



Supervision Guide for Provisional Psychologists and their Supervisors

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What is clinical supervision?

Clinical Supervision is a distinct professional activity within psychology. Yukon registrants should be guided by all relevant legislation, the Yukon Standards of Practice, and the Canadian Code of Ethics for Psychologists while carrying out supervision-related activities.

When new psychologists enter the profession and are granted status as a registered provisional psychologist, their professional activities must be conducted while under clinical supervision. Supervision can only be provided by a psychologist registered in the Yukon and in good standing. The primary supervisor must reside in the Yukon. However, secondary supervisors only need to be Yukon registrants and may reside in another Canadian jurisdiction.

Supervision involves an ongoing professional relationship that has both facilitative and evaluative components with the goals of:

- enhancing professional competence;
- observing and monitoring the quality of psychological services provided; and
- ensuring that the supervisee meets the Standards of Practice, Standards for Supervision of Registered Provisional Psychologists, and the Canadian Code of Ethics for Psychologists.

Supervision of registered provisional psychologists occurs through:

- direct instruction;
- modeling;
- case reviews;
- observation of professional activities;
- giving feedback; and
- ongoing evaluation.

Supervision is a professional activity requiring a minimum competence through a combination of training, education, and experience.

Supervision has three main objectives:

- 1) Protect the well-being and safety of the client
- 2) Assist the supervisee in their learning and development as a professional
- 3) Evaluate the supervisee's competency to practice independently in formal assessment and diagnosis.

Protecting the well-being and safety of the client and public

A key objective of supervision is to ensure that recipients of psychological services are provided with care that meets or exceeds regulatory obligations of the profession with an emphasis on client safety and well-being. This objective requires supervisors and supervisees to have a working knowledge of the most recent version of the [Standards of Practice](#) and the [Canadian Code of Ethics for Psychologists](#). Supervisors and supervisees must have sufficient competence for any professional activities for which they choose to engage to ensure the well-being of clients.

Increasingly, effective supervision involves attending to issues of diversity (culture, race, ethnicity, gender, sexual orientation, newcomers) as they impact the provision of psychological services. This includes the dimensions of diversity that exist between clients and professionals, and those between supervisors and supervisees.

Supervisors and registered supervisees choose the most appropriate and available assessment instruments that are most likely to address the reason(s) for referral when offering formal psychological assessment services. Supervisors and supervisees should not introduce or recommend procedures (for example, the administration of additional tests or treatment protocols) that are exclusively driven by the learning needs of the supervisee. Supervisors and supervisees select and apply interventions that are necessary, effective, and supported by the current state of psychological knowledge. Supervision does not place the personal or financial goals or interests of supervisors above the learning needs of the supervisee or the requirements of the clients.

Learning

Another objective of supervision is to train and professionally develop the supervisee to help them to establish minimum levels of competence for independent practice in formal assessment and diagnosis. We encourage both supervisors and their supervisees to adopt an attitude of continual learning.

Supervisors simultaneously play the roles of teacher, mentor, and professional role models. Supervisors assist the supervisee to acquire:

- technical skills;
- knowledge base;
- diligence;
- awareness of standards and ethical codes;
- ethical decision making;
- self-awareness through reflective practice;
- and interpersonal effectiveness.

Supervisors help supervisees form their identity as a psychologist, including how to act professionally with clients, colleagues and team members.

Evaluation

Supervisors are required to evaluate of the supervisee's competence in formal assessment and diagnosis. Giving timely, regular, and effective feedback is a fundamental purpose to supervision. While evaluation and feedback should occur as regularly throughout the supervised period, supervisors also need to complete the evaluation form in a timely and accurate manner once the supervisee has completed the 1600 supervised hours and submit it to the Registrar of Psychologists.

Supervisees are directly accountable to supervisors about the quality of care their clients receive . In this regard, supervision serves an important gatekeeping function for the profession, with evaluation to ensure competent practice to ensure the protection of the public.

While evaluation of clinical activities is the primary objective, supervision may also contain oversight of administrative components of a practice. Evaluation of administrative functions should be viewed as secondary to clinical evaluation and to client care needs.

Supervision for practice is not an activity driven by the demands of workload measurement systems, ensuring a minimum number of billable hours, or other forms of administrative accountability. Therefore, if a supervisor feels their supervisee cannot meet a workload quota or amount billable, it should not reflect negatively on a their clinical evaluation.

It is important to recognize that the supervisory role is not egalitarian. The supervisor has a fiduciary responsibility to evaluate, train and guide the supervisee in a manner that ensures competent and safe practice. In other words, supervision is by nature a hierarchical relationship where an inherent power differential exists between the supervisor and their supervisee. Thus, the primary responsibility for establishing and managing healthy interpersonal boundaries lies with the supervisor.

Tensions may exist at times between supervisors and supervisees in the face of evaluative feedback. Corrective feedback and identification of areas of growth or change is a necessary function of a supervisor. Such feedback is essential for the growth of the supervisee. It is important for supervisors to establish their evaluative role through a process of informed consent at the outset of the supervisory relationship.

