

Schedule 8: Equivalency Determination Process and Criteria

The process and criteria for an Equivalency Determination in respect of each of the indicated Designated Health Profession are as follows.

Audiology

The criteria the Licence Committee must consider under Bylaws 6.267(a) and 6.3299(a) for an Equivalency Determination in respect of audiology are as follows:

1. An audiology education program must be provided by a degree-granting university and must include the following:
 - (a) 135 hours of course work in basic knowledge specific to audiology, with at least
 - (i) one course in the area of anatomical, physiological and neurological basis of speech, language and hearing functioning; and
 - (ii) two courses in the area of the physical basis and perceptual processes of hearing;
 - (b) 180 hours in basic knowledge specific to other health professions, with at least
 - (i) two courses in the area of basic principles and methods involved in conducting research in human behaviour;
 - (ii) one course in the area of professional practices and issues or administrative organization of audiology or speech-language pathology programs; and
 - (iii) one course in the area of psychological and social aspects of human development, which must provide information from related fields such as psychology or education pertinent to communication disorders, including at least one of:
 - (A) theories of learning and behaviour that have application to communication disorders;
 - (B) personality development or abnormal behaviour;
 - (C) development and education of special populations, psychometric evaluation or school psychology; or
 - (D) counselling and interviewing;

- (c) 405 hours in professional competency, which must include:
 - (i) hearing measurement;
 - (ii) audiological assessment;
 - (iii) electrophysiological and other diagnostic measurements;
 - (iv) basic and advanced concepts in amplification (systems, selection, fitting, verification and validation);
 - (v) implantable hearing devices;
 - (vi) calibration and maintenance of instruments;
 - (vii) auditory and vestibular disorders involving both peripheral and central pathways of hearing;
 - (viii) assessment and management of tinnitus, including hyperacusis;
 - (ix) paediatric audiology;
 - (x) habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations, such as developmental delay and occupational hearing loss; and
 - (xi) professional practice issues specific to audiology;
- (d) 45 hours in professional competency in relation to all communication disorders, which must include speech and language development, delays and disorders, such as screening or identification programs and procedures for speech, language and hearing problems throughout the lifespan, and potential impact of hearing loss on speech and language acquisition;
- (e) 350 hours of supervised clinical practicum components, which must include a minimum of 300 hours of direct Patient contact or simulation, involving
 - (i) a minimum of 50 hours with children;
 - (ii) a minimum of 50 hours with adults;
 - (iii) a minimum of 100 hours of assessment;
 - (iv) a minimum of 50 hours of intervention;
 - (v) 20 hours of direct Patient contact or simulation, which must include exposure to speech-language pathology assessment, intervention and/or prevention activities; and
 - (vi) one or more of the following clinical practicum components on the topics of:
 - (A) hearing measurement:

- (B) audiological assessment;
 - (C) electrophysiological and other diagnostic measurements;
 - (D) amplification (systems, selection, fitting, verification and validation);
 - (E) implantable hearing devices.
2. No more than 50 hours of the 350 hours of supervised clinical practicum required under paragraph 1(e) may be completed in simulation.

Dietetics

The criteria the Licence Committee must consider under Bylaw 6.267(a) and 6.2930(a) for an Equivalency Determination in respect of dietetics are successful completion of the following:

1. at least a bachelor's level degree with a focus in dietetics and that includes the coursework common to the Recognized Education Programs in dietetics listed in Schedule "5";
2. a program of practical training or internship program in dietetics of at least 1480 hours with at least:
 - (a) 840 hours addressing clinical nutrition in Hospital;
 - (b) 160 hours addressing population and public health in the community;
 - (c) 320 hours addressing management of food systems administration; and
 - (d) 160 hours of electives and research.

