

To: Hong Kong Psychological Society Division of Clinical Psychology

**Responses to the Hong Kong Psychological Society Division of Clinical Psychology (HKPS-DCP)**

**Re: Consultation on Training Standards and Registration Criteria for Accredited Register (AR) Scheme for Clinical Psychologists (CP)**

Declaration of conflicts of interest/ role conflicts

I am entitled a Registered Psychologist with HKPS who is also a member of its Division of Educational Psychology (DEP) and Division of Counselling Psychology (DCoP), a Registered Clinical Psychologist with the Hong Kong Association of Doctors in Clinical Psychology (HKADCP) in HK; an Associate Fellow, a Chartered Psychologist and an Applied Psychology Practice Supervisor with the British Psychological Society (BPS) who is also a member of its Division of Clinical Psychology (DCP) and Division of Educational and Child Psychology (DECP), a Practitioner Psychologist (Clinical Psychologist, Counselling Psychologist and Educational Psychologist) with the Health and Care Council (HCPC) in UK; a member of the American Psychological Association (APA) and its Division 12 (Society of Clinical Psychology) in USA; and a Registered EuroPsy Psychologist in the fields of practice in Clinical & Health and Education with European Federation of Psychologists' Associations (EFPA) across EU. I served as a member of the Membership and Professional Standard Committee of HKPS from 1999 through 2007. I undertook the clinical psychology education and training at the Alliant International University California School of Professional Psychology Hong Kong Program (AIU/CSPP/HK Program) for my continuing professional development. I applied for the membership with HKPS-DCP in 2014, and have kept on communicating with the HKPS-DCP Membership Subcommittee on its changeable membership criteria, and attempted to clarify the HKPS-DCP's misunderstandings of the AIU/CSPP/HK Program since my application. No reply has been received from HKPS-DCP since my last letter dated 11 October 2017.

I have been working in a permanent post of educational psychologist in public sector for more than two decades. Most probably, I shall not practice in the title of "clinical psychologist" in the coming 3-years' term from the establishment of the accredited professional regulatory body (proposed HKICP) on before the review of accreditation under the AR Scheme.

In response to the proposal of HKPS-DCP on the requirements for education & training and registration criteria for the AR Scheme for CP in HK, I am writing to share my concerns in my personal capacity. Being a spectator with no actual personal interest or benefits involved, I wish I could be objective and rational though critical in

this sharing.

### Overall Impressions

I am pleased that the HK Government eventually launches a pilot study of the voluntary AR Scheme for healthcare professionals including clinical psychologist, which aims to protect the public through quality assurance; and uphold standards of the professions registered.

I acknowledge all the efforts made by HKPS-DCP to prepare the proposal for open consultation. I have gone through the details of the consultation document, and made remarks direct on them from p.11 onwards (Appendix 1,).

I am afraid that, the proposal may have given an impression that this is written for a particular group of CPs with vested interest – This proposal allows the present local CP training programs in HK (i.e. HKU and CUHK) and their graduates make use of this AR Scheme (statutory registration in the future) to control the supply of the CP while there is a substantial unmet demand for CP services in the professional field/market for their own interest, in the name of "uphold the professional standard", which may indeed deprive service users/consumers' right and interest in the HK society, instead of "protection of the public", by means of:

The proposed accreditation of the CP education and training on p.11 to restrict the opportunities for the potential universities and/or training institutes (local and international) to offer CP education and training in HK; and the placement sites to render training opportunities for CP trainees in HK.

The Long-term arrangements on pp.21-24 to obstruct the non-locally trained CP get in the local CP field to serve people in HK. These arrangements also discourage HK students study CP aboard, and then serve their hometown after graduation.

The transitional arrangements on pp. 25-28 to get rid of the current practicing CP who are not locally (HKU and CUHK) trained, whether they are HKPS-DCP members or not, from the profession/free market, by means of the EXIT interview, assessment and "remedial" training. That may lead to rival groupings within CP profession.

Challenge by outside interests may arise too – These measures, to a certain extent, disregard the people who are in need of CP services in HK, the huge demand of CP in the public, different kinds of CP service users/consumers' welfare, rights and interest in the era of globalization and international mobility, and discriminative at all (please read remarks through Appendix 1 for details).

I am really worried that the misunderstanding of different stakeholders who may be

affected by the above measures will challenge the HKICP by all means (e.g. filing lawsuits against HKICP or its registrants) in coming years. HKICP may face internal troubles and external threats at the same time. As the HK Government will not provide any support (e.g. political or financial) to the professional regulatory bodies under this voluntary AR Scheme, the HKICP being a company limited by guarantee and its registrants may take the brunt of unaffordable blows. It will make all parties including service users/consumers, the public, CP profession, HKICP and individual CPs loss.

Prof. Yeoh has already alerted us, “Professionals only have duties – they do not have privileges”, with reference to Sir Ian Kennedy (20 May 2005) in his AR training session on 5 May 2016. Prof. Yam also mentioned “Selflessness: ✓ Take decisions solely in terms of the public interest. X Gain financial or other material benefits for themselves,” in the AR training session on 16 June 2016. But ...

#### Responses on Principles

To protect the public, I agree that we should ensure “appropriate & adequate professional competence to guard the well-being and safety of service users” and “standard of basic training for providing suitable services to various types of service users”. In addition, the public should also be protected from deprivation of CP services, and deception by incorrect information, rumors and myths spread in the community. The welfare, right and interest of all CP service users/consumers should be protected too. Service users/consumers (those are in needs in particular) have rights to access timely CP services direct; and to choose qualified CP with different education and training routes/models and theoretical orientations that are compatible to them.

To protect the public, I wholeheartedly support the notion “Upholding of basic professional standards”. The growing internationalization and globalization have stimulated the mobility of various professionals as well as the delivery of services across national borders around the whole world. Challenges with the mobility of professional psychologist between regions and countries have come up as an issue that seems to be universal. This worldwide condition is well acknowledged. A number of efforts to establish a framework and standards across nations have been made over the last decades. The European Certificate in Psychology (EuroPsy), which is a European standard of education and professional training in psychology set by the European Federation of Psychologists’ Association (EFPA), represents a major step forward in promoting the mobility of psychologists and the access of clients to psychological services of high quality across more than thirty countries of EU. The International Declaration on Core Competences in Professional Psychology is also

adopted by the International Association of Applied Psychology (IAAP) and International Union of Psychological Science (IUPsyS). HK is an international city. To get along the international trend, the “basic professional standards” should be based on the international ones, not the CP programs at HKU and CUHK. The overseas CPs and those received non-local CP education and training should not be assessed by the “local training standards” for entry the CP profession in HK to deliver services for their clientele.

The principle of “Fair access & inclusive” should not only apply for CP, but the public. There is a substantial unmet need for psychological services in HK. Too few people have access to CP services at present. The economic toll of mental/psychological problems which includes use of health resources, lower productivity, and reductions in health-related quality of life is huge. This brings adverse impact to the public in the whole society. “Protection of public” should be considered in this sense too. We should make CP services as easily accessible as we can. Including qualified overseas and non-locally trained CP could help to a certain extent. We should better not to deprive the people in needs from CP services by controlling the supply of CP.

The “public” refers to the community or the people as a whole. As stated, HK is a cosmopolitan metropolis. Mobile residents, immigrants, expatriates, foreign workers, as well as the talent, professionals and entrepreneurs from overseas via our government’s Admission Schemes should be included. They may experience psychological problems (e.g. homesick, cultural shock and adjustment problems), and they may be in need of psychological services. The principle of inclusiveness should cover them, and they should have fair access to CP services that are compatible to them in terms of their societal background, languages and cultures.

#### Responses on Registration Criteria in relation to AR Standard 4 Standards for Registrants

The AR Accreditation Standard 4 “Standards for registrants” highlights the Core Criteria 4.1 The organization sets, promotes and publishes standards of good practice in relation to (i) Professional behavior based on an ethical framework, and (ii) Technical competence; and 4.2 The standards of competence are based on a defined body of knowledge of the profession for which the register is held by the organization. Prof. Yam also indicated the standards of competence in the AR training session on 16 June 2016. Setting up the standards of competence is an international practice. The HCPC in UK sets the standards of proficiency for practitioner psychologist, to make sure the practitioners are well equipped with the professional knowledge and skills and are fit to practice. The education and training programme is required to “make sure that anyone who completes it [the programme] is able to meet our



standards of proficiency” (HCPC’s Standards of education and training guidance, 2017, p.30). For those who apply for registration via the international route, the HCPC assessors assess the applicants’ qualifications with reference to the standards of proficiency too. In US and Canada, the Association of State and Provincial Psychology Boards (ASPPB) and most of its licensing boards clearly list out the requisite knowledge and competencies of psychology in their laws and regulations.

However, HKPS-DCP does not mention the standards of competence and code of practice in this consultation document. Without any information on the standards of competence, it is hard for the stakeholders, services users and public to give feedback in this consultation. HKPS-DCP should provide more information on the standards of competence for further consultation in the third phase.

In the presentation on 16 June 2016, Prof. Yam highlighted that the external events and international developments must be taken into consideration (AR training session 6 handout p.4). Prof. Yeoh also advised that the professional regulatory body needs to consider the applicants from different countries in the registration process and requirements in the AR training on 5 May 2016 (AR training session 1 slide 45).

One of the external events occur in Hong Kong is, “mental health problems are not uncommon in this high-tempo, action-packed and densely-populated city”, as addressed by Dr. Ko Wing Man the former Secretary for Food and Health and Chairman of the Review Committee on Mental Health in the Mental Health Review Report issued by Food and Health Bureau HKSAR in 2017. The data provided in the Report are alarming – with a population about 7.3 million in Hong Kong, extrapolation from worldwide data would indicate that between 1.1 million to 1.8 million people have a mental disorder and between 70,000 to 220,000 people have severe mental illness. Unfortunately, there are only a few hundreds of CP to serve this great number of people with mental problems in Hong Kong. As early as in June 2014, both the HKU and CUHK former training directors of CP training programs Drs. Esther Lau and Winnie Mak confessed the unfavorable condition (Dr. Lau: "There is a very clear need, but the waiting time for such services at public hospitals is very long", Dr. Mak: "There are absolutely not enough clinical psychologists around especially in the public sector") as reported in South China Morning Post. HK is in need of much more CP to provide psychological services to our population.

AR Scheme is for professional regulation. To take international developments and applicants from different countries into consideration, as advised by Prof. Yeoh and Prof. Yam, the standards set by the well-established licensing boards of the jurisdictions or government-mandated authorities (competent authorities) in the

well-developed countries and states should be referred to. The competent authorities inside and outside Europe listed on the EuroPsy webpage are hyperlinked for reference. On p.19 of the consultation document, HKPS-DCP recommends making reference to the standards of the authorities in UK, USA, Canada and Australia. I attempt to compile the requirements for licensure, registration or any other form of regulation in these three countries (Appendix 2) for reference.

In this view, we have confidence to recognize those CP practitioners who are subject to registration, licensing or any other form of regulation in the above competent authorities; and/or those who have received education and training from the CP training programs approved by these authorities, i.e. HCPC in UK, jurisdictions in USA & Canada, and PsyBA in Australia.

#### Responses on Training Standards in relation to AR Standard 5 Educational and Training Requirements

HKPS-DCP proposes to set up Accreditation Body and Accreditation Panel under the proposed HKICP on p.11 of the consultation document. However, accreditation of training programs is not indicated in the voluntary AR Scheme Standards for Accreditation. The role of the proposed HKICP as described on p.6 does not cover the function to accredit CP education and training either. Unlike the Hong Kong Academy of Medicine (HKAM) and other supplementary medical professional boards (i.e. Medical Laboratory Technologists Board, Occupational therapists Board, Optometrists Board, Physiotherapists Board and Radiographers Board) under the Hong Kong Academy of Medicine Ordinance and the Supplementary Medical Professions Council established under the Supplementary Medical Professions Ordinance respectively in HK Laws, the proposed HKICP that will be established under a voluntary AR Scheme will not have statutory power to accredit CP training program in HK. Unnecessary challenges from (potential) training institutes may occur if accreditation of training programs is enforced.

With reference to the training handout presented by Prof. L. Yam on 16 June 2016, the standards for education and training are linked to standards for registrants (p.16). The AR Accreditation Standard 5 "Standards for educational and training requirements" highlights the Core Criteria 5.3 The educational standards ensure a set of minimum clinical knowledge and skills in all registrants who assess the health needs of, and provide care to, service users. Again, HKPS-DCP does not mention the clinical knowledge and skills in this consultation document. It only touches on the term "core subjects" on p.14, but does not further elaborate what the core subjects are. While HKPS-DCP does not provide any information on the clinical knowledge and skills, it is hard for the stakeholders, services users and public to give feedback in this

consultation. HKPS-DCP should provide more information on the clinical knowledge and skills for the third phrase of open consultation.

On the other hand, HKPS-DCP lays down the standards for years of study, mode and coverage, resources etc. on p.14 of the consultation document. It appears that HKPS-DCP may have not considered the factors related to the external events and international developments, as well as the applicants from different countries as advised by Prof. Yeoh and Prof. Yam. In the International Declaration on Core Competences in Professional Psychology, the International Project on Competence in Psychology (IPCP) as supported by IAAP and IUPsyS has already acknowledged, "Currently there are many different models for psychology education and training ... in different countries and regions of the world. The timing and amount of focus on discipline-specific studies can vary by many years in different educational systems, as can the academic degree required for entry into the profession." Sticking on one model that is adopted by HKU and CUHK may not be realistic or feasible.

On p.13 of the consultation document, HKPS-DCP recommends making reference to the criteria of accredited training standards of well-established overseas bodies, such as those in UK, USA, Canada and Australia. I attempt to compile the standards for accreditation of professional clinical psychology training programs in different countries (Appendix 3) for reference. Discrepancies between the international standards and that is proposed by HKPS-DCP on p.14 of its consultation paper are noted.

In the training session on 5 May 2016, Prof. Yeoh reminded that one of the main purposes of professional regulation is to "ensure that *minimally acceptable standards* of care are being provided". The Core Criteria 5.3 also states that the educational standards ensure *a set of minimum clinical knowledge and skills* in all registrants. While HKPS-DCP has not yet provided details of the standards of competence, clinical knowledge and skills in this consultation, it may take an open and inclusive manner to review the international standards when preparing the education and training requirements for the third phrase of open consultation.

In this consultation document, HKPS-DCP proposes long term arrangement and transitional arrangement for CP registration. The arrangements are very complicated that are hardly understood. The proposal, to a certain extent, does not fulfil the principle of "Fair access and inclusive" because "different models for psychology education and training ... in different countries and regions of the world" may not be taken into consideration. The proposed arrangements may need some revision with reference to the international developments. After review some relevant documents

and studies published by the international professional bodies, I attempt to draft a very rough proposal on the "Eligibility Criteria for Entry to the Accredited Register of Clinical Psychologists in Hong Kong (AR-CP)" (Appendix 4) for your reference, hoping that I could contribute a little to the development of AR Scheme for CP and for the sake of the public.

Last Remarks

According to the consultation document at phrase 1 presented on 23 October 2017, some issues such as Code of Practice and Registration fee would follow in the future phrase(s). I look forward to the coming consultation on the Code of practice, Registration fee, the Standards of competence, the fine-tuned version of the registration criteria, and educational standards with a set of minimum clinical knowledge and skills in the nearest future.


Yours sincerely,

A solid black rectangular box used to redact the signature of the sender.

c.c. Healthcare Planning and Development Office, Food and Health Bureau  
The accreditation agent of the pilot AR scheme, JC School of Public Health and Primary Care,  
CUHK



**DIVISION OF CLINICAL PSYCHOLOGY**  
The Hong Kong Psychological Society Ltd.  
香港心理學會 臨床心理學組

Appendix 

# **Accredited Register (AR) Scheme for Clinical Psychologists (CP)**

## **臨床心理學家認可醫療專業註冊計劃**

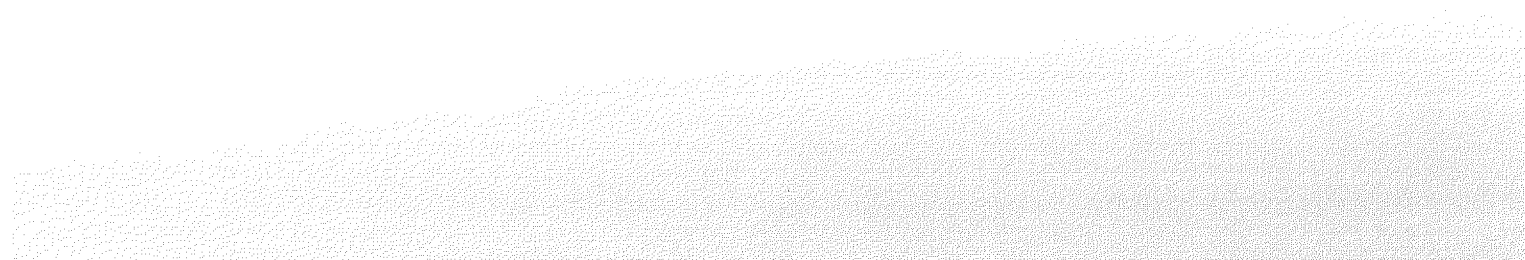
### **Consultation (Phase 2) 公開諮詢 (第二階段)**

**Open Forum 公開諮詢論壇**  
**25-5-2018**  
**7:00 p.m. - 8:30 p.m.**

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Background

背景



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## **Introduction of Accredited Registers (AR) Scheme for Healthcare Professions**

### **認可醫療專業註冊計劃簡介（認可註冊計劃）**

In 2015, Department of Health commissioned the Jockey Club School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong (JCSPHPC), as an independent Accreditation Agent, to run a pilot scheme to set up an Accredited Register (AR) Scheme for healthcare professionals who are currently not under statutory regulation. JCSPHPC will assess whether a professional body has met the prescribed standards.