The purpose of this is to help the supervisee to understand that their supervisor will evaluate their performance in an ongoing way and identify how constructive feedback will be part of supervision. Further, establishing and building trust and a working alliance between the supervisor and the supervisee can assist with the goal of developing and evaluating the supervisee's skills to provide safe and competent practice with clients in formal assessment and diagnosis.

Evaluative feedback that pertains to administration functions within a practice setting may occur as part of supervision. However, administrative feedback should not take precedence over client requirements or the learning needs of the supervisee. Supervisors must be mindful of what feedback is best provided in individual as opposed to group situations.

Supervision is distinct to consultation

Supervision is a distinct activity and that is different from consultation.

What is supervision?

Supervision implies an ongoing, evaluative, hierarchical relationship with an implicit or explicit contract specifying the goal and term of the relationship. In the supervisory relationship, the supervisor bears some responsibility to ensure that the supervisee is aware of and is urged to follow the [Yukon Standards of Practice](#), and ethical requirements of the profession. Supervisors need to be mindful of any advice they give to their supervisee and should be prepared to give instruction on such things as how client records are maintained, ensuring that competent services are provided by their supervisee, and co-signing all official reports and correspondence in relation to a professional service in the area of formal assessment and diagnosis.

What is consultation?

Consultation

- occurs between professionals of relatively equal status;
- is typically brief and more irregular in frequency;
- involves the exchange of a limited amount of information; and
- offers a offers advice or suggestions that are not binding to the subsequent professional actions that is not binding with respect to the subsequent professional behaviour of the other person.

Psychologists may consult other professionals on specific issues or when they require specialized knowledge. Both supervisors and psychologists who provide consultation services to supervisees should be aware that they are responsible for providing information that comes from best available psychological knowledge as informed by the literature, and to generally acceptable practices in the field.

Supervision frequency

Supervision must minimally occur at a ratio of two (2) hours of supervision for every thirty (30) hours of psychological practice. Psychological practice includes:

- interventions;
- general assessment;
- formal assessment;
- research;
- consultation;
- teaching; or
- supervision.

The Government of Yukon, Professional and Corporate Affairs branch (PCA), distinguishes between hours engaged in service delivery from non-service delivery. [See the Supervision Plan template.](#)

Direct or indirect supervision hours

The supervision ratio requirement includes both service delivery and non-service delivery hours.

Direct supervision

Direct supervision is defined as person-to-person, onsite, or virtual face-to-face interaction, or telephone interaction between supervisor and registered provisional psychologist with the goal of reviewing and developing skills as it pertains to psychological services to clients seen by the registered provisional psychologist. Direct supervision should not be solely virtual, and must be done in accordance with the [Standards of Practice for Yukon Psychologists.](#)

Ideally, the 25 per cent of onsite supervision should be distributed evenly at regular intervals throughout the 1600-hour provisional period. This is to ensure professional growth, check on the physical practice space of the registered provisional psychologist, perform more adequate wellness checks, and to check record keeping. It is also to ensure previous feedback has been incorporated into practice.

Direct supervision can also be done in individual or group format with up to six (6) supervisees per group. 75 per cent of supervision must be individual. Group supervision may be in person or virtual.

Indirect supervision

Indirect supervision includes the review of case notes or files, reports or letters, finding resources for a specific case, seeking outside consultation about supervision and/or the clinical issue of relevance in supervision, and review of test scoring/administration for accuracy.

Supervision for formal assessment may involve a much higher proportion of indirect supervision time compared to supervising interventions or other professional activities.

Indirect supervision of formal assessment involves reviewing test scoring and administration as well as reviewing the registered provisional psychologist's written work.

Direct supervision for formal assessment usually involves:

- case formulation;
- interpretation considerations;
- diagnosis and differential diagnosis considerations;
- assessment process;
- methods and procedures;
- treatment recommendations;
- and handling communication of results either in written or verbal formats.

While the minimum ratio of supervision (1:15) applies to formal assessment, supervisors may need to allocate significantly more time for indirect supervision. This is especially the case near the beginning of a registered provisional psychologist's supervised practice, while they are still developing their skills in test administration, scoring, and report writing. As the registered provisional psychologist develops independence in these areas, the amount of time needed for indirect supervision may decrease over time.

Supervision requirements

- A minimum of 75 per cent of the supervised hours must be in service delivery.
- At the end of completing the 1600 hours of psychological practice, there must be a minimum of 400 hours in each branch of psychological practice that the supervisee intends to include in their independent practice.
- Formal assessment and interventions are mandatory branches in the Yukon.
- A maximum of 400 hours may be dedicated to research, teaching, supervision, and consultation.

Deciding to enter a supervisory relationship

Choosing primary and optional secondary supervisors

The Registrar of Psychologists will approve the appointment of a primary supervisor when they approve a supervisee's supervision plan.

