



Nova Scotia Regulator of Psychology

The Continuing Competence Program

for Psychologists Practising in Nova Scotia

A Guide for Participants

Revisions:

April 2026: Revised to align with the Regulated Health Professions Act (RHPA), effective November 24, 2025; integrated cultural responsiveness requirement (effective April 25, 2025); updated Appendix A (Practice Profile), Appendix B (Activities and Credit Values), and Appendix C (Recording Forms) to reflect current versions.

November 28, 2018: Appendix B (Activities and Credit Values) revised.

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Introduction to the Continuing Competence Program

A Continuing Competence Program is designed to promote safe, ethical and competent practice by ensuring that psychologists at all stages of their careers engage in a learning process that encourages ongoing professional development both in terms of maintaining competencies and acquiring new competencies as required by the dynamic nature of the profession.

Section II.9 of the Canadian Code of Ethics for Psychologists states that:

In adhering to the Principle of Responsible Caring, psychologists would: Keep themselves up to date with a broad range of relevant knowledge, research methods, and techniques, and their impact on persons and society, through the reading of relevant literature, peer consultation, and continuing education activities, in order that their service or research activities and conclusions will benefit and not harm others.

At both the provincial and federal level, regulatory bodies in Canada are increasingly expected to demonstrate that their registrants not only attain competence but maintain competence. The NSRP is required to be accountable to the public and to openly demonstrate that the necessary programs are in place to ensure that all psychologists can demonstrate, throughout their careers, their ability to deliver client services in a manner that is consistent with the Canadian Code of Ethics for Psychologists and the standards of the profession. In addition, the psychology regulatory bodies in Canada have identified five core competency areas that are essential to the responsible and ethical practice of psychology. Responsible practice involves the ability to integrate and apply these competencies in the designated role and setting in which the psychologist practises. Therefore, the NSRP Continuing Competence Program is based on a framework that includes these core competencies.

The dual objectives of the Continuing Competence Program developed by NSRP are to provide a framework to assist individual practitioners to address the ongoing challenge of maintaining competence, while also giving the NSRP a mechanism to support and ensure practitioners maintain competence.

The development of the NSRP's Continuing Competence Program was informed by the continuing competency program of the New Zealand Psychologists Board, consultation with the Association of Psychologists of Nova Scotia, a review of other continuing competency programs for psychologists in Canada, reference to the Report of the ASPPB Task Force on Maintenance of Competence and Licensure (October 2010), and a six-month trial of the planned program. The program will continue to be refined annually based on feedback from the psychology community.

1. Standards of Practice

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. NSRP has a combined document that includes the standards, reference to the code of ethics, and other applicable legislation and guidelines, available on the NSRP website (www.ns-rp.ca).

Psychologists in Nova Scotia must be able to demonstrate that they have attained and maintain competence in the following five Core Competency Areas (see Appendix D):

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

2. What is Competence?

Competence involves the complex interaction of four major components: knowledge, skills, judgment, and diligence.

Knowledge

Knowledge involves having absorbed and understood a body of information sufficiently well to then understand and conceptualize the range of professional issues that one can reasonably expect to encounter. Knowledge is a necessary, but not sufficient, foundation for competence.

Skill

Skill is the ability to effectively apply knowledge in actual practice.

Judgment

Judgment involves knowing when to apply which skills, and under what circumstances. It includes self-reflection on and awareness of one's own values, experiences, attitudes, and social context, and how these may influence actions and perceived meaning. Good judgment increases the likelihood that choices made will be beneficial for the individuals, families, groups, communities, and organizations with which psychologists work.

Diligence

Diligence requires the consistent application of knowledge, skills, and judgment in one's professional activities and taking care to give priority to the clients' needs. Diligence also encompasses striving to give the best service to each and every client.

3. What is Continuing Competence?

Continuing competence is a process that involves maintaining the ability to integrate and apply the knowledge, skills, judgment, and diligence required to practise responsibly and ethically on an ongoing basis by linking life-long learning to the Core Competencies, Code of Ethics, and the Standards of Practice for the profession.

A continuing competence program provides psychologists with a framework for maintaining and acquiring competence throughout their professional life-span. The program involves opportunities for self-reflection, identification of gaps and learning opportunities, the application of learning to practice, and the evaluation of learning outcomes. It is an active and dynamic process of continual learning and review which generates ongoing professional growth.

4. Who Should Participate in the Continuing Competence Program?

Candidate Psychologists on the Conditional Register are considered to be engaged in developing and refining their competencies during the supervision period. They are required, in collaboration with their supervisor, to develop Goals of Supervision for all five Core Competencies. Supervisors will monitor and evaluate the Candidate's progress in acquiring competencies throughout the supervision process. A Candidate must be rated as "ready for independent practice" in all areas before an oral examination can be requested.