衛生署於2015年推出「認可醫療專業註冊先導計劃」，就現時不受法定規管的醫療專業設立自願認可註冊安排。衛生署委任香港中文大學賽馬會公共衛生及基層醫療學院(JCSPHPC)為先導計劃的獨立認證機構。認證機構負責評估個別專業團體是否符合所訂標準。

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# Objectives of AR Scheme

## 認可註冊計劃目的

- The AR Scheme aims to  
認可註冊計劃旨在
  - uphold standards of the professions, and to  
維護專業水準
  - protect the public through quality assurance  
確保專業質素，市民利益得以保障
- Accreditation process is voluntary  
參與認證屬自願性質
- Principle 原則：
  - One Profession 一個專業
  - One Professional Body 一個專業團體
  - One Register 一份名冊



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# Accreditation Standards

## 認可標準

1. Governance 管治架構
2. Operational effectiveness 運作成效
3. Risk management & quality improvement 風險管理和質素改善
4. Standards for registrants 註冊標準
5. Educational & training requirements 教育和培訓要求
6. Management of the Register 名冊的管理

Reference: Accredited Register Scheme Training - Guidance for Applicants

參考資料：認可註冊計劃培訓 - 申請指引

## **Future Roles of CP organizations**

### **臨床心理學機構的預期角色**

#### **Hong Kong Institute of Clinical Psychologists (HKICP) (tentative) as the Accredited Professional Body for CP**

**香港臨床心理學家公會 (HKICP) (暫定) 作為認可臨床心理學專業團體：**

- Maintaining the CP register 管理臨床心理學家的註冊事務
- Handling of Complaints / Disciplinary procedures 處理投訴及紀律程序
- Setting professional & training standards 制定專業及培訓標準
- Approval for continuing education activities 評核持續進修課程

#### **Roles of Other CP organizations 其他臨床心理學機構的角色：**

- Provision of CE activities (for Registered CPs & other professionals)  
提供持續進修課程 (給予認可註冊臨床心理學家及其他專業人士)
- Enhancement of public awareness and knowledge on psychological well-being  
提高公眾對心理健康的認識及關注
- Promotion of the profession of CP  
推廣臨床心理學專業
- Welfare for CP  
關顧臨床心理學家的福利

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# AR Timeline for DCP-HKPS

## 香港心理學會臨床心理學組參與認可註冊計劃的時間表

### 13 Jan 2016 Policy Address

**The Chief Executive announced the Government will launch a voluntary accredited registers scheme for supplementary healthcare professions**

2016年1月13日－在2016年施政報告中，行政長官公佈將為輔助醫療專業設立自願認可註冊計劃

### 17 Feb 2017 - DCP-HKPS has submitted an application form for AR

2017年2月17日－香港心理學會臨床心理學組遞交申請參與認可註冊計劃

### 19 Jun 2017 – The government announced that CP has been selected as one of the five professions for the Pilot Scheme of AR

2017年6月19日－政府公佈臨床心理學家被選為首五個進行認可註冊計劃的醫療專業之一

### 23 Oct 2017 to 22 Dec 2017 - Open Consultation – Phase I

2017年10月23日至12月22日－第一階段公開諮詢

### 25 May 2018 to 29 Jun 2018 - Open Consultation – Phase II

2018年5月25日至6月29日－第二階段公開諮詢

### End of 2018 – Official launching of the AR Scheme for CP

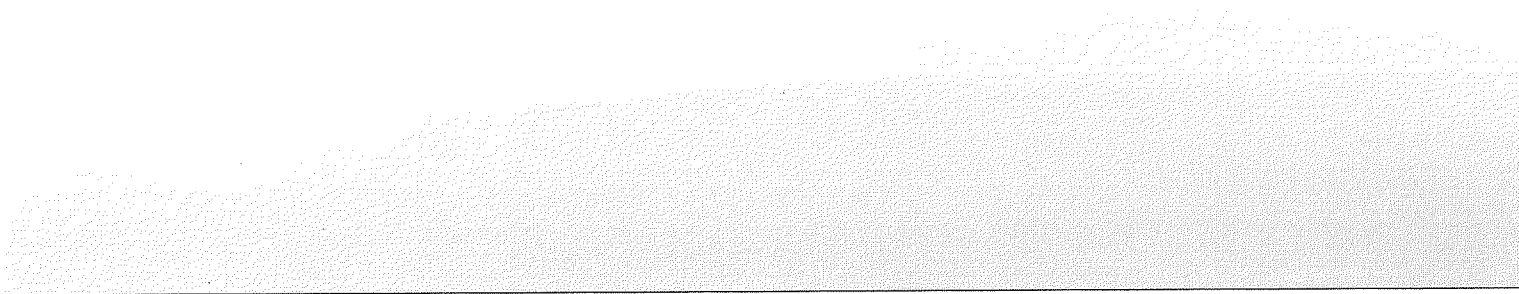
2018年底－臨床心理學家之自願認可註冊計劃正式開展

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## Open Consultation

### 公開諮詢

- To facilitate discussion among a wide spectrum of stakeholders, consultation shall be conducted in phases  
公開諮詢以分階段形式進行，方便不同界別的持份者參與討論及提供意見
  - Different consultation formats will be used, including open forum & invitation for written feedback  
諮詢活動採取不同的方式聽取意見，包括公開諮詢論壇及徵求書面回應
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## Open Consultation – Phase I

### 公開諮詢 第一階段

(23.10.17 - 22.12.17)

In the 1<sup>st</sup> phase, issues regarding HKICP, the future Accredited Professional Body for CP, were included for consultation:

就將來獲認可的臨床心理學專業團體HKICP，第一階段公開諮詢包括以下各項目：

- Governance Structure 管治架構
  - Risk Management Framework 風險管理
  - Continuing Education Requirements 持續進修要求
  - Professional Indemnity 專業賠償
  - Declaration of No Criminal Conviction 犯罪背景聲明
  - Disciplinary Proceedings 紀律聆訊
  - Code of Ethics 專業操守
  - Scope of Practice 執業範圍
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## Open Consultation – Phase II

### 公開諮詢 第二階段

(25.5.18 - 29.6.18)

In the 2<sup>nd</sup> phase, the following issues regarding HKICP, the future Accredited Professional Body for CP, are for consultation:

就將來獲認可的臨床心理學專業團體HKICP，第二階段公開諮詢將包括以下各項目：

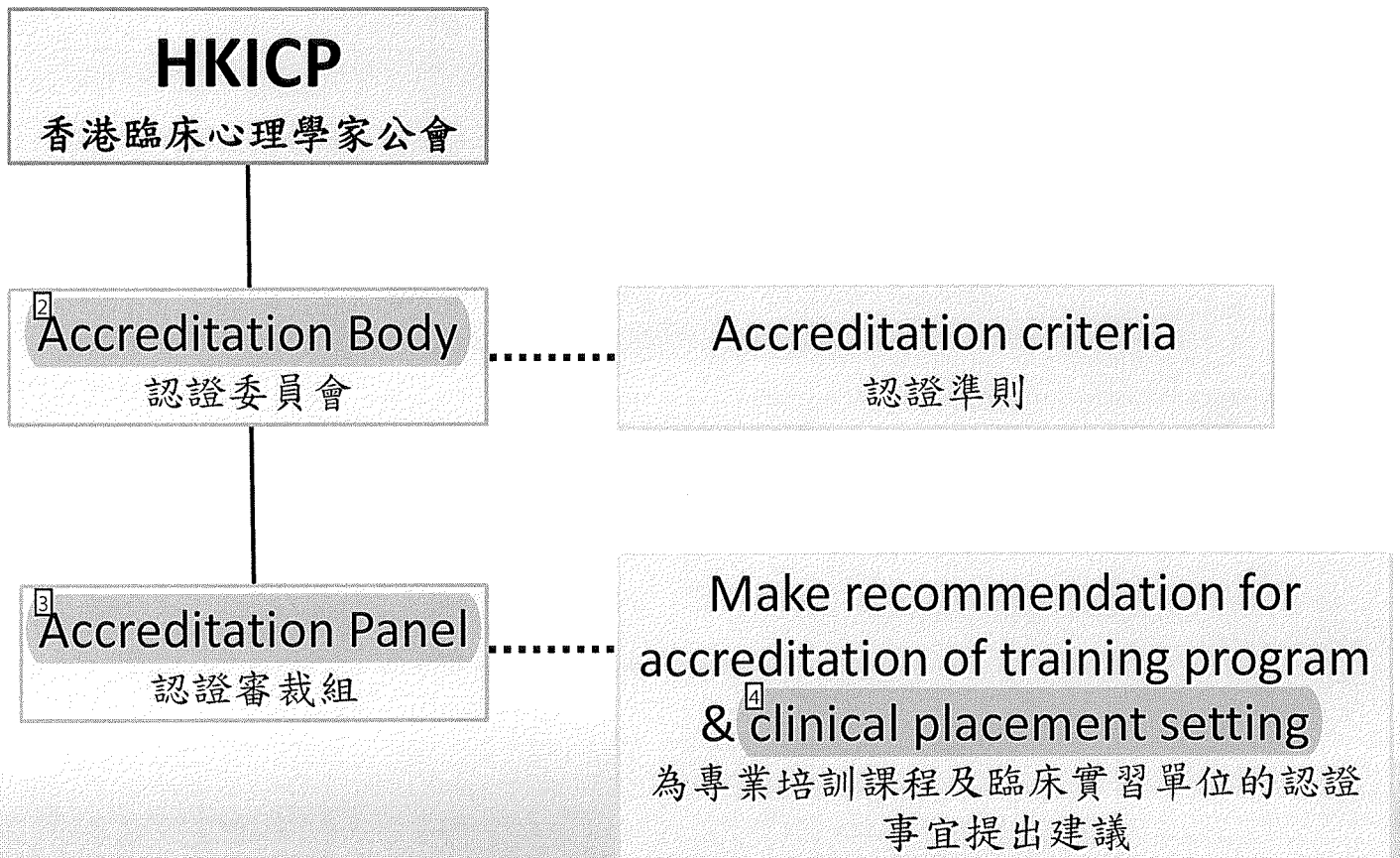
1. Training standards 培訓標準

2. Registration criteria 註冊準則

a. Long-term arrangement 長遠安排

b. Transitional arrangement 過渡性安排

# I. <sup>1</sup> Accredited Training 認證培訓



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編號：1 作者：ps 主題：文字注釋 日期：24/6/2018 15:51:09

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1.

Accreditation of training programs is not indicated in the AR Scheme Standard 4. Such accreditation may not be legitimated.

The role of the proposed professional regulatory body (HKICP) as described in p.6 of this consultation document does not cover the function to accredit CP education and training.

If any other universities offer a professional CP training program in future, should they seek accreditation of this professional regulatory body which is just under the voluntary AR Scheme?

Is it the Senate of the university to plan, develop and review its academic and professional training programs, under relevant Ordinances?

It appears that the proposed HKICP may attempt to challenge and even override academic/scholastic autonomy /freedom and the university authority by making use of this voluntary AR Scheme, by adding the term of accreditation of CP education and training program which is not indicated in the AR Scheme standards.

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編號：2 作者：ps 主題：文字注釋 日期：18/6/2018 22:18:32

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2.

How is the accreditation body established? terms of reference of this body? Who are in this body? What are the members' qualifications?

Are they qualified to "accredit" an academic/professional training program at postgraduate level? How are role conflicts/ conflict of interest avoided? any international consultants? regulations?

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編號：3 作者：ps 主題：文字注釋 日期：18/6/2018 22:19:07

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3.

same as 2.

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編號：4 作者：ps 主題：文字注釋 日期：24/6/2018 15:52:33

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4.

Again, is the professional regulatory body set up under the voluntary AR scheme legitimated to accredit the clinical placement settings? would this accreditation challenge and even override the authority of the CP service providers such as government, hospital authority, universities, NGOs, private business (hospital, clinics ...), which offer learning and practice opportunities for CP trainees?



# Principles

## 原則

### 1. Protection of public 保障公眾福祉

- Ensure appropriate & adequate professional competence to guard the well-being and safety of service users (people in vulnerable conditions)  
確保臨床心理學家具備足夠及合適的專業能力，以保障服務使用者的心理健康及安全
- Ensure standard of basic training with broad clinical exposure for providing suitable services to various types of service users  
確保基本培訓標準能涵蓋充足而廣泛的臨床訓練，為不同的群組提供適切的服務

5.

Not only to guard the well-being and safety of those people in vulnerable conditions, but for the whole population.

Public should also be protected from deprivation of CP services, and deception by incorrect information, rumors and myths spread in the community.

The right and interest of all CP service users/consumers should be protected too. Service users/consumers (those are in needs in particular) have rights to access timely CP services direct; and to choose qualified CP with different education and training routes/models and theoretical orientations that are compatible to them.

# Principles

## 原則

### 2. Upholding of professional training standards in HK 維護香港的專業培訓標準

- <sup>1</sup> Foundation of CP training in HK (CUHK & HKU) since 1971  
以香港大學和香港中文大學臨床心理學課程為基礎（課程始於1971年）
- Criteria for accredited clinical placement settings & recognized training programmes applied by the DCP-HKPS since 2008  
以DCP-HKPS於2008年制定有關認可臨床實習單位及認可課程的準則為依據
- Longstanding referencing to criteria of accredited training standards of well-established overseas bodies  
參考國際廣泛採納的專業標準，包括英、美、澳、加專業機構的認證準則
  - Health & Care Professions Council (UK)
  - <sup>2</sup> American Psychological Association (USA)
  - Canadian Psychological Association (CA)
  - Australian Psychology Accreditation Council (AUS)

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6.

The CP training at master's level in HK was founded on the out-dated British system in 70's. But the CP training in Britain has already extended to 3-year doctoral level for more than 2 decades since 1995. The CP training at master level in HKU & CUHK is no longer well-founded at present.

The criteria of accredited training standards of HCPC (UK), APA (USA) and CPA (CA) are said to be referred in this page. However, the CP training at master level does not meet the standards of HCPC, APA and CPA. Among the standards mentioned in this page, only APAC (AUS) still accredits the training at master level. In this sense, there is no much documentary evidence that the current training at master level offered by HKU & CUHK is based. Nevertheless, as advised by Prof Yeoh in the training session on 5 May 2016, one of the main purposes of professional regulation to "ensure that **minimal acceptable standards** of care are being provided", the master level training offered by HKU & CUHK could still be acceptable.

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編號：2 作者：ps 主題：文字注釋 日期：18/6/2018 22:28:30

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7.

The Association of the States and Provincial Psychology Boards (ASPPB) and National Register of Health Service Psychologists should be added, because all the statutory licensing/regulatory authorities in USA and Canada are member boards of the ASPPB, and all the APA- and CPA-accredited programs are designated by ASPPB/National Register, see <https://www.nationalregister.org/resources-links/doctoral-programs/designation-project/>

# Upholding of Basic Professional Training Standards

維護基本的專業培訓標準

## Academic 學術

### Years of Study 修讀年期

<sup>3</sup> Bachelor in Psych + Master in CP  $\geq 6$   
Bachelor in Psych + Doctoral in CP  $\geq 7$   
心理學學士 + 臨床心理學碩士  $\geq 6$   
心理學學士 + 臨床心理學博士  $\geq 7$

### Mode & Coverage 修讀模式及範圍

<sup>5</sup> Face-to-face teaching 面對面教學  
<sup>6</sup> Core subjects 必修科目

### Resources 學習資源

Adequate staffing & physical requirements in a well-established  
<sup>8</sup> Department of Psychology  
課程開設於具合適師資及設備之  
心理學系部門

## Clinical Training 臨床訓練

### Quantity & Quality 質與量

<sup>1</sup> On-site supervision with <sup>2</sup> qualified CP supervisors of not less than <sup>4</sup> 220 days  
由合資格的臨床心理學家作不少於  
220日的現場督導

### Broad Coverage

涵蓋廣泛的培訓範圍

Adult 成人

Child & Adolescent 兒童及青少年

Medical / Rehab 醫療/復康

### Competency-based 能力為本

Robust <sup>7</sup> mechanism for assessing core competences

具健全機制以評估核心專業能力

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 22:33:39

12.

