## Appendix C: Psychology Mapping

### Table C1: Mapping of the Prescribing Competencies Framework against the National Practice Standards for the Mental Health Workforce and the Australian Psychological Society Code of Ethics

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology Professional Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Area 1 Assessment: Understands the person and their clinical needs</td>
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<tr>
<td><strong>Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals</strong></td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1.1 Uses appropriate communication strategies to establish a therapeutic partnership with the person | The mental health practitioner:  
1.8 Develops meaningful professional and therapeutic relationships while maintaining safe and professional boundaries  
3.10 Communicates effectively with the person and, where relevant, with family members and/or carers through the assistance of Aboriginal and Torres Strait Islander health and/or mental health professionals, interpreter services and bilingual counsellors  
4.2 Communicates in a culturally sensitive and respectful way, being aware of potential mistrust of government and other service providers as a result of past history  
4.3 Uses culturally sensitive language and preferred terminology in line with current policy directives  
6.18 Reflects to the person that their story is valuable and has been heard, while taking into account the information and perspectives provided by others, which may or may not be contradictory to the person’s perspective  
11.1 Establishes a positive rapport with people, families and carers, adapting a communication style and using age-appropriate mediums to facilitate engagement  
11.2 Uses culturally appropriate non-verbal communication, including eye contact and body posture  
11.3 Demonstrates active listening skills and advanced interpersonal skills | Performance criterion appears to map completely with practice standards |
|                                                                                      | **APS Code of Ethics**  
Unable to identify this performance criterion |                                                   |
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology Professional Standards</th>
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<tbody>
<tr>
<td><strong>Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person’s clinical needs and context</strong></td>
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</tbody>
</table>
| 1.2.1 Conducts an assessment that is appropriate to both the health professional’s scope of practice and the person’s clinical context | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
1.9 Conducts effective mental state assessments and risk assessments, and develops individual plans that consider people and their environments throughout the care continuum  
3.4 Respectfully uses culturally appropriate assessment instruments and techniques, where available and appropriate, and demonstrates awareness of the way in which cultural issues may impact upon appropriateness of assessment, care and treatment  
5.13 Where appropriate conducts a developmentally relevant risk assessment, taking into account mental state suicidality, self-harm, violence and risk of harm to others  
5.14 Recognises the effects of intoxication and withdrawal from alcohol and other drugs and facilitates or conducts appropriate screening or assessment when necessary  
6.5 Appropriately identifies and uses assessment tools including age-specific, discipline-specific and culturally relevant assessments, commensurate with experience  
6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination  
6.8 Conducts and documents a comprehensive, trauma informed assessment that allows differentiation of mental health conditions from normal ageing changes, cognitive impairment, substance use or physical illness  
6.9 Conducts or facilitates a relevant and timely physical assessment and examination, and demonstrates an understanding of the impact on care planning, including on possible shared care arrangements  
6.10 Completes and records a multidimensional assessment of the person and their family or carers, including the following domains:  
• biological  
• social  
• psychological  
• cultural  
• spiritual  
13.8 Works within their scope of practice and seeks assistance where necessary | Performance criterion appears to map completely with practice standards and Code of Ethics |

**APS Code of Ethics**  
B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to:  
(a) working within the limits of their education, training, supervised experience and appropriate professional experience  
(b) basing their service on the established knowledge of the discipline and profession of psychology
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</thead>
<tbody>
<tr>
<td>1.2.2 Reviews and interprets information in the person’s health records</td>
<td>B.13.3 Psychologists ensure that they choose, administer and interpret assessment procedures appropriately and accurately</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
</tr>
</tbody>
</table>
| 1.2.3 Obtains relevant information from the person about their medicines, and their medical and clinical history, including their co-existing conditions, treatments, alcohol and substance use, allergies and social context | National Practice Standards for the Mental Health Workforce
Unable to identify this performance criterion in the practice standards or Code of Ethics | Performance criterion partly identified in the practice standards: descriptors do not cover all information categories specified in prescribing competencies (e.g. medical, medicines, allergies) |
| 1.2.4 Assesses the person’s risk factors for poor adherence; for example social isolation, physical impairment, cognitive impairment or disturbance, low English proficiency, low health literacy, financial disadvantage | National Practice Standards for the Mental Health Workforce
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
| 1.2.5 Ascertains that sufficient information has been obtained about the person’s co-existing conditions and | National Practice Standards for the Mental Health Workforce
The mental health practitioner: 6.10 Completes and records a multidimensional assessment of the person and their family or carers, including the following domains:
• biological
• social
• psychological
• cultural
• spiritual
6.15 Sensitively explores issues related to drug and alcohol use (including prescription medications), exposure to trauma, grief/loss, violence, sexual identity, gender identity and intimate relationships | Performance criterion appears to map completely with practice standards. |
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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</table>
| current treatments to identify possible risks and contraindications for treatment | APS Code of Ethics  
Unable to identify this performance criterion | |
| 1.2.6 Performs clinical examinations that are within the health professional’s own scope of practice and relevant to the person’s problem and interprets the findings of these examinations | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination  
6.8 Conducts and documents a comprehensive, trauma informed assessment that allows differentiation of mental health conditions from normal ageing changes, cognitive impairment, substance use or physical illness  
6.9 Conducts or facilitates a relevant and timely physical assessment and examination, and demonstrates an understanding of the impact on care planning, including on possible shared care arrangements  
13.8 Works within their scope of practice and seeks assistance where necessary | Performance criterion appears to map completely with practice standards and Code of Ethics |
| 13.8 Works within their scope of practice and seeks assistance where necessary | APS Code of Ethics  
B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to:  
(a) working within the limits of their education, training, supervised experience and appropriate professional experience  
(b) basing their service on the established knowledge of the discipline and profession of psychology | |

