered-in-canada/</p> <p>http://www.nsbep.org/applicants/psychologists-registered-in-the-usa/</p> <p>http://www.nsbep.org/applicants/international-applicants-2/</p> <p>http://www.nsbep.org/applicants/listing-of-fees-for-all-applicants/</p> <p>http://www.nsbep.org/applicants/faq/</p> <p>http://www.nsbep.org/applicants/temporary-registration-to-psychologists-from-other-jurisdictions/</p>	<p>Level 1 Paper forms and information made available to applicants via regular post, Telephone</p> <p>Level 2 E-mail forms and information, telephone. Forms and information can be downloaded from website to be emailed / faxed / mailed in after completion</p> <p>Level 3 Automated on-line form on website and information is easily accessible on a website Process in place for applicants to track application status</p>	Level 3	16(3)(g)
1b	Can applicant begin the process outside of Canada?	<p>Yes</p> <p>Applicants can complete the online application process from anywhere. This will result in a review and decision by the Board on their application. If there are any gaps, then applicants would be advised at the time of review.</p> <p>The application sections and application forms are provided in four different pathways on the website, depending on the scenario of the applicant:</p> <ol style="list-style-type: none"> 1) Registered in Canada 2) Licensed in the USA 3) International Applicants 4) Applicants who do not hold registration elsewhere 	<p>Level 1 No</p> <p>Level 2 Yes</p>	Level 2	

		<i>The links to the appropriate sections have been provided in response to Question 1 a.</i>			
2	Please provide a link to your website.	http://www.NSBEP.org	Level 1 No website	Level 2	16(3)(g)
2a	I believe that information on our website is: clear and understandable, written in plain language?	<input checked="" type="radio"/> 1 (Strongly Agree) <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 (Strongly Disagree)	Level 2 Website is not up to date Website is not in plain language Website does not have links for international applicants		
2b	On what basis do you make changes to your website?	<i>Feedback from Applicants, Policy Change, News Postings</i>	Website does not contain all forms and/or guidelines		
2c	When was the section of the website pertaining to registration last updated?	<i>Within the last 6 months</i> <i>We are constantly monitoring for feedback and making necessary changes to the website enables the Board and staff to better serve applicants and other stakeholders.</i> <i>We have developed a protocol on website metrics, feedback and the associated revision process. Please see the attached document.</i>	Level 3 Website content is reviewed for accuracy and updated annually Website is in plain language Website is easy to navigate (e.g. international applicants) Website contains all forms and/or guidelines Information on pathway to licensure		
3a	Are your requirements (e.g. education, work experience, examination and fees) for registration specified by legislation, regulation and/or policy?	<i>Legislation, regulation, policy</i>	Level 1 Policy describing the registration process does not exist or is not documented Documents only available upon specific request	Level 2	7(a), 7(c), 7(f), 16(3)(a), 16(3)(d)
3b	Specify the appropriate section(s)	<i>Legislation - Section 15 & 16 Psychologists Act (2000) URL:</i> https://nslegislature.ca/sites/default/files/legc/statutes/psychologists.pdf			

		<p><i>Psychologist Regulations made under Section 9 of the Psychologists Act - URL: https://novascotia.ca/just/regulations/regs/psych.htm</i></p> <p><i>Policy - Registration requirements (includes Criteria for Acceptable Degrees in Psychology)</i></p>	<p>Level 2 Policy exists to describe certain aspect of registration process</p> <p>Available to the applicant</p>		
3c	Is this information made available to applicants	<p>Yes</p> <p><i>Yes. Registration requirements are organization for each of the four application pathways. There are pathway documents, explanation of registration requirements and supporting documentation presented for each of the four scenarios. The registration requirements for each pathway are attached. Additional PDF documents are provided within each application pathway to further explain various application documents. The registration requirements and assessment criteria for each pathway have been attached.</i></p> <p><i>Website Links for Registration Requirements of each pathway are listed below.</i></p> <p><i>1) New Entry Level Applicants</i> http://www.nsbep.org/downloads/Registration_Requirements_Regular.pdf</p> <p><i>2) CFTA Applicants:</i> http://www.nsbep.org/downloads/Registration_Requirements_CanadianPsychologists.pdf</p> <p><i>3) International Applicants:</i> http://www.nsbep.org/downloads/Registration_Requirements_International.pdf</p> <p><i>4) Those Licensed As Psychologists in the US:</i> http://www.nsbep.org/downloads/Registration_Requirements_USPsychologists.pdf</p> <p><i>Within each section all information about the process is on the web page and additional information is provided through PDFs housed within each section. Information about the purpose, expectations/criteria, and outcomes of the oral exam and transfer interviews (where the interview applies) is accessible in the appropriate section as well.</i></p> <p><i>Please note that the Oral Exam does not apply to new applicants at the point of applying for registration. The exam is completed once a Candidate has completed their required period of supervision, while registered on the Candidate Register. However, information about the Oral Exam is accessible as part of the required process for Candidate Registration, as well as being referenced in the FAQs for Candidates and the FAQs for Applicants, both of which are made available to new applicants.</i></p>	<p>Level 3 Policy exist to describe all aspects of the registration practices</p> <p>Available to the applicant</p>		
4	Are you waiting for legislation to be passed?	<p>No</p> <p><i>Not legislation. However, we are currently waiting for Regulations concerning Appeal Committee to be passed. These were shared with the DHW and FRPA office in the past and shared later in this review.</i></p>	N/A	N/A	
5a	Is the criteria for meeting the requirements of registration documented?	<p>Yes.</p> <p><i>The requirements of registration are delineated in the following ways: 1) New Entry Level Applicants 2) CFTA Applicants: 3) International Applicants: 4) Those Licensed as Psychologists in the US. This information includes all criteria and requirements including language requirements.</i></p>	<p>Level 1 Criteria is made available to applicants verbally but no</p>	Level 2	7(d), 16(3)(b)

5b	Do you provide applicants with the description of the criteria used to assess whether the requirements have been met (i.e. the number of years of schooling needed to be considered equivalent to a degree)?	<p>Yes</p> <p>1) <i>New Entry Level Applicants</i> http://www.nsbep.org/applicants/those-not-registered-as-psychologist-elsewhere/</p> <p>2) <i>CFTA Applicants:</i> http://www.nsbep.org/applicants/psychologists-registered-in-canada/</p> <p>3) <i>International Applicants:</i> http://www.nsbep.org/applicants/international-applicants-2/</p> <p>4) <i>Those Licensed As Psychologists in the US:</i> http://www.nsbep.org/applicants/psychologists-registered-in-the-usa/</p>	<p>supplemental documentation</p> <p>Level 2 Criteria is documented and made available to applicants</p> <p>Limited information about the standard you will be assessed against</p> <p>Level 3 Criteria is documented and made available to applicants</p> <p>Criteria clearly outlines all assessment methods to be used and what competencies are being assessed by each method</p> <p>Applicants know the required standards that they will be assessed to</p>		
6	If you require translation of specific documents how is the applicant informed?	<p><i>Web site, email</i></p> <p><i>This is outlined in the following document (Item 2.2.5) , and housed on the website for applicants: http://www.nsbep.org/wp-content/uploads/2017/03/Supporting_Documentation.pdf</i></p> <p><i>We would also advise applicants when we are receiving their application documentation in an email if they have not translated documentation requiring translation.</i></p>	<p>Level 1 No indication of translation requirements</p> <p>Available to applicants upon request</p> <p>Level 2 Translation requirements indicated but not specific</p> <p>Available to applicants</p> <p>Level 3 Translation requirements documented</p>	Level 2	7(a)