On-site supervision is not required in APA, CPA, APAC and BPS Accreditation Standards. The term "on-site supervision" is not found in these Standards (APA <http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>, CPA [https://cpa.ca/docs/File/Accreditation/Accreditation\\_2011.pdf](https://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf), APAC [http://www.psychologycouncil.org.au/sites/default/files/public/Standards\\_Rules\\_2010\\_Jun\\_APAC\\_Accreditation\\_for%20Psychology\\_Courses\\_v10.pdf](http://www.psychologycouncil.org.au/sites/default/files/public/Standards_Rules_2010_Jun_APAC_Accreditation_for%20Psychology_Courses_v10.pdf), and BPS [https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20\(2017\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20(2017).pdf))

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編號：2 作者：ps 主題：文字注釋 日期：24/6/2018 22:49:48

13.

Who are qualified CP supervisors? APA and CPA require a psychologist licensed at doctoral level, BPS requires supervisors have obtained training in supervision (see BPS Standard p.29 item 3 [https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20\(2017\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20(2017).pdf)). How about HK? APA, CPA, APAC and BPS consider "suitable alternatives" in their standards. How about HK?

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編號：3 作者：ps 主題：文字注釋 日期：24/6/2018 22:27:12

8.

In HK, a 1-year master, PGCert and/or PGDip in Psy is counted as equivalent to a BPsy at present. They are conversion programs for entry for CP training at local universities (e.g. HKU and CUHK, see <http://www.psy.cuhk.edu.hk/prog-adm/ma-psy> and [http://www.psychology.hku.hk/~main/?page\\_id=1686](http://www.psychology.hku.hk/~main/?page_id=1686)). In this case, an individual can take 3 years of study (1-year master/PGCert/PGDip in Psy + 2-years master in CP) to be a CP in HK. A number of practicing CPs/HKPS-DCP members have taken this path. If the requirement of 6 or more year of study in psy is enforced, all the current CPs who are qualified via this path, students completed/undertaking the 1-year master conversion programs who tend to join the CP profession, and the conversion programs being run by various local universities (including HKU, CUHK, CityU, etc) will be affected.

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編號：4 作者：ps 主題：文字注釋 日期：18/6/2018 22:35:23

14.

This appears less than those required by APA and CPA. Any evidence-based justifications for this number of day for supervised practice?

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編號：5 作者：ps 主題：文字注釋 日期：18/6/2018 22:11:43

9.

HKPS has granted membership to the applicants graduated from the distant-learning programs teaching the core/ fundermental knowledge in psychology (e.g. OUHK) It is said that APA, CPA and APAC Standards are referred in this consultation document (p.13). All these accreditation bodies acknowledge, recognize and accept the programs may "elect to utilize distance and electronically mediated delivery formats in a supplemental or adjunctive role within their programs" (APA SoA C-11 D <http://www.apa.org/ed/accreditation/section-c-soa.pdf>). also see CPA Standard p.30 <http://www.apa.org/ed/accreditation/section-c-soa.pdf>, and APAC Standard p.39 and 40 [http://www.psychologycouncil.org.au/sites/default/files/public/Standards\\_Rules\\_2010\\_Jun\\_APAC\\_Accreditation\\_for%20Psychology\\_Courses\\_v10.pdf](http://www.psychologycouncil.org.au/sites/default/files/public/Standards_Rules_2010_Jun_APAC_Accreditation_for%20Psychology_Courses_v10.pdf)

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編號：6 作者：ps 主題：文字注釋 日期：24/6/2018 23:31:33

10.

The core subjects not indicated here. APA and CPA clearly state them in their Standards. See APA SoA IR C-7 <http://www.apa.org/ed/accreditation/section-c-soa.pdf>, and CPA Standard p.21 <http://www.apa.org/ed/accreditation/section-c-soa.pdf>

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編號：7 作者：ps 主題：文字注釋 日期：18/6/2018 22:36:23

15.

What are the competencies required? What is the mechanism about? Please provide details for further and comprehensive consultation

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編號：8 作者：ps 主題：文字注釋 日期：18/6/2018 22:32:15

11.

Not all HKPS registered CP (RCP) are graduated from Dept of Psy. e.g. [REDACTED], lecturer in HKU CP Program, who have been HKPS President and Chair of HKACP did not receive CP training in Psy Dept

# Upholding of Basic Professional Training Standards

維護基本的專業培訓標準

## Academic 學術

### Years of Study 修讀年期

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Bachelor in Psych + Doctoral in CP  $\geq 7$   
心理學學士 + 臨床心理學碩士  $\geq 6$   
心理學學士 + 臨床心理學博士  $\geq 7$

## Clinical Training 臨床訓練

### Quantity & Quality 質與量

On-site supervision with qualified CP supervisors of not less than 220 days  
由合資格的臨床心理學家作不少於 220 日的現場督導

### Mode & Coverage 修讀模式及範圍

Face-to-face teaching 面對面教學  
Core subjects 必修科目

### Broad Coverage

涵蓋廣泛的培訓範圍

Adult 成人

Child & Adolescent 兒童及青少年

Medical / Rehab 醫療/復康

### Resources 學習資源

Adequate staffing & physical requirements in a well-established Department of Psychology  
課程開設於具合適師資及設備之心理學系部門

### Competency-based 能力為本

Robust mechanism for assessing core competences

具健全機制以評估核心專業能力



# Scope of Accreditation

## 認證範圍

- **Local postgraduate training programmes in clinical psychology**

本地臨床心理學研究生課程，包括：

- master's degree programme

臨床心理學碩士課程

- doctoral degree programme (PsyD, DPsy, Ph.D.)

臨床心理學博士課程（心理學博士、哲學博士）

- <sup>1</sup> **Local placement settings** with qualified supervisors providing on-site supervision of clinical practice for clinical psychology trainees

本地臨床實習機構/單位—具合資格的臨床心理學家為現場督導



16.

Are there sufficient placement settings in HK? What if there are appropriate placement opportunity but without on-site CP? See APAC Standard Para. 5.3.24, BPS Standard p.29 item 3 [https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20\(2017\).pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%20(2017).pdf)

## <sup>1</sup>References

### 參考資料

- Division of Clinical Psychology, Hong Kong Psychological Society (2016). Guidelines for Recognition of Clinical Psychology Training Programme.

[https://hkps-dcp.org.hk/images/downloads/recognition/Guidelines\\_for\\_Recognition\\_of\\_CP\\_program.pdf.pdf](https://hkps-dcp.org.hk/images/downloads/recognition/Guidelines_for_Recognition_of_CP_program.pdf.pdf)

- Division of Clinical Psychology, Hong Kong Psychological Society (2016). Guidelines for Accreditation of Clinical Placement Setting for Clinical Psychology Training

[https://hkps-dcp.org.hk/images/downloads/accredited\\_placement/Guidelines\\_for\\_Accreditation\\_of\\_CP\\_placement.pdf](https://hkps-dcp.org.hk/images/downloads/accredited_placement/Guidelines_for_Accreditation_of_CP_placement.pdf)

17.

Self-referencing appears not convincing

In p.13 of this consultation document, the accreditation standards of HCPC, APA, CPA, and APAC are said to be referred. But they are not listed here. Are they referred when this training standards part was prepared?

BPS Standards could be referred as well

## Open Consultation – Phase II

### 公開諮詢 第二階段

(25.5.18 - 29.6.18)

In the 2<sup>nd</sup> phase, the following issues regarding HKICP, the future Accredited Professional Body for CP, are for consultation:

就將來獲認可的臨床心理學專業團體HKICP，第二階段公開諮詢將包括以下各項目：

1. Training standards 培訓標準

2. Registration criteria 註冊準則

a. Long-term arrangement 長遠安排

b. Transitional arrangement 過渡性安排

# Basis

## 基礎

1. Reference to the local & international well-established registration standards adopted by health professionals

參考本港及國際廣泛採納的醫療衛生專業註冊標準

2. A standard-based proposal for accrediting clinical psychologists in Hong Kong as the objective

確立以專業標準為本的認可註冊計劃

# Principle 原則

## 1. <sup>1</sup> Protection of public 保障公眾福祉

- Appropriate & adequate <sup>2</sup> professional competence to guard the well-being and safety of service users (people in vulnerable conditions)  
確保臨床心理學家具備足夠及合適的專業能力，以保障服務使用者的心理健康及安全

## 2. Upholding of basic professional standards in HK

維護香港的專業培訓標準

- <sup>3</sup> Foundation of CP training in HK (CUHK & HKU)  
以香港大學和香港中文大學臨床心理學課程為基礎
- Longstanding <sup>4</sup> referencing to criteria of accredited training standards of well-established overseas bodies  
參考國際廣泛採納的專業標準，包括英、美、澳、加專業機構的認證準則

Health & Care Professions Council (UK)

<sup>5</sup> American Psychological Association (USA)

Canadian Psychological Association (CA)

<sup>6</sup> Australian Psychology Accreditation Council (AUS)

## 3. <sup>7</sup> Fair access & inclusive 公平及具包容性的註冊機會

- Mechanism & pathways to attain registered status  
具備達至認可註冊資格的機制及途徑

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 22:42:10

18.

same as 5 on p.12 in this consultation document

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編號：2 作者：ps 主題：文字注釋 日期：18/6/2018 22:45:13

19.

According to the AR Accreditation Standard 4 Criteria 4.1, the standards of good practice in relation to technical competence is required. However, the professional competence cannot be found in this consultation document. HKPS-DCP should provide details for further consultation.

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編號：3 作者：ps 主題：文字注釋 日期：18/6/2018 22:44:21

20.

same as 6 in p.13 of this consultation document

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編號：4 作者：ps 主題：文字注釋 日期：24/6/2018 22:37:03

21.

This section is talking about criteria for registration, not standards for program accreditation.

In p.18 of this consultation document, it states "reference to ... international well-established registration standards adopted by health professionals" NOT criteria of accredited training standards.

So we should refer to the criteria for licensure, registration and credentials of the statutory and/or government-mandated professional regulatory authorities (e.g. licensing and registration boards in jurisdictions, states, provinces, and/or territories in USA and Canada, Psychology Board of Australia (PsyBA)), not the training standards or voluntary accreditation published by non-governmental professional association.

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編號：5 作者：ps 主題：文字注釋 日期：24/6/2018 23:00:27

22.

Completion of an APA-accredited program is not necessary for licensure in all the jurisdictions in the USA. The California Board of Psychology and New Jersey Board of Psychological Examiners clearly declare in their laws and regulations: "*No educational institution shall be denied recognition as an accredited academic institution solely because its program is not accredited by any professional organization of psychologists*".

For USA and Canada, should refer to:

<https://www.asppb.net/page/ReqPsych> , <https://www.nationalregister.org/resources-links/doctoral-programs/approved-doctoral-programs-by-jurisdiction/>

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編號：6 作者：ps 主題：文字注釋 日期：18/6/2018 22:54:20

23.

should be PsyBA

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編號：7 作者：ps 主題：文字注釋 日期：18/6/2018 22:58:52

24.

This principle should not only for CP, but service users/ consumers in the public.

Service users/ consumers should be inclusive for CP services disregarding their background, including those non-locals and their families stay, work and study here due to international mobility stimulated by internationalization and globalization.

Fair access to CP services should be provided to all service users/ consumers including the above non-locals.

There is a substantial unmet need for psychological services in HK. Currently, too few people have access to CP services (in particular the publicly-funded). The economic toll of mental/ psychological problems which includes use of health resources, lower productivity, and reductions in health-related quality of life is huge. This brings averse impact to the public in the whole society. "Protection of public" should be considered in this sense too.

The growing globalization has stimulated the international mobility of service users/ consumers and CP professionals as well as the delivery of services across national borders.

Our government has launched the Admission Schemes to encourage talent, professionals and entrepreneurs from overseas, Mainland, Taiwan and Macao for HK economic and social development. These non-locals may experience psychological problems (e.g. homesick, cultural shock and adjustment problems) and in need of psychological services. The principle of inclusiveness should cover them, and they should have fair access to CP services that are compatible to them in terms of languages and cultures.

This principle should also apply to those CPs from overseas and those received non-local CP education and training. These people should not be assessed merely based on the "local training standards" for entry the CP profession in HK to deliver services for their clientele.

## Mechanisms 機制

### 1. <sup>1</sup> Criteria for differentiation of training/qualification

具備能夠識別訓練水平/資格的準則

### 2. Long-term arrangement

長遠安排

### 3. Transitional arrangement for candidate with qualification not deemed acceptable to have direct access to AR under long-term arrangement

過渡性安排，讓未直接符合註冊標準的申請人能夠參與註冊計劃

- Grandparenting clause  
「祖父條款」 以一定的執業資歷通過註冊
- Process & requirement for becoming a registered CP  
透過不同途徑以達至註冊要求

Ref: Registration scheme for CMP, OPT, PT & OT

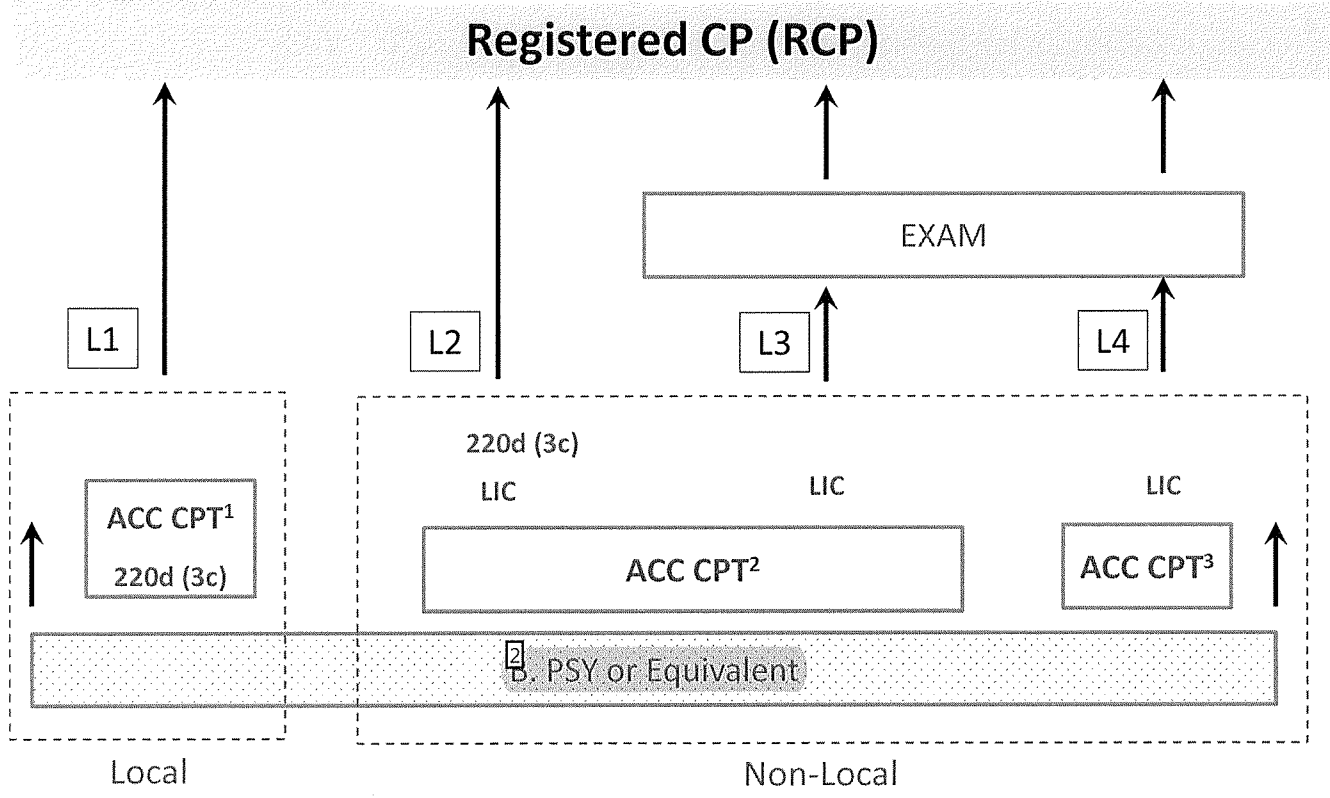
參考：本港執業中醫師、視光師、物理治療師和職業治療師之註冊計劃



25.

the criteria cannot be found in this consultation document. better provide details for the further comprehensive consultation

**1 Long-term arrangement**



B. Psy: Bachelor degree major in Psychology

ACC CPT<sup>1</sup>: accredited CP training in HK

ACC CPT<sup>2</sup>: accredited CP training in UK, CA, USA or AUS

ACC CPT<sup>3</sup>: accredited CP training by government bodies other than countries of ACC CPT<sup>2</sup> e.g., NZ

220d (3c): 220-day clinical placement with at least 44-day in each of the 3 core populations (i.e., Adult Psy, Child Psy, Medical/Rehab)

LIC: License issued for practicing CP by the local government body of the country where CP degree is conferred

• Candidates with other overseas qualifications will be considered on a case-by-case basis

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 18:17:45  
see feedback 28-40a on p.22 also

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編號：2 作者：ps 主題：文字注釋 日期：24/6/2018 23:02:20

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26.

