



**ACPRO** Association of Canadian Psychology  
Regulatory Organizations

**AOCR** Association des organisations canadiennes  
de réglementation en psychologie

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**Statement by Association of Canadian Psychology Regulatory Organizations  
regarding New Brunswick's Bill-35**

The Association of Canadian Psychology Regulatory Organizations (ACPRO) represents the legislatively established Colleges and Boards established to enhance public protection through regulation of entry into and practice of the profession of psychology. ACPRO invites New Brunswick legislators to take the following matters into account in reconsidering the substance of Bill-35.

Interpretation of psychological tests is a highly complex matter, appropriately carried out only within the context of a broader psychological assessment. Such testing can have critically important implications for those whose performance is being interpreted. Errors in selection, administration, scoring, interpretation, and application of psychological assessments can easily go unrecognized by clients, families and others working with a child or adult client, with detrimental and lifelong consequences. Reducing the risk of such errors by appropriately regulating the foundational knowledge and core competencies of those conducting psychological assessments is an essential mechanism of public protection. The appropriate bodies to regulate such practice are the Psychology regulatory Colleges and Boards of each jurisdiction, where the relevant professional judgment exists.

The regulatory body members of ACPRO have established that persons practicing the profession of psychology must demonstrate foundational knowledge in biological bases of behaviour, cognitive-affective bases of behaviour, social bases of behaviour, and the psychology of the individual. Furthermore, they must demonstrate core competencies in interpersonal relationships, assessment and evaluation, intervention and consultation, research, and ethics and standards. These are the basic minimum training requirements to safely conduct psychological assessments, including selecting and interpreting psychological tests, and carrying out or supervising scoring and administering such tests.

Philip Smith, PhD  
Chair

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