Hearing Instrument Dispensing

The criteria the Licence Committee must consider under Bylaws 6.267(a) and 6.2930(a) for an Equivalency Determination in respect of hearing instrument dispensing are as follows:

1. An academic program must be provided by a degree or diploma granting post-secondary institution and must include in-class and in-lab learning as well as a clinical practicum component with at least 150 contact hours.
2. The topics that must be covered in each of these components are:
 - (a) theoretical knowledge (in-class instruction):

fundamental knowledge

- (i) anatomy and physiology of the ear;
- (ii) physics of sound and acoustics;
- (iii) speech perception and psychoacoustics;
- (iv) hearing disorders;

assessment

- (v) hearing assessment and interpretation;

treatment

- (vi) amplification device knowledge, hearing aid verification and validation

Patient management

- (vii) psycho-social impact of hearing loss;
 - (viii) counselling assessment and treatment information;
 - (ix) consent, privacy, and confidentiality;
 - (x) aural rehabilitation;
 - (xi) tenets of Patient-centered care;
 - (xii) selling and offering to sell hearing instruments;
- (b) related knowledge (in-class instruction):
- (i) scope of practice and knowledge of related professions;
 - (ii) ethics and professionalism;
 - (iii) infection control;
 - (iv) hearing loss in the aging population;
- (c) professional competencies (performed in a simulated lab):
- (i) assessment, including:
 - (A) case history;
 - (B) questionnaires;
 - (C) otoscopy;
 - (D) audiometry (air conduction, bone conduction, speech, masking, LDL, MCL, UCL);
 - (E) tympanometry;
 - (F) interpretation;

- (G) recommendations; and
- (H) referral;
- (ii) report writing and documentation including consent;
- (iii) counselling information to Patient and families;
- (iv) treatment, including:
 - (A) hearing aid selection;
 - (B) earmold and earmold impressions;
 - (C) verification including Real Ear Measurement;
 - (D) hearing aid and accessories orientation;
 - (E) follow-up;
 - (F) validation of hearing aid benefit;
 - (G) communication strategies;
 - (H) referral;
- (v) hearing aid troubleshooting;
- (vi) calibration and equipment maintenance;
- (vii) hearing aid maintenance;
- (viii) infection control;
- (ix) knowing when/how to refer out;
- (x) tinnitus management for uncomplicated tinnitus;
- (d) clinical practicum (performed onsite and under supervision).

Psychology

The criteria the Licence Committee must consider under Bylaws 6.267(a) and 6.2930(a) for an Equivalency Determination in respect of psychology are as follows:

1. Doctoral degree in clinical, counselling, or school psychology, or another area of psychology practice acceptable to the Licence Committee, from an education program, which at the time of the applicant's graduation, was a government-approved or government-authorized degree-granting institution of higher education.
2. Coursework completed in education program provides foundational knowledge and training in core competencies for the practice of psychology, including in the areas of:

- (a) biological bases of behaviour;
 - (b) cognitive/ affective bases of behaviour;
 - (c) social bases for behaviour;
 - (d) individual differences;
 - (e) ethics and standards in professional psychology;
 - (f) research design and methodology;
 - (g) statistics;
 - (h) psychometrics;
 - (i) professional practice of assessment;
 - (j) professional practice of intervention; and
 - (k) any other coursework required by Licence Committee policies;
3. Education program content:
- (a) provides broad training in the practice of psychology including a range of assessment and intervention procedures and is not restricted to a single type;
 - (b) covers core competencies; and
 - (c) requires completion of a research-based dissertation;
4. Education program includes a minimum of 600 hours of pre-degree practical experience in the delivery of psychological services that:
- (a) was completed under the direct supervision of a psychologist registered in the jurisdiction in which the supervision takes place, and
 - (b) satisfies the following criteria:
 - (i) at least half of the supervised practicum training is devoted to direct, face-to-face Patient contact (defined as time students spend interviewing, assessing, or intervening with Patients directly);
 - (ii) students must receive a minimum of one hour of supervision for every four hours of Patient contact;
 - (iii) in addition to direct service and supervision, students participate in clinically relevant activities in support of the direct service; such as
 - (A) writing progress and process notes;
 - (B) report writing;