What specific professional knowledge and skills should be acquired in the B.PSY are not indicated here.

As indicated in feedback 8 on p.14 of this consultation document, a 1-year master, PGCert and/or PGDip in Psy is counted as equivalent to a BPsy.

A B.PSY is required in UK and HK, but not necessary in US and Canada for being a CP. The point is not whether a CP should have obtained a B.PSY degree, but whether he/she has acquired the fundamental knowledge and skills in psychology (e.g., history and systems; affective, biological, cognitive, social, and developmental aspects of behavior). A B.PSY degree is required in UK and HK because their post-graduate training in CP do not cover the fundamental knowledge and skills, supposing that the trainees have acquired such knowledge in their B.PSY programs. On the other hand, the fundamental courses in psychology are embedded in the post-graduate CP training in US and Canada, and hence the B.PSY degree is not necessary.

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編號：3 作者：ps 主題：文字注釋 日期：24/6/2018 23:02:33

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27.

see feedback 14 on p.14 in this consultation document

# Long-term Arrangement

**Pathway L1 for ACC CPT<sup>1</sup>:** Direct access to RCP status for candidate with <sup>1</sup>Accredited CP training in HK

**Pathway L2 for ACC CPT<sup>2</sup>:** Direct access to RCP status for candidate with (i) <sup>2</sup>Accredited CP Training in UK<sup>a</sup>, USA<sup>b</sup>, CA<sup>c</sup>, or AUS<sup>d</sup> and (ii) adequate clinical placement and <sup>3</sup>licence to practice in their respective countries where the degree is conferred.

ACC CPT<sup>2</sup>: A Master's or Doctoral Degree in Clinical Psychology <sup>4</sup>accredited by the following bodies:

- <sup>a</sup> Health & Care Professions Council (UK)
- <sup>b</sup> <sup>5</sup>American Psychological Association (USA)
- <sup>c</sup> <sup>6</sup>Canadian Psychological Association (CA<sup>7</sup>)
- <sup>d</sup> <sup>8</sup>Australian Psychology Accreditation Council (AUS)

**Pathway L3 for ACC CPT<sup>2</sup>:** Access to RCP status through Fulfillment of the <sup>9</sup>Registration Examination for candidate with (i) ACC CPT<sup>2</sup> and (ii) Licence to practice in their respective countries where the degree is conferred, but have inadequate clinical placement/training.

**Pathway L4 for ACC CPT<sup>3</sup>:** Access to RCP status through Fulfillment of the Registration Examination for candidate with (i) CP training accredited by government bodies (other than countries of ACC CPT<sup>2</sup>) and (ii) Licence to practice in their respective countries where the degree is conferred.

Remarks:

- Candidates with other overseas qualifications will be considered on a case-by-case basis
- 2-year supervised practice as CE requirement for candidate w/o post-qualification practice experience

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 16:51:57

28.

There is no such "accredited" CP training in HK for the time being.

As feedback 1 on p.11, it is doubtful if the future voluntary professional regulatory body will have legitimated power to "accredit" CP training in HK

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編號：2 作者：ps 主題：文字注釋 日期：24/6/2018 23:03:16

29.

see feedback 21 on p.19 of this consultation document

Better be replaced by "approved CP Training"

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編號：3 作者：ps 主題：文字注釋 日期：18/6/2018 23:16:28

30.

This requirement is not found in any well-established statutory and/or government-mandated professional regulatory authorities (HCPC in UK, licensing and registration boards in various states, provinces and territories/ jurisdictions in USA and Canada, PsyBA in Australia).

This requirement may not be realistic and practical for the HK students study CP education and training abroad. In some nations (e.g. Australia) and majority of the states/ provinces/ territories in USA and Canada, 1-2 years of supervised practices after graduation from the CP education are required for licensure/ registration (with endorsement in CP in Australia). To do so, the overseas students need to apply for work visa (as they are no longer students) to stay, work and/or get supervised practices opportunities, ... It is hard!

This requirement actually restricts professional mobility and professional exchange. Not wise and realistic to have this term because this gets to the opposite side of the current trend of internationalization and globalization.

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編號：4 作者：ps 主題：文字注釋 日期：24/6/2018 23:04:19

31.

see feedback 21 on p.19 and feedback 28 on this page of this consultation document

Better be replaced by "approved by the relevant statutory professional regulatory authorities"

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編號：5 作者：ps 主題：文字注釋 日期：24/6/2018 23:07:10

32.

Generally speaking, Jurisdictions in USA recognize a doctoral degree in psychology earned from an accredited university, college, or professional school. A degree from an APA-accredited program is not necessary. With reference to the ASPPB Handbook on Licensing and Certification Requirements, out of 52 licencing boards in USA, only 45 mention APA-accredited programs (most of them also include other approved programs e.g. ASPPB/NR designated) in their requirements for application for licensing. Some boards (e.g. California Board of Psychology and New Jersey Board of Psychological Examiners) explicitly declare: "No educational institution shall be denied recognition as an accredited academic institution solely because its program is not accredited by any professional organization of psychologists".

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編號：6 作者：ps 主題：文字注釋 日期：18/6/2018 16:54:15

33.

Not all jurisdictions in Canada mention CPA-accredited program in their requirements for licensing/registration either. CPA only accredits doctoral program, yet some states (e.g. Alberta, New Brunswick, Newfoundland & Labrador, Nova Scotia, and Saskatchewan) accept Master's degree, not to say CPA-accredited doctoral degree.

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編號：7 作者：ps 主題：文字注釋 日期：18/6/2018 16:54:22

34.

For USA and Canada, better refer to:

<https://www.asppb.net/page/ReqPsych> and <https://www.nationalregister.org/resources-links/doctoral-programs/approved-doctoral-programs-by-jurisdiction/>

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編號：8 作者：ps 主題：文字注釋 日期：18/6/2018 16:54:31

35.

should be Psychology Board of Australia

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編號：9 作者：ps 主題：文字注釋 日期：24/6/2018 23:19:47

36.

All jurisdictions in USA and Canada require all candidates (locally and internationally trained) for licensure sit for the Examination for Professional Practice in Psychology (EPPP) developed by ASPPB. PsyBA also proposes that all applicants for registration (including locally and internationally trained) sit for National Psychology Exam. Both ASPPB and PsyBA open the details of the exam to the public.

If registration exam is proposed here, all applicants (both locally and internationally trained) should take the exam. To be fair, those who are locally trained should not be exempted.

For transparency, the details of this Registration Exam should also be open for further and comprehensive consultation.

# Long-term Arrangement

**Pathway L1 for ACC CPT<sup>1</sup>:** Direct access to RCP status for candidate with Accredited CP training in HK

**Pathway L2 for ACC CPT<sup>2</sup>:** Direct access to RCP status for candidate with (i) Accredited CP Training in UK<sup>a</sup>, USA<sup>b</sup>, CA<sup>c</sup>, or AUS<sup>d</sup> and (ii) adequate clinical placement and Licence to practice in their respective countries where the degree is conferred.

ACC CPT<sup>2</sup>: A Master's or Doctoral Degree in Clinical Psychology accredited by the following bodies:

- <sup>a</sup> Health & Care Professions Council (UK)
- <sup>b</sup> American Psychological Association (USA)
- <sup>c</sup> Canadian Psychological Association (CA)
- <sup>d</sup> Australian Psychology Accreditation Council (AUS)

**Pathway L3 for ACC CPT<sup>2</sup>:** Access to RCP status through Fulfillment of the Registration Examination for candidate with (i) ACC CPT<sup>2</sup> and (ii) Licence to practice in their respective countries where the degree is conferred, but have inadequate clinical placement/training.

**Pathway L4 for ACC CPT<sup>3</sup>:** Access to RCP status through Fulfillment of the Registration Examination for candidate with (i) CP training accredited government bodies (other than countries of ACC CPT<sup>2</sup>) and (ii) Licence to practice in their respective countries where the degree is conferred.

Remarks:

- Candidates with other overseas qualifications will be considered on a case-by-case basis
- 2-year supervised practice as CE requirement for candidate w/o post-qualification practice experience

編號 : 10 作者 : ps 主題 : 文字注釋 日期 : 18/6/2018 17:01:28

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37.

see feedback 30 on this page

編號 : 11 作者 : ps 主題 : 文字注釋 日期 : 24/6/2018 23:20:12

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38.

how is "inadequate" defined. If 220d, see feedback 14 on p.14 of this consultation document

編號 : 12 作者 : ps 主題 : 文字注釋 日期 : 18/6/2018 16:59:01

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39.

see feedback 36 on this page

編號 : 13 作者 : ps 主題 : 插入號 日期 : 18/6/2018 17:00:12

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approved

編號 : 14 作者 : ps 主題 : 文字注釋 日期 : 18/6/2018 17:02:57

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40.

see feedback 40 in this page

編號 : 15 作者 : ps 主題 : 文字注釋 日期 : 18/6/2018 18:13:41

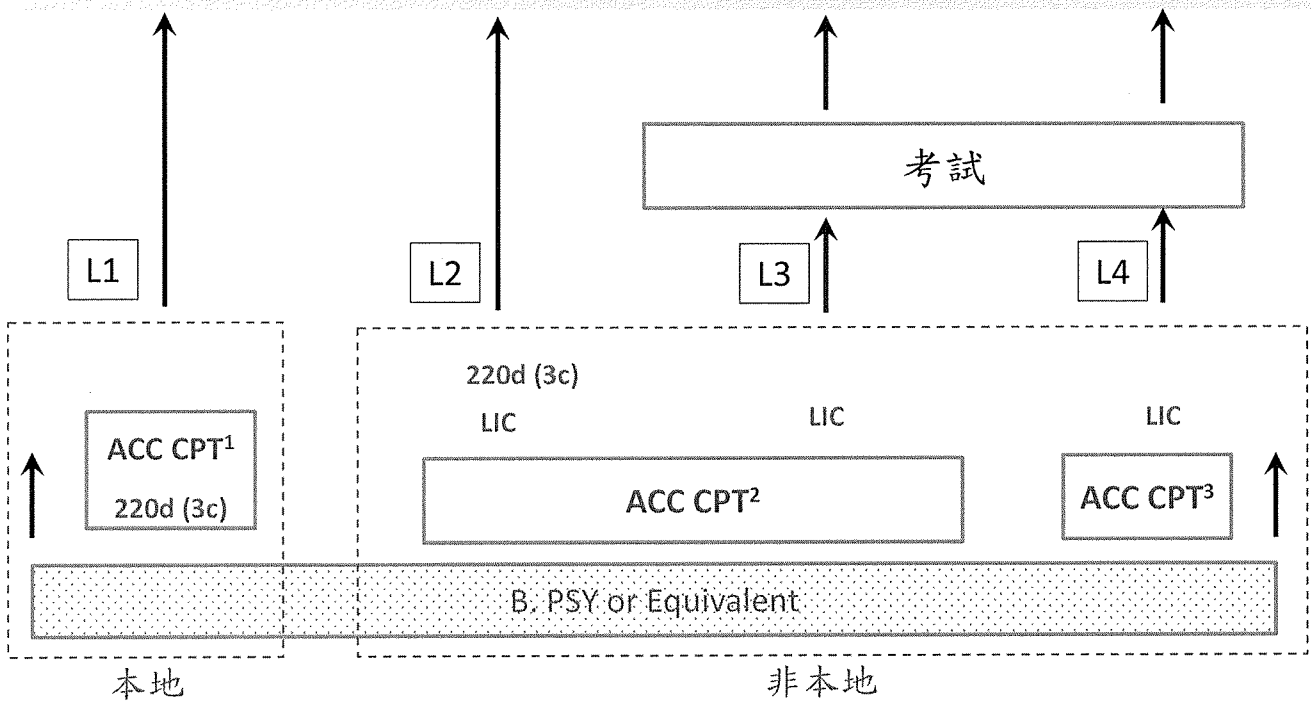
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40a.

any guidelines for the "case-by-case basis" assessment?

長遠安排

認可註冊臨床心理學家 (RCP)



B. Psy or Equivalent: 主修心理學學士學位或等同

ACC CPT<sup>1</sup>: 香港認可的臨床心理學訓練

ACC CPT<sup>2</sup>: 英國、美國、加拿大或澳洲當地認可的臨床心理學訓練

ACC CPT<sup>3</sup>: 英國、美國、加拿大或澳洲以外國家認可的臨床心理學訓練課程

220d (3c): 220天臨床實習，當中包括3個核心範圍（即成人精神病學/心理學、兒童及青少年精神病學/心理學及醫療/復康），並於各範圍最少實習44天

LIC: 頒授臨床心理學學位之大學所屬國家發出的臨床心理學執業許可

• 獲其他非本地訓練資格的申請者，將按情況作個別考慮



頁碼：31

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 17:05:19

41.

see feedback made in p.21 of this consultation paper

## <sup>1</sup>長遠安排

途徑 L1 ACC CPT<sup>1</sup>: 持香港認可的臨床心理學訓練資歷的申請人能直接成為 RCP

途徑 L2 ACC CPT<sup>2</sup>: (i)完成英國、美國、加拿大、澳洲當地認可的臨床心理學訓練課程，及 (ii)曾接受足夠的臨床實習並 (iii)持有頒發臨床心理學學位之國家所發出的執業許可，該申請人能直接成為RCP

ACC CPT<sup>2</sup>: 以下專業團體認可的臨床心理學碩士或博士:

- <sup>a</sup> Health & Care Professions Council (UK)
- <sup>b</sup> American Psychological Association (USA)
- <sup>c</sup> Canadian Psychological Association (CA)
- <sup>d</sup> Australian Psychology Accreditation Council (AUS)

途徑 L3 ACC CPT<sup>2</sup>: (i) ACC CPT<sup>2</sup>，及 (ii)持有頒發臨床心理學學位國家之執業許可，而欠缺足夠臨床實習的申請人可透過註冊考試成為RCP

途徑 L4 ACC CPT<sup>3</sup>: (i)完成英國、美國、加拿大、澳洲以外國家認可的臨床心理學訓練課程，及 (ii)持有頒發臨床心理學學位國家之執業許可的申請人，可通過註冊考試成為RCP

註:

- 持非本地資歷的申請人將按情況作個別考慮
- 獲取專業資格後，以沒有執業經驗的申請人須接受臨床督導作為持續進修(最長為期2年)