Once a psychologist receives a Practising Licence or a Psychologist Conditional Licence — whether on initial registration, upon moving from a Candidate Psychologist Conditional Licence to a Practising Licence after completing supervision and examinations, through a transfer from another jurisdiction (including where supervised practice is required as a condition), or through reinstatement — they are required to participate in the Continuing Competence Program. CC requirements begin on January 1 of the calendar year following the year in which the licence is first granted or reinstated. No CC requirement applies in the partial calendar year of first licensure.

For clarity: holders of a Candidate Psychologist Conditional Licence are not subject to the CC program during their candidacy period — their Goals of Supervision serve as their competence development framework. Holders of a Psychologist Conditional Licence are subject to the CC program, as they are registered psychologists whose licence carries conditions or restrictions.

All psychologists holding an active Practising Licence must participate in the Continuing Competence Program.

5. Overview of the Continuing Competence Program

NSRP believes that the most effective program for continuing competence will allow each psychologist holding a Practising Licence or a Psychologist Conditional Licence to develop a learning plan based on individual needs and learning style. Such a plan would be individually tailored to:

- fit the designated role and setting within which the psychologist practises
- reflect the psychologist's stage of professional development

As such, the NSRP Continuing Competence Program provides psychologists holding a Practising Licence or a Psychologist Conditional Licence in Nova Scotia with a framework for meeting competency requirements without mandating the specific details of their self-assessment and learning plan.

This framework involves guidelines for:

- completing a Practice Profile and Self-Assessment
- developing a Learning Plan
- documenting Learning Activities and time devoted to learning
- evaluating Learning Activities

Minimum requirements are provided and it is expected that all psychologists holding a Practising Licence or a Psychologist Conditional Licence in Nova Scotia will meet or exceed them.

Psychologists will be required to complete and submit their Practice Profile as part of the annual registration process. It is expected that the Practice Profile will be followed by a Self-Assessment which allows the psychologist to identify their unique areas of strength and weakness relative to the five Core Competencies. Learning objectives can then be established and a Learning Plan developed to meet those objectives. You are to obtain feedback on the appropriateness of your Learning Plan by reviewing it with another registered psychologist. Psychologists will conduct an evaluation of the outcomes of their learning activities prior to the next registration renewal. The annual cycle then begins again.

Only the Practice Profile needs to be submitted to the NSRP each year. As part of the annual renewal of registration, however, all psychologists holding a Practising Licence or a Psychologist Conditional Licence must attest that they are following the Continuing Competence Program. Psychologists are required to document and retain their identified learning objectives, their learning plan, their learning activities, and their evaluation of the learning activities for future reference.

Continuing competence activities are to be documented as evidence of the psychologist's efforts to maintain competence. Although optimally these activities will relate directly to the learning objectives identified, any activity that contributes to a psychologist's competence would merit inclusion. It is understood that there will be a balance between opportunistic and planned learning activities for most psychologists.

6. Guiding Principles

A continuing competence program must be broad enough and flexible enough to allow psychologists to choose competency activities that directly relate to areas identified for professional development. A competency program must be mindful of the considerable diversity in the profession with respect to

area of practice, population, and setting, and be flexible enough to allow for the development of highly individualized learning plans.

A continuing competency program must be meaningful for psychologists at every stage of their professional development — from early through to late-career psychologists — and must provide for relevant and accessible learning experiences regardless of area of practice or availability of learning resources in the psychologist's physical location. As such, a continuing competency plan based only on continuing education credits is too restrictive.

As a health professional, a psychologist bears the ultimate responsibility both for maintaining and for demonstrating professional competence to practise, as guided by the Canadian Code of Ethics for Psychologists and the professional standards and guidelines adopted by NSRP.

Lifelong continuous learning and improvement is essential to the professional psychologist. Self-reflection, self-assessment, and evaluation are intrinsic to the psychologist's role, both for quality assurance and for professional self-care. There is also a need to keep current with evolving fields of knowledge as the psychology discipline moves forward.

7. Goals

- To support psychologists in developing a meaningful and relevant learning plan.
- To work collaboratively with psychologists when areas for improvement to practice are identified.
- To ensure the public that all psychologists have a current plan for maintaining competence.
- To work towards developing increasingly meaningful methods of assessing competence.
- To provide a flexible program that will readily allow for changes and updates as knowledge about competence and its measurement changes and grows.