			with specific instruction Available to applicants		
7	Do you have a streamlined registration process for those applicants already registered in another Canadian jurisdiction (as per Chapter 7 Agreement on Internal Trade / Canada Free Trade Agreement)?	<p>Yes</p> <p><i>CFTA Applicants complete the abbreviated Transfer Application online. They complete an attestation that they have reviewed and comprehend local jurisprudence. The attestation is attached. Once their application is approved and the Attestation Process completed, they can start their registration upon payment of the registration fee. All requirements are provided on the website via the following URL for CFTA applicants: http://www.nsbep.org/applicants/psychologists-registered-in-canada/</i></p> <p><i>Once the application is reviewed and completed attestation is submitted, they can pay the registration fee and begin their registration. While they are waiting for their application to be reviewed by the Board (our current legislation only enables the Board members to be decision makers on registration matters) they can request temporary registration in Nova Scotia called Courtesy Registration.</i></p>	<p>Level 1 Yes – process not documented</p> <p>Level 2 Yes – process documented</p> <p>Level 3 Yes – process documented and made public on website</p> <p>Any additional requirements approved by government are explained on website</p>	Level 2	3
8	Does your organization make accommodation for applicants with physical or mental disability?	<p>Yes</p> <p><i>The Board has a policy allowing for special accommodations to be granted for a documented disability or impairment (i.e. extra time, separate room, etc.) for the Examination for Professional Practice in Psychology (EPPP). This is a written exam that psychology regulators in the Canada and US require. The applicant must make a request and provide supporting documentation from a healthcare professional. The Board then reviews this information and will approve the request should it be supported by the documentation and deemed appropriate in the circumstances. The Policy is attached.</i></p>	<p>Level 1 Yes – process not documented</p> <p>Level 2 Yes – process documented</p> <p>Level 3 Yes – process documented and available to applicant</p>	Level 2	16(3)(h)
9a	Is any of your assessment process conducted by a third party (i.e. national bodies, credential assessment agencies, etc.)?	Yes	<p>Level 1 Regulatory body assumes that the certifying organization meets FRPA standards</p>	Level 3	16(3)(i)
9b	If so, please specify the name of the organization and describe their role.	<p><i>International Applicants whose degrees were obtained outside of Canada or the US can choose to use either World Education Service or Comparative Education Service.</i></p> <p><i>The applicant can choose to use either organization. The purpose of the evaluation is to indicate to the Board whether the academic credentials are comparable in academic level to degrees that would be required in Nova Scotia.</i></p> <p><i>The Examination for Professional Practice in Psychology (EPPP) is owned and administered by the Association of State and Provincial Psychology Boards (ASPPB). Similar to most jurisdictions in the US and Canada, the</i></p>	<p>Level 2 Regulatory body has received documentation indicating that the certifying organization meets FRPA standards</p>		

		<i>Board requires that applicants pass this standardized multiple-choice exam.</i>	Level 3 Regulatory body has influence with the certifying organization (e.g. membership) or has an agreement with the certifying organization		
9c	Please indicate the types of activities that they assist with.	<i>Credential Assessment, Verification of Documents</i>			
9d	Can you describe how they adhere to the General Duties of the Regulatory Body as outlined in the Act, including transparency, objectivity, impartiality and procedural fairness?	<p><i>The Board does not directly contract with WES or CES.</i></p> <p><i>The Board, like other psychology regulators in the US and Canada, is a member of ASPPB. ASPPB requires motions from members in order to make significant changes or add exams. There is an item writing committee of psychologists who develop items for the EPPP exam. This group is comprised of psychologists from both Canada and the US.</i></p>			
9e	Are you informed of all decisions made by third parties on applicants?	Yes			
9f	Does the third party have an internal review process for unsuccessful applicants?	<p>Yes</p> <p><i>We previously submitted FRPA surveys (2017) to the World Education Service and Comparative Education Service. Our understanding of the responses is that these organizations may use different language to describe their approach than what is contained in FRPA; however, their practices appeared to confirm to the principles of transparency, objectivity, impartiality and procedural fairness. On occasion we have had an applicant who is unhappy with the outcome of the assessment (academic level) of one organization who was provided with the suggestion that they may go to the other organization for a second opinion. In some cases, one organization was able to indicate a higher equivalency level of education (doctoral rather than master's), and this second evaluation was accepted for the purposes of academic equivalency. WES indicated that they have a process internally referred to as a "Challenge Process" where one can contact the Director of Assessment Services. The process must be conducted in writing.</i></p> <p><i>As noted, the EPPP is administered by ASPPB. Our understanding of ASPPB practices is that they would align with FRPA requirements and the ADA act. Here is a link to more information about the EPPP from ASPPB: https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp/eppp_cand-handbook-1_16_2019.pdf</i></p> <p><i>https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp/French_EPPP_Candidate_Handbo.pdf</i></p> <p><i>The exam is a standardized computer exam. Any candidate who scores below 500 (the ASPPB recommended passing score for independent practice) will automatically receive performance feedback at the test center as part of his or her score report. The feedback will be reported by domain in the form of a bar graph. There is no fee for this report.</i></p> <p><i>The Board would make approval decisions about any accommodation for the EPPP exam and has a policy on accommodations.</i></p>			
10a	What types of supports do you provide to	<i>Internet, telephone, other</i>	Level 1 None	Level 3	7(e), 16(3)(k)

	applicants during the registration process?	<i>Application checklist that is part of the online application and a copy of the checklist is emailed to the applicant as well. Our site also has a feedback form enabling applicants and others to contact us and provide feedback.</i>	Level 2 Multiple types of supports exist but not well documented		
10b	Have you had applicants who need support mechanisms that you can't provide or are not available?	No <i>The Application Checklist is part of the form but a screen shot of an actual checklist is provided. The Feedback Form is on the website but a screenshot of same is also attached,</i>	Level 3 Multiple types of support exist, well defined and accessible		
11	Where practical, do you provide unsuccessful applicants with information on programs and services they can participate in to facilitate successful registration in the future?	Yes <i>We are required to follow Section 16(1) our legislation which requires the applicant to possess "a doctoral, masters or equivalent degree in psychology that is acceptable to the Board from an educational institution approved by the Board"</i> <i>However, when there is a gap, and a way to achieve registration within our legislated requirements, we have made the appropriate suggestions of how to do so to the applicant. For example, as noted in our previous FRPA review, we allow applicants to make up Foundational Knowledge requirements.</i> <i>We also refer applicants to another regulatory body when appropriate. Our registration requirements documentation made available for applicants also contains this reference.</i>	Level 1 Only upon request Not documented Level 2 Yes – not documented Level 3 Yes – documented and available to applicant Applicants are told what their competencies gaps are that need to be addressed	Level 2	8(d)
12	Do you have a reasonable timeframe to respond to inquiries from applicants?	<input checked="" type="radio"/> 1 Very Reasonable <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Very Unreasonable <i>Within 24-48 hours but we typically respond much faster when able to do so. We also encourage use of the website, FAQs, etc. to obtain clarification. We encourage an applicant to submit in writing. This has proven beneficial for both the applicant and staff responding to the enquiry. Please see the PDF of our Voicemail message and Email Auto reply.</i>	Level 1 No policy Level 2 Policy in Place Level 3 Policy in place and accessible	Level 2	7(b), 8(a), 8(b), 8(c)
13a	Do you provide written decisions, responses and reasons for acceptance or rejection of an application?	Yes	Level 1 Upon request, limited documentation and no standard timeline	Level 2	8(b), 8(c), 10