### Element 1.3 Generates and explores possible diagnoses

| 1.3.1 Synthesises information from the comprehensive assessment and develops provisional and differential diagnoses | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
6.20 Where appropriate, independently or with assistance develops and articulates a comprehensive case formulation and identifies and applies relevant ICD/DSM classifications | Performance criterion appears to map completely with practice standards |
|----------------------|-----------------------------------|----------|
|  | APS Code of Ethics  
Unable to identify this performance criterion | |

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<tbody>
<tr>
<td>1.3.2 Develops a diagnostic strategy and performs relevant investigations</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td></td>
<td>The mental health practitioner:</td>
<td></td>
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<tr>
<td></td>
<td>6.5 Appropriately identifies and uses assessment tools including age-specific, discipline-specific and</td>
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<td></td>
<td>culturally relevant assessments, commensurate with experience</td>
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<td></td>
<td>6.20 Where appropriate, independently or with assistance develops and articulates a comprehensive</td>
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<td></td>
<td>case formulation and identifies and applies relevant ICD/DSM classifications</td>
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<td></td>
<td>APS Code of Ethics</td>
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<td></td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>1.3.3 Explains the clinical issues and their implications to the person</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Performance criterion appears to map completely with practice standards</td>
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<tr>
<td></td>
<td>The mental health practitioner:</td>
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<td></td>
<td>2.15 Provides information in a format that is accessible to educate people, family members and carers</td>
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<tr>
<td></td>
<td>on mental health issues and conditions, physical and comorbid health conditions, mental health</td>
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<td>services, other support services and self-help organisations</td>
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<td></td>
<td>APS Code of Ethics</td>
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<td></td>
<td>B.13.5 Psychologists report assessment results appropriately and accurately in language that the recipient can understand</td>
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<td>Competency Area 2 Treatment options: Understands the treatment options and how they support the person’s clinical need</td>
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<tr>
<td>Element 2.1 Considers non-pharmacological treatment options suitable for treating the person and their condition</td>
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<tr>
<td>2.1.1 Recognises when it is clinically appropriate not to intervene; for example, in cases where the signs and symptoms are likely to resolve without treatment</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td></td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>APS Code of Ethics</td>
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<td></td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>2.1.2 Recognises when it is clinically appropriate to implement non-pharmacological treatments</td>
<td><strong>Psychology Professional Standards</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;7.4 Identifies a range of culturally and developmentally appropriate interventions that may derive from but not be limited to the following approaches&lt;br&gt;• cognitive&lt;br&gt;• behavioural&lt;br&gt;• interpersonal&lt;br&gt;• attachment-based&lt;br&gt;• motivational&lt;br&gt;• systemic&lt;br&gt;• psychoeducation&lt;br&gt;• psychodynamic&lt;br&gt;• psychopharmacological</td>
<td>Performance criterion appears to map completely with practice standards</td>
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<tr>
<td><strong>Element 2.2 Identifies appropriate medicines options that can be incorporated into the person’s treatment plan</strong></td>
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<tr>
<td>2.2.1 Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition</td>
<td><strong>Psychology Professional Standards</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;7.3 Plans, implements and monitors a range of engaging, evidence-informed, safe and effective intervention strategies chosen with the person and family or carers, and consistent with experience, professional background and roles within the interdisciplinary team&lt;br&gt;7.5 Articulates an understanding of common interventions, including medications, commensurate with role and experience</td>
<td>Performance criterion partly identified in the practice standards. Details do not specifically discuss integration of knowledge and therapeutics to identify appropriate medicines</td>
</tr>
<tr>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>2.2.2 Obtains, interprets, and applies current evidence and information about medicines to inform decisions about incorporating medicines into the person’s treatment plan</td>
<td><strong>Psychology Professional Standards</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;10.9 Applies and integrates current evidence and knowledge to practice, focusing on improvements in outcomes&lt;br&gt;10.10 Critically analyses and interprets data and research appropriate to level of experience</td>
<td>Performance criterion partly identified in the practice standards: standards do not specify evidence and information relating to medicines</td>
</tr>
<tr>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology Professional Standards</td>
<td>Comments</td>
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</tbody>
</table>
| 2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
1.9 Conducts effective mental state assessments and risk assessments, and develops individual plans that consider people and their environments throughout the care continuum  
7.3 Plans, implements and monitors a range of engaging, evidence-informed, safe and effective intervention strategies chosen with the person and family or carers, and consistent with experience, professional background and roles within the interdisciplinary team | Performance criterion partly identified in the practice standards: standards do not specify medicines options |
| 2.2.4 Considers the cost and affordability of the medicines to the person | National Practice Standards for the Mental Health Workforce  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
| 2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person | National Practice Standards for the Mental Health Workforce  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
| 2.2.6 Discusses the treatment options and medicines with the person, considering: the priorities for treating their current condition and co-existing conditions; their readiness to address the current condition; their expectations of treatment | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
7.2 Discusses the range of treatment, care and support options available with the person and, where appropriate, their families and carers, identifying potential benefits and risks pertaining to experimental or controversial treatment and care, or treatment and care with an undeveloped evidence base | Performance criterion partly identified in the practice standards: standards discuss treatment options but not medicines |
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<tbody>
<tr>
<td>2.2.7 Supplements verbal information with written information about the condition and treatment options (where appropriate)</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;2.15 Provides information in a format that is accessible to educate people, family members and carers on mental health issues and conditions, physical and comorbid health conditions, mental health services, other support services and self-help organisations&lt;br&gt;12.6 Provides appropriate, culturally relevant mental health literacy resources and education and support materials to people, families and carers</td>
<td>Performance criterion appears to map completely with practice standards and Code of Ethics</td>