8. Basic Elements of the Continuing Competence Program

Kaslow et al. (2007) notes that psychology must establish a culture that values self-assessment and reflective practice. While not all practitioners have the same level of self-awareness and/or the same abilities for self-assessment and self-reflection, NSRP supports the position that a practice review and a process of self-assessment and self-reflection are, nonetheless, essential to the development of a useful and meaningful learning plan.

It is expected that aspects of the NSRP Continuing Competence Program will evolve as self-assessment skills are developed and refined and as our knowledge with respect to measuring competence increases. The program is thus designed in a manner that encourages further development of the program, within the context of the identified guiding principles.

Step 1: Practice Profile

Completing a Practice Profile is the first step in the NSRP Continuing Competency Program. The Practice Profile identifies your current area or areas of practice, the activities and services you provide, and the client populations you serve. It is submitted as part of your annual renewal of registration and is also available as a standalone downloadable form from the NSRP website at www.ns-rp.ca.

Part A asks about your overall employment status (full-time, part-time, or not currently working) and the practice setting or settings in which you are employed.

Part B asks you to identify your area or areas of psychological practice and estimate the percentage of time spent in each. The recognized areas of practice are: Clinical Psychology, Counselling Psychology, School Psychology, Forensic/Correctional Psychology, Industrial/Organizational Psychology, and Clinical Neuropsychology. The total percentage must add up to 100%. For most psychologists, one primary area will represent the majority or all of their practice.

Part C asks you to indicate, for each practice area identified in Part B, the activities and services you provide and the client populations you serve. Use the practice area number from Part B to complete the grid.

The Practice Profile form **must** be submitted as part of your annual renewal of registration with NSRP. Guidance on completing the form, including definitions of practice areas, is available on the NSRP website at www.ns-rp.ca.

Step 2: Self-Assessment

Self-Assessment is the second step in the NSRP Continuing Competency Program. The purpose of the Self-Assessment is to develop a comprehensive overview of your practice by identifying areas of strength, and also areas requiring maintenance or further development. It can also serve as an opportunity to identify any areas of relative weakness and emerging practice activities.

You begin the Self-Assessment by reviewing your Practice Profile, noting in particular any new or emerging areas of activity. You should then consider each identified area of practice against the five Core Competencies of the profession (see Appendix D), to identify your relative strengths and weaknesses. Optimally your Self-Assessment should also include consideration of the particular challenges and ethical issues associated with each of your areas of practice. You should give any new areas of practice extra scrutiny.

You may find that asking yourself questions like the following can further guide your Self-Assessment. These questions are only offered as examples and are not intended to be exhaustive.

Assessment and Evaluation

- Am I familiar with the standardization, norms, reliability, and validity of the tests and tools I use?
- Do I understand the prescribed use and application of these tests and techniques?
- Would I benefit from reviewing the relative strengths and limitations of assessment methods?
- Is my knowledge of psychometric tests up to date?
- Are there instruments that I would like to learn more about?

Intervention

- What intervention models, tools, techniques, etc., do I currently employ?
- Are there any new evidence-based interventions that I would like to learn about?
- Do I assess treatment needs in a systematic fashion?
- Would I benefit from arranging for supervision for new intervention activities that I have identified?
- How do I assess client progress? What do I do when there is a lack of progress?

Research

- Do I remain current with respect to research in my area of practice?
- Am I familiar with the outcome data related to the interventions I use in my practice?
- Is my practice consistent with the best evidence available?
- What areas of knowledge are particularly relevant to my work?
- Are there areas of research or theory relevant to my practice that I need to brush up on?

Ethics and Standards

- Is my informed consent process sufficient to ensure my clients fully understand the limits of confidentiality?
- Do I have a good working knowledge of legislation, standards, codes, and guidelines relevant to my areas of practice?
- Am I sufficiently familiar with the Canadian Code of Ethics for Psychologists?

- What ethical challenges have I encountered this year? Am I satisfied with how I dealt with these challenges?
- Do my records contain all of the necessary information required in the Standards of Professional Conduct?

Interpersonal Relationships

- Can I improve my ways of contributing to the multidisciplinary team?
- Do I work with any diverse groups? Do I need to strengthen my cultural competence?
- Am I able to establish and maintain constructive working relationships with my colleagues?
- Am I satisfied with my communication skills?
- Would I benefit from learning more about the factors that influence the professional relationship (e.g. boundary issues)?

Step 3: Set Learning Objectives

Based on the outcome of your Self-Assessment, identify and record one or more objectives for development. It may be appropriate to group them according to whether they are short- or long-term objectives.

Optimally, your objectives should be specific and attainable. You may, however, have some that are less specific and stated in higher level or abstract terms. It is essential that your learning objectives are meaningful to you.