頁碼：32

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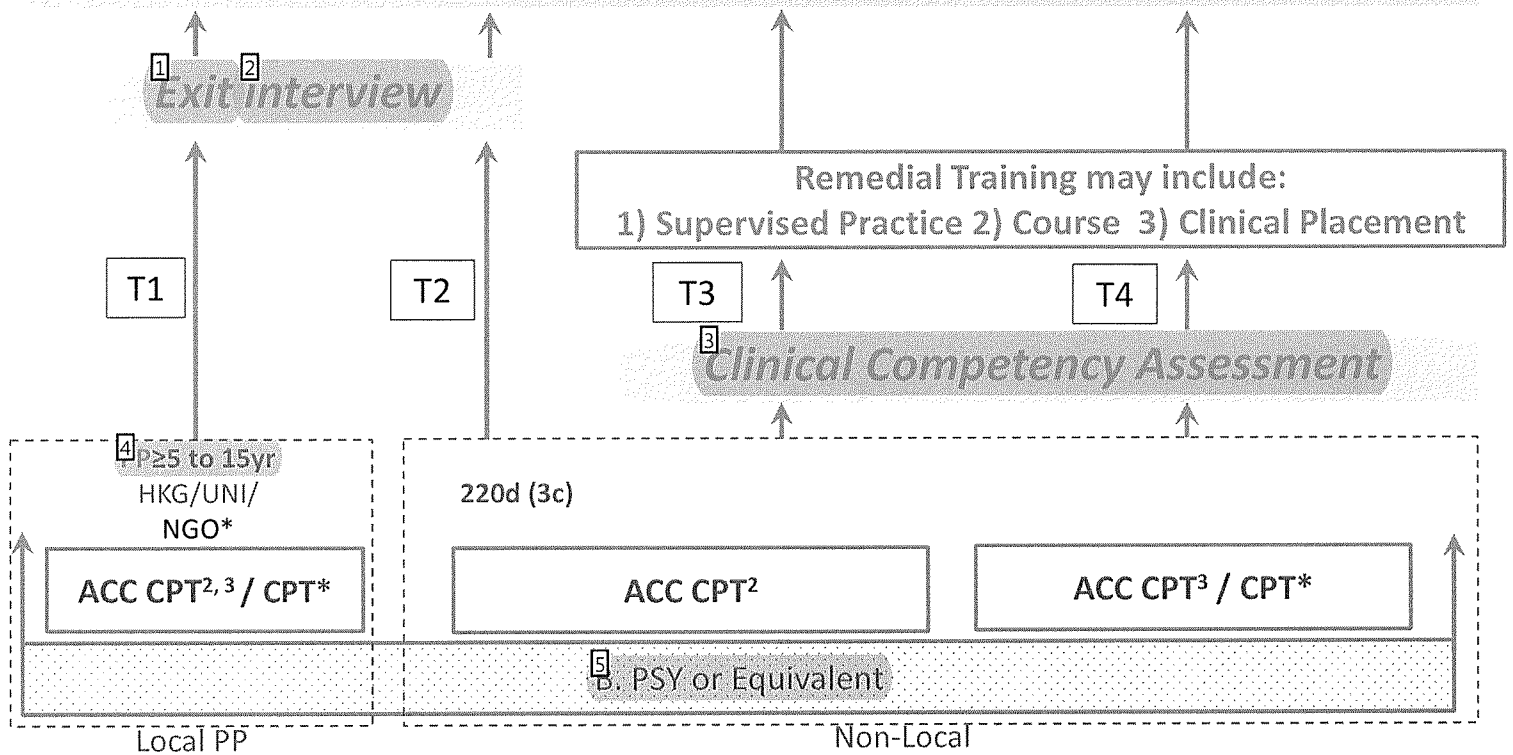
編號：1 作者：ps 主題：文字注釋 日期：24/6/2018 23:20:44

42.

see the feedbacks in p.22 in this consultation document

Transitional arrangement for candidate with qualification not deemed acceptable to have direct access to AR (L1 or L2) under long-term arrangement

## Registered CP (RCP) <sup>T</sup>



B. Psy: Bachelor degree major in Psychology

ACC CPT<sup>2,3</sup>: these include acc. CPT<sup>2,3</sup> with Master or above level in AUS or NZ, or Doctoral level in UK, or USA, but with (i) 8 years of clinical training; and (ii) without 9 years to practice in their respective countries where the degree is conferred.

CPT<sup>2,3</sup>: this include non-accredited CP training with Master or above level in AUS or NZ, or Doctoral level in UK, or USA with (i) 12 years of degree does not fully meet 11 requirements on mode of study, course content, clinical placement & 15ertation; and (ii) 13 years to practice; and (iii) without 14 years to practice in their respective countries where the degree is conferred.

220d (3c): 220-day placement with at least 44-day in each of the 3 core populations (i.e., Adult Psy, Child Psy, Medical/Rehab)

NGO\*: subvented NGOs or other established NGOs to be assessed on a 6 case-by-case basis

PP: Proof of practice (clinical & administrative) for at least 5 to 15 years at the time point where AR for CP opens for application

Clinical Competency Assessment: Assessment for prescription/waiving of remedial training

Supervised Practice: maximum 2 years

Course: Remedial training course (part-time module-base post-graduate diploma)

Clinical Placement: Clinical placement (44 days per unit)

Registered CP (RCP) <sup>T</sup>: subject to conditions determined on a case-by-case basis – 1) remedial training on test use, & 2) monitoring of clinical competency & good standing for a maximum of 2 years

- 
- 編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 17:28:05  
45.  
please clarify the word "EXIT" here. By definition, this is likely implying that the proposed professional regulatory body under this voluntary AR Scheme is going to get rid of those applicants (CPs with 5-15 years of experiences in public setting) who will take this paths (T1 and T2)
- 
- 編號：2 作者：ps 主題：文字注釋 日期：24/6/2018 23:22:18  
46.  
for transparency, fairness and justice, please provide details of the exit interviews (e.g. interview content, record of the interview) for further comprehensive consultation
- 
- 編號：3 作者：ps 主題：文字注釋 日期：18/6/2018 17:33:35  
47.  
for transparency, please provide details of the clinical competency assessment (e.g. what to assess, standards of the competencies, how the assessment is conducted, etc.) for further comprehensive consultation
- 
- 編號：4 作者：ps 主題：文字注釋 日期：18/6/2018 17:56:16  
44.  
How about those practicing CPs who have got less than 5-15 year-experience? The range is wide here. Any scientific evidence to justify the requirement for this number of year.
- 
- 編號：5 作者：ps 主題：文字注釋 日期：18/6/2018 17:25:25  
43.  
see feedback 26 on p.21 of this consultation paper
- 
- 編號：6 作者：ps 主題：文字注釋 日期：18/6/2018 18:15:54  
57.  
see feedback 40a on p.22
- 
- 編號：7 作者：ps 主題：插入號 日期：18/6/2018 17:41:36  
approved
- 
- 編號：8 作者：ps 主題：文字注釋 日期：18/6/2018 18:02:21  
49.  
see feedback 38 on p.22 of this consultation document
- 
- 編號：9 作者：ps 主題：文字注釋 日期：24/6/2018 23:23:45  
50.  
see feedback 40 on p.22 in this consultation document
- 
- 編號：10 作者：ps 主題：文字注釋 日期：18/6/2018 17:44:11  
48.  
Not all jurisdictions in Canada require for training at doctoral level
- 
- 編號：11 作者：ps 主題：文字注釋 日期：18/6/2018 18:05:53  
52.  
see feedback 8-15 on p.22 in this consultation document
- 
- 編號：12 作者：ps 主題：文字注釋 日期：18/6/2018 17:58:15  
51.  
see feedback 32 and 33 on p.22 in this consultation document
- 
- 編號：13 作者：ps 主題：文字注釋 日期：18/6/2018 18:07:21  
54.  
see feedback 38 on p.22 in this consultation document
- 
- 編號：14 作者：ps 主題：文字注釋 日期：18/6/2018 18:08:03  
55.  
see feedback 40 on p.22 in this consultation document
- 
- 編號：15 作者：ps 主題：文字注釋 日期：18/6/2018 18:07:14  
53.  
the requirement for dissertation has not been indicated in this consultation document. What are the requirements for dissertation?

Transitional arrangement for candidate with qualification not deemed acceptable to have direct access to AR (L1 or L2) under long-term arrangement

## Registered CP (RCP) <sup>T</sup>

Exit interview

Remedial Training may include:  
1) Supervised Practice 2) Course 3) Clinical Placement

T1

T2

T3

T4

Clinical Competency Assessment

PP ≥ 5 to 15yr  
HKG/UNI/  
NGO\*

220d (3c)

ACC CPT<sup>2,3</sup> / CPT\*

ACC CPT<sup>2</sup>

ACC CPT<sup>3</sup> / CPT\*

B. PSY or Equivalent

Local PP

Non-Local

B. Psy: Bachelor degree major in Psychology

ACC CPT<sup>2,3</sup>: these include accredited CP training with Master or above level in AUS or NZ, or Doctoral level in UK, CA or USA, but with (i) inadequate clinical training, and (ii) without licence to practice in their respective countries where the degree is conferred

CPT\*: this include non-accredited CP training with Master or above level in AUS or NZ, or Doctoral level in UK, CA or USA with (i) the degree does not fully meet the requirements on mode of study, course content, clinical placement & dissertation, and (ii) inadequate clinical training, and (iii) without licence to practice in their respective countries where the degree is conferred

220d (3c): 16-day placement with at least 44-day in each of the 3 core populations (i.e., Adult Psy, Child Psy, Medical/Rehab)

NGO\*: subvented NGOs or other established NGOs to be assessed on a case-by-case basis

PP: Proof of practice (clinical & administrative) for at least 5 to 15 years at the time point where AR for CP opens for application

Clinical Competency Assessment: Assessment for prescription/waiving of remedial training

Supervised Practice: maximum 2 years

Course: Remedial training course (part-time module-base post-graduate diploma)

Clinical Placement: Clinical placement (44 days per unit)

Registered CP (RCP) <sup>T</sup>: subject to conditions determined on a case-by-case basis – 1) remedial training on test use, & 2) monitoring of clinical competency & good standing for a maximum of 2 years

56.

see feedback 38 on p.22

## <sup>1</sup> Transitional Arrangement

**Pathway T1 for ACC CPT<sup>2,3</sup> & CPT\* (Exit interview applies)** : Grandfathering Clause based on **Proof of practice** (clinical & administrative) for at least 5 to 15 years in recognised work settings at the time point where AR for CP opens for application for candidate with one of the following qualifications:

1. **ACC CPT<sup>2,3</sup>**: these include accredited CP training with Master or above level in AUS or NZ, or Doctoral level in UK, CA or USA, but with (i) inadequate clinical training, and (ii) without Licence to practice in their respective countries where the degree is conferred
2. **CPT\***: this include non-accredited CP training with Master or above level in AUS or NZ, or Doctoral level in UK, CA or USA with (i) the degree does not fully meet the requirements on mode of study, course content, clinical placement & dissertation, and (ii) inadequate clinical training, and (iii) without Licence to practice in their respective countries where the degree is conferred

**Pathway T2 for ACC CPT<sup>2</sup> (Exit interview applies)**: Grandfathering Clause based on (i) **ACC CPT<sup>2</sup>** and (ii) with adequate clinical training, but without Licence to practice in their respective countries where the degree is conferred

**Pathway T3 for ACC CPT<sup>2</sup>** : Access to RCP status for applicant with **ACC CPT<sup>2</sup>** but with (i) inadequate clinical training, and (ii) without Licence to practice in their respective countries where the degree is conferred. Prescription/waiving of remedial training will be determined based on the Clinical Competency Assessment

**Pathway T4 for ACC CPT<sup>3</sup> & CPT\***: Access to RCP status for applicant with **ACC CPT<sup>3</sup> & CPT\***. Prescription/waiving of remedial training will be determined based on the Clinical Competency Assessment

Access to RCP<sup>T</sup> via transitional arrangement is subject to conditions determined on a case-by-case basis: 1) remedial training for test use, and 2) monitoring of clinical competency, supervised practice & good standing for a maximum of 2 years



頁碼：34

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 18:20:05

58.

see feedbacks 43-57 on p.25 in this consultation document

1 為未能直接通過長遠安排 (L1 或 L2途徑) 註冊的申請人而設之過渡性安排

## 認可註冊臨床心理學家 (RCP) <sup>T</sup>

確認面試

增補訓練：

1) 臨床執業督導 2) 課堂學習 3) 臨床實習

T1

T2

T3

T4

臨床能力評核

PP ≥ 5 至 15年  
香港政府/大學/  
非政府機構\*

220d (3c)

ACC CPT<sup>2,3</sup> / CPT\*

ACC CPT<sup>2</sup>

ACC CPT<sup>3</sup> / CPT\*

B. PSY or Equivalent

本地執業資歷證明

非本地

B. Psy or Equivalent: 主修心理學學士學位或等同

ACC CPT<sup>2,3</sup>: 包括於澳洲或紐西蘭碩士或以上，或於英國、美國或加拿大博士學位的認可臨床心理學課程但(i)缺乏足夠臨床訓練，及(ii)未持有頒發臨床心理學學位國家的執業許可的申請人

CPT\*: 包括於澳洲或紐西蘭碩士或以上，或於英國、美國或加拿大博士學位的非認可臨床心理學課程而(i)其課程未完全符合相關的修讀模式、課程內容、臨床實習及論文等條件，及(ii)缺乏足夠臨床訓練，及(iii)未持有頒發臨床心理學學位國家的執業許可的申請人

220d (3c): 220天臨床實習，當中包括3個核心範圍（即成人精神病学/心理學、兒童及青少年精神病学/心理學及醫療/復康），並於各範圍最少實習44天

非政府機構\*: 提供政府津貼服務的非政府機構；或其他受廣泛認同的非政府機構（將按情況個別評核）

PP: 執業資歷證明（臨床及行政經驗）；於是次註冊申請開放時，已達最少5至15年的執業經驗

臨床能力評核: 評核申請人所需的增補訓練

臨床執業督導: 上限2年

課堂學習: 增補課程為兼讀制深造文憑課程

臨床實習: 臨床實習（每實習單位44天）

認可註冊臨床心理學家 (RCP) <sup>T</sup>: 以下有關事宜會按個別個案情況作考慮 - 1) 需透過增補課程獲得評估工具的使用資格，及 2) 監管其臨床能力，臨床執業督導，及良好執業記錄，為期最多兩年



## <sup>1</sup>過渡性安排 <sup>2</sup>

途徑 **T1 ACC CPT<sup>2,3</sup> / CPT\*** (須作確認面試)：祖父條款適用於具備認可機構最少5至15年執業的資歷證明，及符合以下條件的申請人：

1. **ACC CPT<sup>2,3</sup>**: 包括於澳洲或紐西蘭碩士或以上，或於英國、美國或加拿大博士學位的認可臨床心理學課程但(i)缺乏足夠臨床訓練，及(ii)未持有頒發臨床心理學學位國家的執業許可的申請人
2. **CPT\***: 包括於澳洲或紐西蘭碩士或以上，或於英國、美國或加拿大博士學位的非認可臨床心理學課程而(i)其課程未完全符合相關的修讀模式、課程內容、臨床實習及論文等條件，及(ii)缺乏足夠臨床訓練，及(iii)未持有頒發臨床心理學學位國家的執業許可的申請人

途徑 **T2 ACC CPT<sup>2</sup>** (須作確認面試)：持(i) **ACC CPT<sup>2</sup>** 及 (ii) 完成足夠臨床訓練，而未持有頒發臨床心理學學位國家的執業許可的申請人，可透過「祖父條款」註冊

途徑 **T3 ACC CPT<sup>2</sup>**：對象為 **ACC CPT<sup>2</sup>** 而(i)缺乏足夠臨床訓練，及(ii)未持有頒發臨床心理學學位國家的執業許可的申請人。申請人所需的增補訓練會根據臨床能力評核結果而定。

途徑 **T4 ACC CPT<sup>3</sup> & CPT\***：對象為 **ACC CPT<sup>3</sup> & CPT\***的申請人。申請人所需的增補訓練會根據臨床能力評核結果而定。

透過過渡性安排成為**RCP<sup>T</sup>**的申請人會按個別情況及需要決定以下所須：1)透過增補課程獲得評估工具的使用資格；2)接受為期最多兩年的臨床能力監管、臨床執業督導，及確保良好執業記錄

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編號：1 作者：ps 主題：文字注釋 日期：18/6/2018 18:21:40

60.

see feedbacks 43-57 on p.25 in this consultation document

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編號：2 作者：ps 主題：註解 日期：24/6/2018 23:26:39

61.

The proposed arrangements are complicated and not inclusive at all. The proposal appears an attempt to get rid of the current non-local trained HKPS-DCP members from the CP profession by using this mechanism. A number of current DCP members, who are graduated overseas or from international CP education/ training programs may need to take the T1 - T4 or even not eligible for AR registration, even they are very experienced and have contributed much in HK CP profession.

Take some examples:

██████████, former Senior CP with Dept of Health, currently involved in private practice at Hong Kong Sanatorium & Hospital and Union Hospital, may not be eligible to take T 1, because his masters (Counselling Psychology, and Psychological Counselling & Rehabilitation as shown on the Hong Kong Sanatorium & Hospital web) were not in CP.

██████████, assistant professor who has been the clinical director of HKU CP training program may need to take EXIT interview. -- he does not mention that he has practicing license in US in his CV. It is hard to imagine that a CP teaching in the local CP training program need to go through such barriers?

Welcome Questions & Feedbacks  
歡迎提問及意見

62.

This proposal allows the present local CP training programs in HK (i.e. HKU and CUHK) and their graduates make use of this AR Scheme (statutory registration in the future) to control the supply of the CP in the local professional field/ market for their own interest, in the name of "uphold the professional standard", which indeed deprive service users/ consumers' right and interest in the HK society, instead of "protect the public".

The proposed accreditation of the CP education and training in p.11 of this consultation document would restrict the opportunities for the universities and/or training institutes (local and international) to offer CP education and training in HK; and the placement sites to render training opportunities for CP trainees in HK.

The Long-term arrangements in pp.21-24 are to obstruct non-locally trained CP get in the local CP field to serve people in HK. These arrangements also discourage HK students study CP aboard.

