

APPENDIX 1: COMPETENCIES

COMPETENCY 1 - DISCIPLINE KNOWLEDGE

COMPETENCY 1 - DISCIPLINE KNOWLEDGE: This set of competencies is concerned with the knowledge base in the discipline of psychology required for adequately investigating, describing, explaining, predicting and modifying human behaviour, cognition and affect. It covers the possession of psychological enquiry, as well as an understanding of the interplay between the discipline and practice. It is the foundation upon which the other competencies depend. Its component parts involve the capacity to: demonstrate knowledge about the theories, major data, and methods of inquiry which relate to the bases of behaviour, cognition, and emotion; demonstrate knowledge about theories and data that underlie the major forms of psychological intervention; display knowledge of the major methods of psychological investigation and techniques of measurement; display ability to apply psychological knowledge; and update discipline knowledge.

- 1.1 Demonstrate knowledge about the theories, major data, and methods of enquiry which relate to the bases of behaviour, cognition and affect
 - a. demonstrate knowledge of the biological, perceptual, cognitive, social and emotional aspects of behaviour
 - b. demonstrate knowledge of the nature and origins of individual and group differences and their measurement
 - c. demonstrate knowledge of the nature of changes through the life span as a result of processes such as maturation and learning
- 1.2 Demonstrate knowledge about theories and data which underlie the major forms of psychological interventions
 - a. display knowledge of major principles and significant empirical facts concerning psychological intervention
 - b. display familiarity with major procedures of psychological intervention
 - c. display familiarity with the effectiveness of an intervention
 - d. display knowledge of methods of evaluation of the effectiveness of intervention
- 1.3 Display knowledge of the major methods of psychological investigation and techniques of measurement
 - a. display knowledge of survey/questionnaire methods, observational techniques, interview techniques, case study, and qualitative techniques
 - b. display knowledge of experimental design, experimental control, and experimental procedures
 - c. display knowledge of psychometrics and psychological testing
 - d. display knowledge of statistical and scaling procedures
- 1.4 Display ability to apply psychological knowledge
 - a. display ability to use knowledge base to conceptualise issues and formulate a problem
 - b. display ability to access information appropriate to the issues or problem
 - c. display an ability to evaluate and integrate new findings with existing knowledge
- 1.5 Update discipline knowledge
 - a. consult current journals and other resources
 - b. undertake continuing professional development

COMPETENCY 2 - RESEARCH

COMPETENCY 2 RESEARCH: This set of competencies is concerned with the skill required to add to the body of knowledge underlying the science and practice of psychology. Specifically, it covers the identification of research problems, the definition of specific questions to be answered, and the determination of appropriate research design and methodology. It also addresses the collection, recording and analysis of data, as well as the communication of research outcomes. Its component parts involve the capacity to: identify research problems; design research investigations; conduct research investigations; evaluate research findings; and, communicate research outcomes

2.1 Identify research problem

- a. use psychological knowledge to establish domain of the research problem
- b. locate, evaluate critically, and integrate the literature in the area of interest
- c. develop informed research questions
- d. evaluate feasibility of research

2.2 Design research investigation

- a. specify research design in terms of appropriate control and manipulation of variables
- b. choose appropriate methods of inquiry, measurement, research design and statistical analysis
- c. consider possible confounding factors
- d. observe appropriate sampling procedures
- e. conduct appropriate pilot testing of procedures
- f. consider ethical standards in relation to all of the above

2.3 Conduct research investigation

- a. negotiate research plan with participants
- b. collect data in accordance with research plan
- c. assess reliability and validity of informants or measures
- d. perform appropriate statistical or qualitative analyses

2.4 Evaluate research findings

- a. interpret data in light of appropriate statistical or qualitative analyses
- b. explore limitations of design, measures, procedure and analysis
- c. specify limits to generalisability of findings
- d. draw conclusions
- e. consider replication
- f. design such follow-up or further studies as are necessary to resolve ambiguities in the interpretation of findings or to pursue interesting new questions arising from the current research

2.5 Communicate research outcome

- a. report findings succinctly and coherently
- b. explore implications for future research
- c. note practical applications and theoretical implications

COMPETENCY 3 - FRAMING, MEASURING AND SOLVING PROBLEMS

COMPETENCY 3 FRAMING, MEASURING AND SOLVING PROBLEMS: This set of competencies is concerned with the organisation and planning involved in systematic psychological assessment, evaluation and problem solving with individuals, groups, organisations, and the community. It addresses the knowledge and skills required from the initial definition of the problem to the evaluation of the outcome. Its component parts involve the capacity to: define the problem; gather and evaluate data; determine strategies; and, implement ongoing evaluation.