You are required to establish learning objectives in at least three of the five Core Competency areas each year. Where you choose not to set objectives in a particular competency, please note your rationale. Over a five-year period, registrants are expected to have addressed all five Core Competencies.

Record your objectives for future reference and for audit purposes (see Appendix C for information on the current recording forms).

It is possible that additional objectives are identified as professional challenges arise during the year. These can be added to your learning plan (see Step 4), but it should be transparent that these are late additions to make explicit that your efforts to progress with them may have been time-limited.

Step 4: Develop a Learning Plan

Once your learning objectives are formulated, you should develop a learning plan which will enable you to meet them. You are free to choose from among different continuing learning activities. These activities may include a range of professional activities, academic activities, continuing education activities, or the work involved in seeking board certification (e.g. American Board of Professional Psychology). The majority of the activities chosen must be logically related to the learning objectives that you have identified. Consult Appendix B for a full list of eligible activity types, credit values, documentation requirements, and the maximum credits allowed per activity per year.

NSRP does not pre-approve specific providers, courses, or individual resources. Registrants should consult the activities and credit values table in Appendix B to identify eligible activity types, and use professional judgment in selecting activities relevant to their practice. Each claimed activity is evaluated against these criteria if audited.

Peer consultation is a flexible and broadly eligible activity. It may be conducted in person or by other means, with a formalized group or individually with colleagues — including registered psychologists in other Canadian jurisdictions. Discussing cases, reviewing literature, or participating in journal clubs, grand rounds, or mentoring arrangements can all qualify. Peer consultation must be a structured activity: document the date, participants, and the general area of discussion or topic presented. Informal collegial conversation does not qualify.

Formulate a plan considering your desired outcomes and the availability of resources, along with the variety of ways that your objectives may be achieved. It is good practice to review your learning plan with a registered psychologist colleague who can provide feedback on its appropriateness, though a formal signature is no longer required.

Your learning plan is prospective. That is, it sets out your intended way forward as you begin a new Continuing Competence Program year. It is recognized that you may not be able to enact all of your intended professional development activities. It is also acknowledged that changes in your circumstances may result in alterations to your plan. You may not claim the same activity under more than one credit category.

The table in Appendix B indicates the maximum number of credits that are allowed for each learning activity in a given year. You must achieve a **minimum of 20 continuing competence credits each year**, including a minimum of 2 credits in cultural responsiveness (see Section 12).

Document your plan both for your own purposes and for possible audit (see Appendix C for information on the current recording forms).

Psychologists considering an expansion of their scope of practice should also consult the NSRP *Learning Plans and Scope of Practice for Registered Psychologists* document, available at www.ns-rp.ca, which sets out the tiered process and learning plan requirements for practice expansions. Continuing competence activities can be used to support and document the knowledge and skills acquired as part of a scope expansion.

Step 5: Record Activities Undertaken towards your Learning Objectives

Record any learning activities undertaken toward your learning objectives and hours spent. Where appropriate, you should retain documentary evidence of completion.

Step 6: Evaluate the Outcomes of your Learning Plan

The Continuing Competence Program year ends with an evaluation to assess what progress has been made towards achieving each of your identified learning objectives.

Your review of the results of the year's learning program should be an active process of critically appraising the gains that have been made. Relevant questions include:

- Have you achieved what you intended to?
- What gains in knowledge have you realized?
- Have there been changes in your professional practice?
- Are there barriers to enacting gains in knowledge that need to be addressed?
- Have there been impacts for your clients, colleagues, or your organization?

Your end-of-year review should include consideration of whether each of your objectives has been achieved, whether residual objectives remain, or if they have been overtaken by other objectives.

The end-of-year evaluation naturally leads into your Practice Profile and Self-Assessment to start a new year, making your Continuing Competence Program a cyclical process.

Declaration of Competence

You are required to participate in the NSRP Continuing Competence Program as part of your ongoing efforts to maintain your competence to practise. As part of your annual renewal of registration, you will be required to make a statutory declaration regarding your participation in the Continuing Competence Program during the past year. Your declaration includes:

- A declaration as to whether you have met the requirements of the NSRP's prescribed Continuing Competence Program during the previous year, and
- You believe to the best of your knowledge that you are competent to practise in accordance with your scope(s) of practice.

Retention of Records for the Continuing Competence Program

You should record brief notes on all Continuing Competence Program activities undertaken. A balance should be sought between administratively burdensome record-keeping versus sufficient detail to allow a clear record for audit or any other professional development purpose. Recording forms (see Appendix C) are offered as an example of streamlined ways of keeping your Continuing Competence Program records.