13ai	Do you have a formal policy for this process?	Yes	Level 2 Some	Level 2	
13aii	Do you have a standard timeline	Yes	documentation Level 3 Well-documented process with clearly established timelines		
13b	Do you provide applicants who are not granted registration with information regarding an internal review process (including the opportunity to make submissions respecting such reviews?)	Yes <i>Both a redacted rejection letter and a letter outlining more information being required were provided in the previous sections of this review (Question 11). The timeframe for reviewing applications is stated on each pathway section of the website for applicants</i> <i>Information about our Internal Review Process is provided in subsequent sections of this review.</i>	Level 1 Yes – upon request, limited documentation Level 2 Yes – limited documentation Level 3 Yes – well documented process		
14a	Do you provide information on what documentation of qualifications must accompany an application?	Yes <i>Documentation requirements are summarized at the end of the section for each application pathway. This information is attached with this review as well.</i>	Level 1 Documents indicated and communicated verbally Level 2 List of required documents indicated on website	Level 2	9(a), 16(3)(a), 16(3)(b), 16(3)(e)
14b	Do you include a process for verification of documentation authenticity?	Yes <i>Original copies from sources are requested (or notarized) if the documents have not been source verified by CES. A copy of the Supporting Documentation reference document is provided.</i>	Process to verify document authenticity Level 3 N/A		
15	Do you provide information on the steps in the registration process including supporting documentation required at the various steps?	Yes 1) New Entry Level Applicants http://www.nsbep.org/applicants/those-not-registered-as-psychologist-elsewhere/ 2) CFTA Applicants: http://www.nsbep.org/applicants/psychologists-registered-in-canada/ 3) International Applicants: http://www.nsbep.org/applicants/international-applicants-2/ 4) Those Licensed as Psychologists in the US: http://www.nsbep.org/applicants/psychologists-registered-in-the-usa/	Level 1 General information Not broken into steps Level 2 Step by step process indicate where applicant needs to supply information	Level 2	7(c), 16(3)(a), 16(3)(b)

			Level 3 Step by step process indicate where applicant needs to supply information Pathway to licensure		
16	Do you accept alternative information if required documents cannot be obtained for reasons beyond the applicant's control (i.e. a sworn statement in lieu of full documentation)?	Yes <i>There may be extremely exceptional circumstances when applicants are not able to provide certain documents (academic transcripts, course syllabi or program information, proof of internship and practical experience). This may be due to reasons such as loss by natural disaster, war-torn countries, institution no longer exists, etc. The Nova Scotia Board of Examiners in Psychology will strive to obtain confirmation of these documents using alternative pathways or methods where available. Applicants must provide evidence to support claims of unavailable documents.</i> http://www.nsbep.org/downloads/POLICY_ALTERNATIVE_PROCESS_FOR_UNAVAILABLE_DOCUMENTS.pdf	Level 1 Yes – on a case by case basis Level 2 Yes – examples documented Process not clearly laid out or documented Level 3 Yes – process clearly documented	Level 2	9(b), 16(3)(c)
17	What difficulties or obstacles are faced by applicants who received their qualifications in a country other than Canada?	<i>Verification of credentials</i> <i>At times, the timeline for the assessment agencies to complete their process seems longer, but this could be due to difficulty obtaining verification of documents from educational institutions.</i>	N/A	N/A	6, 9(b), 16(3)(c)
18a	Do you have a process for which requests for access documentation related to registrations are considered?	Yes <i>The Board has established a formal policy for which requests for access to documentation related to registrations are considered. The policy is attached.</i>	Level 1 Not documented Level 2 Documented Level 3 Documented and made available to applicants	Level 3	12, 16(3)(j)
18b	Is this made available to applicants?	Yes			
18c	What information may you exclude?	<i>Completed Reference Forms for applicants, since sent under possible expectation of confidence.</i> <i>Minutes of the meeting where the application is discussed. This is because the minutes of Board are in camera, pursuant to Policy. URL: http://nsbep.org/downloads/Policy_requests_for_documentation_registration_process.pdf</i>			
18d	Do you charge a fee?	Yes <i>An electronic or hard copy of the application materials can be provided for a minimum \$20 charge, with an additional \$1 per page, up to a maximum of \$100.</i> <i>The electronic copies would be sent by email.</i>			

		<i>The cost of mailing hard copies, if requested, would be separate from the above preparation costs.</i>			
19	Does your Act include an authority to conduct an internal review of the registration decision?	<p>No</p> <p><i>The Act predates FRPA. However, we have been advised by our Legal Counsel that we are complying with all FRPA requirements, though the internal review process is not stated in our Act. The Board has, in conjunction with Legal Counsel, developed a process that allows an internal review process within the parameters of our existing legislation. We have also submitted a request for a Regulation Change in order to create a Registration Appeal Committee that would be consistent with FRPA's internal review process. That submission is provided in another section of the review (Question 20).</i></p>	<p>Level 1 N/A</p> <p>Level 2 N/A</p> <p>Level 3 Yes</p>	N/A	7(a)
20	Do you have a regulation or by-law that defines the internal review process?	<p>Yes</p> <p><i>Yes. The Board has a policy that addresses the internal review process. We have also submitted to Government a Regulation, which is provided later in our response. Because our current legislation is silent on the issue of an appeal, in order to be compliant with the Fair Registration Practices Act, an interim process has been developed pending the passage of the new regulations. The interim process was developed through Policy and is provided with this review.</i></p> <p><i>The process in essence splits the Board in two, as it is the only body with decision making authority on registration matters. One part of the Board is the initial decision maker, and the other, the review committee.</i></p> <p><i>Registration Subcommittee 1 has three psychologist members of the Board and one public member of the Board. Subcommittee 2 has two psychologist members of the Board and two public members of the Board. The Subcommittees were responsible for evaluating different applications. If a Subcommittee did not approve an application, and the applicant appealed the decision, the Appeal would be sent on to the other Subcommittee (now referenced as a Registrations Decision Review Subcommittee) at the next monthly meeting of the Subcommittees. However, if any additional information or clarification was provided by the applicant, this would first be reviewed by the original Registration Subcommittee to determine if it would influence its decision. The Registration Subcommittee might then approve the applicant for registration based on the additional information or clarification. If not, all the information would then be sent to the Registration Decision Review Subcommittee at their next meeting. The Decision of the Decision Review Committee was final. Formally, NSBEP policy is that any appeal, new information, clarification etc. be submitted two weeks prior to the next meeting of the Subcommittees to allow the materials to be properly reviewed. Informally this requirement was relaxed when possible.</i></p>	<p>Level 1 N/A</p> <p>Level 2 N/A</p> <p>Level 3 Yes</p>	N/A	7(a), 10
21	When are unsuccessful candidates informed of their right to internal review of the registration decision?	<p><i>Included with a registration decision, other.</i></p> <p><i>Other: Referenced as part of possible outcomes on Application Section of website and letter to applicant whose application is declined.</i></p> <p><i>This information is provided on the website and the same documents are provided to the applicant with the letter notifying them that their application has been declined by the Registration Subcommittee. These documents have also been provided as part of our responses to the review (Question 11 part of redacted decline letters and Question 22).</i></p>	<p>Level 1 No specific timeline</p> <p>Level 2 Specific timeline</p> <p>Not documented</p> <p>Level 3 Specific timeline</p>	Level 3	7(a), 10(1)