After the Registrar approves the supervision plan, the supervisee must complete a minimum of 400 hours of supervised practice in formal assessment and diagnosis while under a combination of direct and indirect supervision. We recommend a ratio of 1 hour of direct supervision for every 15 hours of indirect supervision.

Supervisees must inform the Professional and Corporate Affairs branch (PCA) if they have any secondary supervisors. Any supervised hours obtained prior to obtaining your provisional certificate, cannot be counted toward your 1600 hours.

The following section deals with the process of entering a supervisory relationship.

How to ensure a productive supervisory relationship

Prior to any psychologist taking on their role as an approved supervisor, we recommend considering the following steps:

- 1) Supervisors should evaluate whether they are a good fit for their supervisee. This might involve a preliminary meeting to evaluate the supervisee's knowledge and training in formal assessment and diagnosis.
- 2) Assess the supervisee's prior supervision experience and expectations for their supervisory period. Check to see if the supervisee's past experiences were inadequate, unsatisfactory, or harmful in either the supervisor's or supervisee's perspectives.
- 3) Establish informed consent for the period of supervision. Include all the essential elements that are required by Standards of Practice. Make sure to revisit these elements over the course of supervision.
- 4) Make sure a formal supervision plan has been approved by the Registrar before proceeding with the supervision.

Assessing the registered provisional psychologist's prior supervision experience and expectations may also be helpful, especially if past experiences were inadequate, unsatisfactory, or harmful in either the supervisor's or registered provisional psychologist's perspectives. Initial meetings should also serve to establish informed consent for the service of supervision. Naturally, informed consent is a process and should be a discussion held between supervisor and registered provisional psychologist, and many of these elements may need to be revisited from time to time over the course of supervision.

Setting-specific considerations

In some cases, an employer may assign a supervisor to a psychologist.

This can present an advantage for registered provisional psychologists in that they do not have to find their own supervisor(s). It can also be an advantage for supervisors who enjoy teaching and welcome the opportunity to guide a colleague joining the profession. Having an employment-assigned supervisor often addresses such issues as information sharing, file management and file ownership.

However, a supervisory relationship mandated by the employer can remove the element of choice for both parties. On occasion, this sort of supervision arrangement may result in friction if there hasn't been a careful process as described above. Therefore, we still advise supervisors assigned by employers to hold an initial meeting (where possible), preferably

prior to accepting such a role. When such a meeting is not possible, the establishment of a working supervisory relationship, including informed consent, should occur as early in the process as possible.

Registered provisional psychologists may also achieve their required supervised hours in private practice settings. A registered provisional psychologist must only practice in a private practice setting with other regulated health professionals working alongside them.

Registered provisional psychologists must not practice as solo practitioners or as the only registered provisional psychologist in a stand-alone setting where no other regulated health professionals are present. This includes standalone virtual practices.

Registered provisional psychologists who are supervised in private practice settings will often face the usual challenges of running a business in the human services industry. As such, registered provisional psychologists will often have to learn about and face pressures related to record keeping including storage and ownership, billing, practice development and management, and market forces. These are not usually covered as part of graduate training. Registered provisional psychologists often have limited preparation or readiness to face the tensions that can exist between business needs and client needs. For this reason, it is important for supervisors to be clear about their expectations in terms of the business aspects of work in such settings.

This is further complicated when a registered provisional psychologist is working in a setting where the supervisor is external to the setting. In such cases, provisions must be made to ensure that the supervisor can have access to the site, access to the client records of the registered provisional psychologist, and clear and open lines of communication with any employer or work authorities within that practice setting. This way, the supervisor can ensure they remain informed of any issues and work proactively to ensure minor issues do not become major. While most enter a supervisory relationship expecting that things will proceed positively, it is important to recognize that such relationships are not always permanent and there should be some preparation should either a supervisor or supervisee decide to end a supervision arrangement. In such cases, the supervisor should outline what happens with client records, how client termination will be handled, how continuity of care transitions may occur, and how financial matters should be wrapped up.

Supervisees should only accept positions and professional service assignments for which their training has adequately prepared them to provide the services required by the setting. It is PCA's expectation that the supervisee should assess their readiness for any service with their supervisor(s). Likewise, supervisors can only supervise activities for which they have competence.

Supervisory considerations

Role of primary and secondary supervisors

Some registered provisional psychologists will only have a single supervisor for their entire period of supervision. That supervisor serves as the primary supervisor responsible for all aspects of the process. A minimum of one primary supervisor must be established for any Supervision Plan. If the primary supervisor changes at any time, the new primary supervisor must be approved by the Registrar before the supervisee may begin counting any hours completed.

It is the responsibility of the registered provisional psychologist to inform all supervisors of each other as well as any changes including why a supervisor was terminated or added. The primary supervisor plays a major role in the guidance of areas of practice the registered provisional psychologist engages in.