Records should be retained for a minimum of five years for audit purposes. Psychologists audited in future years may be requested to supply retrospective records as well as those pertaining to the current year.

Electronic copies of all Continuing Competence forms can be downloaded from the NSRP website at www.ns-rp.ca.

9. Continuing Competence — Oversight

NSRP is responsible for overseeing the Continuing Competence Program. This includes randomly selecting registrants for audit, reviewing submitted records, providing feedback, working collaboratively with registrants where concerns are identified, and modifying the program over time to reflect feedback and evolving knowledge about competence assessment.

10. Audit of Participation

NSRP may randomly select registrants to have their CC records reviewed in any given year. Where a registrant is selected for review, they will be notified in writing of the request and provided with a specified timeframe within which to submit their records. All registrants should maintain their records for a minimum of five years. The format of CC record reviews may be updated from time to time; any changes will be communicated to registrants in advance.

The Audit Process

1. If you are selected for an audit, you will be required to submit your Continuing Competence Program records within 20 working days of receiving the request.
2. One extension of up to five working days to submit the required information may be granted (where reasonably justified).
3. If NSRP has concerns regarding the adequacy of the Continuing Competence Program evidence submitted, additional information may be requested.
4. You will normally be notified (in writing) of the outcome of the audit within 15 working days of its completion.
5. If you have only partially met the requirements of the Continuing Competence Program, NSRP will provide feedback and guidance and may ask for further submissions. Where a registrant has not met requirements, NSRP may place a condition on the Practising Licence until the registrant has demonstrated they are back on track. A follow-up audit may be conducted the following year.
6. In the unlikely event that a psychologist is unable or unwilling to provide the required documentation or otherwise declines to cooperate with the Continuing Competence Program audit, NSRP may take further action in accordance with the Regulated Health Professions Act.

Exemptions from Participation

You may apply for exemption from participation in the Continuing Competence Program for a period of one year if you do not practise for more than six continuous months during that year. Absences of less than six continuous months do not qualify; registrants in shorter absences are expected to meet the full 20-credit requirement. Exemptions may also be granted on compassionate grounds, such as (but not

limited to) long-term incapacitating illness, serious illness of a close family member, study leave, or parental leave.

Exemption requests should be submitted in writing to NSRP before or during the leave period. Retroactive requests are not normally granted, so registrants are encouraged to apply as soon as a qualifying absence is anticipated. If an exemption is not granted, you may request a review of the decision by NSRP. Upon return to practising status, the full annual requirement applies beginning in the following calendar year.

What is Expected in the Audit?

The NSRP's aim is that all psychologists holding a Practising Licence or a Psychologist Conditional Licence engage in a meaningful process of self-reflective review and an ongoing self-directed learning program. The audit will check for evidence of engagement in this process. The NSRP has intentionally avoided prescribing the specific content of each practitioner's professional development plan. The audit will primarily focus on completion of the required steps and the achievement of the minimum number of learning credits.

What You Can Expect from the Audit

Your records will be returned to you promptly after the audit with feedback indicating whether or not your Continuing Competence Program records met requirements. NSRP may offer feedback and suggestions to enhance your future participation. Audit results will be reported as 'requirements met', 'requirements partially met', or 'requirements not met', with details of any further steps required.

Each psychologist who is audited is also given the opportunity to provide the NSRP with feedback about the Continuing Competence Program and the audit process.

11. Independence from the Discipline Process

The responsible psychologist makes the commitment to remain current in knowledge and skills. NSRP is mindful of the complex and dynamic nature of the profession. The psychological knowledge base is constantly evolving and in this regard being absolutely current can be considered an ideal or goal. In following a competency program and striving towards this ideal, the psychologist is acting in an ethical and responsible manner.

As such NSRP takes the position that documentation reviewed or submitted in compliance with the Continuing Competence Program is treated separately from information related to the discipline process. While a psychologist may be subject to discipline for failing to comply with the mandated requirements of the Continuing Competence Program, a psychologist will not be referred to discipline as a result of the content of documentation submitted as part of the competence program. Rather, if a review of documentation indicates an area of concern, the psychologist will be provided with feedback and suggestions for improvement, and NSRP will work collaboratively with the registrant toward a resolution.

While a psychologist may be subject to discipline for failing to comply with the mandated requirements of the Continuing Competence Program, a psychologist will not be referred to discipline as a result of the content of documentation submitted as part of the competence program. Rather, if a review of documentation indicates an area of concern, the psychologist will be provided with feedback and suggestions for improvement. Should a competence concern persist, NSRP will work collaboratively with the registrant towards a resolution.