			Documented and communicated		
22a	Do you have an internal review process and procedures document (policy document)?	Yes <i>The Policy has been attached. The Policy will be amended should the requested Regulation changes be approved in relation to the creation of a Registration Appeals Committee.</i>	Level 1 Yes Not documented Level 2 Yes	Level 2	7(a), 10(1)
22b	Does this include time frames for the internal review?	Yes <i>Please see the attached Overview and Policy documents provided to applicants whose application has been declined. URL:</i> http://www.nsbep.org/downloads/Registration_Appeal_Process.pdf	Documented Level 3 Yes Documented and available to applicant		
23a	With regards to the internal review process you make available to applicants that are not granted registration: summarize the process of the internal review.	<i>Review of Applicant's submission and any additional material provided by the applicant. The information and policy documentation have been provided as part of our responses to this review.</i>	Level 1 Not documented Level 2 Documented Level 3 Documented and made available to applicant	3	7(a), 10, 16(3)(m)
23b	Describe the opportunities made available to an applicant to make submissions respecting such review.	<i>The applicant is provided with the opportunity to provide any additional material they feel is relevant to their training program.</i>			
23c	Specify the format for the internal review submission	<i>Written</i>			
23d	What is the timeline for submitted supporting evidence?	<i>30 days</i> <i>The applicant has 30 days once they inform the Registrar, they wish to request an appeal of the Board's Registration Decision</i>			
23e	Do you believe this is enough time to receive supporting evidence from outside Canada?	Yes <i>The applicant can request more time if necessary. The Registrar will also follow-up with an applicant when necessary (i.e., to obtain a sense of their intention to provide additional information in time for the review or whether to offer to extend the period of time.)</i>			
24a	Are the results of the internal review made available to applicants in	Yes	Level 1 Yes Level 2	Level 2	

	writing with reasons?		Yes		
24b	In what timeframe are the results of the internal review made available to applicants?	<i>Less than 1 month</i>	Specific timeline Level 3 Yes		7(a), 10(3)
24c	Are these timelines communicated?	<p>Yes</p> <p><i>Once the Review Subcommittee makes a decision, a written decision with reasons is provided to the applicant.</i></p> <p><i>The Policy on the appeal process is on the website and available on the respective section for each application pathway.</i></p> <p><i>Here is the Policy wording on the NSBEP website:</i></p> <p><i>If it is determined that you do not possess a master's or doctoral degree in psychology that meets the criteria of acceptable degrees in psychology and/or you do not meet other requirements noted in the criteria at the top of this page including equivalent registration with a psychology regulatory body, the Registration Subcommittee must decline the application. In the event that your application is declined, you will be informed in writing of the criteria not met and you will be provided with the opportunity to have your application sent to the Registration Decision Review Subcommittee ("Review Subcommittee") that will conduct a review of the registration decision. If you wish to have your application reviewed by the Review Subcommittee, then you will be required to advise the Registrar of this request within 30 calendar days from the date of the decision on your application for registration including reasons why you are requesting a review of the decision.</i></p> <p><i>If a review is requested, your materials will be reviewed at the next meeting of the Review Subcommittee. The Subcommittee typically meets every month, with the exception of one month in the summer. Materials must be received 2 weeks prior to the meeting. If the deadline is missed, then the materials will be reviewed at the next meeting. A written decision will be provided within one month of the decision being made by the Review Subcommittee.</i></p>	Specific timeline and communicated		
25	Have individuals who make internal review decisions received appropriate training?	<p>Yes</p> <p><i>Yes. In addition to an orientation to the process, NSBEP provides the following documentation and training to individuals who will be making such decisions:</i></p> <ul style="list-style-type: none"> <i>- Association of State and Provincial Psychology Boards (ASPPB) Manual for Board Members</i> <i>- Self-Regulation in NS</i> <p><i>Further Training was also provided by Legal Counsel on Registration and Appeals.</i></p>	N/A	N/A	7(a), 11, 16(3)(p)
26	Do you have a prohibition that states that 'no one who acted as a decision-maker in respect of a registration decision acted as a decision-maker in an internal review?	<p>Yes</p> <p><i>This is stated in the Board's policy, which was provided in response to Question 22.</i></p>	<p>Level 1 N/A</p> <p>Level 2 N/A</p> <p>Level 3 Yes</p>	Level 3	7(a), 10(5), 16(3)(n)

27	Do you have any international agreements (i.e. reciprocal recognition) endorsed by your regulatory body or national organization?	<p>Yes</p> <p><i>In addition to considering the registration status of a psychologist registered elsewhere under Section 15(5) of the Psychologists Act, there are two agreements that could apply to psychologists outside of Nova Scotia, that NSBEP would offer expected application/registration process for</i></p> <p><i>1) National Register of Health Service Psychologists</i> https://www.nationalregister.org/</p> <p><i>2) Certificate of Professional Qualification from the Association of State and Provincial Psychology Board</i> https://www.asppb.net/page/CPQ</p> <p><i>Attached is the NSBEP Policy relating to these agreements.</i></p>	N/A	N/A	7
28	Has your organization experienced any unintended consequences—defined as an unintended negative impact on labour market, economic, social or other condition—arising as a result of the implementation of Chapter 7 of the Agreement on Internal Trade?	<p>No</p> <p><i>No consequences such as disciplinary complaints have been observed. However, there are applicants who would not have met the NS entry level requirements but were accepted for registration under Chapter 7. There was a period of time where applicants from a country were gaining registration in NS and then immediately transferring under CFTA to another province. One jurisdiction was also accepting applicants who were approved for registration in NS, though not registered here, indicating acceptance was under the principle of CFTA.</i></p>	N/A	N/A	3
29	Does your legislation and/or regulations include labour mobility provisions (i.e. the ability to accept applicants already certified in another Canadian jurisdiction regardless of the requirements in the previous jurisdiction?	<p>No</p> <p><i>The Act predates CFTA. However, we are in full compliance with the requirements.</i></p> <p><i>When our next legislative amendments are submitted to government, such a provision will be included. However, the Board's Legal Counsel has advised that any further amendments will require a complete overhaul to the Psychologists Act, not something timely like a simple amendment.</i></p> <p><i>We have been advised by Legal Counsel that the above circumstances do not impede our ability in any way to follow the requirements of CFTA.</i></p>	N/A	N/A	Chapter 7, CFTA
30	Do you review the requirements of the other provincial regulatory bodies regularly?	<p>Yes</p> <p><i>Yes. We are part of the Regulated Health Professions Network in Nova Scotia and a staff person regularly liaises with and attends related meetings. This allows information to be shared that often relates to such requirements. The Board also monitors the legislative and policy changes made by other provincial bodies through its membership in the</i></p>	N/A	N/A	3, Chapter 7, CFTA