The transitional arrangements in pp. 25-28 are likely to get rid of the current practicing CP who are not locally (HKU and CUHK) trained, whether they are HKPS-DCP members or not, from the profession/ free market, by means of EXIT interview, assessment and "remedial" training.

These measures, to a certain extent, disregard the people who are in need of CP services in HK, and huge demand of CP in public, CP service users/ consumers' rights and interest in the era of globalization and international mobility, and discriminative at all. Could it still be perceived as "protect the public"?

**Accredited Register (AR) Scheme for Clinical Psychologists**

**Open Consultation (II) Open Forum**

**Date: 25 May 2018 (Friday)**

**Time: 7:00 pm to 8:30 pm**

**Venue: Lecture Theatre, M/F, Hospital Authority Building, 147B  
Argyle Street, Kln**

臨床心理學家認可醫療專業註冊計劃 公開諮詢論壇 (第二階段)

日期：2018年5月25日

時間：晚上7時至8時30分

地點：九龍亞皆老街147B醫院管理局大樓M/F演講廳

**Please come and give us feedback**

**Enrolment is free of charge & on first-come-first-serve basis**

誠邀您的參與！

免費報名，位置先到先得。



**We also welcome written feedback on the  
above issues and documents via email at:**

歡迎以電郵提供書面意見：

[dcp@hkps.org.hk](mailto:dcp@hkps.org.hk)

**Period of written feedback collection**

**26<sup>th</sup> May 2018 to 29<sup>th</sup> June 2018**

書面意見收集日期為

由2018年5月26 日至2018年6月29 日

**You may also provide feedback on the above issues and documents by completing a survey**

閣下亦可瀏覽以下網頁填寫問卷調查

<https://goo.gl/forms/xuch5w8ZmKR6Zc802>

**Survey period**

**26<sup>th</sup> May 2018 to 29<sup>th</sup> June 2018**

**問卷調查**

**2018年5月26 日至2018年6月29 日**



Thank you  
多謝您的參與

International requirements for licensure, registration or any other form of regulation in the jurisdiction or government-mandated authorities for clinical psychologists

	UK 英國	USA 美國	Canada 加拿大	Australia 澳洲
Regulatory authorities	Health & Care Professions Council (HCPC) <a href="http://www.hcpc-uk.org/">http://www.hcpc-uk.org/</a>	Licensing boards (jurisdiction) in each state <a href="http://www.asppb.net/?page=BdContactNewPG">http://www.asppb.net/?page=BdContactNewPG</a> [These boards are members of the Association of State and Provincial Psychology Boards (ASPPB)]	Province & Territorial Regulatory Bodies in each jurisdiction <a href="http://www.cpa.ca/public/whatsapsychologist/regulatorybodies/#">http://www.cpa.ca/public/whatsapsychologist/regulatorybodies/#</a> [These boards are members of the Association of State and Provincial Psychology Boards (ASPPB)]	Psychology Board of Australia (PsyBA) <a href="http://www.psychologyboard.gov.au/">http://www.psychologyboard.gov.au/</a>
Level of qualification	A Professional Doctorate <a href="http://www.hcpc-uk.org/assets/documents/1000295ESstandardseducationandtraining-fromSeptember2009.pdf">http://www.hcpc-uk.org/assets/documents/1000295ESstandardseducationandtraining-fromSeptember2009.pdf</a> (Standard of education and training p.7)	A Doctoral degree	A Master's or Doctorate degree, subject to jurisdictions <a href="http://www.cpa.ca/accreditation/PTicensingrequirements/">http://www.cpa.ca/accreditation/PTicensingrequirements/</a>	A Doctorate or Master's degree
Education	Professional doctorate in clinical psychology approved by HCPC <a href="http://www.hcpc-uk.org/education/programmes/register/">http://www.hcpc-uk.org/education/programmes/register/</a> [those courses are also accredited by British Psychological Society (BPS)]	A doctoral degree in clinical psychology approved by jurisdictions <a href="https://www.nationalregister.org/resources-links/doctoral-programs/approved-doctoral-programs-by-jurisdiction/">https://www.nationalregister.org/resources-links/doctoral-programs/approved-doctoral-programs-by-jurisdiction/</a> [The programs accredited by American Psychological Association (APA) and/or designated by the ASPPB/National Register are generally accepted, but not necessary. California and New Jersey Boards declare, "No educational institution shall be denied ... solely because its program is not accredited by any professional organization of psychologists"]	A master's or doctoral degree in clinical psychology	A doctorate or masters in clinical psychology approved by PsyBA <a href="http://www.psychologyboard.gov.au/Accreditation.aspx">http://www.psychologyboard.gov.au/Accreditation.aspx</a> [those programs are accredited by Australian Psychology Accreditation Council (APAC)]
Curriculum/proficiency/competence	Refer to Standards for proficiency <a href="http://www.hcpc-uk.org/assets/documents/10002963SOP-Practitioner_psychologists.pdf">http://www.hcpc-uk.org/assets/documents/10002963SOP-Practitioner_psychologists.pdf</a>	a) scientific and professional ethics and standards b) research design and methodology c) statistics d) psychometric theory e) biological bases of behavior f) cognitive-affective bases of behavior g) social bases of behavior h) individual differences	Foundational knowledge Biological bases of behavior Cognitive-affective bases of behavior Social bases of behavior Psychology of individual Core competencies Interpersonal relationships Assessment and evaluation Intervention and consultation Research Ethics and standards Supervision <a href="http://www.cpa.ca/documents/MRA.pdf">http://www.cpa.ca/documents/MRA.pdf</a>	Refer to Rules for Accreditation & Accreditation Standards for Psychology Courses, June 2010 (pp.49-53) <a href="https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf">https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf</a>
Supervised Practice/Experience	Practice placements must be integral to the education and training programme (Standards of education and training pp.43-53) Approx. 2400 hours	Range from 1500 to 4000 hours; either pre-doc only, post-doc only, or combination, subject to jurisdictions	Subject to jurisdiction. Doctoral: 1 – 2 years (either pre-doc only, post-doc only, or combination) Masters: 1 – 4 years post	1000 – 1500 hours within the master's or doctorate in clinical psychology programme; plus 1500 – 3000 hours registrar program, subject to the degree obtained <a href="http://www.psychologyboard.gov.au/Endorsement/Registrar-program.aspx">http://www.psychologyboard.gov.au/Endorsement/Registrar-program.aspx</a>
	[Supervision by clinical psychologist working in the same setting is not necessary in UK, Australia, and a number of jurisdictions in US and Canada; if appropriate supervision is rendered by other means]			

Examination	Not required	Examination for Professional Practice in Psychology (EPPP) set by ASPPB. Some boards require additional written or oral exam.	Subject to jurisdiction. Some not require, some require EPPP, some require additional written or oral exam.	Not required for APAC accredited doctorate or masters; National Psychology Examination for others
International/ Inter-jurisdictional Recognition	<p>1. European Mutual Recognition (EMR) of professional qualifications <a href="http://www.hcpc-uk.org/apply/emr/">http://www.hcpc-uk.org/apply/emr/</a></p> <p>EuroPsy <a href="http://www.europsy-efpa.eu/europsy-eu">http://www.europsy-efpa.eu/europsy-eu</a></p> <p>2. International route <a href="http://www.hcpc-uk.org/apply/international/">http://www.hcpc-uk.org/apply/international/</a> – meet the benchmark Standards of proficiency, in terms of a combination of education, training and experience gained in practice</p>	<p>1. ASPPB Mobility Program <a href="http://www.asppb.net/?page=Moboview">http://www.asppb.net/?page=Moboview</a></p> <p>2. National Register Mobility Program <a href="https://www.nationalregister.org/member-benefits/licensure-mobility/">https://www.nationalregister.org/member-benefits/licensure-mobility/</a></p>	<p>1. Mutual Recognition Agreement (MRA) of the Regulatory Bodies for Professional Psychologists in Canada <a href="http://www.cpa.ca/documents/MRA.pdf">http://www.cpa.ca/documents/MRA.pdf</a></p> <p>2. ASPPB Mobility Program <a href="http://www.asppb.net/?page=Moboview">http://www.asppb.net/?page=Moboview</a></p> <p>3. National Register Mobility Program <a href="https://www.nationalregister.org/member-benefits/licensure-mobility/">https://www.nationalregister.org/member-benefits/licensure-mobility/</a></p>	Trans-Tasman Mutual Recognition (TTMR) <a href="http://www.psychologyboard.gov.au/Endorsement/Non-standard-pathway.aspx#trans">http://www.psychologyboard.gov.au/Endorsement/Non-standard-pathway.aspx#trans</a>
References/ Others	<p><a href="http://c.vmcdr.com/sites/www.asppb.net/resource/resmgr/Guidelines/09_Entry_Requirements.pdf">http://c.vmcdr.com/sites/www.asppb.net/resource/resmgr/Guidelines/09_Entry_Requirements.pdf</a></p> <p>Herman, M. &amp; Sharer, N. (2013). Trying to Summarize State Licensure Laws for Psychologists: Burial by Grains of Salt. <i>Training and Education in Professional Psychology</i>, 7, 123-133. doi: 10.1037/a0031636</p>	<p><a href="http://www.apa.org/international/ci/2011/04/licensure.aspx">http://www.apa.org/international/ci/2011/04/licensure.aspx</a></p> <p>X</p> <p><a href="https://www.nationalregister.org/apply/review-of-international-other-psychology-degrees/">https://www.nationalregister.org/apply/review-of-international-other-psychology-degrees/</a></p> <p><a href="http://dx.doi.org/10.1080/14616010308839144">http://dx.doi.org/10.1080/14616010308839144</a></p> <p><a href="http://wp-content/uploads/2014/03/InternationalProgramReview-2.pdf">http://wp-content/uploads/2014/03/InternationalProgramReview-2.pdf</a></p> <p>Evaluation of International Doctoral Degree Programs in Psychology</p>	<a href="http://www.cpa.ca/practitioners/practiceregulation">http://www.cpa.ca/practitioners/practiceregulation</a>	<a href="http://www.psychologyboard.gov.au/Endorsement.aspx">http://www.psychologyboard.gov.au/Endorsement.aspx</a>

International standards for accreditation of professional clinical psychology training programmes 國際臨床心理學家培訓課程評審標準

	UK 英國	USA 美國	Canada 加拿大	Australia 澳洲	New Zealand 紐西蘭	EU 歐盟
Accreditation / regulatory bodies	British Psychological Society (BPS)	American Psychological Association (APA) Association of State and Provincial Psychology Boards (ASPPB) National Register of Health Service Psychologists (National Register)	Canadian Psychological Association (CPA)	Australian Psychology Accreditation Council (APAC)	New Zealand Psychologists Board	European Federation of Psychologists Associations (EPPA)
Documents	Standards for the accreditation of Doctoral programmes in clinical psychology, October 2017 <a href="https://www.bps.org.uk/sites/bps.org.uk/files/accr%2017%20Handbook%20%202017.pdf">https://www.bps.org.uk/sites/bps.org.uk/files/accr%2017%20Handbook%20%202017.pdf</a>	APA Standards of Accreditation for Programs in Health Service Psychology (SoA), February 2015 <a href="http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf">http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf</a> APA Implementing Regulations (IRs): Section C. IRs related to the Standards of Accreditation <a href="http://www.apa.org/ed/accreditation/section-c-soa.pdf">http://www.apa.org/ed/accreditation/section-c-soa.pdf</a> ASPPB National Register Designation Project <a href="https://www.nationalregister.org/resources-links/doctoral-programs/designation-profile/">https://www.nationalregister.org/resources-links/doctoral-programs/designation-profile/</a> ASPPB Guidelines on Practicum Experience For Licensure, 2009 <a href="https://cymcdm.com/sites/asppb.site-ym.c.com/resources/resmgr/guidelines/final_prac_guidelines_1_31_0.pdf">https://cymcdm.com/sites/asppb.site-ym.c.com/resources/resmgr/guidelines/final_prac_guidelines_1_31_0.pdf</a>	Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology, 5th Revision, 2011 <a href="http://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf">http://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf</a> Section C: IRs related to the Standards of Accreditation <a href="http://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf">http://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf</a>	Rules for Accreditation & Accreditation Standards for Psychology Courses, June 2010 <a href="https://www.psychologycouncil.org.au/AssessmentFiles/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf">https://www.psychologycouncil.org.au/AssessmentFiles/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf</a>	Standards and Procedures for the Accreditation of Programmes and Schemes Leading to Registration as a Psychologist in Aotearoa New Zealand January 2016 <a href="http://www.psychologistsboard.org.nz/cms/show_download.php?id=461">http://www.psychologistsboard.org.nz/cms/show_download.php?id=461</a>	European Certificate in Psychology (EuroPsy): EPPA Regulations on EuroPsy and Appendices, July 2015 <a href="http://www.europsy-ebpa.eu/sites/default/files/cepe/EuroPsy%20Regulations%20July%202015%20Milano.pdf">http://www.europsy-ebpa.eu/sites/default/files/cepe/EuroPsy%20Regulations%20July%202015%20Milano.pdf</a>
Framework/ Program Administration and Structure	A postgraduate, doctoral, three year training programme after pre-qualification training in psychology leading to Chartered Membership (normally a three year undergraduate study at Bachelor level)	<ul style="list-style-type: none"> <li>A doctoral degree with a minimum of three academic years of full time graduate study and a minimum of one year's residency or the equivalent thereof (SoA p.9; ASPPB National Register Designation Project)</li> <li>Partnerships/Consortia: A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate</li> </ul>	A doctoral-level clinical psychology programme with a minimum of three academic years of full-time, resident graduate study (p. 18)	<ul style="list-style-type: none"> <li>A four year undergraduate sequence of study in psychology (such as a bachelor degree with honours) followed by a postgraduate degree at fifth and sixth year level (such as a two year Masters) or higher (such as a three or four year Doctorate)</li> <li>Accreditation covers offshore teaching (pp. 39-40)</li> </ul>	<ol style="list-style-type: none"> <li>Intern Psychologists (university based) complete either             <ul style="list-style-type: none"> <li>- a Master's or Doctoral degree and a Post Graduate Diploma (or equivalent), or</li> <li>- a professional Doctoral degree in clinical psychology, and which incorporates the prescribed period (minimum 1500 hours) of structured, supervised, and formally evaluated internship.</li> </ul> </li> <li>Trainee Psychologists (agency based) complete either             <ul style="list-style-type: none"> <li>- a Master's degree, or</li> <li>- a Doctoral degree in Psychology followed by a period of practice in a</li> </ul> </li> </ol>	At least five years (300 ECTS); may be divided between 180 units for the 1 <sup>st</sup> phase and 120 units for the 2 <sup>nd</sup> phase (structure of Bachelors + Masters) (p.36)