12. Cultural Responsivity Requirement

As of April 25, 2025, NSRP requires all registrants holding a Practising Licence or a Psychologist Conditional Licence to complete a minimum of two continuing competence credits per year in cultural

responsivity. This requirement applies within the overall 20-credit annual obligation — it is not in addition to it.

The Two-Credit Structure

The two required credits are structured to address both dimensions of cultural responsivity:

- One credit in reflective and reflexive learning, to develop cultural humility. This learning should be relational and participatory — activities that require active engagement and personal reflection on your own cultural identity, biases, and assumptions. Examples include attending a cultural event (e.g., a Mi'kmaq ceremony, by invitation), receiving teachings from Elders, Knowledge Keepers, or other cultural community representatives, reading or engaging with media that reflects the narratives and experiences of marginalized individuals and communities, or participating in workshops with relational and reflective components. A documented reflective write-up is required for these activities.
- One credit in knowledge and skills development, to further cultural competence. This learning is focused on increasing your knowledge of and practical skills in providing culturally appropriate and competent care. Examples include webinars, courses, lectures, seminars, or workshops on topics such as Indigenous mental health, anti-racism in therapy, or culturally responsive assessment; readings; and professional consultation with cultural community experts.

Applying the Requirement

Cultural responsivity activities may be reported under any of the five Core Competency areas. They are identified in the annual Submission Form using the codes R (reflective/reflexive learning) and K (knowledge/skills development). Documentation is required for all cultural responsivity activities.

NSRP encourages registrants to broaden their cultural responsivity learning across different marginalized and underserved populations over time, and to use each year's self-assessment as an opportunity to identify areas of unawareness or gaps in knowledge, skills, or experience.

For a full list of eligible cultural responsivity activities, credit values, and documentation requirements, see Appendix B. For a comprehensive resource list and the full rationale for this requirement, the NSRP Cultural Responsivity in Practice: Continuing Competence Guidelines document is available on the NSRP website at www.ns-rp.ca.

Appendix A

The Practice Profile Form

Psychological Practice Profile

The Practice Profile is submitted as part of annual registration renewal and is also available as a standalone downloadable form from the NSRP website (www.ns-rp.ca). The form has three parts.

Part A asks about your overall employment status and the practice setting or settings in which you are employed.

Part B asks you to identify your area or areas of psychological practice and estimate the percentage of time spent in each. The recognized areas of practice are: Clinical Psychology, Counselling Psychology, School Psychology, Forensic/Correctional Psychology, Industrial/Organizational Psychology, and Clinical Neuropsychology. The total must equal 100%.

Part C asks you to identify, for each practice area from Part B, the activities and services you provide and the client populations you serve. Use the practice area number from Part B to complete the grid.

Part A — Employment Status and Practice Setting

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

If employed part-time, average hours per week: _____

Practice Setting(s)

<input type="checkbox"/> Private Practice	<input type="checkbox"/> Community Agency	<input type="checkbox"/> Hospital
<input type="checkbox"/> School	<input type="checkbox"/> Counselling Centre	<input type="checkbox"/> University / College
<input type="checkbox"/> Government	<input type="checkbox"/> Other (specify):	

Part B — Areas of Psychological Practice

Select your area(s) of practice and estimate the percentage of time spent in each. The total must equal 100%.

Area of Practice	Percentage of Time (%)
<input type="checkbox"/> 1. Clinical Psychology	
<input type="checkbox"/> 2. Counselling Psychology	
<input type="checkbox"/> 3. School Psychology	
<input type="checkbox"/> 4. Forensic / Correctional Psychology	
<input type="checkbox"/> 5. Industrial / Organizational Psychology	
<input type="checkbox"/> 6. Clinical Neuropsychology	

Part C — Activities and Services by Population

Using the corresponding number from Part B, indicate the activities and services you provide and the client populations you serve.

Activity / Service	Children	Adolescents	Adults	Elderly	Families	Couples	Organizations
Administration							
Consultation							
Assessment / Evaluation							

Intervention / Treatment							
Formal Research							
Academic (Teaching Psychology)							

Note: For clarification on psychological practice definitions and scope, visit www.ns-rp.ca. Consultation — time spent on work completed at the request of another health professional. Administration — time managing a psychological service unit, not general clerical duties. Formal Research — time in formal research activities in an employment position, not time spent developing and maintaining competence.

Name (print): _____ Registrant Signature: _____
 Date: _____

Appendix B

Continuing Competence Activities and Credit Values

The following table lists all eligible continuing competence activity types, their credit values, maximum credits allowed per year, and documentation requirements. Consult this table when developing your Learning Plan. NSRP does not pre-approve specific providers or individual resources within these categories — use professional judgment in selecting activities relevant to your practice, and retain documentation as each activity will be evaluated against these criteria if audited.