- (C) case treatment planning;
 - (D) consultation;
 - (E) session review;
 - (F) case presentations;
 - (G) case-relevant literature reviews;
 - (H) rounds;
 - (I) case conferences;
 - (J) psychometric test scoring and interpretation;
 - (K) learning new psychological measures, interventions and treatments; and
 - (L) professional development or continuing education that supports specific Patient care;
- (iv) the balance between direct service, supervision and support hours required by the student evolves with developing competence;
 - (v) 75% of the required supervision provided to a student during practicum training is individual supervision, while the remaining 25% can be either individual or group supervision.

5. A program of practical training for psychology:

Pre-Doctoral Internship

- (a) A pre-doctoral internship in psychology is an organized training program consisting of a planned, programmed sequence of training experiences and activities, providing exposure to a variety of problems and populations.
- (b) A staff psychologist designated as the “Director of Training” is responsible for the integrity and quality of the training program and present at the training facility for a minimum of 20 hours a week.
- (c) The internship agency has at least two interns completing the internship at the same time.
- (d) The internship agency training staff consists of at least two full time equivalent psychologists who serve as primary supervisors, who are doctoral prepared, and have been a psychology Licensee or equivalent and in good standing with the psychology regulatory body in the jurisdiction in which the program is located for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

- (e) Structure of supervision:
 - (i) provided by staff members or qualified affiliates of the internship agency who are accountable to the internship director regarding their supervision;
 - (ii) supervisors carry clinical responsibility for the cases being supervised;
 - (iii) a minimum of one hour of supervision for each four hours of Patient contact per week;
 - (iv) at least three hours per week of regularly scheduled face-to-face individual supervision are provided by psychologists who are doctoral prepared, and have been a psychology Licensee or equivalent and in good standing with the psychology regulatory body in the jurisdiction in which the program is located for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
- (f) Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and personal growth experiences are not included as part of the required supervision.
- (g) Range of experience:
 - (i) a range of psychological assessment and intervention activities, not restricted to a single type;
 - (ii) a variety of problems and Patient populations, including exposure to different theoretical models and treatment modalities as well as different age groups and levels of severity;
 - (iii) various settings including Hospitals, private practice, outpatient clinics and other private and public institutions; and
 - (iv) conducted directly with recipients of psychological services.
- (h) A written training plan detailing general and individualized training goals and objectives is completed at the beginning of the training year.
- (i) At least 30% of the intern's time is in providing direct psychological services to Patients, seeing a sufficient number to ensure that the intern reaches a level of competent clinical service in the area in which they plan to practice.

- (j) The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds, and excluding supervision.
- (k) Internship training is subsequent to required clerkships, practica and externships. For psychologists, it must be obtained while enrolled in a doctoral program or post-doctorate.
- (l) The internship is full-time over one calendar year or half-time over two consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours of supervised experience. A half-time experience over two years must take place at the same internship program.
- (m) Formal written evaluations of each intern's performance are conducted at least twice per year.

School Psychology

The criteria the Licence Committee must consider under Bylaws 6.267(a) and 6.2939(a) for an Equivalency Determination in respect of school psychology are as follows:

1. Degree in psychology that meets the following requirements:
 - (a) master's degree in psychology from an education program, which, at the time of the applicant's graduation; was either
 - (i) a government-approved or government-authorized degree-granting institution of higher education in Canada; or
 - (ii) a regionally-accredited institution of higher education in the United States;
2. Coursework completed in degree program providing foundational knowledge and training in core competencies for the practice of school psychology, including in the areas of:
 - (a) psychoeducational assessment;
 - (b) psychometrics;
 - (c) consultation;
 - (d) ethics in professional practice; and
 - (e) any other coursework required by Licence Committee policies;