	<ul style="list-style-type: none"> <li>● Introductory programme</li> <li>● Clinical psychology in context</li> <li>● Knowledge and theories related to the psychological needs and problems</li> <li>● Psychological assessment, formulation, intervention and evaluation</li> <li>● Professional and organisational issues</li> <li>● Issues concerning the influences of society, cultural and other areas of diversity</li> <li>● Non-therapy skills: exerting influence and leadership, critical self-awareness, communication and teaching, models of consultancy, multidisciplinary working and group and organisational processes (pp. 23-24)</li> <li>● Research design and methods</li> <li>● Ethical issues in research</li> <li>● Statistical analysis</li> <li>● Critical appraisal of published research including systematic reviews (p.23-24)</li> </ul>	<p>administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program. (SoA p.9)</p> <ul style="list-style-type: none"> <li>● Distance and electronically mediated delivery formats in a supplemental or adjunctive role within the program is recognized (IR-C-11 D)</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Ethical and legal standards</li> <li>● Individual and cultural diversity</li> <li>● Professional values, attitudes, and behaviors</li> <li>● Communication and interpersonal skills</li> <li>● Assessment</li> <li>● Intervention</li> <li>● Supervision</li> <li>● Consultation and interprofessional/interdisciplinary skills (SoA p.12)</li> <li>● scientific and professional ethics and standards;</li> <li>● research design and methodology; statistics;</li> <li>● psychometric theory;</li> <li>● biological bases of behavior: physiological psychology, comparative psychology; neuropsychology, sensation and perception, and psychopharmacology;</li> <li>● cognitive-affective bases of behavior: learning, thinking, motivation, and emotion;</li> <li>● social bases of behavior: social psychology, group processes,</li> </ul>	<ul style="list-style-type: none"> <li>● Research training includes applied questions and domains in addition to laboratory.</li> <li>● Knowledge of core content areas demonstrated</li> <li>1. Biological bases of behaviour</li> <li>2. Cognitive-affective bases of behaviour</li> <li>3. Social bases of behaviour</li> <li>4. Individual behaviour</li> <li>5. Historical and scientific foundations of psychology</li> <li>● Graduate level instruction in foundations of psychology</li> <li>1. Ethics</li> <li>2. Research design and test construction</li> <li>3. Practice (pp. 21-22)</li> </ul>	<p>Undergraduate:</p> <ul style="list-style-type: none"> <li>● Core knowledge and understanding of psychology (abnormal psychology; biological bases of behaviour; cognition, information processing and language; individual differences in capacity and behaviour, testing and assessment, and personality, learning; lifespan developmental psychology; motivation and emotion; perception; social psychology; history and philosophy of psychology; intercultural diversity and indigenous psychology)</li> <li>● Research methods in psychology (basic characteristics of the science of psychology, different research methods; practical skills in laboratory-based and other research; design and conduct basic studies to address psychological questions)</li> <li>● Critical thinking skills</li> <li>● Values, research and professional ethics</li> <li>● Communication skills</li> <li>● Learning and application of psychology (pp.41-42)</li> <li>● Postgraduate Professional Courses</li> <li>● Knowledge (knowledge of</li> </ul>	<p>Board-accredited "Supervision to Registration" scheme which incorporates the prescribed period (minimum 1500 hours) of structured, supervised, and formally evaluated traineeship. (p.4)</p>	<ul style="list-style-type: none"> <li>● Orientation knowledge (e.g. Methods in psychology, History of psychology,</li> <li>● Overview of specialties and fields in psychology)</li> <li>● Explanatory theories knowledge (e.g. General psychology, Neuro-psychology, Psychobiology, Cognitive psychology, Differential Psychology, Social Psychology, Developmental Psychology, Personality Psychology, Clinical &amp; Health Psychology,</li> <li>● Psychopathology, theories of personality disorders)</li> <li>● Technological theories knowledge (e.g. Data and test theory, Questionnaire theory, Evaluation theory, theories of counselling and psychotherapy)</li> <li>● Explanatory theories Skills (e.g. Assessment skills training, Interview skills training, assessment of learning disorders)</li> <li>● Technological theories Skills (e.g. Test and questionnaire construction training, Group intervention training, the development of a therapeutic plan, psychotherapy)</li> <li>● Methodology Knowledge (e.g. experimental methods, Qualitative</li> </ul>
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		<p>organizational and systems theory, and</p> <ul style="list-style-type: none"> <li>individual differences: personality theory, human development, and abnormal psychology.</li> </ul> <p>(ASPPB/National Register Designation Project)</p>		<p>psychological principles, professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems)</p> <ul style="list-style-type: none"> <li>Ethical, legal and professional aspects of psychological practice</li> <li>Psychological assessment &amp; measurement</li> <li>Intervention strategies</li> <li>Research and evaluation</li> <li>Communication and interpersonal relationships (the capacity to convey, appraise and interpret information in both oral and written formats and to interact on a professional level with a wide range of client groups and other professionals) (pp. 49-53)</li> </ul>	<p>ability to function effectively and respectfully when working with people of different cultural backgrounds; awareness of the psychologist's own cultural identities and values, as well as an understanding of subjective realities and how these relate to practice. Cultural mores not restricted to ethnicity but also include (and are not limited to) those related to gender, spiritual beliefs, sexual orientation, abilities, lifestyle, beliefs, age, social status or perceived economic worth)</p> <ul style="list-style-type: none"> <li>Assessment and formulation (e.g. systematic collection of clinically relevant information for the purpose of understanding the client and all aspects of their presentation)</li> <li>Intervention (e.g. the application of a specific psychological therapy (e.g., Cognitive Behavioural Therapy, Interpersonal Psychotherapy, Family Therapy, Psychodynamic Therapy) on individual, group, or system-family based, Communication</li> <li>Professional and community relations, consultation, collaboration</li> <li>Reflective practice</li> </ul> <p>(Appendix 3 Part 1 &amp; 3)</p>	<p>and Quantitative methods, Advanced Research Design, Basic and advanced multivariate statistics, including ANOVA, Multiple regression analysis, Factor analysis, Qualitative Research Design, including advanced interviewing and use of questionnaire, qualitative data analysis)</p> <ul style="list-style-type: none"> <li>Methodology Skills (e.g. Experimental practice, Methodological &amp; statistical practice, Data acquisition training, Qualitative analysis)</li> <li>Ethical codes and professional ethics (Knowledge of ethical principles and their application, Skills training in the application of ethical principles and ethical codes to professional practice (pp. 36-39))</li> </ul>
<p>Research project</p>	<p>Independent research project. Research methodologies and traditions are not prescribed and programmes and examiners should take an inclusive approach to acceptable products. However, this research should be at doctoral level, merit publication through a peer-reviewed process and contribute to the knowledge base related to clinical psychology. (p. 25)</p>	<p>A dissertation</p>	<p>Research training includes the techniques and methods of inquiry appropriate to applied research questions making use of practice, natural and laboratory settings. Students are encouraged and supported in choosing research topics (thesis and otherwise) that enhance the field of professional psychology (p. 21)</p>	<p>Masters</p> <ul style="list-style-type: none"> <li>The research project no less than 5000 words undertaken under supervision as an individual or a group project – undertaking all of the steps involved in conducting an empirical investigation or enquiry.</li> <li>The research project in the form of one or more of the following: a program evaluation study, a study based on experimental single case design; a critical review, pilot study and full grant application; a critical review and a meta analysis; a critical review and secondary data</li> </ul>	<p>(Not indicated)</p>	<p>Research project (thesis)</p> <p>This may be carried out within the laboratory at the university or in the field, and may use experimental approaches, or more naturalistic approaches such as quasi-experiments, case studies, interview or questionnaire studies. (p.41)</p>



<p>Supervised Practice</p>	<ul style="list-style-type: none"> <li>Service users: Clients across the lifespan, whose difficulties are representative of problems across all stages of development</li> <li>Service delivery systems: Across a range of health care systems and providers – NHS, social care, and independent providers encompassing primary and community care, secondary care and in-patient or other residential facilities.</li> <li>Modes and type of work: Assessment, formulation and intervention both directly and indirectly. Work within multi-disciplinary teams and specialist service systems ...</li> <li>Clinical supervision: Supervisors must be appropriately qualified, but may be registered in a different domain of psychology, or be a member of another profession*. Supervisors are expected to have completed training in supervision. Supervisory arrangements include</li> </ul>	<ul style="list-style-type: none"> <li>Practicum: a minimum of 1500 hours of supervised professional experience. At least 50% of the total hours shall be in service-related activities (treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations). At least 25% devoted to face-to-face patient/client contact. Supervision time count toward the 1500 hours (ASPPB Guidelines on Practicum Experience For Licensure p.8)</li> <li>Practicum includes work with diverse individuals with a variety of presenting problems, diagnoses, and issues. (SoA p.12)</li> <li>A one year full-time or two year part-time internship (SoA p.13).</li> <li>At least 4 hours of supervision per week (SoA p.28).</li> <li>Supervisors are doctoral-level psychologists who have primary professional responsibility for the cases for which they provide</li> </ul>	<p>A. Practicum incorporates:</p> <ol style="list-style-type: none"> <li>Ethics</li> <li>Conceptualization of human problems</li> <li>Awareness of diversity</li> <li>Own strengths and biases</li> <li>Skill in assessment, intervention, consultation</li> <li>Skill in writing reports and progress/session notes</li> <li>Integration of science and practice</li> <li>300 hours direct contact</li> <li>150 hours supervision</li> <li>Support activities</li> <li>75% supervision individual</li> <li>25% can be group</li> </ol> <p>B. Full-time 1600 hours or half-time over two consecutive years</p> <ol style="list-style-type: none"> <li>Interns acquire knowledge and skill in</li> <li>Psychological assessment</li> <li>Intervention</li> <li>Consultation</li> <li>Programme development and evaluation</li> <li>Interprofessional relationships</li> <li>Professional standards and ethics</li> </ol>	<p>analyses, a traditional empirical research project, or a literature review and an article suitable for submission to a peer-reviewed international scientific journal (pp. 57-58)</p> <p>Professional Doctorates</p> <ul style="list-style-type: none"> <li>Individual project, under supervision; undertake all of the steps involved in the research including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation of the report (p.61)</li> </ul>	<p>Master's</p> <ul style="list-style-type: none"> <li>A minimum of 1000 hours of supervised practical placement experience.</li> <li>One placement within the AOU itself and supervised by suitably qualified academic staff.</li> <li>All external placements supervised by a field supervisor, who is a registered psychologist with the Registration Board in the supervisor's country of principal residence. The supervisor should have 2 years relevant full-time experience.</li> <li>In instances where there is an appropriate placement opportunity but no qualified supervisor available, then a staff member from the Institution, a registered psychologist with 2 years' relevant full-time professional experience, should be assigned the responsibility for the placement in conjunction with a member of staff at the agency. (pp. 58-59)</li> </ul>	<ul style="list-style-type: none"> <li>A minimum 1500 hours of structured, supervised, and formally evaluated internship (p.4)</li> <li>In normal circumstances, every Intern/Trainee Psychologist must be supervised in their practicum placement by a psychologist with a current practising certificate who is based at the same site as the Intern/Trainee. Where this is not feasible, the programme/scheme will arrange for additional supervision to ensure adequate oversight, observation, monitoring, mentoring, and enculturation into the practice of psychology (p.24)</li> </ul>	<ul style="list-style-type: none"> <li>One year of full-time or its equivalent in part-time. One year about 1500 hours (p. 58)</li> <li>Usually undertaken towards the end of the 6 year period of education and training. May be a year full-time following the 5 year university education; may consist of a period, eg 6 months, of full-time supervised practice organised by the university at the end of the university education, followed by a further 6 month full-time period after the university education; or periods of full-time supervised practice during the 2<sup>nd</sup> phase of the university education and which total 1 year within the total 6 years of education and training (pp.58-59).</li> <li>Supervisor is a psychologist who, within the past 3 years, has had at least 2 years of full-time work or equivalent experience as an independent practitioner in the role as a psychologist in clinical/health field, and is responsible for the</li> </ul>
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	<p>trainee to supervisor ratios of 1:1 and 2:1 and various forms of trainee supervision for groups of trainees. Total 'contact' time between supervisor(s) and trainee(s) must be at least three hours per week. A formal, scheduled supervision meeting each week that must be of at least an hour's duration. (pp. 29).</p> <ul style="list-style-type: none"> <li>• <i>*in case the supervisor is not a registered clinical psychologist, the quality and quantity of supervision must be monitored carefully by the programme, and a co-ordinating supervisor who is a registered clinical psychologist should be identified to oversee the totality of their placement experience.</i></li> <li>• Supervisors should normally have clinical responsibilities in the unit in which the placement work is carried out, with the exception of co-ordinating supervisors who do not necessarily need to hold clinical responsibilities at the placement site (Accreditation through partnership handbook: Guidance for clinical psychology programmes, September 2012, pp. 27-28)</li> </ul>	<p>supervision and are appropriately trained and credentialled ... Other professionals who are appropriately credentialled can participate ... (SoA pp.32-33).</p> <ul style="list-style-type: none"> <li>• When students are not being supervised on site by doctoral level psychologists, the program must provide on-going weekly opportunities for students to discuss their clinical work with a doctoral level psychologist appropriately credentialled for the jurisdiction in which the program is located.</li> <li>• Supervision on site can be provided by doctoral interns or postdoctoral fellows in psychology, under the supervision of a psychologist appropriately credentialled for the jurisdiction (IR C-12 D).</li> <li>• Telesupervision may be utilized in a certain condition (IR C-13 D, IR C-15 I)</li> </ul>	<p>vii. Supervision</p> <p>2. Training includes range of assessment and interventions including</p> <ol style="list-style-type: none"> <li>Evidence based interventions</li> <li>More than one therapeutic modality</li> </ol> <ol style="list-style-type: none"> <li>Training in ethical practice</li> <li>Training in supervision</li> <li>Practice informed by science</li> <li>Four hours supervision (three individual, one can be group) (pp. 49-50)</li> </ol>	<p>Professional Doctorates:</p> <ul style="list-style-type: none"> <li>• An addition 500 hours to the above (p.61)</li> </ul>	<p>acquisition and assessment of professional competence by a Practitioner- in-Training in clinical/ health practice (p.59)</p> <ul style="list-style-type: none"> <li>• Supervisor is recognised by the National Awarding Committee or by the national association either through the mechanism of course accreditation in the case of university-based training, or on an individual basis in the case of post-university work-place supervision; in countries where professional licensing /registration exists, Supervisor is a licensed/registered psychologist. Supervisor should have training in supervision.</li> <li>• The context for supervised practice is a real-life professional setting in the field of clinical/health practice. The contexts include: (a) psychologist as student at university and supervised practice is part of the university education and training, (b) psychologist works as employee and supervised practice is part of the 'probationary' training period (and supervision is formally arranged within the work setting), (c) psychologist works as employee and supervised practice is informally arranged (and maybe provided by a psychologist outside the work setting), and (d) psychologist is self-employed and arranges own supervision.</li> <li>• Supervision occurs at least every 2 weeks and on average 2 hour protected time for meeting (pp. 62-63).</li> </ul>
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**Eligibility Criteria for Entry to the Accredited Register of Clinical Psychologists in Hong Kong (AR-CP)  
(Proposed by Peter Shea)**

**Points taken into considerations**

- Protection for the public through quality assurance
- Welfare of the service users
- Accessibility of clinical psychology services to the public/people in needs
- International mobility (both service users and clinical psychologists)
- Promotion and enhancement the clinical psychology services
- To uphold standards of the profession
- a broad (inclusive) representation of the clinical psychology profession
- To ensure that *minimally acceptable standards of care* are being provided (Sutherland and Leatherman, 2006)
- Considerations for applicants from different countries (De Vries, H. et.al., 2009)

註解 [p1]: Those points in yellow are indicated in AR training session 1 by Prof Yeoh

註解 [p2]: Unbalance demand/need and supply. Current CP services are thin and inadequate

**Proposed Eligibility Criteria (Either A or B below)**

**A. Practicing Clinical Psychologist Route**

An individual who is

1. Eligible for being a clinical psychologist registered with the Hong Kong Psychological Society (HKPS) and the Hong Kong Association of Doctors in Clinical Psychology (HKADCP); OR
2. A practitioner working in the post of clinical psychologist in the Hong Kong Government or public sectors (e.g. Hospital Authority, public hospitals and clinics, UGC-funded universities, or agency members of the Hong Kong Council of Social Services) in Hong Kong; OR
3. A practicing clinical psychologist who is subject to registration, licensing or any other form of regulation in the jurisdiction or government-mandated authorities ("regulatory authorities" hereafter) in the prescribed states, nations or international unions (e.g. the Health & Care Professions Council in the United Kingdom, EuroPsy in the European Union, licensing boards in the United States of America or Canada, Psychology Board of Australia, New Zealand Psychologists Board).

註解 [p3]: Training session 2a 00.13.00

註解 [p4]: Are all public hospitals and clinics under Department of Health and Hospital Authority?

[Remarks: Some (?) years transitional period from the AR-CP effective date on for those current students, trainees, supervisees, or clinical psychologists who shall be eligible for being a registered clinical psychologist with HKPS or HKADCP upon graduation of the professional clinical psychology training programs they are undertaking, completion of the HKPS Division of Clinical Psychology (HKPS-DCP) Supervision Scheme, or accumulation of sufficient post-graduation experience for being a registered psychologist with HKPS under 1 above; and those registered provisional clinical psychologists or interns for registration, licensing or any other form of regulation with the regulatory authorities in the prescribed states, nations or international unions under 3 above<sup>1</sup>]

- B. Professional Education & Training Route (either in the scientist-practitioner, scholar-practitioner or clinical scientist model of training in Clinical Psychology<sup>2</sup>) (subject to the development of the local and international training requirements for entry of the professional practice in clinical psychology)

An individual (either locally or internationally trained) must have fulfilled all the following three (3) requirements:

1 Education

- 1.1 Post-graduate qualifications in Clinical Psychology meeting the standard at Level 6 (probably Master's level) or above in accordance with the Qualifications Framework in Hong Kong (HKQF) from the learning program(s) recognized by jurisdiction or government-mandated authorities in the prescribed states, nations or international unions (e.g. the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) under the provisions of the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO)) [Remarks: Qualifications obtained outside Hong Kong shall be assessed by HKCAAVQ].

AND

- 1.2 The program(s) that lead(s) to the post-qualifications in Clinical Psychology, wherever it/they may be administratively housed<sup>3</sup>, shall compass the equivalent of a minimum of three (3) full-time academic year sequence of education and training, of which the last two (2) years of post-graduate study<sup>4</sup> of which one (1) year in residence/on-campus<sup>5</sup> (or the equivalent thereof) at the educational institution granting the professional qualification.

