

### CAP's Course-By-Course Evaluation Tip Sheet

When completing CAP's Application for Evaluation of Academic Credentials form, applicants are required to list which courses they have completed that satisfy the core and substantive content areas listed in section 8 of the [Criteria for Evaluating Academic Credentials](#). This worksheet was designed as a tool to support members who are completing their application with CAP. **This worksheet is intended to provide examples and supportive information only and is not an exhaustive resource.** If you are uncertain whether a course fulfills the required category, cross-reference your course syllabus with CAP's *Criteria*. It is not enough to have courses match key words in an area; the main content focus of the course should match CAP's *Criteria*. Applicants should list only 1 course (or the equivalent of 3 semester credits) in each core and substantive area in their application. As per section 3.3 of the *Criteria*, all psychology courses must have been taught by instructors holding a graduate degree in psychology.

Area	Requirements	Sample Course Titles:
<b>Core Areas</b>		
<b>Ethics &amp; Standards</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate</b> level</li> <li>• Must be based on the Canadian or American Code of Ethics for Psychologists.</li> <li>• Must include Professional standards and guidelines for the practice of psychology</li> <li>• Must include ethical decision-making processes in the practice of psychology that is substantially equivalent to the CPA/APA professional standards and guidelines for the practice of psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Issues &amp; Ethics in Psychological Practice</li> <li>• Professional Practice &amp; Ethics in Clinical/Counselling Psychology</li> <li>• Ethics &amp; Standards in Professional Psychology</li> <li>• Psychological Ethics &amp; Law</li> <li>• Ethics for Professional Practice</li> </ul>
<b>Research Design &amp; Methodology</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate</b> level</li> <li>• Must address research design, methodology, and interpretation of research findings applicable to the discipline and practice of psychology</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Research methods</li> <li>○ Research design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Psychological Measurement</li> <li>• Research Designs &amp; Methods</li> <li>• Mixed Methods Research</li> <li>• Program Evaluation</li> <li>• Quantitative &amp; Qualitative Data Analysis/Statistics</li> </ul>

	<ul style="list-style-type: none"> <li>○ Appropriate analytical methods</li> <li>○ Criteria for critical appraisal and utilization of research</li> </ul>	
<b>Psychological Assessment &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate</b> level</li> <li>• Must be taught by a Registered Psychologist</li> <li>• Must address theory, concepts, the use of formal psychological assessment instruments, and techniques for the measurement of characteristics of individuals, groups, or systems</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Assessment models</li> <li>○ Tests for the measurement of characteristics of individuals</li> <li>○ Techniques other than tests for the measurement of characteristics of individuals</li> <li>○ Utilization of various classification systems for diagnosing client functioning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Psychometrics</li> <li>• Foundations of Psychological Assessment &amp; Testing</li> <li>• Behavioural Assessment</li> <li>• Psychoeducational Assessment</li> <li>• Intelligence Testing</li> <li>• Personality Assessment</li> <li>• Neuropsychological Assessment &amp; Testing</li> <li>• Structured Clinical Interviewing &amp; Differential Diagnoses</li> </ul>
<b>Psychological Intervention &amp; Consultation</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate</b> level</li> <li>• Must be taught by a Registered Psychologist</li> <li>• Must address theory, techniques and practices to promote, restore, sustain and/or enhance positive functioning and a sense of well-being in clients</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Theories/practice of intervention</li> <li>○ Match treatment techniques/interventions appropriate for specific concerns, clients, or specific populations</li> <li>○ Psychological interventions and models designed to address larger system functioning and organizational interventions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Theories of Counselling</li> <li>• Clinical Interventions</li> <li>• Cognitive Behavior Therapy (or any theoretical approach [e.g., Emotion-Focused Therapy, Humanistic Counselling, Psychodynamic Psychotherapy, Family Systems Therapy, Biopsychosocial Model/Theory])</li> <li>• Group Psychotherapy</li> <li>• Multi/Intercultural Counselling</li> <li>• Organizational Consulting</li> <li>• Practicum</li> <li>• Field Placement</li> </ul>