		<p><i>Association of Canadian Psychology Regulatory Organizations (ACPRO). Additionally, we are a member of the Association of State and Provincial Psychology Boards (ASPPB). A staff person regularly attends ACPRO and ASPPB meetings, and we keep in contact through the various list serve distribution lists that each organization maintains.</i></p>			
31a	Has your organization made any changes to the occupational standards in your legislation, regulations and/or by-laws (i.e. entry to practice standards, continuing education requirements, codes of ethics) within the last two years?	No	N/A	N/A	
31b	If yes, did you work with the Labour Mobility Coordinator or a Provincial Government representative to complete an AIT notification (i.e. notification form sent prior to approval that informs other Canadian jurisdictions of the proposed change)?	<p>No</p> <p><i>No changes were made or requested concerning occupation standards. However, we did make submit a request for some amendments including the creation of a Registration Appeals Committee. This correspondence was shared with the various applicable departments of Government. The Appeal Committee was based on advice resulting from consultation with Legal Counsel at the Department of Health and Wellness. Ideally, a number of other amendments would have been made to more fully align our legislation with other recent legislation approved by Government. For example, our current Act requires the Board itself to make registration decisions, rather than having a committee exercise this function. This places certain limits on the review process that can be conducted and differs from the processes used in most other self-regulated professions. However, because we needed amendments quickly to address compliance issues with the Fair Registration Practices Act, we agreed to proceed for now with a limited number of amendments.</i></p> <p><i>The Board would like to implement the new registration review procedure as soon as possible, as it is operating in the meantime with a “work around” of Registration Subcommittees and Review Subcommittees using our present legislation, based on our Legal Counsel's advice and direction. Accordingly, we have requested that the review of the attached regulations be expedited, if at all possible.</i></p>	N/A	N/A	

Action Plan

In accordance with the *Fair Registration Practices Code*, the FRPA Action Plan outlines the measures that the NSBEP has agreed to work towards.

Required Improvements

The actions listed in this section address registration practices that meet a minimum level of compliance with the FRPA. These actions focus on areas for improvement. NSBEP will address these actions over the next two years.

#	Action	Questionnaire Reference	FRPA Reference	Plan for Completion
1	<p>Develop and document clear language requirements</p> <p>Post clear language requirements on website</p> <ul style="list-style-type: none"> Carry-over action in draft awaiting review and approval by the NSBEP Board. 	Q. 3	7(c)(d), 16(3)(a)(b)	Staff complete draft of language requirements and present to Board for approval. Develop and post clear language for website. February 2021.
2	<p>Review website design using the Website Checklist to guide process and make changes to ensure information is clear, understandable and written in plain language. Provide information in an accessible succinct manner</p> <ul style="list-style-type: none"> Content should start as a summary and provide links to more in-depth information Users should always have a clear expectation of what they will get when they click on a link Separate requirements from process Add web page in menu options from which all registration policies can be accessed 	Q. 1 & 2	7, 16(3)(g)	<p>Review website design using checklist and identify pages requiring clarification work. Create timetable for completion based on amount of work required.</p> <p>In conjunction with Action #3 (Visual Pathways), determine need for either a single or multiple page (i.e., a page for each registration path) approach to listing all registration policies.</p> <p>February 2021 – December 2021</p>
3	<ul style="list-style-type: none"> Create a new visual pathway to licensure to describe the steps to licensure, indicating where documents must be submitted. Ensure that this process is adapted for all streams of applicants. 	Q. 1 & 15	9(a), 16(3)(a), 16(3)(b)	Continue to develop flowcharts. October, 2020
4	<p>Clarify criteria for meeting the requirements of registration including:</p> <ul style="list-style-type: none"> Work experience English proficiency Good character Understanding of professional practice and ethical issues exams 	Q. 3 & 5	7(a), (c), (d), (f), 16(3)(a), (b), (d)	<p>Clarifying: Work experience, Understanding of professional practice and ethical issues, Exams – June 2020</p> <p>English Proficiency – See Action 1</p> <p>Good Character – requires Board Involvement with development – does not become effective until</p>

				Governor in Council approves Appeal regulations (Action #8)
5	<ul style="list-style-type: none"> Define requirements and steps in the candidacy registration process and make publicly available 	Q. 5 & 15	7(c), (d), 16(3)(a), (b)	See Action #3.
6	<p>CFTA registration process:</p> <ul style="list-style-type: none"> Clarify what is meant by the work experience requirement Post LOE to the website Discuss LOE with the Labour Mobility Coordinator 	Q. 7 & 29	3, Chapter 7 CFTA	<p>Clarify work experience requirement re scope of practice – June 2020.</p> <p>Review LOE with Board and Legal Counsel to determine need going forward.</p> <p>Discuss with Labour Mobility Coordinator.</p> <p>December, 2021</p>
7	Review the Acceptance of Alternative Documentation policy and provide more clarity re: process for considering requests and for applicants to provide evidence relating to their request. Refer to the template policy as a guide.	Q. 16	9(b), 16(3)(c)	<p>Prepare information and summary for Board, perhaps for discussion at annual policy meeting. Consult with other Psychology Regulatory Bodies.</p> <p>December 2021.</p>
8	<p>Enhance the internal review policy to include:</p> <ul style="list-style-type: none"> Consistent terminology (in policy and on the website) Specific format of the submission of further evidence Written decisions with reasons Append internal review policy to the denial letter or provide link to the policy 	Q. 21 & 22	7(a), 10(1)	<p>Review documents and website to ensure consistent terminology. Ensure that policy of providing written decisions with reasons, and the appeal process is made clear to applicants.</p> <p>June 2020.</p> <p>Awaiting Governor in Council approval of new regulations for the Registration Appeal Committee.</p>

Disclaimer

The Nova Scotia Board of Examiners in Psychology (NSBEP) hereby declares that the information contained in this report is a true and accurate representation of current registration practices of their organization.

Gordon Butler, Ph.D., R.Psych.

Registrar

February 27, 2020

Date

Appendix

- ✓ Online Application Form
- ✓ EPPP Accommodation Procedure

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Salutation ▼
First Name
Last Name
Sex ☒ Male ☐ Female ☐ Not Specified
Date Of Birth
Please state the reason you are seeking registration in Nova Scotia
Do you have a prospective NS Employer at this time? ☒ Yes ☐ No

Name and Address of your Nova Scotia employer:

Name of your Nova Scotia employer:
Address

Community
Prov / State ▼
Country
Postal Code

If you have more than 1 employer, you can enter this additional information later in the application process.

Are you legally entitled to work in Canada? ☐ Yes ☒ No
If No, Please provide detail:

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Home Address


Address

Community
Prov / State
Country
Postal Code

Secondary Home Address

Address


Community
Prov / State
Country
Postal Code

 Click on the Red Minus sign to remove this address.

Other Home Address

Address

Community
Prov / State
Country
Postal Code

 Click on the Red Minus sign to remove this address.

Contact Information for Publication in the Directory of Psychologists

Please Note: We do not recommend that you include your home address or contact information related to your home, i.e. home phone number, home email, etc. in the Directory publication. However it is important to provide accurate information for others, i.e., clients or other professionals who may need to reach you in relation to your work.

Name Of Employer
Address

Community

Prov / State

Country

Postal Code

Secondary Directory Address

Name Of Employer

Address

Community

Prov / State

Country

Postal Code



Click on the Red Minus sign to remove this address.