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<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;A.3.1. Psychologists fully inform clients regarding the psychological services they intend to provide, unless an explicit exception has been agreed upon in advance, or it is not reasonably possible to obtain informed consent&lt;br&gt;A.3.2. Psychologists provide information using plain language&lt;br&gt;A.3.3. Psychologists ensure consent is informed by:&lt;br&gt;(a) explaining the nature and purpose of the procedures they intend using;&lt;br&gt;(b) clarifying the reasonably foreseeable risks, adverse effects, and possible disadvantages of the procedures they intend using</td>
<td></td>
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<tr>
<td>2.2.8 Allows the person time to make an informed decision about their treatment</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>2.2.9 Refers the person for further assessment or treatment when the suitable treatment options are outside the health professional’s own scope of practice</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;7.7 Recognises when to ask senior practitioners or peers for assistance in working with people and families; operates within their own scope of practice; and refers on when needed&lt;br&gt;13.8 Works within their scope of practice and seeks assistance where necessary</td>
<td>Performance criterion appears to map completely with practice standards and Code of Ethics</td>
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<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;B.1.3 To maintain appropriate levels of professional competence, psychologists seek professional supervision or consultation as required</td>
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<tr>
<td><strong>Competency Area 3 Shared decision making:</strong> Works in partnership with the person to develop and implement a treatment plan</td>
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<tr>
<td><strong>Element 3.1 Negotiates therapeutic goals with the person</strong></td>
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<tr>
<td>3.1.1 Negotiates therapeutic goals that enhance the person’s self-management of their condition</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;7.15 Provides or facilitates management, including self-management, of the person’s physical healthcare needs including detrimental use of licit or illicit substances</td>
<td>Performance criterion appears to map completely with practice standards</td>
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<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td><strong>Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan</strong></td>
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<tr>
<td>3.2.1 Explores the person’s opinions and preferences concerning medicines and the treatment plan</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;6.3 Collaborates with the person, as appropriate to their developmental level and capabilities, and family or carers and other service providers to develop an individual care plan that includes clear identification of the problem, actions and timeframes&lt;br&gt;6.4 Attends to the person’s advance statement or other document that states their preference regarding treatment and care, especially during periods when their competency is compromised&lt;br&gt;6.19 Actively seeks and incorporates preferences and expertise in providing mental health care&lt;br&gt;10.6 Supports working in partnership with people and carers at a service planning and evaluation level to enhance outcomes and ensure greater participation at all levels</td>
<td>Performance criterion partly identified in the practice standards: standards do not specify medicines</td>
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<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>Performance Criteria</td>
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</table>
| 3.2.2 Consults other health professionals about potential medicines and the treatment plan | **National Practice Standards for the Mental Health Workforce**  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
| 3.2.3 Reaches agreement with the person about medicines to be used to treat their condition | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
7.3 Plans, implements and monitors a range of engaging, evidence-informed, safe and effective intervention strategies chosen with the person and family or carers, and consistent with experience, professional background and roles within the interdisciplinary team  
10.6 Supports working in partnership with people and carers at a service planning and evaluation level to enhance outcomes and ensure greater participation at all levels | Performance criterion partly identified in the practice standards: standards do not specify medicines |
| 3.2.4 Develops the treatment plan in partnership with the person | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
6.3 Collaborates with the person, as appropriate to their developmental level and capabilities, and family or carers and other service providers to develop an individual care plan that includes clear identification of the problem, actions and timeframes  
7.2 Discusses the range of treatment, care and support options available with the person and, where appropriate, their families and carers, identifying potential benefits and risks pertaining to experimental or controversial treatment and care, or treatment and care with an undeveloped evidence base  
7.3 Plans, implements and monitors a range of engaging, evidence-informed, safe and effective intervention strategies chosen with the person and family or carers, and consistent with experience, professional background and roles within the interdisciplinary team | Performance criterion appears to map completely with practice standards |
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<tbody>
<tr>
<td>3.2.5 Obtains approval to use the medicines (where relevant)</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td></td>
<td>APS Code of Ethics</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td>3.2.6 Stops or modifies the person’s existing medicines and other management strategies if required</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td></td>
<td>APS Code of Ethics</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td>3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td></td>
<td>APS Code of Ethics</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td>Element 3.3 Develops a review plan tailored to the person’s needs</td>
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<tr>
<td>3.3.1 Identifies the need for, and develops a review plan</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td></td>
<td>APS Code of Ethics</td>
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<tr>
<td>Competency Area 4 Co-ordination: Communicates the treatment plan clearly to other health professionals</td>
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<tr>
<td><strong>Element 4.1 Provides clear instructions to other health professionals who dispense, supply, or administer medicines prescribed for the person</strong></td>
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<tr>
<td>4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures</td>
<td>National Practice Standards for the Mental Health Workforce&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td></td>
<td>APS Code of Ethics&lt;br&gt;Unable to identify this performance criterion</td>
<td></td>
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<tr>
<td>4.1.2 Provides accurate and clear <strong>verbal</strong> medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)</td>
<td>National Practice Standards for the Mental Health Workforce&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics&lt;br&gt;Unable to identify this performance criterion</td>
<td></td>
</tr>
<tr>
<td><strong>Element 4.2 Provides information about medicines and the treatment plan with the person’s consent to other health professionals who provide care to the person</strong></td>
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<td></td>
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<tr>
<td>4.2.1 Provides information for collaboration to members of inter-professional healthcare teams both within facilities and the community</td>
<td>National Practice Standards for the Mental Health Workforce&lt;br&gt;The mental health practitioner: 11.5 Provides timely written feedback or correspondence to people, families/carers, referrers and other appropriate, involved professionals</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td><strong>Competency Area 5 Monitors and reviews:</strong> Monitors and reviews the person’s response to treatment</td>
<td></td>
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</tbody>
</table>