Secondary supervisors usually play a more specific supervision role compared to a primary supervisor. At times, secondary supervisors may be assigned to play a backup role to the primary supervisor. In other cases, secondary supervisors may offer supervision supports for a specific subset of client work. For example, some secondary supervisors may be assigned for clinical work related to a specific technique, subset population, or worksite as noted in the above paragraph. Regardless of role, it is important for primary and secondary supervisors to remain in regular and frequent communication with one another in order to be clear about each other's assigned role(s) and the responsibility for specific clients and services. It is also recommended for all supervisors to hold a preliminary meeting with each other prior to taking on joint supervision responsibilities for a registered provisional psychologist. It is also recommended that supervisors minimally have contact at summative evaluation points. This

allows the establishment of a collaborative collegial relationship and clarity regarding each other's roles and responsibilities.

Supervision can be divided based on work in multiple settings. For example, a registered provisional psychologist may have some work in an employment setting (for example, YG) and other work in a private setting. In that case, they must make sure they have a supervisor in both settings.

Multiple supervisors

Registered provisional psychologists are encouraged, whenever possible, to only add additional supervisors when this is necessary for their Supervision Plan. This is to ensure that supervision of services is done in a manner that promotes both treatment and supervision success. It is expected that when a registered provisional psychologist is supervised by multiple supervisors that there is some effort on the part of the supervisors to be in regular communication with one another about the supervision. When any supervisor discontinues in the role of supervisor, it is expected that they should typically communicate with new supervisors to ensure registered provisional psychologists are progressing in their professional goals and skill acquisition.

This expectation of communication should be noted at the outset as part of informed consent. The onus is on the primary supervisor to consult with all other supervisors prior to the completion of the required evaluations. Registered provisional psychologists and all supervisors must follow the Standards of Practice and have one hour of supervision for every 15 hours of practice (direct and indirect) while completing the initial 1600 hours of practice and any subsequent practice hours until all registered provisional psychologist requirements are met, and they have received formal, final notification from PCA that they are a fully registered member. Supervision should allow for discussion that can serve to prepare the registered provisional psychologist for the EPPP Examination as well as the Yukon Jurisprudence Examination.

External supervisors

Occasionally, registered provisional psychologists are hired by an organization that does not have any psychologists on staff who are qualified to supervise. In this case, a registered provisional psychologist may secure a supervisor who is external to the site of their supervised practice. In such cases, PCA requires that the external primary supervisor be given permission to come onsite, review files, and provide onsite face-to-face supervision at least 25 per cent of the supervision time on a regular basis. The organization is required to provide written confirmation that they agree with the supervision requirements for all external supervisors. This written confirmation should be retained in the supervision record.

Planning for absences, emergencies, and safety planning

Over the course of a registered provisional psychologist's supervision, there may be absences for either the registered provisional psychologist or their supervisor(s). These absences can be planned as vacations, planned leaves, parental leave, or medical leaves. However, absences can also be unplanned. It is important to establish early in the supervision process contingencies for both planned and unplanned absences in terms of backup supervision, continuity of care considerations, and handling any urgent or crisis care situations.

Registered provisional psychologists may also face urgent or emergent client needs requiring more immediate support. For example, clients who express suicidal or homicidal ideation or plans, disclosures of abuse, or other situations that invoke ethical decision making. There should be some prior planning for reaching supervision support in situations that are urgent or possible emergencies and require time-sensitive support. This could be managed by identifying psychologists willing to provide support on any emergency basis.

In any case, there should be a mutual understanding between both the supervisor and the registered provisional psychologist about what to do in the case of an urgent situation involving a client. Documentation of any emergencies and steps taken, as is safety planning for registered provisional psychologists. This might include safety for working professionally with particularly high-risk clientele, after-hours service requests, travel to remote locations, or other situations that could involve some possible safety risks. Preventive planning is

advisable for such situations rather than being reactive to possible safety concerns. While not all safety issues can be anticipated, a good supervision plan should include some safety planning.

Supervision of record keeping

Supervisors oversee all areas of practice of the registered provisional psychologist, including record keeping. It is best practice to directly check all aspects of psychological record-keeping early and often in the supervision process. The supervisor should ideally check the records of their supervisee on a weekly or bi-weekly basis for the first several months of supervision. The frequency of checking records can gradually lessen as the registered provisional psychologist is able to demonstrate that their record keeping practices are in alignment with the requirements of the Standards of Practice and are completed promptly and accurately.

Supervision log

All supervisors and registered provisional psychologists must keep a record of what occurs in supervision and record the types of activities the registered provisional psychologist is engaged in and any issues relevant to the registered provisional psychologist's competence. This record must be signed by the supervisor and the registered provisional psychologist after every 30 hours of practice. For those who are working full-time, this likely necessitates weekly supervision meetings that must be logged and recorded. Both the supervisor and registered provisional psychologist should sign and retain a copy of the supervision record. A template supervision log is available [online](#) or through PCA.