Other Directory Address

Name Of Employer

Address

Community

Prov / State

Country

Postal Code



Click on the Red Minus sign to remove this address.

Mailing Address

This is the address that the Board will use if it needs to send documents to you through regular mail.

- ☐ Same as Home Address
- ☐ Same as Directory Address

Address

Community

Prov / State

Country

Postal Code

Secondary Mailing Address

Address

Community

Prov / State

Country

Postal Code




Click on the Red Minus sign to remove this address.

Other Mailing Address

Address

Community
Prov / State
Country
Postal Code

 Click on the Red Minus sign to remove this address.

Other Work Address

- ☐ Same as Home Address
☐ Same as Directory Address

Name Of Employer
Address


Community
Prov / State
Country
Postal Code

Other Work Address

- ☐ Same as Home Address
☐ Same as Directory Address

Name Of Employer
Address

Community
Prov / State
Country
Postal Code


 Click on the Red Minus sign to remove this address.

Other Work Address

- ☐ Same as Home Address
☐ Same as Directory Address

Name Of Employer
Address

Community
Prov / State
Country
Postal Code

 Click on the Red Minus sign to remove this address.

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Contact Number (Home) : Click on the Green Plus sign to add another Home Number.

Contact Number (Work) : Click on the Green Plus sign to add another Work Number.

Contact Number (Cell) : Click on the Green Plus sign to add another Cell Number.

Contact Number (Alternate) : Click on the Green Plus sign to add another Alternate Number.

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Home E-Mail Address :

email1@house.com

email@home.com



Click on the Red Minus sign to remove this home email address.

email1@home.com



Click on the Red Minus sign to remove this home email address.

Work E-Mail Address :

email@work.com

email1@work.com



Click on the Red Minus sign to remove this work email address.

email2@work.com



Click on the Red Minus sign to remove this work email address.

Directory E-Mail Address :

nitin@savvy ltd.com

email2@directory.com



Click on the Red Minus sign to remove this directory email address.

email3@directory.com



Click on the Red Minus sign to remove this directory email address.

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Bachelor's degree

Degree Awarded ▼
Educational Institution
Date Awarded ▼ ▼
Department
Title Of Program
Major Subject
Minor Subject
Display in Letters? ☐

Bachelor's degree

Degree Awarded ▼
Educational Institution
Date Awarded ▼ ▼
Department
Title Of Program
Major Subject
Minor Subject
Display in Letters? ☒
 Click on the Red Minus sign to remove this degree.

Bachelor's degree

Degree Awarded ▼
Educational Institution
Date Awarded ▼ ▼
Department
Title Of Program
Major Subject
Minor Subject
Display in Letters? ☐
 Click on the Red Minus sign to remove this degree.

Graduate Degrees

Degree Awarded ▼
Educational Institution

Date Awarded March ▼ 1952 ▼
Department D2
Title Of Program TP2
Major Subject MJ2
Minor Subject MN2
Display in Letters? ☐

Graduate Degrees

Degree Awarded M.A.App.Psycholoç ▼
Educational Institution SCHOOL 5
Date Awarded May ▼ 1959 ▼
Department D5
Title Of Program TP5
Major Subject MJ5
Minor Subject MN5
Display in Letters? ☐



Click on the Red Minus sign to remove this degree.

Graduate Degrees

Degree Awarded M.Psych. ▼
Educational Institution SCHOOL 6
Date Awarded April ▼ 1954 ▼
Department D6
Title Of Program TP6
Major Subject MJ6
Minor Subject MN6
Display in Letters? ☐



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List the name, position, address, and phone number of three referees who are well acquainted with you and your professional work. Two of these referees must be registered or licensed psychologists.

1. Name:

Position:

Address:

Phone Number:

2. Name:

Position:

Address:

Phone Number:

3. Name:

Position:

Address:

Phone Number:

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Please answer the following questions by circling either Yes or No

In the last 3 years, have you:

1. Had an application for registration, certification or licensing as a psychologist or in another profession rejected? *
Yes ☒ No ☐
2. Been found in violation of ethical principles by an ethics or professional practices board in relation to psychology or another profession? *
Yes ☒ No ☐
3. Voluntarily surrendered a professional credential in response to an ethics charge in relation to psychology or another profession? *
Yes ☒ No ☐
4. Received disciplinary action from an ethics or professional practice board in relation to psychology or another profession? *
Yes ☒ No ☐
5. Been notified of any pending disciplinary action from an ethics or professional practice board in relation to psychology or another profession? *
Yes ☒ No ☐
6. Had a professional credential revoked, suspended or limited by an ethics or professional practices board in relation to psychology or another profession? *
Yes ☒ No ☐
7. Been convicted of, or pleaded guilty to a summary conviction offense or an indictable offense, other than a minor traffic offense, in a federal or provincial court? *
Yes ☒ No ☐
8. Received formal disciplinary action by an employer or supervisor based wholly or in part on ethical issues? *
Yes ☒ No ☐
9. Held or do you currently hold registration or a license in another profession other than psychology? *
Yes ☒ No ☐
10. If yes to above,
What profession?: *
What is the current status of said registration?: *

I understand that the Board may request any further information it may consider necessary in order to evaluate this application.

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Please complete the release below for any jurisdiction(s) in which you are currently registered as a Psychologist.

RELEASE of INFORMATION

1. This is to confirm that I give consent to NSBEP to contact:

NLPB

Name of Psychology Regulatory Body

to obtain information regarding my registration.

Title Of Credential

Psychologist

Name of agency/ board

NLPB

Address of agency/board

NL

Date of original registration/license

6-May-2015



Certificate/License/number

CL

Specialty area (if designated):

SA

Is the certificate/license current?

☒ Yes ☐ No



Click on the Green Plus sign to add another Release of Information.

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Psychological Practice Profile Instructions

Part A asks about your employment status, practice setting(s), and language(s)*. Please indicate whether your employment status is full or part time. (Those working part time please indicate how many hours per week.) Then check the applicable practice setting (s) in which you are employed and identify the applicable languages in which you are comfortable providing services.

*Information about language(s) of service is helpful for the public, e.g. NSBEP Directory of Psychologists (listing by language), Directory of French Speaking Health Care Providers.

Part B of the Psychological Practice Profile asks you to check the areas of your psychological practice and estimate the percentage of time you spend working in each area. For instance, if you spend four days per week engaged in clinical work and one day per week doing research, you would check #1, Clinical, and #5, Research. You would then write in 80% for Clinical and 20% for Research. The total percentage of time should add up to 100%.

Part C of the Psychological Practice Profile asks you to indicate the activities and services you provide within the areas of practice indicated in Part B. For instance, if your clinical work involves Consultation, Assessment/Evaluation, and Intervention/Treatment with Adults you would enter #1 in the appropriate boxes for Adults. Likewise, if your research was with adults, you would enter #5 in the box corresponding to Research and Adults.

Some Clarifications

Should clarification be desired regarding *psychological practice definitions*, it can be obtained from the Board's website via the following link:

http://www.nsbep.org/downloads/Appropriate_Practice_Areas.pdf

Within the category of *Administration*, NSBEP is asking about the time spent by psychologists who hold a position in which they manage a psychological service unit (versus general clerical work such as paperwork, etc.). Time spent on clerical work should be captured but assigned to the corresponding activity category. For instance, if you are completing paperwork in relation to some assessments you have completed, this should be entered in the *Assessment* category.