#### Element 5.1 Obtains information to assess the person’s response to treatment

<table>
<thead>
<tr>
<th>5.1.1 Observes the person to ascertain their response to treatment (where relevant)</th>
<th>National Practice Standards for the Mental Health Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mental health practitioner:</td>
<td></td>
</tr>
<tr>
<td>7.3 Plans, implements and monitors a range of engaging, evidence-informed, safe and effective intervention strategies chosen with the person and family or carers, and consistent with experience, professional background and roles within the interdisciplinary team.</td>
<td></td>
</tr>
<tr>
<td>7.13 Monitors people for evidence of appropriate and sufficient response to treatment interventions including medication, and for symptoms of possible side-effects, then communicates the results to the team or medical practitioner as appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>APS Code of Ethics</strong></td>
<td></td>
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<tr>
<td>Unable to identify this performance criterion</td>
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</tbody>
</table>

| 5.1.2 Discusses with the person and other health professionals, their: |
|---|---|
| - experience with implementing the treatment plan  |
| - adherence, including any issues arising and possible ways to improve adherence  |
| - perception or observation of the medicines' benefits and adverse effects  |
| - assessment of whether the therapeutic goals have been achieved |
| National Practice Standards for the Mental Health Workforce |
| The mental health practitioner: |
| 7.9 Enquires about, recognises, works with and develops the person’s and family or carer’s strengths and experience of what works and what does not work  |
| 7.13 Monitors people for evidence of appropriate and sufficient response to treatment interventions including medication, and for symptoms of possible side-effects, then communicates the results to the team or medical practitioner as appropriate. |
| **APS Code of Ethics** |
| Unable to identify this performance criterion |

<table>
<thead>
<tr>
<th>5.1.3 Obtains additional information to assess whether the therapeutic goals have been achieved by examining the person, requesting investigations, and interpreting the findings (where relevant)</th>
<th>National Practice Standards for the Mental Health Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mental health practitioner:</td>
<td></td>
</tr>
<tr>
<td>7.9 Enquires about, recognises, works with and develops the person’s and family or carer’s strengths and experience of what works and what does not work.</td>
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<td>7.13 Monitors people for evidence of appropriate and sufficient response to treatment interventions including medication, and for symptoms of possible side-effects, then communicates the results to the team or medical practitioner as appropriate.</td>
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<tr>
<td><strong>APS Code of Ethics</strong></td>
<td></td>
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<tr>
<td>Unable to identify this performance criterion</td>
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</tbody>
</table>

Performance criterion appears to map completely with practice standards.

Performance criterion partly identified in the practice standards: not all discussion points covered in mental health workforce standards.

Unable to identify this performance criterion in the practice standards or Code of Ethics.
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
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</table>
| 5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether:  
  - the therapeutic goals have been achieved  
  - treatment should be stopped, modified or continued  
  - the person should be referred to another health professional | National Practice Standards for the Mental Health Workforce  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
|                      | APS Code of Ethics                |          |
|                      | Unable to identify this performance criterion | |
| **Element 5.2 Works in partnership with the person and other health professionals to address issues arising from the review** | |
| 5.2.1 Discusses the findings of the review with the person | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
7.16 Reviews the person’s status and updates their individual care plan with the person and family or carers as appropriate, consistent with progress and changing needs | Performance criterion appears to map completely with practice standards |
|                      | APS Code of Ethics                |          |
|                      | Unable to identify this performance criterion | |
| 5.2.2 Identifies if the person requires a comprehensive medicines review | National Practice Standards for the Mental Health Workforce  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
|                      | APS Code of Ethics                |          |
|                      | Unable to identify this performance criterion | |
| 5.2.3 Works in partnership with the person and other health professionals to modify the treatment plan to optimise the safety and effectiveness of treatment (where relevant) | National Practice Standards for the Mental Health Workforce  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
|                      | APS Code of Ethics                |          |
|                      | Unable to identify this performance criterion | |
| 5.2.4 Reports issues arising from the review | National Practice Standards for the Mental Health Workforce  
The mental health practitioner: | |