The supervision record is important for several reasons. First, it tracks the accumulation of clinical hours, which must be tracked until the minimum number of hours are completed. Disputes about the number of supervision or practice hours may arise, and the supervision record can help arbitrate any such disputes. Additionally, the supervision record functions similarly to a psychological record. The supervision record allows both the supervisor and the registered provisional psychologist to keep track of discussions about clients, advice received, methods of supervision, feedback given to the psychologist, evidence of ethical decision-making, and review of standards and codes of ethics. A supervision record can help focus

future supervision sessions. While the available template log is sufficient, there are many alternative resources to help you keep a supervision log.

The supervision record should include, at a minimum:

- The date and length of time of each supervision meeting.
- Information that describes how each client will be identified (for example, initials or case number).
- A summary of discussions regarding assessment, interventions, or other professional activities.
- A summary of discussions regarding any relevant standards, and ethical, professional and jurisprudence issues discussed at each supervision meeting.
- A notation of any directives provided to the registered provisional psychologist at each supervision meeting.
- A summary of feedback given to the provisional psychologist at each supervision meeting.
- A log of the number of client hours completed from the last supervision to the present broken down by professional activity (for example, interventions, assessment (general or formal), consultation, research, supervision, or teaching) signed by both the supervisor and registered provisional psychologist.
- Information on any client emergencies, safety planning or ethical decision-making.

Searching for a supervisor

Applicants who are seeking supervisor(s) or registered provisional psychologists making changes to their existing Supervision Plan are advised to carefully consider the following issues:

- Are you prepared to work in the proposed supervisor's area(s) of practice so that they can offer competent supervision supports?
- If your preparation does not exactly match the available area(s) of practice or the supervisor(s) experience and/or the setting, is the difference such that you can realistically acquire the necessary knowledge, skills and attitudes within the supervised time frame?

- How many clients will the supervisor(s) be able to assign to you and is this enough to meet the 1600-hour requirement in a reasonable timeframe and be sufficient to make a living? Will you be expected to seek or develop your own client base?
- Will there be sufficient variety of clients and presenting problems to ensure you will develop the breadth needed for minimum competence for independent practice?
- Have the proposed supervisor(s) had previous experience supervising registered provisional psychologists? If so, is it possible to speak with these former registered provisional psychologists to find out about their experience?
- Is the supervisor currently supervising any other registered provisional psychologists for registration? If so, does this provide a welcome opportunity for a peer group? Will the proposed supervisor have sufficient time to provide thorough supervision?

Choosing to become a supervisor

Supervisors who are considering supervising a psychologist developing their competency in formal assessment and diagnosis should ask themselves the following questions:

- Will you have the role of a primary or secondary supervisor?
- If there are other supervisors involved, have you spoken to them? Are you comfortable and willing to work collaboratively and cooperatively with other supervisors? Among the available supervisors, is there sufficient expertise to meet the supervisee's needs as outlined in their supervision plan? Are you clear about each other's roles and responsibilities in supervision?
- Does the supervisee have sufficient preparation and knowledge for the areas of practice you intend to supervise? If not, are you able to provide sufficient support to ensure safe practice in that area? Should the supervisee first complete independent study, coursework, workshops, or directed readings prior to allowing supervised practice for formal assessment and diagnosis? Have you agreed upon any additional requirements?
- Do you have a sufficient flow of referrals and time to allow for development of the supervisee offer unsupervised and independent practice in the area of formal assessment and diagnosis?

- If you are considering providing supervision for the first time, it is recommended that you find another member of the profession who can mentor.
- What will be the remuneration arrangements for compensating the supervisee for their professional work and at what frequency? Is this compensation structure fair and reasonable for a professional to earn a living? Will the supervisee compensate you for your supervision time (if applicable) and in what form?
- Have you considered both how you or the supervisee may terminate the supervisory relationship? If so, have you determined who will maintain client records and how continuity of care obligations will be addressed?
- For supervisees who choose to continue working with a supervisor after completing the bridging requirements, is there an agreement for how you will moving from supervisor to colleague? What will change in terms of compensation and roles and responsibilities?
- Are you prepared to take on the significant role of gatekeeping and providing feedback necessary in the development of a psychologist's formal assessment and diagnosis competency?

Completing and submitting the supervision plan

Applicants who are applying for registration as a registered provisional psychologist are required to submit a Supervision Plan that outlines how they plan to complete a minimum of 1600 hours of supervised practice and 107 supervision hours (one supervision hour per 15 evaluated practice hours) for approval by the Registrar.

The Supervision Plan will specify the branches of psychology (for example., clinical and counselling, educational and school, rehabilitation, etc.) they will be practicing in, with which client populations (for example, children or adolescents, adults, families, etc.), and doing what kinds of professional activities (for example, interventions, general assessment, consultation, etc.). Supervision Plans are carefully reviewed by PCA prior approving and issuing a practice certificate. It is important that applicants and registered provisional psychologists give careful thought to an appropriate Supervision Plan, considering both the type of training they have had and the nature of the proposed supervised practice. A registered provisional psychologist

can only claim hours completed under an approved Supervision Plan and supervisor. [Find a Supervision Plan form online](#) or request one from PCA. The choice of which branches of psychology or areas of practice to select is based on the applicant's and registered provisional psychologist's academic preparation, prior clinical experience, and the types of services they plan to provide during supervised practice.

