

DEFINITIONS OF AREAS OF COMPETENCE

All Registered Psychologist or Psychological Associate members of the Psychological Association of Manitoba (regardless of their areas of demonstrated competence), are expected to have knowledge in the foundational content areas of psychology, (i.e., the biological bases of behaviour, the cognitive - affective bases of behaviour, the social bases of behaviour, and the psychology of the individual), in addition to;

- knowledge of learning;
- knowledge of all relevant ethical, legal and professional issues;
- knowledge of research design and methodology;
- knowledge of statistics; and,
- knowledge of psychological measurement.

This knowledge is acquired through undergraduate and graduate coursework in a designated Psychology education and training program. Applicants are directed to the following link for a more detailed description of the criteria by which Master's and Doctoral Psychology training programs are evaluated by the PAM Registration and Membership Committee:

<http://www.cpmc.ca/Educational%20Training%20Program%20Criteria.htm>

In order to assist applicants in determining which practice areas to declare as their primary area of competence, PAM would suggest the following:

1. Generally speaking applicants should indicate the area in which they have been trained, as their primary area of competence. Often times this is contained in the title of their educational program (e.g., Clinical Psychology, Neuropsychology). PAM encourages applicants to choose only one area of competence, on initial registration, as subsequent areas of competence can be added in the future, with the addition of further education, training, and supervised experience.
2. In certain circumstances, applicants may wish to designate two areas of competence and in order to assist them in doing so, the following definitions are provided as a guide. Information contained in this guide is also used by the Registration and Membership Committee in evaluating coursework taken by applicants, so as to confirm competencies. The below is only intended to serve as a guide; final decisions on the designation of a member's Areas of Practice/Demonstrated Areas of Competence will be made by the Registration and Membership Committee and Executive Council.

Applied Behaviour Analysis (ABA)

Applied Behaviour Analysis, is defined as the design, implementation, and evaluation of systematic environmental modifications for the purpose of producing socially significant improvements in and understanding of behavior based on the principles of behavior identified through the experimental analysis of behavior. It includes the identification of functional relationships between behavior and environments. It uses direct observation and measurement of behavior and environment. Contextual factors, establishing operations, antecedent stimuli, positive reinforcers, and other consequences are used, based on identified functional relationships with the environment, in order to produce practical behavior change. Individuals who practice ABA with children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Clinical Psychology

Clinical Psychology is the application of knowledge about human behaviour to the assessment, diagnosis and/or treatment of individuals with disorders of behaviour, emotions and thoughts. In order to claim competency in this area, applicants should have knowledge of the following:

Psychopathology and abnormal psychology, personality and individual differences, psychological assessment, psychodiagnostics, intervention procedures, psychotherapy, and evaluation of change. With respect to specific skills, individuals who practice in the area of Clinical Psychology must, at a minimum, be able to:

- Perform an appropriate clinical assessment, utilize the information from this assessment to formulate and implement a treatment plan, and evaluate the efficacy of this plan.

As well, individuals who provide services to children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Clinical Neuropsychology

For the purposes of demonstrating competence, Clinical Neuropsychology is defined as the application of knowledge about brain behaviour relationships to the assessment, diagnosis, and treatment of individuals with known or potential central nervous system dysfunction. Individuals who wish to practice in this area must at a minimum demonstrate knowledge of the following:

- Life span development, personality/individual differences, psychopathology, basic neuroanatomy, physiology, and pharmacology, human neuropsychology and neuropathology, psychological assessment, neuropsychological assessment, psychodiagnostics, clinical and neuropsychological intervention techniques.