Within the category of *Consultation*, NSBEP is interested in the time spent completing any work done on behalf or at the request of another health professional. For instance, a GP might be concerned that one of his patients is depressed, and asks for your opinion. The time spent talking to the GP to clarify the concerns and time providing feedback after seeing the patient would be entered under *Consultation*.

With the category of *Assessment*, NSBEP is interested in the time you spend completing both psychometric assessment and non-psychometric assessment function, i.e. in order to provide an understanding which informs a practical plan of action.

Within the category of *Formal Research*, NSBEP is interested in capturing the time you spend completing formal research work (versus the time spent developing and maintaining competence). Time spent developing and maintaining competence, etc. should be captured but assigned to the corresponding activity category. For example, time spent reviewing literature on interventions would be entered in the *Intervention/Treatment* category.

The categories of *Formal Research & Academic (teaching psychology)* are included in Section C of the Psychological Practice Profile so that the corresponding populations can be tracked.

PSYCHOLOGICAL PRACTICE PROFILE

Fields marked with "*" are required fields.

A. Please affirm your overall employment status, all practice setting, and language(s).

Overall I am employed: * ☐ Full-time ☒ Part-time ☐ Not currently working

If employed part-time, how many hours per week do you average?:

In the area below, please check the applicable practice setting(s) in which you are employed.*

- ☒ Private Practice ☐ Community Agency ☐ Hospital ☐ School
☒ Counselling Centre ☐ University/College ☐ Government ☐ Other

Now, if you listed more than one practice setting above: What is your primary work setting (choose only one)**

- ☒ Private Practice ☐ Community Agency ☐ Hospital ☐ School
☐ Counselling Centre ☐ University/College ☐ Government ☐ Other

You are comfortable to provide services in: * English ☒ French ☒ other language(s)

B. In the area below, check the applicable area(s) of your psychological practice¹ and indicate the percentage of your time spent working in the area(s). *

¹ The Board recognizes that subspecialty areas of practice are evolving (e.g. Health Psychology, etc.) but such areas should correspond with the broader practice areas (e.g. Clinical Psychology).

1. <input checked="" type="checkbox"/> Clinical Psychology	<input type="text" value="50"/>	2. <input checked="" type="checkbox"/> Counselling Psychology	<input type="text" value="50"/>
3. <input type="checkbox"/> School Psychology	<input type="text"/>	4. <input type="checkbox"/> Forensic/ Correctional Psychology	<input type="text"/>
5. <input type="checkbox"/> Formal Research	<input type="text"/>	6. <input type="checkbox"/> Academic (teaching psychology)	<input type="text"/>
7. <input type="checkbox"/> Industrial/ Organizational Psychology	<input type="text"/>	8. <input type="checkbox"/> Clinical Neuropsychology	<input type="text"/>
9. <input type="checkbox"/> Administration	<input type="text"/>		

C. Once you have indicated your area(s) of practice, use the corresponding numbers to identify in the below table the activities and services you provide and the clients to whom you provide these services. *

Clients	Administration	Consultation	Assessment/ Evaluation	Intervention/ Treatment	Formal Research	Academic
Infants	<input checked="" type="checkbox"/> 1. Clinical Psychology <input checked="" type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input checked="" type="checkbox"/> 1. Clinical Psychology <input checked="" type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Children	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Adolescents	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Adults	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Elderly	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Families	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Couples	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶
Organizations	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶	<input type="checkbox"/> 1. Clinical Psychology <input type="checkbox"/> 2. Counselling Psychology ◀ <input type="text"/> ▶

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We encourage you to pay the application fee by completing the below section. *

☒ **Application Fee**
\$250

Payment Method: *

Cheque / Money Order #:

\$250

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If you do not currently have a scanned copy of your Photo ID and CV then you can come back and upload a scanned copy or you can email scanned copies of your Photo ID and CV to: nsbep@nsbep.org or (as a last resort) mail a photocopy to the office though this will take longer to reach the office.

Upload process may take a moment or two depending on the size of the attachment.

Upload Photo ID:

[Choose File](#) No file chosen

[Appendix A Psychological Practice Profile.pdf](#) ✖

Upload CV:

[Choose File](#) No file chosen

[Appendix D Core Competencies.pdf](#) ✖

Temporary Registration

If requested, you may be placed on the courtesy register until the transfer interview is completed.

Please note: The Confirmation of Standing Form (next page) must be completed by the jurisdiction(s) in which you are registered and received by NSBEP prior to placement on the Courtesy Register.

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Child Abuse Check

Child Abuse Check: In some jurisdictions, another organization will provide a separate check in relation to matters involving child abuse. The onus is on the applicant to contact the appropriate authorities in his/her jurisdiction and obtain the required check. If you are applying from a jurisdiction that does not allow this information to be provided to the Nova Scotia Board of Examiners in Psychology, please ensure that you sign the Child Abuse Registry Declaration in the application form. You should order enough copies of any background checks so that an original copy will be provided to the NSBEP and also to your Nova Scotia employer, and any other organization(s) that requires this information for you.

Please note: Background Checks must be received before an individual can be registered. Applicants must allow sufficient processing time when submitting their application.

CHILD ABUSE DECLARATION

Part 1 (All applicants must complete Part 1)

I certify that I have not been censured, reprimanded or found by a court to have abused children.

Signature

Part 2 (Complete Part 2 if a separate Child Abuse Check is either unavailable in your jurisdiction or cannot be disclosed to the Nova Scotia Board of Examiners in Psychology, i.e., some jurisdictions may not intend for their registry checks to be used for the purpose of gaining registration outside of their jurisdiction.)

I reside in a jurisdiction that, to the best of my knowledge, either does not maintain a Child Abuse Registry Check separate from a Criminal Record Check, or the agency maintaining this information cannot disclose such information to the Nova Scotia Board of Examiners in Psychology, or registry checks are not intended for the purpose of gaining registration outside of the jurisdiction.

Signature

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APPLICANT'S CHECKLIST

Printer Friendly








Notify Applicant

Applicant's Name:

Test

Comments (Internal Use Only):

Internal comments added by Nitin.

Item	Checklist Received?	Checklist Received Date	Comments
Verification of Psychology Registration Received (required if the applicant holds psychology registration in another jurisdiction)	<input type="checkbox"/>	<input type="text"/> 	
Criminal Record Check Received	<input checked="" type="checkbox"/>	17-May-2018 	
Child Abuse Part 2 Completed	<input checked="" type="checkbox"/>	8-Jun-2018 	Signed part 2
CV Received	<input type="checkbox"/>	<input type="text"/> 	
Photo ID Received	<input checked="" type="checkbox"/>	9-May-2018 	
Other Documenation Received	<input checked="" type="checkbox"/>	18-May-2018 	Syllabi for Master's Degree.
Signed Attestation	<input type="checkbox"/>	<input type="text"/> 	

Update Applicant Checklist

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RELEVANT PSYCHOLOGY POSITIONS HISTORY

Fill in this section only in relation to psychology positions. We would consider such a position to either have "psychology" or "psychological" in the title or be primarily psychological in content and involve the practice of psychology in the core competency areas. On the other hand, experience from practica or internships should be noted in the appropriate section of the application form; and other related work experience (but not strictly a psychology position) should be listed on your CV.