3. Program content:
 - (a) provides broad training within the area of practice of school psychology;
and
 - (b) covers core competencies;
4. Supervised experience:
 - (a) incorporates a minimum of 300 hours of pre-degree practical experience in the delivery of psychological services in one or both of a school setting or a training clinic affiliated with the school psychology program;
 - (b) is completed under the direct supervision of a psychologist or school psychologist registered in the jurisdiction in which the supervision takes place; and
 - (c) satisfies the following criteria:
 - (i) at least half of the supervised practicum training is devoted to direct, face-to-face Patient contact, including time spent interviewing, assessing, or intervening with Patients;
 - (ii) students must receive a minimum of one hour of supervision for every 4 hours of Patient contact;
 - (iii) in addition to direct service and supervision, students participate in activities in support of direct service to Patients; such as
 - (A) writing progress and process notes;
 - (B) writing reports of assessments;
 - (C) planning interventions;
 - (D) consulting with Patients or school staff;
 - (E) reviewing interactions with Patients;
 - (F) presenting cases to peers;
 - (G) conducting case-relevant literature reviews;
 - (H) participating in rounds;
 - (I) participating in interdisciplinary case conferences;
 - (J) scoring and interpreting tests;
 - (K) learning new assessment measures and interventions; and
 - (L) professional development/continuing education that supports specific Patient care;

- (iv) the balance between direct service, supervision and support hours required by the student evolves with developing competence;
- (v) 75% of the required supervision provided to a student during practicum training is individual supervision, while the remaining 25% can be either individual or group supervision.

5. Program of practical training that meets the following requirements:

School Psychology Internship

- (a) A school psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences and activities, providing exposure to a variety of problems and populations within the context of a school setting.
- (b) Each intern is supervised by a psychologist or school psychologist who serves as a primary supervisor.
- (c) The supervisor carries professional responsibility for the cases being supervised and is identified as such. At least two hours per week of regularly scheduled face-to-face individual supervision is provided.
- (d) Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.
- (e) The internship provides experiences in a wide range of school psychology services including assessment, intervention and consultation at both the individual and systems level. Interns work with Patients of varying ages, ethnicities and socioeconomic backgrounds, and with varying abilities, disabilities and needs. The training is conducted directly with recipients of psychological services.
- (f) A written training plan detailing general and individualized training goals and objectives is completed at the beginning of the training year.
- (g) At least 30% of the intern's time is in providing direct psychological services to Patients, seeing a sufficient number of Patients to ensure that the intern reaches a level of competent practice in the area of school psychology.
- (h) In addition to supervised experience, the internship must include didactic activities such as case conferences, seminars, or in-service training.

- (i) Internship training is subsequent to satisfactory completion of required coursework, practica and externships. It must be obtained while enrolled in a master's program.
- (j) The internship is full-time over one school year, or half-time over two consecutive school years. The full-time and half-time experiences each provide, at a minimum, 1200 hours of supervised experience in a school setting. A half-time experience over two years must take place at the same internship agency.
- (k) Formal written evaluations of each intern's performance are conducted at least twice per year.

Alberta-registered Applicants

The criteria the Licence Committee must consider under Bylaw 6.5.1(b) in respect of an Equivalency Determination for applicants registered with the College of Alberta Psychologists are as follows:

1. Obtaining a minimum of 400 hours of supervised practice hours in the competencies of psychometric testing, psychological assessment, and provision of psychological diagnostic.
2. Submission of a supervision plan to the Registrar, in the form and manner required, for pre-approval by the Licence Committee prior to commencement of the required supervised hours.
3. Confirmation that at all times the supervising psychologist holds a Full Licence: Psychology with the College, has been in Good Standing with the College for at least two years prior to commencing supervision, and remains in Good Standing throughout the supervision period.
4. The structure of supervision must consist of:
 - (a) minimum of one supervision hour for each four hours of Patient contact;
 - (b) supervision must be regularly-scheduled and at least weekly, face-to-face and individual; and
 - (c) at least 120 hours must consist of direct psychological services to Patients.
5. The supervising psychologist must submit one or more reports to the Registrar for review by the Licence Committee, in the form required, at the end of the period of supervision or at any other time requested by the Registrar. The supervising psychologist's evaluation of the performance of the supervised hours as confirmed in the report(s) must be made against competency-based criteria

established by the Licence Committee. The Licence Committee may request additional information and re-submission of the supervising psychologist report(s) to allow the committee to properly evaluate the supervised practice hours requirement.