Activity	Max Credits / Year	Credit Value	Documentation Required
Professional Activities			
1. Peer Consultation (case consultation, journal clubs, grand rounds, regional research groups, mentoring, shadowing a colleague) Note: must be a structured activity — document date, participants, and general area of discussion or topic.	10	1 hour = 1 credit	Record on Submission Form: date, duration, and general area of discussion and/or name of presenter and topic.
2. Practice Outcome Monitoring (assessing patient/client outcomes via questionnaire)	5	10 patients/clients = 1 credit	Record on Submission Form: the tool used and the number of patients.
3. Professional Activities: • Serving on the executive of a psychological association = 5	10	See activity detail	Record on Submission Form: name of board or committee and dates served.

credits/year • Serving on the board of a psychology regulatory body = 5 credits/year • Serving on a committee of a psychological association = 2 credits/year • Serving on a committee of NSRP = 2 credits/year • NSRP Oral Exam / Transfer Interview Committee = 1 credit per exam • NSRP Investigation Committee = 2 credits per matter			
4. Sitting on a Board as a Representative of Psychology (positions that require a psychologist, or where psychologists sit to bring related expertise)	5	1 year = 5 credits	Record on Submission Form: name of board and dates served.
5. Supervision of NSRP Candidates (NSRP-approved supervision)	12	1 hour = 1 credit	Record on Submission Form: number of candidates supervised and their names.
6. Supervision of Psychology Graduate Students (thesis, comprehensive students; psychology interns and practicum students; post-doctoral fellows; medical residents) Note: supervision must be regular and ongoing to qualify.	6	1 intern, student, or resident = 4 credits	Record on Submission Form: name and type of supervisee.
Conferences and Academic Activities			
7. Conferences / Conventions (attendance time) Note: 1 session = 1 hour (keynote, theory review, conversation hour, symposium, oral presentation, poster session).	10	1 credit per session attended	Record on Submission Form: name of each session attended, with date and duration.
8. Academic Courses (graduate-level course from a recognized institution related to the psychologist's discipline)	10	1 course = 10 credits	Submit a transcript showing the completed course.
9. Instruction (teaching a course at a recognized institution, full-day workshop presentation) Note: only counts	10	10 credits per course or full-day workshop 2 credits per	Record on Submission Form: topic, date, and duration of lectures, seminars, or presentations.

the first time teaching or presenting, unless content is substantially revised.		lecture, seminar, public presentation, or conference presentation	
Publications and Research			
10. Publication / Grant Submission / Review • Writing for peer-reviewed publications or book chapters (one submission counted once) • Grant submission (as primary investigator) • Peer review of journal submission, book chapter, or grant application	10	1 publication = 5 credits 1 grant submission = 3 credits 1 peer review = 1 credit	Publications: record title and publication information. Grant submission: record title and submission destination. Peer review: record title and journal or agency.
Continuing Education			
11. Workshops / Webinars / Online Learning	10	1 hour = 1 credit	Record on Submission Form: name of workshop or webinar, presenter, date, and duration.
12. Self-Directed Learning (reading, videos, online modules)	10	1 hour = 1 credit	Record on Submission Form: name of book, chapter, or title of what was read or viewed.
Board Certification			
13. Board Certification (e.g. American Board of Professional Psychology) Note: can count for 100% of the annual CC requirement in the year certification is awarded.	20	Certification awarded = 20 credits	Submit a copy of the certificate provided upon successful completion.
Cultural Responsivity (mandatory — minimum 2 credits per year)			
14a. Reflective / Reflexive Learning (Cultural Humility) Examples: cultural events (e.g., Mi'kmaq ceremony, by invitation); teachings from Elders, Knowledge Keepers, or other cultural community representatives; reading or engaging with media reflecting marginalized narratives; workshops with relational/reflective components. Note: A documented reflective write-up	Minimum 1 credit required	1 credit per event, session, or hour of engagement	Reflective write-up required. Also: proof of attendance (e.g., event confirmation, workshop certificate).

is required (typically 1–2 pages summarizing learning and application to practice).			
14b. Knowledge and Skills Development (Cultural Competence) Examples: webinar, course, lecture, seminar, or workshop on culturally competent care (e.g., Indigenous mental health, anti-racism in therapy, gender-affirming practice); readings; professional consultation with cultural community experts.	Minimum 1 credit required	1 credit per hour of engagement; academic courses: 1 credit per 3 hours of coursework	Certificate of completion, workshop agenda, attendance record, or record of consultation.

Minimum 20 credits required each year, including a minimum of 2 credits in cultural responsiveness (1 reflective/reflexive, 1 knowledge/skills). See Section 12.