It is important to consider the provisional psychologist's experience to-date when determining how many hours of additional supervised practice is sufficient to declare competency. It is also critical that registered provisional psychologists acquire broad experience in each professional activity during supervised practice. It may not be sufficient to work with a very narrow range of presenting problems. This is because a registered provisional psychologist needs to encounter a sufficient range of clinical situations to develop independent and clinical skills. Registered provisional psychologists are expected to be able to provide competent services in a range of presenting problems in the branch(es), professional activities, and with the client populations they have chosen and will be expected to demonstrate this to their supervisor.

In the supervision plan, applicants and registered provisional psychologists should only describe those client populations to whom they will be providing direct service during supervised practice. For example, a registered provisional psychologist whose supervised practice will be taking place in elementary and secondary schools should describe children and adolescents, but not adults, if they will not be providing services directly to an adult population. In such cases, the registered provisional psychologist may be interacting with the adult teachers and parents when working with children or adolescents but if their direct service is to the child or adolescent, adults should not be listed in client characteristics.

Similarly, registered provisional psychologists who provide a service like pediatric assessment of an individual child or adolescent may provide feedback and education to the parents or families of some of their clients, but they should not select adults or families as a client population unless they are specifically offering services to adults or families. The Supervision Plan should be made full involvement and approval from the supervisor prior to submission to PCA. If there is more than one supervisor, each supervisor must be competent to practice and supervise in the branches and professional activities in which they have been

assigned. For example, an applicant or registered provisional psychologists cannot select Health or Rehabilitation psychology if the supervisors are not competent to work in or supervise in that area.

If the Supervision Plan is unclear to PCA upon reviewing, the applicant or registered provisional psychologist will be asked for further clarifications. Occasionally, a registered provisional psychologist may need to make changes to their Supervision Plan during the period of supervision. This can be the result of a change in employment or the type of work available, or a change in available supervisor(s). Any changes should be discussed first with the approved supervisor(s) and one in plan, PCA should be notified immediately. If a change in supervision is required, an outgoing primary supervisor would be required to complete a final evaluation after approval of a new primary supervisor is obtained.

Methods of supervision

There are many methods of supervision in the field of psychology. The majority a case consultation methodology. There are other methods of supervision, which are part of best practices in the supervision field. For individual supervision, these might include methods such as:

- Case formulation and discussion
- Direct observation with feedback (live, video, audio)
- Use and review of transcripts of service
- Routine outcome monitoring or continuous assessment to prioritize cases for review
- Interpersonal process recall
- Written feedback
- Reflective strategies (e.g., Socratic questioning, journal writing, reflecting teams, dilemma reflections, etc.)
- Creative approaches using models (e.g., sandtray, role-playing, use of art, and metaphor)
- Theoretical model application in supervision (i.e., use of a model of therapy to explore the supervisees understanding of their own affect, interpersonal growth and change, personal reflection, transference/countertransference analysis, etc.)

- Experiential methods such as role play, shifting roles, or modeling

While it may not be possible or advisable to attempt to use all the methods listed above, it is minimally expected that supervisors will engage in regular direct observations to ensure adequate observation and feedback on skill development. Ideally, supervisors will use an array of supervision methods and techniques over the course of time and with specific goals for helping the supervisee to develop competency in formal assessment and diagnosis. This means attention to skill development, knowledge development, exploration of attitudes, and diligence.

For more information on supervision methods, models, and skills, we recommend supervisors read widely in the field and stay up to date on primary texts on supervision. There are many good supervision primary texts in the field. Authors such as Bernard, J.M., Falender, C. A., Goodyear, R.K., Milne D. L., & Shafranske, E.P., & Watson, and E.C. Junior have published primary texts on clinical supervision. We also recommend specific coursework or programs on supervision, especially if there has been no formal training in graduate education.

Preparing for examinations

Supervisors play an important role in preparing registered provisional psychologists for the Examination for Professional Practice in Psychology (EPPP) and the Yukon Jurisprudence Exam for Psychologists. It is recommended that the supervisor and registered provisional psychologist discuss the registered provisional psychologist's plan for studying and taking the examinations early in the supervision process. Importantly, the EPPP may only be attempted a maximum of four times and must be passed with a minimum of 70 per cent prior to being fully registered and within the provisional registration.

Supervisors should regularly review study plans and writing timelines. This should be done to helping the registered provisional psychologist understand how to manage their workload responsibilities while preparing to take and pass examinations. It is important to stress that significant preparation and study is essential for passing the EPPP. This is particularly the case for those who have not completed a PhD level of education, since the pass rates are generally lower for those with a master's level of education. Sufficient hours of study and success in taking available practice exams increases the chances of success. Supervisors

should include discussion and planning for how a registered provisional psychologist might successfully take the time to study and take practice exams as part of their overall plan.