	<ul style="list-style-type: none"> <li>○ Consultation models of intervention</li> <li>○ Theories/practice of career development and counselling</li> <li>○ Practica in areas of the practice of psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Internship</li> <li>• Clinical Supervision</li> </ul>
<b>Substantive Areas</b>		
<b>Biological Bases of Behaviour</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate or senior undergraduate</b> level</li> <li>• Must be foundational, theoretical and NOT focused on a specific group, disorder, or event</li> <li>• Must address biological influences on behaviour, affect, cognition, and development</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Physiological correlates/determinants of behaviour and affect</li> <li>○ Brain and behaviour including psychology, psychophysiology, and neuropsychology</li> <li>○ Basic psychopharmacology</li> <li>○ Genetic transmission and its effect on the relationship between the Central Nervous System and behaviour</li> <li>○ Relationship of stress to biological and psychological functioning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Brain and Behaviour</li> <li>• Physiological Psychology</li> <li>• Comparative Psychology</li> <li>• Neuropsychology / neuroscience-focused courses</li> <li>• Psychopharmacology</li> </ul>
<b>Cognitive/Affective Bases of Behaviour</b>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate or senior undergraduate</b> level</li> <li>• Must be foundational, theoretical and NOT focused on a specific group, disorder, or event</li> <li>• Must address cognitive and affective influences on each other, on behaviour and on development</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Cognitive science</li> <li>○ Theories of motivation</li> <li>○ Theories of emotions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sensation &amp; Perception (unless it's strictly neuroscience based, then Biological Bases of Behaviour)</li> <li>• Cognitive Psychology</li> <li>• Learning &amp; Motivation</li> <li>• Cognition &amp; Emotion</li> <li>• Human Memory</li> </ul>

<p><b>Social Bases of Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate or senior undergraduate</b> level</li> <li>• Must be foundational, theoretical and NOT focused on a specific group, disorder, or event</li> <li>• Must address social influences on behaviour, affect, cognition, and development</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Social interaction</li> <li>○ Group dynamics, social influences, and organizational structures</li> <li>○ Environmental/ecological psychology</li> <li>○ Psychological theories of cultural identity development, acculturation, and impact of oppression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Social Psychology</li> <li>• Group Dynamics</li> <li>• Cultural Psychology</li> <li>• Psychology of Gender Roles</li> <li>• Human Sexuality</li> <li>• Industrial/Organization Psychology</li> </ul>
<p><b>Psychology of the Individual</b></p>	<ul style="list-style-type: none"> <li>• Must be at the <b>graduate or senior undergraduate</b> level</li> <li>• Must be foundational, theoretical and NOT focused on a specific group, disorder, or event</li> <li>• Must address the range and diversity of normal and abnormal human functioning and development</li> <li>• Course content must include <b>at least one</b> of the following areas: <ul style="list-style-type: none"> <li>○ Psychological growth and development from conception through old age</li> <li>○ Risk factors that predict an atypical developmental course</li> <li>○ Psychopathology and abnormal development</li> <li>○ Psychological support programs and prevention strategies to reduce risk factors, to increase emotional and behavioural resilience, competence of individuals</li> <li>○ Life-event changes that can alter the normal course of development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Developmental Psychology</li> <li>• Lifespan Development</li> <li>• Theories of Personality</li> <li>• Abnormal Psychology / Psychopathology</li> <li>• Forensic Psychology</li> </ul>

	<ul style="list-style-type: none"> <li>○ Theories of development</li> <li>○ How psychological development is influenced by the organism-environment interaction over time</li> <li>○ Theories of personality that describe behaviour and the etiology of atypical behaviour</li> <li>○ Any psychological topic that is based on a combination of biological, cognitive, emotional, and social bases of behaviour that shows the diverse expressions and behaviour of individuals</li> </ul>	
<b>Other</b>		
<b>Other Psychology Coursework</b>	<ul style="list-style-type: none"> <li>• A minimum of 30 (Thesis-based graduate program) or 36 (non-thesis-based graduate program) credits must be at the <b>graduate</b> level</li> <li>• The remaining 30 credits (Thesis-based graduate program) or 36 (non-thesis-based graduate program) can be at the <b>graduate or undergraduate</b> level</li> <li>• Courses that meet the core or substantive requirements, but haven't been listed in those areas can be listed here</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology of Addictions/Substance Dependence</li> <li>• Health Psychology</li> <li>• Psychology of Stress &amp; Illness</li> <li>• Psychology of Aging</li> </ul>

For more information about requirements for courses to fulfill the core and substantive content areas, please refer to CAP's [Criteria for Evaluating Academic Credentials](#).