As well, individuals who provide services to children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Counselling Psychology

Individuals who work in the area of Counselling Psychology, generally speaking, work with reasonably well functioning individuals (who are generally agreed to be free of significant psychopathology) and work to improve normal human functioning. This is accomplished through helping individuals to solve problems, make important life decisions, and deal with everyday stresses. Individuals who wish to claim this area of competence must have knowledge of the following:

Psychological adjustment and life span development, personality/individual differences, psychopathology, psychological assessment, psychodiagnostics, understanding of intervention procedures and psychotherapy, and the ability to evaluate change. In addition individuals who wish to practice in the area of Counselling Psychology, must be able to:

- Demonstrate the ability to perform an appropriate counselling assessment (including the rendering of a differential diagnosis), demonstrate an ability to identify those individuals who must be referred elsewhere for more intensive assessment/treatment, and demonstrate an ability to plan and implement a counselling treatment intervention.

As well, individuals who provide services to children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Forensic Psychology

Forensic Psychology refers to applying knowledge of human behaviour to the assessment, understanding, and treatment of individuals within the context of criminal/legal matters. In order to claim competency in this area applicants should demonstrate an understanding/knowledge of the following:

- Criminal justice/legal systems, application of psychological principles within the Provincial and Federal legal systems, psychopathology/abnormal/criminal behaviour, psychopathology as it relates to antisocial/criminal behaviour, personality/individual differences, psychological assessment, psychodiagnostics, risk assessment/management, intervention procedures/psychotherapy, and evaluation of change.

As well, individuals who provide services to children and adolescents, must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Health Psychology

Health Psychology is conceptualized as applying psychological knowledge and skills to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of those factors which determine health and illness. In order to claim competency in this area, applicants will demonstrate knowledge of the following:

- Normal life span development, psychopathology/abnormal behaviour, personality and individual differences, psychological assessment, psychodiagnostics, intervention procedures and psychotherapy, evaluation of change, behavioural medicine and psychological issues related to health (including a basic understanding of the impact of commonly used medications on behaviour).

As well, individuals who provide services to children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

Industrial/Organizational Psychology

For the purposes of determining competence, industrial organizational psychology is defined as the field of Psychology practice and research which has as its primary goal, the furthering welfare of individuals and the effectiveness of organizations. This is accomplished through understanding individual behaviour and organizational behaviour, helping individuals to pursue meaningful and enriching work, and assisting organizations to maximize the potential of their human resources. In order to practice in this area, applicants should at a minimum be able to demonstrate the following knowledge:

- Organizational behaviour, psychological assessment/life span development, personality and individual differences, assessment for selection, promotion, and career development, psychology of training in organizations, intervention procedures within the context of an organization, the evaluation of change.

Rehabilitation Psychology

Individuals who practice in the area of Rehabilitation Psychology apply psychological knowledge and skills to assess and treat individuals with impairments in their physical, emotional, cognitive, social, or occupational capacities as a result of injury, illness, or trauma. This is done in order to promote maximum functioning and limit the effects of psychological and/or physical disability. In order to practice in this area, applicants must at a minimum, demonstrate knowledge of the following:

- Life span development, personality/individual differences, psychopathology, brain behaviour relationships, psychological and behavioural assessment, psychodiagnostics, rehabilitative interventions.

As well, individuals who provide services to children and adolescents must have a background in, and knowledge of, issues around developmental psychology and the appropriate assessment and therapeutic techniques for use with this population.

School Psychology

School Psychology is defined as the application of knowledge of human behaviour and development for the purpose of better understanding the social, emotional and learning needs of children, adolescents and adults. The above is intended to create learning environments which facilitate learning as well as mental health. Applicants/members who wish to declare School as their area of competence must at a minimum demonstrate knowledge of the following:

- Intellectual, social, behavioural, and emotional assessment, psychodiagnostics, normal life span development and cross cultural differences in learning and socialization, developmental and general psychopathology, instructional and remedial techniques, multidisciplinary team approach for case management, counselling, psycho-educational and early intervention techniques, systems and group behaviours related to a school organization. Moreover, individuals who practice in the area of School Psychology should be aware of the impact of medications and various medical conditions on an individual's ability to learn and behave appropriately.