Study plans need to be balanced with the demands of continuing to meet clinical or practice needs of clients. PCA recommends that registered provisional psychologists take the practice exam(s) offered by the Association of State and Provincial Psychology Boards (ASPPB). The registered provisional psychologist must successfully attempt the Yukon Jurisprudence Exam for Psychologists within their provisional registration and prior to obtaining a certificate in the full class. They must pass this exam before they can be fully registered. The purpose of the Jurisprudence Examination is to assess whether the registered provisional psychologist demonstrates a minimum knowledge and application of jurisprudence, standards of practice, and ethics within their practice.

Dealing with conflicts in supervision

Conflicts can occur between supervisors and registered provisional psychologists. Conflicts may concern the way assessment or therapy is to proceed, the way supervision is delivered, worldviews, or interpersonal aspects of the supervisor-supervisee relationship. Unresolved conflicts in supervision may have implications for the process of supervision and can negatively affect client care. Although either the supervisor or supervisee may identify a conflict, because of the hierarchical nature of the relationship and the resulting power dynamics, the supervisee may feel reluctant to mention perceived problems or conflicts to their supervisor. This is especially the case when these problems involve personal aspects of the supervisor rather than service delivery issues. For this reason, it is important that the supervisor create an atmosphere in which the supervisee feels safe and comfortable to raise issues.

Supervisors who work to establish a positive, working, supervisory alliance are more likely to have supervisees who disclose important details in supervision. The personal qualities that make for a strong supervisory alliance parallel the qualities required of psychologists for a strong therapeutic working alliance. Displaying qualities such as empathy, genuineness, positive regard and respect promotes an atmosphere of trust and facilitates a collaborative supervision process.

Conflict is less likely when expectations about the nature of supervision and supervisee conduct are clearly established at the outset. The secondary supervisor (if applicable) may be consulted if there is conflict. To the extent possible, the proposed mediator should be someone who does not stand in a dual relationship with either the supervisor or supervisee.

It is important to recognize that a supervisor bears significant (though not sole) responsibility for the wellbeing and outcomes for clients served by supervisee. Supervisees must be open to corrective feedback and requests to consider supervisory direction or advice from their supervisor(s). When feedback is meant to be of a corrective nature or pertains to conduct matters that may represent a possible failure to meet a minimum standard or ethical code, a specific remediation plan should be established between the supervisor and supervisee. Such a plan should clearly establish goals and propose activities and plans to evaluate the effectiveness of any remediation.

Remedial actions may include, but are not limited to:

- Attempt to engage in problem-solving to address the crux of the issue, conflict, or problem.
- Consultation with a supervision consultant.
- Increased supervision.
- Shifting the focus of supervision.
- Modifying the format of the supervision (e.g., providing more direct observation).
- Temporary modification of the frequency or ratio of supervision to clinical hours.
- Reduction of client load.
- Academic or self-study assignments.
- Consideration of a different supervisor.
- A recommendation to address performance and/or personal issues through personal therapy.
- A leave of absence.

Procedure for addressing performance issues

When the supervisor is concerned about the performance of a registered provisional psychologist, it is the responsibility of the supervisor to address the matter directly with the

supervisee as soon as the concern arises and to arrive at a consensus on a remedial course of action.

Certain breaches of Standards of Practice, the Canadian Code of Ethics for Psychologists, or the Criminal Code of Canada while in the professional role of a registered provisional psychologist may be cause for termination of the Supervision Plan and may require mandatory notification or a complaint to PCA.

Serious breaches of standards that do not have mandatory reporting requirements could also be reported to PCA as per standards 14.3 and 14.4. The Standards of Practice require the supervisor to take some action commensurate with the issue at hand, which may include a report to PCA. Supervisors must exercise their judgement and consider ethical decision-making steps prior to taking any such actions. It is recommended that supervisors make a note in the supervision record of any such decision-making or consultation when making a report to PCA.

Similarly, a registered provisional psychologist may become aware of a supervisor's conduct which could represent a breach of the Standards of Practice, Canadian Code of Ethics for Psychologists, or the Criminal Code of Canada. Registered provisional psychologists are reminded that they have the same professional obligations regarding mandatory reporting. Supervisees who have concerns about their supervisor's conduct may feel conflicted in bringing such to PCA's attention given the inherent power dynamics and the supervisor's authority to evaluate their practice. If a formal signed written complaint about supervisor's conduct is submitted to PCA, PCA will always act on this as required by the *Health Professions Act*.

It is important to note that PCA sometimes receives informal or verbal concern submissions about their supervisors. Generally, PCA requires a written complaint to act on such concerns. However, if there is sufficient evidence provided that could represent unprofessional conduct on the part of the supervisor, the Registrar has the authority to initiate a complaint themselves.