Speech-Language Pathology

The criteria the Licence Committee must consider under Bylaws 6.267(a) and 6.2930(a), for an Equivalency Determination in respect of speech-language pathology are as follows:

1. A speech-language pathology education program must be provided by a degree-granting university and must include the following:
 - (a) 135 hours of course work in basic knowledge specific to speech-language pathology, with at least:
 - (i) one course in the area of anatomical, physiological and neurological basis of speech, language and hearing functioning; and
 - (ii) two courses in the area of fundamental information pertaining to the use of speech and language processes;
 - (b) 180 hours in basic knowledge specific to other health professions; with at least:
 - (i) two courses in the area of basic principles and methods involved in conducting research in human behaviour;
 - (ii) one course in the area of professional practices and issues or administrative organization of audiology or speech-language pathology programs; and
 - (iii) one course in the area of psychological and social aspects of human development, which must provide information from related fields such as psychology or education pertinent to communication disorders, including at least one of:
 - (A) theories of learning and behaviour that have application to communication disorders;
 - (B) personality development or abnormal behaviour;
 - (C) development and education of special populations, psychometric evaluation or school psychology; or
 - (D) counselling and interviewing;

- (c) 405 hours in professional competency, which must include:
 - (i) articulation or phonological disorders;
 - (ii) preschool or school-aged language development and literacy;
 - (iii) developmental language disorders;
 - (iv) acquired language disorders;
 - (v) cognitive communication disorders;
 - (vi) voice disorders;
 - (vii) resonance disorders or structurally related disorders, such as cleft lip and palate;
 - (viii) fluency disorders;
 - (ix) neurologically based speech disorders;
 - (x) augmentative and alternative communication;
 - (xi) dysphagia; and
 - (xii) professional practice issues specific to speech-language pathology;
- (d) 45 hours in professional competency in relation to all communication disorders, which must include:
 - (i) development of normal hearing;
 - (ii) hearing disorders and related speech-language disorders, such as symptoms of hearing disorders, including associated speech, language and voice profiles;
 - (iii) screening procedures and basic audiometric testing;
 - (iv) application of audiometric information to the speech- language assessment;
 - (v) modification in speech and language procedures to accommodate varying degrees of hearing loss;
 - (vi) approaches to habilitation and rehabilitation of speech and language of the hearing impaired; and
 - (vii) use, care and maintenance of hearing aids, assistive listening devices, and amplification systems;
- (e) 350 hours of supervised clinical practicum components, which must include a minimum of 300 hours of direct Patient contact or simulation, involving:
 - (i) a minimum of 50 hours with children;

- (ii) a minimum of 50 hours with adults;
 - (iii) a minimum of 50 hours of assessment;
 - (iv) a minimum of 100 hours of intervention;
 - (v) one or more of the following clinical practicum components on the topics of:
 - (A) articulation or phonological disorders;
 - (B) preschool or school-aged language development and literacy;
 - (C) developmental language disorders; acquired language disorders;
 - (D) cognitive communication disorders;
 - (E) voice disorders;
 - (F) resonance disorders or structurally related disorders, such as cleft lip and palate;
 - (G) fluency disorders;
 - (H) neurologically based speech disorders;
 - (I) augmentative and alternative communication; and
 - (J) dysphagia; and prevention and identification activities, and
2. 20 hours of direct Patient contact or simulation, which must include exposure to audiology assessment, intervention, and prevention activities.