3.1 Define the problem

- a. place in context of discipline knowledge and professional experience
- b. identify relevant theories and knowledge base
- c. formulate hypotheses and/or questions
- d. consider cause-effect and other relationships
- e. establish domain of problem in consultation with the client

3.2 Gather and evaluate data

- a. recognise potential data sources
- b. consider feasible strategies and their advantages; address and clarify appropriate methods of data gathering
- c. assess reliability and validity of data available or to be collected
- d. collect, analyse and interpret data
- e. summarise key points in data
- f. present a coherent account of these data in appropriate form

3.3 Determine strategies

- a. determine advantages and disadvantages of different strategies
- b. assess feasibility of implementation
- c. consider cost implications
- d. negotiate acceptability of strategies with client
- e. recommend and communicate suitable strategy

3.4 Implement ongoing evaluation

- a. specify evaluation goals and time frame
- b. identify criteria for achieving evaluation goals
- c. identify ways of achieving evaluation goals
- d. collect supplementary data as necessary
- e. use all available information to reassess strategy where required

COMPETENCY 4 - SERVICE IMPLEMENTATION

COMPETENCY 4 SERVICE IMPLEMENTATION: This set of competencies cover the steps involved in the planning, design, provision and evaluation of psychological services to the discipline, and to individual, group or organisational clients and other interested parties. It includes the range of services provided, the types of clients involved, and the contexts in which competent performance is required. It draws on the knowledge base of the discipline and problem solving skills. Its component parts involve the capacity to: establish professional relationships; explore the nature of the service required; negotiate the service contract; investigate identified issues relevant to the delivery of service; develop and/or plan preventative or remedial services; implement preventative and/or remedial service; and, evaluate the impact of services.

- 4.1 Establish professional relationships
 - a. establish appropriate social and physical setting
 - b. identify individual client or client group and other interested parties
 - c. identify and address any conflict of interest
 - d. identify and resolve actual or potential conflicting expectations with respect to service delivery
- 4.2 Explore nature of service required
 - a. identify service options
 - b. identify expertise required under various options
 - c. evaluate range and limitations of own role in relation to service options
 - d. refer to others as appropriate
- 4.3 Negotiate service contract
 - a. identify questions to be answered and decisions/action to be taken as part of service
 - b. identify nature, time frame, costs and benefits of services to be provided
 - c. identify and resolve potential ethical problems
 - d. establish ownership of data, and nature of recipients of any reports to be prepared
 - e. identify processes to deal with contingencies
 - f. ensure informed consent and adequate consultation for service contract
 - g. develop documentation in support of service contract appropriate to nature and level of services
- 4.4 Investigate identified issues relevant to delivery of service
 - a. collect data relevant to identified issues
 - b. ensure that data collection procedures conform to the best ethical and technical standards of the profession
 - c. synthesise and evaluate data from all sources in relation to identified issues
 - d. identify conclusions/recommendations from investigation which bear on identified issues
- 4.5 Develop/plan preventative or remedial services
 - a. specify service goals in terms of highest standards attainable in the profession
 - b. identify available resources for program implementation
 - c. evaluate social, ethical and resource constraints on service delivery in given context
 - d. identify most effective methods and techniques appropriate to attain service goals
 - e. evaluate probable utilities of specific service options
 - f. engage client in selection of service options as appropriate
 - g. develop specific service plan

4.6 Implement preventative and/or remedial service

- a. implement high quality service
- b. ensure appropriate supervision of delegated tasks
- c. review progress at appropriate stages
- d. modify program as required in light of review process
- e. record appropriate information in a systematic way

4.7 Evaluate impact of services

- a. evaluate impact of service on client: short and long term
- b. evaluate impact of service on others: short and long term
- c. conduct cost/benefit analysis for work/outcome
- d. undertake evaluation of own role in implementation of service
- e. monitor and develop new service opportunities
- f. record service delivery and nature of outcome maintaining appropriate standards of privacy and confidentiality
- g. initiate on-going peer review of service delivery

COMPETENCY 5 PROFESSIONAL, LEGAL AND ETHICAL APPROACH

COMPETENCY 5 PROFESSIONAL LEGAL AND ETHICAL APPROACH: This set of competencies is concerned with the legal and ethical aspects of professional psychological practice, as well as an ability to apply informed judgment and current scientific principles in the workplace. It also addresses the knowledge and skills required for professional development and continued education through contact with advances in the discipline and practice of psychology. Its component parts involve the capacity to: recognise boundaries of service provision; behave in accordance with relevant ethical and legal regulation; behave in a responsible and autonomous fashion; manage professional activities; and maintain and update knowledge base.