AND

- 1.3 The education and training shall cover all the general knowledge in Psychology (1.3.1 through 1.3.4) at HKQF Level 5 (probably Bachelor level) or above, PLUS the core areas in Clinical Psychology (1.3.5 through 1.3.11) at HKQF Level 6 or above:
- 1.3.1 Biological bases of behavior: physiological psychology, comparative psychology, neuropsychology, sensation and perception;
  - 1.3.2 Cognitive-affective bases of behavior: learning, thinking, motivation, and emotion;
  - 1.3.3 Social bases of behavior: social psychology, group processes, organizational and systems theory;
  - 1.3.4 Individual differences: personality theory, human development, and abnormal psychology;
  - 1.3.5 Psychopathology and dysfunctional behaviors;
  - 1.3.6 Psychological assessment and formulation: intelligence, personality and psychopathology; interview, observation, test selection, test administration,

interpretation of findings, psychological formation, and implications for further management;

- 1.3.7 Psychological intervention and evaluation of the efficacy of interventions: counseling and psychotherapy, consultation, psychoeducation, preventative, developmental and remedial programs;
- 1.3.8 Neuropsychology, health and/or community Psychology;
- 1.3.9 Research design and methods: qualitative and quantitative methods, analysis of data, research inferences
- 1.3.10 Psychometrics and statistics;
- 1.3.11 Scientific and professional ethics and standards.

[Remarks: Post-graduate education and training in Clinical Psychology accredited, approved and/or regulated by regulatory authorities (e.g. the Health & Care Professions Council in the United Kingdom, EuroPsy in the European Union, licensing boards in the United States of America or Canada, Psychology Board of Australia, New Zealand Psychologists Board) will typically meet the educational requirements]

2 Research (e.g. research project, dissertation or thesis)

Trainees shall have completed a research project under supervision as an individual or a group project that requires them to conceptualize, design, carry out and communicate the results of research that is relevant to clinical psychology theory and practice. Research methodologies and traditions are not prescribed. However, this research shall be at HKFQ Level 6 or above, merit publication through a peer-reviewed process and contribute to the knowledge base related to clinical psychology<sup>6</sup>.

3 Supervised practice (e.g. placement, practicum, internship or supervision scheme)

3.1 A minimum of 1500 hours (or equivalent) of supervised practice<sup>7</sup> is required. The supervised practice shall be either a part of the education and training programs as stated in 1, after the educational qualifications are obtained, or combination of the two.

3.2 A fundamental principle is that trainees work with clients across the lifespan, such that they see a range of clients whose difficulties are representative of problems across all stages of development. The supervised practice shall cover all the following areas:

- 3.2.1 Adults with psychological problems (which should include a substantial components of Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD) diagnosable mental disorders);
- 3.2.2 Children or adolescents with psychological problems; and
- 3.2.3 Individuals with medical conditions or physical/intellectual disabilities

3.3 At least 50% of the total hours of supervised experience shall be in psychological service-related activities such as interviews, assessment, formulation and intervention

註解 [p5]: Does the CP training in UK take this medical model?

both directly and indirectly (e.g. through staff, carers and consulting with other professionals delivering care and intervention), program development and evaluation, report-writing, case presentations, and organizational and community services. At least 25% of the supervised professional experience shall be devoted to face-to-face direct client contact<sup>8</sup>. Face-to-face work is defined as real time verbal communication in the presence of client(s) in the room with the trainee or interacting with the trainee by means of videoconference technology where there is a real time image of the each of the parties, including a clear view of facial expressions<sup>9</sup>.

- 3.4 At least 50% of the supervision shall be individual, in-person supervision, at least half of which shall be with primary supervisor(s), i.e., the psychologist(s) who has/have ultimate responsibility for the services provided by supervisees and the quality of the supervised experiences. The remainder of the supervision can be in a group setting, and/or be provided by another psychologist or mental health provider or by a more advanced trainee under the supervision of a psychologist. Supervision shall include both direct observation<sup>10</sup> and face-to-face discussion. No more than 50% of the supervision hours of individual supervision shall be provided by Telesupervision, i.e. clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee<sup>11</sup>.
- 3.5 Supervisors shall be clinical psychologists, but may be registered in a different domain of psychology, or be a member of another profession. The supervisors shall normally be registered/licensed with appropriate regulatory authorities<sup>12</sup>.
- 3.6 The trainees shall optimally be supervised in their supervised practice setting by the supervisors who are based at the same site as the trainees, and the supervisors have clinical responsibilities in the setting, so that on-site supervision shall be provided. Where this is not feasible, a supervisor who works in a different setting is acceptable, provided that consistent mentoring and regular contact can be ensured, and that the supervisor shall have access to the client files and bear the clinical responsibilities of the services delivered by the trainees<sup>13</sup>.

Notes/ References

- 1 The Psychology Board of Australia (PsyBA) requires those graduates with the Australian Psychology Accreditation Council (APAC) accredited postgraduate psychology qualifications and overseas practitioners to take the registrar programs for practice endorsement (in clinical psychology); and a number of the jurisdictions in the USA and Canada require post-doctoral internship for licensing/registration
- 2
  - 2.1 The Accreditation Panels of the American Psychological Association (APA) and Canadian Psychological Association (CPA) endorse both the scientist-practitioner and the scholar-practitioner models of training in clinical psychology:
  - 2.2 CPA Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology, 5<sup>th</sup> Revision, 2011 (p.18)
  - 2.3 APA//gradPSYCH Magazine// January 2006 gradPSYCH// The best job fits  
<http://www.apa.org/gradpsych/2006/01/fits.aspx>
- 3
  - 3.1 National Register Doctoral Degree Guidelines, National Register of Health Service Psychologist
  - 3.2 APA Model Act for State Licensure of Psychologists, 2010 (p.5)
  - 3.3 APA Standards of Accreditation for Programs in Health Service Psychology (SoA), February 2015: "A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program." (p.9)
- 4
  - 4.1 **US & Canada** – APA & CPA: a doctoral degree with a minimum of three academic years of full time graduate study and a minimum of one year's residency or the equivalent thereof. ASPPB: a doctoral program may include distance education, but a minimum of one year of the program shall consist of residency.
  - 4.2 **UK** – HCPC: a professional doctorate for clinical psychologists. British Psychological Society (BPS): a postgraduate, doctoral, three year training programme after pre-qualification training in psychology leading to Chartered Membership (normally a three year undergraduate study at Bachelor level)
  - 4.3 **EU** – EuroPsy: at least five years (300 ECTS); this may be divided between 180 units for the 1st phase and 120 units for the 2nd phase (structure of Bachelors + Masters)
  - 4.4 **Australia** – APAC: a four year undergraduate sequence of study in psychology (such as a bachelor degree with honours) followed by a postgraduate degree at fifth and sixth year level (such as a two year Masters) or higher (such as a three or four year Doctorate).
  - 4.5 **HK** – a three or four year undergraduate study in psychology (such as a bachelor degree),

- or a one year “conversion” postgraduate (such as Masters) study in psychology followed by a two year postgraduate degree (such as Masters) or higher (such as a Doctorate).
- 4.6 a minimum of three (3) full-time academic year sequence of education and training = One year Master in psychology + two years Master in clinical psychology in HK
- 5 5.1 National Register of Health Service Psychologist
- 5.2 ASPPB Model Act for Licensure and Registration of Psychologists, 2010: “Residency means physical presence, in person, at an educational institution or training facility in a manner that facilitates acculturation in the profession, the full participation and integration of the individual in the educational, and training experience and includes faculty student interaction.”
- 5.3 APA Implementing Regulations (IRs) Section C: IRs Related to SoA: C5-D
- 5.4 College of Psychologists of British Columbia: One year of resident study consists of at least 18 semester hours, exclusive of internship requirements, taken on a full-time or part-time basis at the educational institution granting the degree, accumulated in not less than 9 months and not more than 18 months, and includes student-to-faculty contact involving face-to-face, in person, group courses
- 6 6.1 BPS Standards for the accreditation of Doctoral programmes in clinical psychology, October 2016 (p.30, para 3.4)
- 6.2 APAC Rules for Accreditation & Accreditation Standards for Psychology Courses 2010 (pp.58, para 5.3.12-13)
- 7 7.1 Requirements for registration, licensing or any other form of regulation in the jurisdiction or government-mandated registration authorities – **Australia**: 1500 – 3000 hours post professional training, subject to the degree obtained; **New Zealand**: 1500 hours; **USA** and **Canada**: range from 1500 to 4800 hours subject to degree obtained; **EuroPsy**: 1500 hours
- 7.2 International training programs – **CPA accredited**: 1600 hours; **ASPPB**: 1500 hours; **APAC accredited**: 1000 hours for Masters and Doctoral before graduation
- 7.3 **HK – HKADCP** requires 2500 hours; **HKPS-DCP** requires 220 days as a part of training
- 8 ASPPB Supervision Guidelines for Education and Training leading to Licensure as a Health Service Provider, August 2015
- 9 APAC Rules & Accreditation Standards for Psychology Courses Ver 10 June 2010 (p.58-59, para 5.3.19)
- 10 10.1 PsyBA, 2016: Direct observation means observation (live or recorded) of the supervisee’s practice with clients. The supervisor may be physically present at the session, or may observe via videoconference or web conference, or they may watch a video recording of the practice. Direct observation usually requires an image of each of the parties, including



a clear view of facial expressions. However, the Board may approve audio observation (live or recorded) if special circumstances apply and Board approval is sought in advance. <http://www.psychologyboard.gov.au/Standards-and-Guidelines/FAQ/Transitional-program-FAQ.aspx>

- 10.2 BPS Accreditation through Partnership: Additional guidance for clinical psychology training programmes: Guidelines on clinical supervision, September 2010: "Placements differ in the most appropriate opportunities for such direct contact: some may use joint clinical work of some kind; others may prefer audiotape, videotape or a one-way screen. Some form of mutual observation of clinical work is regarded as essential." (p.4, para 6.4)
- 10.3 APA IRs Related to SOA: C-14 D:
  - 10.3.1 Direct observation provides essential information regarding trainees' development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. This allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees' competency development regarding one or more profession-wide and program-specific competencies associated with that training experience.
  - 10.3.2 Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact an intake or test feedback session), live video streaming, or video recording. Programs may utilize audio recording, but audio recording alone is not sufficient to meet the requirements of direct observation. In the rare event or special circumstances where audio recording is the only feasible method of meeting this requirement, the program must explain any the unique circumstances (e.g., supervisor with visual impairment) and why direct observation as defined above is not possible, as well as how the observation being performed is consistent with the spirit of this IR.
- 11 11.1 APA IRs Related to SoA: C-13 D
  - 11.2 ASPPB Supervision Guidelines for Education and Training leading to Licensure as a Health Service Provider, August 2015 (pp.4-5)
  - 11.3 APAC Rules & Accreditation Standards for Psychology Courses Ver 10 June 2010 (p.59, para 5.3.25)
- 12 12.1 ASPPB Guidelines on Practicum Experience for Licensure, 2009: "It is also recognized that some diversity of supervision can provide a valuable learning experience for the student. Therefore, these guidelines provide a provision for supervision by other trained mental health professionals, under the oversight of the primary supervisor, a licensed psychologist. It is recognized that in some settings more than 25% of the supervision is provided by non-psychologists." (p.10)
  - 12.2 BPS Standards for the accreditation of Doctoral programmes in clinical psychology,

October 2016 (p.33, para 2.3)

12.3 BPS Standards for the accreditation of Doctoral programmes in clinical psychology, September 2012 (p.21, para 7-9):

7. Trainees must be supervised either by:

(i) A clinical psychologist who is registered with the Health and Care Professions Council, and/or who holds Chartered Membership of the Society and full membership of the Division of Clinical Psychology; or

(ii) Any other appropriately qualified and experienced psychologist who is registered with the Health and Care Professions Council, and/or who holds Chartered Membership of the Society; or

(iii) An appropriately qualified and experienced member of another profession who is registered with a professional or statutory body which has a code of ethics, and accreditation and disciplinary/complaints procedures

8. In the case of 7(ii) or 7(iii) above, the quality and quantity of supervision that is received by the trainee must be monitored carefully by the programme, and a co-ordinating supervisor who meets the standards specified in 7(i) above should be identified to oversee the totality of that placement experience.

13 13.1 Canada: The College of Psychologists of Ontario - REGISTRATION GUIDELINES: Psychologist – Supervised Practice

13.2 PsyBA 2016:

<http://www.psychologyboard.gov.au/Standards-and-Guidelines/FAQ/Transitional-program-FAQ.aspx>

13.3 APA IRs Related to SOA: C-12D

13.4 BPS Standards for the accreditation of Doctoral programmes in clinical psychology, September 2012 (p.28 para 9)

13.5 APAC Rules & Accreditation Standards for Psychology Courses Ver 10 June 2010 (p.59, para 5.3.23-24)

13.6 New Zealand Psychologists Board Standards and Procedures for the Accreditation of Programmes and Schemes Leading to Registration as a Psychologist in Aotearoa New Zealand January 2016 (p.24, para 6.2.6)

Examination	Not required	Examination for Professional Practice in Psychology (EPPP) set by ASPPB. Some boards require additional written or oral exam	Subject to jurisdiction. Some not require, some require EPPP, some require additional written or oral exam.	Not required for APAC accredited doctorate or masters; National Psychology Examination for others
International/ Inter-jurisdictional Recognition	<ol style="list-style-type: none"> <li>European Mutual Recognition (EMR) of professional qualifications <a href="http://www.hcpc-uk.org/apply/emr/">http://www.hcpc-uk.org/apply/emr/</a> EuroPsy <a href="http://www.europsy-efpa.eu/europsy-eu">http://www.europsy-efpa.eu/europsy-eu</a></li> <li>International route <a href="http://www.hcpc-uk.org/apply/international/">http://www.hcpc-uk.org/apply/international/</a> -- meet the benchmark Standards of proficiency, in terms of a combination of education, training and experience gained in practice</li> </ol>	<ol style="list-style-type: none"> <li>ASPPB Mobility Program <a href="http://www.asppb.net/?page=Moboverview">http://www.asppb.net/?page=Moboverview</a></li> <li>National Register Mobility Program <a href="https://www.nationalregister.org/member-benefits/licensure-mobility/">https://www.nationalregister.org/member-benefits/licensure-mobility/</a></li> </ol>	<ol style="list-style-type: none"> <li>Mutual Recognition Agreement (MRA) of the Regulatory Bodies for Professional Psychologists in Canada <a href="http://www.cpa.ca/documents/MRA.pdf">http://www.cpa.ca/documents/MRA.pdf</a></li> <li>ASPPB Mobility Program <a href="http://www.asppb.net/?page=Moboverview">http://www.asppb.net/?page=Moboverview</a></li> <li>National Register Mobility Program <a href="https://www.nationalregister.org/member-benefits/licensure-mobility/">https://www.nationalregister.org/member-benefits/licensure-mobility/</a></li> </ol>	Trans-Tasman Mutual Recognition (TTMR) <a href="http://www.psychologyboard.gov.au/Endorsement/Non-standard-pathway.aspx#trans">http://www.psychologyboard.gov.au/Endorsement/Non-standard-pathway.aspx#trans</a>
References/ Others		<a href="http://cymcdh.com/sites/www.asppb.net/resource/tesmnr/Guidelines/09_Entry_Requirements.pdf">http://cymcdh.com/sites/www.asppb.net/resource/tesmnr/Guidelines/09_Entry_Requirements.pdf</a> Herman, M. & Sharer, N. (2013). Trying to Summarize State Licensure Laws for Psychologists: Burial by Grains of Salt. <i>Training and Education in Professional Psychology</i> , 7, 123-133. doi: 10.1037/a0031636  <a href="http://www.apa.org/international/pi/2011/04/licensure.aspx">http://www.apa.org/international/pi/2011/04/licensure.aspx</a> <a href="https://www.nationalregister.org/apply/review-of-international-other-psychology-degrees/">https://www.nationalregister.org/apply/review-of-international-other-psychology-degrees/</a> <a href="http://4dcov616e0f82z0zeq14ezvm-wpengine.netdna-ssl.com/wp-content/uploads/2014/03/InternationalProgramReview-2.pdf">http://4dcov616e0f82z0zeq14ezvm-wpengine.netdna-ssl.com/wp-content/uploads/2014/03/InternationalProgramReview-2.pdf</a> Evaluation of International Doctoral Degree Programs in Psychology	<a href="http://www.cpa.ca/practitioners/practiceregulation">http://www.cpa.ca/practitioners/practiceregulation</a>	<a href="http://www.psychologyboard.gov.au/Endorsement.aspx">http://www.psychologyboard.gov.au/Endorsement.aspx</a>