Appendix B last revised November 28, 2018 (activity table); updated April 2026 to add Cultural Responsivity category.

Appendix C

About the Submission Form and Sample Completed Form

The NSRP Learning Objectives and Year End Review Form (the Submission Form) is the document used to record your continuing competence activities for the year. The current version is the 2025 Revision, available as a downloadable Word document from the NSRP website at www.ns-rp.ca.

Structure of the Current Form

The form has five competency sections (Assessment and Evaluation, Intervention and Treatment, Research, Ethics and Standards, Interpersonal Relationships), each with space to record learning objectives, activities, and credits claimed per activity type. For each activity, the form asks you to indicate:

- Whether the activity contributes to the cultural responsiveness requirement (R — reflective/reflexive learning; K — knowledge/skills development; N — not applicable).
- Whether supporting documentation exists (Y/N). Documentation is required for all cultural responsiveness activities.
- The number of credits claimed under the relevant activity category column.

At the end of the form, a Credit and Activity Summary Sheet draws together the subtotals from each competency section. It includes a column for Cultural Responsive Credits and a Total Credits box. The completed form is checked against four criteria: learning objectives in at least three competency areas; at least 20 total credits; documentation included where required; and at least 2 cultural responsiveness credits (1R, 1K).

An optional Cultural Responsivity Reflection section invites registrants to describe how their cultural responsiveness activities have impacted their professional practice. NSRP uses this feedback to refine the program over time.

Sample Completed Form

A sample completed submission form, showing how activities are documented across competency areas with appropriate detail, is available on the NSRP website alongside the blank form.

Appendix D

Definitions of the Five Core Competency Areas

Assessment and Evaluation

A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment. The appropriate subject of evaluation may either be an individual person, or a couple, family, organization, or system. The skills required for assessment can and should be applied to many situations beyond that of initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

Knowledge should include: Knowledge of assessment methods, populations served, human development, diagnosis.

Skills should include: Formulation of referral question(s), selection of methods, collection and processing of information, utilization of psychometric methods, formulation of hypotheses, diagnoses, and action plans, and report writing.

Interventions

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

Knowledge should include: Knowledge of varied interventions with individuals and systems (e.g., families, organizations); of the relative efficacy of interventions to promote health and wellness; of the positive aspects of all major approaches, reflecting openness to varied viewpoints and methods; of when to make appropriate referrals and when to consult; and of cultural context and diversity, and implications for intervention.

Skills should include: The selection of appropriate intervention methods; analysis of information, development of a conceptual framework, and communication of this to the client, as appropriate; gathering information about the nature and severity of problems and forming hypotheses about factors contributing to the problem through qualitative and quantitative means; establishment and maintenance of professional relationships with clients in all populations served; establishment and maintenance of appropriate interdisciplinary relationships with colleagues; the application of appropriate knowledge to provide effective intervention that addresses the needs of clients.

Research

Professional psychologists should have research training such that they develop a basic understanding of and respect for the scientific underpinnings of the discipline, knowledge of methods to be good

consumers of the products of scientific knowledge, and sufficient skills in the conduct of research to be able to develop and carry out projects in a professional or academic context.

Knowledge should include: Knowledge of research methods and of the applications of scientific research; applied statistics and measurement theory; the logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research); and quantitative and qualitative research methods (including observation and interviewing), with respect to the nature of reliability and validity in the gathering and interpretation of data.

Skills should include: Critical reasoning skills in interpreting and evaluating research procedures and findings; appropriate applications of various research approaches; and ability to write professional and empirically based reports.

Ethics and Standards

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 within the Code, the Standards of Professional Conduct, the Standards for Providers of Psychological Services, and, as appropriate, other standards such as Standards for Psychological Tests and Measurements, Standards for Conducting Psychological Research, as well as relevant jurisprudence.

Skills should include: Application of the ethical decision-making process, pro-active identification of potential ethical dilemmas, and application of the process for resolution of ethical dilemmas.

Interpersonal Relationships

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

Knowledge should include: Knowledge of theories and empirical data on the professional relationship, such as interpersonal, power relationships, therapeutic alliance, interface with social psychology, and fluctuations of the therapeutic/professional relationship as a function of the intervention setting; knowledge of self, such as motivation, resources, values, personal biases, and factors that may influence the professional relationship (e.g., boundary issues); and knowledge of others, such as macro-environment in which the person functions (e.g., work, national norms) and micro-environment (e.g., personal differences, family, gender differences).

Skills should include: Evidence of effective communication, and evidence of establishment and maintenance of rapport, and of trust and respect in professional relationships.