- 5.1 Recognise boundaries of service provision
 - a. act in accord with areas of expertise
 - b. refer to others problems outside areas of expertise
 - c. seek training before undertaking service outside area of expertise
 - d. convey areas of expertise accurately
- 5.2 Behave in accordance with ethical and legal regulations such as APS Code of Professional Conduct and relevant registration legislation
 - a. identify the client and act accordingly
 - b. act consistent with relevant legal requirements
- 5.3 Behave in responsible and autonomous fashion
 - a. accept responsibility for own professional decisions
 - b. consult appropriately to resolve ethical dilemmas
 - c. balance needs of client against other sound and professional obligations
 - d. display sensitivity to cultural diversity and avoid biased behaviour in the provision of psychological services
- 5.4 Manage professional activities
 - a. maintain adequate records in a secure environment
 - b. use proper accounting procedures
 - c. respond in a timely and adequate manner to professional demands and enquiries
 - d. recognise limits of one's capacity to meet professional demands responsibly
- 5.5 Maintain and update knowledge base
 - a. maintain awareness of current literature and practices
 - b. maintain critical and scientific attitude to new developments

COMPETENCY 6 COMMUNICATION

COMPETENCY 6 COMMUNICATION: This set of competencies deals with communication by psychologists with their individual or organisational clients, other psychologists, other professionals, and the public. It recognises the importance of clearly conveying psychological ideas derived from discipline knowledge, research and practice, and includes the response of psychologists to feedback and information from others. Its component parts involve the capacity to: communicate effectively and appropriately, appraise research and communicate information to wider audiences; and communicate information about relevant psychological services to potential clients.

- 6.1 Communicate effectively and appropriately
 - a. communicate with clients, colleagues and others in a language appropriate to the context
 - b. use written language in a form appropriate to the context and the intended audience
 - c. use non-verbal cues to facilitate communication
 - d. listen actively and attend non judgmentally and non defensively to the views of others
 - e. provide appropriate feedback
- 6.2 Appraise research and communicate information to wider audiences
 - a. prepare research and consultancy reports
 - b. prepare appropriate audio visual materials
 - c. deliver talks to a range of professional and community groups
- 6.3 Communicate information about relevant psychological services to potential clients
 - a. explore audience needs and expectations
 - b. explain rationale underlying particular interventions or programs
 - c. establish audience understanding of information

COMPETENCY 7 PROFESSIONAL AND COMMUNITY RELATIONS

COMPETENCY 7 PROFESSIONAL AND COMMUNITY RELATIONS: This set of competencies addresses the knowledge, skills, and attitudes involved in establishing and maintaining effective relationships with clients, other psychologists, and with members of other professional and non-professional groups. It recognises the central role of working with people in the practice of psychology. It includes clarifying roles and responsibilities, and conveying possible contributions of psychological expertise to other professionals and the community at large. Its component parts involve the capacity to: adopt an independent or team approach as appropriate; engage the client or clients; clarify roles and responsibilities in consultation with other relevant individuals; accept and initiate supervision of projects and people as appropriate; and apply knowledge to the community.

- 7.1 Adopt independent or team approach as appropriate
 - a. Assess situation to determine psychological approach
 - b. identify and decide on balance of individual vs. team functioning to achieve most effective psychological goals
 - c. adopt leadership position and facilitate group functioning as appropriate
 - d. demonstrate ability to supervise individuals or team members as appropriate
- 7.2 Engaging the client or clients
 - a. Set the person at ease and establish rapport
 - b. Adopt a non-judgmental frame of reference
 - c. Communicate understanding and respect
 - d. Be aware of one's own motivation and its possible influence
- 7.3 Clarify roles and responsibilities in consultation with other team members
 - a. using psychological knowledge, display understanding of nature of problem and expertise required
 - b. negotiate own professional role in relation to other relevant professionals
 - c. monitor effectiveness of inter and intra professional role relationships and renegotiate as needed
- 7.4 Accept and initiate supervision of projects or people as appropriate
 - a. recognise necessity for supervision by psychologists
 - b. negotiate role responsibilities as appropriate
 - c. behave appropriately in the context of work environment
 - d. educate and train supervisees as appropriate
- 7.5 Apply knowledge to community
 - a. increase community's awareness of psychology and its application
 - b. know and convey psychology's potential contribution to public policy in all areas relevant to psychology
 - c. know and convey psychology's contribution to the health, education, welfare, and judicial systems, as well as to private and public organisational structures and to sport and the community
 - d. know and convey psychologists' understanding of community issues concerning, for example, migrants and multiculturalism, indigenous Australians, family structures, sexual preferences and gender.
 - e. know and convey psychology's contribution to other areas as appropriate

COMPETENCY 8 INFLUENCE AND CHANGE

COMPETENCY 8 INFLUENCE AND CHANGE: This set of competencies addresses the role of psychologists as agents of change at individual, group, organisational and community levels. It covers their influence in adapting psychological principles to assist clients to achieve positive outcomes, to promote the implementation of appropriate recommendations and to show leadership. Its component parts involve the capacity to: provide direction in individual, group, organisational and societal change; and, identify career opportunities in the profession and develop new applications of psychological research.

- 8.1 Provide direction in individual, group, organisational and community change.
 - a. apply psychological principles to effect change
 - b. educate and train others in objective procedures where appropriate
 - c. take management responsibilities as appropriate
 - d. plan, direct and monitor organisational activities

- 8.2 Identify career opportunities in the profession and develop new applications of application
 - a. encourage new appropriate applications within the discipline and other settings
 - b. identify new opportunities for psychological contribution in other areas
 - c. develop persuasive arguments for application of psychological research as appropriate