A review of the prescribing capability of speech pathologists, dietitians and psychologists
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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<td>APS Code of Ethics&lt;br&gt;Unable to identify this performance criterion</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td>5.2.5 Organises the next review</td>
<td>National Practice Standards for the Mental Health Workforce&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
</tr>
<tr>
<td><strong>Competency Area H1 Professional: Practices professionally</strong></td>
<td><strong>Element H1.1 Practices within the applicable legislative and regulatory frameworks</strong></td>
<td></td>
</tr>
<tr>
<td>H1.1.1 Demonstrates knowledge of, and complies with, legislation, regulations, and common law applicable to prescribing (as further defined by the knowledge subsection of this competency area)</td>
<td>National Practice Standards for the Mental Health Workforce&lt;br&gt;The mental health practitioner:&lt;br&gt;1.1 Provides care, treatment and support for people and families within the boundaries prescribed by: law; professional, national and local requirements; and codes of ethical practice&lt;br&gt;1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality</td>
<td>Performance criterion partly identified in the practice standards: standards discuss compliance with legislation, but not specifically legislation applicable to prescribing</td>
</tr>
<tr>
<td>APS Code of Ethics&lt;br&gt;Psychologists practise within the limits of their competence and know and understand the legal, professional, ethical and, where applicable, organisational rules that regulate the psychological services they provide</td>
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### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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<tbody>
<tr>
<td><strong>H1.1.2</strong> Maintains accurate and complete records of:</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;5.11 Where appropriate documents, records and communicates any assessment, brief case formulation and/or initial management plans in a clear summary for team members and the person and family or carers&lt;br&gt;6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination&lt;br&gt;6.8 Conducts and documents a comprehensive, trauma-informed assessment that allows differentiation of mental health conditions from normal ageing changes, cognitive impairment, substance use or physical illness&lt;br&gt;6.10 Completes and records a multidimensional assessment of the person and their family or carers, including the following domains:&lt;br&gt;• biological&lt;br&gt;• social&lt;br&gt;• psychological&lt;br&gt;• cultural&lt;br&gt;• spiritual&lt;br&gt;11.7 Fulfils reporting requirements in a timely manner&lt;br&gt;11.8 Legibly and thoroughly completes designated forms for documentation and reporting</td>
<td>Performance criterion partly identified in the practice standards and Code of Ethics: documentation of medicine management not specifically discussed</td>
</tr>
<tr>
<td>- the consultation&lt;br&gt;- clinical examinations and investigation results&lt;br&gt;- risk factors for medicines misadventure&lt;br&gt;- the person’s decision to decline treatment (where relevant)&lt;br&gt;- changes to the person’s medicines management plan, including the rationale behind these changes&lt;br&gt;- the review plan, recommendations, and date for next review&lt;br&gt;- outcomes of treatment</td>
<td>APS Code of Ethics&lt;br&gt;B.2.1 Psychologists make and keep adequate records</td>
<td></td>
</tr>
</tbody>
</table>

### Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional’s own scope of practice

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<tr>
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<th>Psychology Professional Standards</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>H1.2.1</strong> Demonstrates knowledge of and compliance with:</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;1.1 Provides care, treatment and support for people and families within the boundaries prescribed by: law; professional, national and local requirements; and codes of ethical practice&lt;br&gt;7.7 Recognises when to ask senior practitioners or peers for assistance in working with people and families; operates within their own scope of practice; and refers on when needed&lt;br&gt;13 In the provision of treatment and care practitioners are accountable to people, families and carers, within the boundaries prescribed by national, professional, legal and local codes of conduct and practice.&lt;br&gt;13.1 Demonstrates legal, ethical and accountable mental health practice and ethical decision making that remains open to the scrutiny of people with lived experience, peers and colleagues&lt;br&gt;13.8 Works within their scope of practice and seeks assistance where necessary</td>
<td>Performance criterion appears to map completely with practice standards and Code of Ethics</td>
</tr>
</tbody>
</table>
# Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td><strong>APS Code of Ethics</strong></td>
<td>Psychologists practise within the limits of their competence and know and understand the legal, professional, ethical and, where applicable, organisational rules that regulate the psychological services they provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to: (c) adhering to the Code and the Guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>H1.2.2 Practices within the limits of the health professional’s own education, training and scope of practice</strong></td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Performance criterion appears to map completely with practice standards and Code of Ethics</td>
</tr>
<tr>
<td></td>
<td>The mental health practitioner: 7.7 Recognises when to ask senior practitioners or peers for assistance in working with people and families; operates within their own scope of practice; and refers on when needed 13.8 Works within their scope of practice and seeks assistance where necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychologists practise within the limits of their competence and know and understand the legal, professional, ethical and, where applicable, organisational rules that regulate the psychological services they provide</td>
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<tr>
<td></td>
<td>B.1.1 Psychologists bring and maintain appropriate skills and learning to their areas of professional practice</td>
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<tr>
<td></td>
<td>B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to: (a) working within the limits of their education, training, supervised experience and appropriate professional experience (b) basing their service on the established knowledge of the discipline and profession of psychology</td>
<td></td>
</tr>
<tr>
<td><strong>H1.2.3 Demonstrates respect for the scope of practice of other health professionals and their contribution within a collaborative care model, particularly that of the person’s main healthcare provider</strong></td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td></td>
<td>The mental health practitioner: 9.1 Develops and applies a current local knowledge of other service providers and their roles, and works with the person, families and carers to make appropriate referrals 9.11 Demonstrates respect for team members, recognising diversity may exist between and within professions in approaches to mental health practice</td>
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<tr>
<td></td>
<td>APS Code of Ethics</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology Professional Standards</td>
<td>Comments</td>
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<tr>
<td>H1.2.4 Accepts responsibility and is accountable for the care provided to the person</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;13 In the provision of treatment and care practitioners are accountable to people, families and carers, within the boundaries prescribed by national, professional, legal and local codes of conduct and practice&lt;br&gt;13.1 Demonstrates legal, ethical and accountable mental health practice and ethical decision making that remains open to the scrutiny of people with lived experience, peers and colleagues</td>
<td>Performance criterion appears to map completely with practice standards and Code of Ethics</td>
</tr>
<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;B3 Psychologists provide psychological services in a responsible manner. Having regard to the nature of the psychological services they are providing, psychologists:&lt;br&gt;(b) take responsibility for the reasonably foreseeable consequences of their conduct&lt;br&gt;(e) are personally responsible for the professional decisions they make</td>
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</tbody>
</table>