Present Employment:

Hiring Date:	<input type="text"/>
Organization/Institute:	<input type="text"/>
Address Of Organization:	<input type="text"/>
Name Of Supervisor:	<input type="text"/>
Profession:	<input type="text"/>
Address Of Supervisor if different from above:	<input type="text"/>
Your Position:	<input type="text"/>
Service You Offer:	<input type="text"/>
If Part Time, state average number of hours per month:	<input type="text"/>



Click on the Green Plus sign to add another Present relevant employment.

Previous relevant employment (in the field of Psychology):

Hiring Date:	<input type="text"/>
Organization/Institute:	<input type="text"/>
Address Of Organization:	<input type="text"/>
Name Of Supervisor:	<input type="text"/>
Profession:	<input type="text"/>
Address Of Supervisor if different from above:	<input type="text"/>
Your Position:	<input type="text"/>
Service You Offer:	<input type="text"/>
If Part Time, state average number of hours per month:	<input type="text"/>



Click on the Green Plus sign to add another Previous relevant employment.

Comments

Add Comment

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| Practice Profile | Payment | Letters | Comments | Applicant Checklist | | | | | | | |

SUPERVISION, CONSULTATION & COLLEGIAL SUPPORT

☐ I do not have employment or names of psychologists to provide at present, but I will provide this information to NSBEP as soon as it becomes available. Note: When this information becomes available send an email to nsbep@nsbep.org with the information

Candidates must have access to registered psychologists for collegial support, consultation and supervision relating to their work.

Please state the name and credentials of your workplace supervisor (in addition to your NSBEP Supervisor).

Please state the names of psychologists whom you can consult and receive collegial support from about workplace matters (in addition to your NSBEP Supervisor).

Comments

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Are you applying for registration on the basis of a doctoral program accredited by the Canadian Psychological Association?

☐ Yes ☒ No

EVALUATION OF FOUNDATIONAL KNOWLEDGE IN PSYCHOLOGY AS REQUIRED BY THE (AMENDED) MRA

All applicants for initial registration with the Nova Scotia Board of Examiners in Psychology must be evaluated on their acquisition of a broad base of knowledge in the field of Psychology on which they can build the core competencies in Psychology within their areas of interest and expertise. Canadian Psychology Regulators agreed to evaluate applicants seeking entry to the profession on the following foundational knowledge areas by July 1, 2004.

- Applicants should identify at least one full credit psychology course or two half-credit psychology courses (graduate and/or undergraduate beyond introductory courses in each of the following four general areas of study in Psychology.
- For clarity, we are looking for at least 1 course that took place over the duration of two semesters or at least 2 courses that took place over the duration of one semester.
- Introductory courses (e.g. "intro to...") are not acceptable.
- Please include both title and a brief course description for any courses listed below
- Graduates from a doctoral program in psychology that is accredited by the Canadian Psychological Association are deemed to meet the Foundational Knowledge criterion set out in the criteria for Degrees in Psychology Acceptable to the Nova Scotia Board of Examiners in Psychology. As such, graduates of a CPA Accredited Program are not required to complete the below section on Foundational Knowledge.

1. Knowledge in the biological bases of behaviour (for example, physiological psychology, comparative psychology, neurophysiology, sensation and perception, psychopharmacology)

2. Knowledge of the cognitive-affective bases of behaviour (for example, learning, cognition, motivation, emotion)

3. Knowledge of the social bases of behaviour (for example, social psychology, group processes, community psychology, environmental psychology, organizational and systems theory, cultural issues)

4. Knowledge of psychology of the individual (for example, personality theory, human development, psychopathology, individual differences)

Comments

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You may enter the required information for each Core Competency within the online application process below. However, if you prefer to prepare this information in a word processing application, you may instead upload your completed document on the core competencies, using the upload feature. As well, if you have prepared such documentation for provisional psychology registration in another jurisdiction and saved a copy of this submission, you may upload this information. Alternatively, if you have retained paper copies you may scan this information and upload it. Just be sure that your uploaded document addresses all 5 Core Competency areas. Please note that you will need to have the information on Core Competencies in one document that can be uploaded to this section.

Upload a file with the core competencies typed up in a word processing document (or a scanned document)

Choose File

No file chosen

OR complete the sections below

CORE COMPETENCIES FOR ENTRY TO THE PROFESSION OF PSYCHOLOGY (AS REQUIRED BY THE MUTUAL RECOGNITION AGREEMENT (2001) OF THE REGULATORY BODIES FOR PROFESSIONAL PSYCHOLOGISTS IN CANADA)

All applicants seeking entry to the profession of psychology are evaluated on the five core competencies. Canadian Psychology Regulators agreed to evaluate applicants seeking entry to the profession on the following core competencies by July 1, 2003.

The Board's legislation requires registration decisions that are based on the graduate degree in psychology. As such, when looking at the core competencies, we are generally asking about formal coursework that is part of your graduate program(s) in psychology.

Please briefly:

- identify relevant course work, practica, and internship experience for each of the following five competencies.
- include a description of each course, practicum and internship.

1. 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: Should include:

Knowledge of assessment methods, populations served, human development, diagnosis

Skills: Should include:

Experience in forming referral question, selecting methods, collecting and processing information, psychometric methods, forming hypotheses and making diagnoses, forming action plans, and writing reports.

2. INTERVENTION

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 explicitly theory as well as the following 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:

Experience in selecting appropriate intervention methods; in analysing information, developing a conceptual framework, and communicating this to the client, as appropriate; in gathering information about the nature and severity of problems and forming hypotheses about factors contributing to the problem through qualitative and quantitative means; in learning to establish and maintain professional relationships with clients in all populations served; and in learning to establish and maintain appropriate interdisciplinary relationships with colleagues.

3. RESEARCH

Definition - Professional psychological 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 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, scientific reports.

4. 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 local Jurisprudence.

Skills: Should include:

Evidence of application of the ethical decision making process; pro-active identification of potential ethical dilemmas and application of the process for resolution of ethical dilemmas.

5. INTERPERSONAL RELATION SHIPS

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 sensitivity to cultural issues.

Knowledge: Should include:

(i) 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

(ii) Knowledge of self, such as motivation, resources, values, personal biases and factors that may influence the professional relationship (e.g., boundary issues)

(iii) 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.

Comments

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SUBJECT: EPPP - REQUESTS FOR SPECIAL ACCOMODATIONS

PROCEDURE:

- (1) Candidates requesting special accommodations on the basis of a documented disability or impairment must provide official documentation outlining the nature of the disability or impairment.*
- (2) Documentation should indicate what accommodation would assist.
- (3) The Board, upon receipt of the official documentation, may approve, reject, or amend the accommodations, as deemed appropriate.

*Candidates who request special accommodations because English is a second language must provide the following information:

- (i) Level of proficiency in English listing the number of years speaking and/or writing English; and whether academic coursework, and dissertation, etc. was completed in the English language;
- (ii) History of special accommodations granted in similar testing circumstances, for example, extra time provided by a degree granting institution;
- (iii) Statement documenting extent that English will or will not be the language in which professional services are provided;
- (iv) Any other information you wish to include to support your request for special accommodation;
- (v) Recommendation(s) for accommodation, e.g. extra time.