Termination of the supervision relationship

When a supervisory relationship ends, you need to take several steps to ensure a smooth transition and reduce any potential negative impact on clients. These include, but are not limited to:

- Supervisors must give their supervisee sufficient notice, when possible, if the supervisor is making the unilateral decision to terminate the supervisory relationship. This is because the supervisee will need time to obtain a new supervisor. Steps must be taken to ensure continuity of care of any clients. Clarify whose responsibility it is at the time of termination.
- Ensuring there is appropriate notice and continuity of care for any clients who must be transitioned to new services because of a supervision change.
- Ensuring there is clarity around the ownership and management of client records. Supervisors are advised to clarify at the outset of a supervisory or employment relationship the expectations for record storage, maintenance, management, review, and ownership including what will happen in the event either party terminates the relationship.
- Supervisees must provide notification to PCA of the end of a supervisory relationship as soon as reasonably possible. They need to amend the Supervision Plan to include the new supervisor(s) and professional activities and submit it to PCA for review and approval. After PCA approval is obtained, the outgoing primary supervisor will be required to complete a final evaluation.
- Final evaluations that indicate concerns will receive direction in resolving conflicts in recording of hours or other issues.
- Supervisors must complete final evaluations within 30 days of termination of supervision or completion of hours. The only exception is when PCA approval is being obtained for a new primary supervisor. In these cases, the final evaluation must be completed within 30 days after the new supervision is approved by PCA. Supervisors will be prompted by email thus they must take care to ensure their contact information is up to date with PCA and to ensure they monitor emails for PCA communications. Final evaluation links are time limited.

- If a supervisor is external to a place of employment, the supervisee must notify the employer of the change in supervision. This is particularly important when supervision is a condition of employment.
- Supervisors and/or supervisees can obtain guidance from supervision consultants and/or PCA registration staff regarding such transitions.

Registered provisional psychologist evaluation

Evaluation should be an ongoing activity that occurs throughout the supervision experience. It is important to begin evaluation early in the supervision process to ensure that a registered provisional psychologist is given clinical situations that may challenge them, but where they also might experience success. Such evaluation is akin to determining the zone of proximal development which is defined by the difference between what a registered provisional psychologist can manage independently compared to what they can manage with supervisor support. Preliminary evaluation is meant to establish the baseline for this zone of proximal development.

Evaluation of a registered provisional psychologist can be described as having five main phases.

1. **Self assessment.** The supervisor should complete a self-assessment.
2. **Preliminary evaluation.** The supervisor should complete a preliminary evaluation of a registered provisional psychologist's level of preparation, training, and readiness for various professional activities.
3. **Supervisor's mid-term evaluation.** This occurs midway in the completion of the 1600 hours.
4. **Final evaluation.** This is completed once the 400 hours have been completed, or at the termination of supervision.
5. **Ongoing evaluation.** occurs at least every six months after completion and PCA approval of the 1600 practice and 107 supervision hours for the entire remaining period of provisional registration. Evaluations must continue to occur until the registered provisional psychologist has obtained full registration as a registered

psychologist. Evaluations must be maintained within the supervision record in the event PCA requires it.

Copies of evaluations need to be retained by the supervisor and the supervisee and made available if they are requested by PCA. In the supervisor's final evaluation, the supervisor needs to determine the supervisee's readiness for independent practice.

A registered provisional psychologist is not automatically considered ready for practice after the completion of 1600 hours of supervised practice. Rather, the supervisor may determine that additional hours of supervised practice are necessary prior to achieving independent practice.

The supervisor's final evaluation is reviewed and approved by PCA. Supervisors must share their final evaluation and any supporting documents with the supervisee. To assist supervisors and supervisees in understanding what is meant by "ready for independent practice," the supervisor should refer to the section on assessment in the [Mutual Recognition Agreement published by ACPRO](#).

Supervision quick reference guide

1. 75 per cent of your evaluated practice hours must be in service delivery.
2. 1 hour of supervision is required per every 15 hours of clinical practice. All hours count towards the required 1600 hours.
3. At least 75 per cent of your total supervision hours will be individual supervision as opposed to group supervision.
4. When participating in groups, the group must not be more than 6 members.
5. At least 1 supervisor (primary or secondary) must provide a minimum of 25 per cent of the total evaluated hours
6. At least 50 per cent of the supervision hours must be onsite face-to-face supervision at the location the supervisor conducts their work.

Evaluated hours

All hours within your 1600-hour provisional practice are considered evaluated as your supervisor will be evaluating your provisional practice as a whole.

Supervised hours

One (1) hour for every fifteen (15) hours that you spend doing clinical practice is expected to be supervised. Supervision can be either direct or indirect.

Direct supervision

Direct supervision is defined as person-to-person, onsite, or virtual face-to-face interaction.

Indirect supervision

Indirect supervision can include supervisor's review of case files, reports, review of test scoring etc.

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