**Element H1.3 Practices within the applicable frameworks of the healthcare setting and system**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;1.1 Provides care, treatment and support for people and families within the boundaries prescribed by: law; professional, national and local requirements; and codes of ethical practice&lt;br&gt;1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality</td>
<td>Performance criterion partly identified in the practice standards: policies and procedures in relation to prescribing not specifically discussed</td>
</tr>
<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;B3 Psychologists practise within the limits of their competence and know and understand the legal, professional, ethical and, where applicable, organisational rules that regulate the psychological services they provide</td>
<td></td>
</tr>
<tr>
<td>H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person’s situation</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology Professional Standards</td>
<td>Comments</td>
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<tr>
<td>H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines</td>
<td>National Practice Standards for the Mental Health Workforce: The mental health practitioner: 10.1 Participates in quality improvement processes</td>
<td>Performance criterion partly identified in the practice standards:</td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics: Unable to identify this performance criterion</td>
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<tr>
<td><strong>Element H1.4 Practices quality use of medicines principles</strong></td>
<td></td>
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</tr>
<tr>
<td>H1.4.1 Applies quality use of medicines principles when prescribing medicines</td>
<td>National Practice Standards for the Mental Health Workforce: Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<tr>
<td></td>
<td>APS Code of Ethics: Unable to identify this performance criterion</td>
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</tr>
<tr>
<td>H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring</td>
<td>National Practice Standards for the Mental Health Workforce: Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td></td>
<td>APS Code of Ethics: Unable to identify this performance criterion</td>
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</tr>
<tr>
<td>H1.4.3 Demonstrates knowledge of the medicines commonly prescribed</td>
<td>National Practice Standards for the Mental Health Workforce: The mental health practitioner: 7.5 Articulates an understanding of common interventions, including medications, commensurate with role and experience</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics: Unable to identify this performance criterion</td>
<td></td>
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<tr>
<td>H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional’s own practice</td>
<td>National Practice Standards for the Mental Health Workforce: Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion in the practice standards or Code of Ethics</td>
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<td></td>
<td>APS Code of Ethics: Unable to identify this performance criterion</td>
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<tr>
<td><strong>Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional’s own prescribing</strong></td>
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</tbody>
</table>
| H1.5.1 Engages in ongoing professional development and education to improve prescribing practices | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
13.2 Participates in professional development relevant to their role and professional interests  
13.3 Actively participates in lifelong learning and professional development for themselves and others, including supervision and peer review when appropriate  
13.4 Engages in reflective practice  
13.5 Effectively uses evaluation, research and feedback from supervisors, colleagues, people, family members and/or carers to review practice | Performance criterion partly identified in the practice standards and Code of Ethics: CPD activities identified, but prescribing currently not within scope of practice, so not covered by any CPD statements |
| **APS Code of Ethics** | Psychologists practise within the limits of their competence and know and understand the legal, professional, ethical and, where applicable, organisational rules that regulate the psychological services they provide. They undertake continuing professional development and take steps to ensure that they remain competent to practise, and strive to be aware of the possible effect of their own physical and mental health on their ability to practise competently | |
| **Element H1.6 Addresses the potential for bias in prescribing decisions** | | |
| H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including:  
- marketing influences  
- possible personal, professional or financial gain  
- conflicts of interest  
- the health professional’s own beliefs, values, and experiences | **National Practice Standards for the Mental Health Workforce**  
Unable to identify this performance criterion | Unable to identify this performance criterion in the practice standards or Code of Ethics |
| **APS Code of Ethics** | Unable to identify this performance criterion | |
| **Competency Area H2 Communicates: Communicates and collaborates effectively with the person and other health professionals** | | |
| **Element H2.1 Obtains consent to provide clinical services to the person** | | |
| H2.1.1 Adheres to legislative and workplace requirements for obtaining and recording consent for:  
- accessing health records | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
7.1 Advises the person and their family or carer of their right to informed consent for treatment and of their right to refuse treatment | Performance criterion partly identified in the practice standards, however appears to |
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

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<td>- obtaining information from, and providing information to, other health professionals</td>
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<td>- conducting a clinical examination</td>
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<td>- providing clinical services</td>
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<tr>
<td>- the potential benefits and harms of treatment</td>
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<tr>
<td>- the financial aspects of the treatment</td>
<td>8.6 Provides the person and, with the person’s informed consent, their family/carer and relevant agencies with information to support transfer of care</td>
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<td></td>
<td>9.5 Obtains and documents required consent where applicable to share information with other agencies</td>
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<tr>
<td></td>
<td>11.6 Informs the person, families and carers about information exchanged related to their care</td>
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<td>map completely with Code of Ethics</td>
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<tr>
<td>APS Code of Ethics</td>
<td>A.3.1 Psychologists fully inform clients regarding the psychological services they intend to provide, unless an explicit exception has been agreed upon in advance, or it is not reasonably possible to obtain informed consent</td>
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<tr>
<td></td>
<td>A.3.3 Psychologists ensure consent is informed by:</td>
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<tr>
<td></td>
<td>a) explaining the nature and purpose of the procedures they intend using</td>
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<td></td>
<td>b) clarifying the reasonably foreseeable risks, adverse effects, and possible disadvantages of the procedures they intend using</td>
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<td></td>
<td>c) explaining how information will be collected and recorded</td>
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<td></td>
<td>d) explaining how, where, and for how long, information will be stored, and who will have access to the stored information</td>
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<td></td>
<td>e) advising clients that they may participate, may decline to participate, or may withdraw from methods or procedures proposed to them</td>
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<td></td>
<td>f) explaining to clients what the reasonably foreseeable consequences would be if they decline to participate or withdraw from the proposed procedures</td>
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<td></td>
<td>g) clarifying the frequency, expected duration, financial and administrative basis of any psychological services that will be provided</td>
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<td>h) explaining confidentiality and limits to confidentiality</td>
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<td>i) making clear, where necessary, the conditions under which the psychological services may be terminated</td>
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<td>j) providing any other relevant information</td>
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<td></td>
<td>A.3.4 Psychologists obtain consent from clients to provide a psychological service unless consent is not required because:</td>
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<tr>
<td></td>
<td>a) rendering the service without consent is permitted by law; or</td>
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<td></td>
<td>b) a National Health and Medical Research Council (NHMRC) or other appropriate ethics committee has waived the requirement in respect of research</td>
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<tr>
<td></td>
<td>A.3.5 Psychologists obtain and document informed consent from clients or their legal guardians prior to using psychological procedures that entail physical contact with clients</td>
<td></td>
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<tr>
<td></td>
<td>A.3.6 Psychologists who work with clients whose capacity to give consent is, or may be, impaired or limited, obtain the consent of people with legal authority to act on behalf of the client, and attempt to obtain the client’s consent as far as practicably possible</td>
<td></td>
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<tr>
<td></td>
<td>A.3.7 Psychologists who work with clients whose consent is not required by law still comply, as far as practically possible, with the processes described in A.3.1., A.3.2., and A.3.3.</td>
<td></td>
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<tr>
<td><strong>Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes</strong></td>
<td></td>
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</tr>
<tr>
<td>H2.2.1 Involves the person’s family or carers in the consultation where appropriate</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;2.1 Works with people and their families and carers as partners&lt;br&gt;2.2 Engages in practice that reflects that the person exists within a context of family, significant people, community and culture&lt;br&gt;2.3 Applies the principles of self-determination and supports people and their family members and carers in being decision-makers in their recovery processes&lt;br&gt;2.7 Engages with families and carers in treatment, care and decision making to the extent possible and supported by the person&lt;br&gt;2.9 Facilitates family and carer involvement, addressing barriers and supporting connections with the person&lt;br&gt;2.11 Works with family and carers in such a way that they feel heard, informed to the extent possible and supported&lt;br&gt;5.10 Expresses to families and carers, within the bounds of confidentiality, an awareness of the impact of the person’s presentation on the family and community</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td>H2.2.2 Explores and responds appropriately to the person’s concerns and expectations regarding:&lt;br&gt;- the consultation&lt;br&gt;- their health&lt;br&gt;- their own role and that of health professionals in managing their health&lt;br&gt;- the health professional’s scope of practice&lt;br&gt;- the use of medicines and other treatments to maintain their health</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;6.1 Clearly explains the right to confidentiality and related limitations and constraints, as well as the proposed structure of the interview, assessment or individual planning session, and flexibly negotiates aspects of this when possible (for example, who will be in the room, who wishes to be seen first)&lt;br&gt;6.2 Evaluates the person and family’s readiness to engage with services, including real or perceived barriers to accessing services&lt;br&gt;<strong>APS Code of Ethics</strong>&lt;br&gt;Unable to identify this performance criterion</td>
<td>Performance criterion partly identified in the practice standards; person’s concerns not specifically discussed</td>
</tr>
</tbody>
</table>

A review of the prescribing capability of speech pathologists, dietitians and psychologists
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology Professional Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2.2.3 Establishes a therapeutic partnership that accords with the preferences</td>
<td>National Practice Standards for the Mental Health Workforce</td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td>expressed by the person</td>
<td>The mental health practitioner:</td>
<td></td>
</tr>
<tr>
<td>2.3  Applies the principles of self-determination and supports people and their</td>
<td>6.4  Attends to the person’s advance statement or other document that states their preference regarding treatment and care, especially during periods when their competency is compromised</td>
<td></td>
</tr>
<tr>
<td>family members and carers in being decision-makers in their recovery processes</td>
<td>6.19  Actively seeks and incorporates preferences and expertise in providing mental health care</td>
<td></td>
</tr>
<tr>
<td>6.19  Actively seeks and incorporates preferences and expertise in providing mental</td>
<td>10.6  Supports working in partnership with people and carers at a service planning and evaluation level to enhance outcomes and ensure greater participation at all levels</td>
<td></td>
</tr>
<tr>
<td>health care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>APS Code of Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to identify this performance criterion</td>
<td></td>
</tr>
</tbody>
</table>

**Element H2.3 Respects the person**

<table>
<thead>
<tr>
<th>H2.3.1 Respects the person’s values, beliefs, and experiences</th>
<th>National Practice Standards for the Mental Health Workforce</th>
<th>Performance criterion appears to map completely with practice standards and Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The mental health practitioner:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2  Engages in practice that reflects that the person exists within a context of family, significant people, community and culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5  Demonstrates respect for family members’ and carers’ roles, acknowledging diverse family capacities, experiences, value systems and beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.8  Uses language that demonstrates respect for the person, family and carers at all times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1  Acknowledges and articulates diversity among people, carers, families and communities in areas including age, gender, class, culture, religion, spirituality, disability, power, status, gender identity, sexuality, sexual identity and socioeconomic background</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2  Facilitates care, treatment and support in a manner that demonstrates respect for the diversity of people, families and carers, and the cultural and social context in which they live</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4  Respectfully uses culturally appropriate assessment instruments and techniques, where available and appropriate, and demonstrates awareness of the way in which cultural issues may impact upon appropriateness of assessment, care and treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7  Facilitates service delivery in a manner that accords respect for people’s individual qualities, abilities and diverse backgrounds, and takes into account their age, gender identity, sexuality, sexual identity, ethnic group, gender and social, cultural and religious backgrounds</td>
<td></td>
</tr>
<tr>
<td>Performance Criteria</td>
<td>Psychology Professional Standards</td>
<td>Comments</td>
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<tr>
<td>----------------------</td>
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</tr>
</tbody>
</table>
| H2.3.2 Respects the person's privacy and confidentiality | National Practice Standards for the Mental Health Workforce  
The mental health practitioner:  
1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality  
1.13 Complies with service procedures that relate to service user and staff safety and privacy, taking into account risk as well as considerations such as age, gender, developmental and other sociocultural requirements  
1.15 Follows service procedures in relation to safety, privacy and confidentiality in shared care arrangements and transfer of care  
6.6 Takes into consideration confidentiality and other legal and ethical concerns, for example, child protection, where appropriate when providing the person and family or carers or other service providers with a copy of the care plan  
11.12 Treats personal information obtained in a professional capacity as private and confidential | Performance criterion appears to map completely with practice standards and Code of Ethics |

### APS Code of Ethics

A.1.1 Psychologists avoid discriminating unfairly against people on the basis of age, religion, sexuality, ethnicity, gender, disability, or any other basis proscribed by law  
A.2.1 In the course of their conduct, psychologists:  
(a) communicate respect for other people through their actions and language  
(c) respect the legal rights and moral rights of others

A.4 Psychologists avoid undue invasion of privacy in the collection of information. This includes, but is not limited to:  
(a) collecting only information relevant to the service being provided  
A.5.1 Psychologists safeguard the confidentiality of information obtained during their provision of psychological services. Considering their legal and organisational requirements, psychologists:  
(a) make provisions for maintaining confidentiality in the collection, recording, accessing, storage, dissemination, and disposal of information  
(b) take reasonable steps to protect the confidentiality of information after they leave a specific work setting, or cease to provide psychological services  
A.5.2 Psychologists disclose confidential information obtained in the course of their provision of psychological services only under any one or more of the following circumstances:  
(a) with the consent of the relevant client or a person with legal authority to act on behalf of the client  
(b) where there is a legal obligation to do so;  
(c) if there is an immediate and specified risk of harm to an identifiable person or persons that can be averted only by disclosing information; or  
(d) when consulting colleagues, or in the course of supervision or professional training, provided the psychologist:
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology Professional Standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>i. conceals the identity of clients and associated parties involved; or</td>
<td></td>
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<tr>
<td></td>
<td>ii. obtains the client’s consent, and gives prior notice to the recipients of the information that they are required to preserve the client’s privacy, and obtains an undertaking from the recipients of the information that they will preserve the client’s privacy</td>
<td></td>
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<tr>
<td>A.5.3 Psychologists inform clients at the outset of the professional relationship, and as regularly thereafter as is reasonably necessary, of the:</td>
<td></td>
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<tr>
<td>(a) limits to confidentiality; and</td>
<td></td>
<td></td>
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<tr>
<td>(b) foreseeable uses of the information generated in the course of the relationship</td>
<td></td>
<td></td>
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<tr>
<td>A.5.4 When a standard of this Code allows psychologists to disclose information obtained in the course of the provision of psychological services, they disclose only that information which is necessary to achieve the purpose of the disclosure, and then only to people required to have that information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.5.5 Psychologists use information collected about a client for a purpose other than the primary purpose of collection only:</td>
<td></td>
<td></td>
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<tr>
<td>(a) with the consent of that client;</td>
<td></td>
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<tr>
<td>(b) if the information is de-identified and used in the course of duly approved research; or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) when the use is required or authorised by or under law</td>
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</tr>
<tr>
<td>H2.3.3 Respects the person’s healthcare decisions</td>
<td><strong>National Practice Standards for the Mental Health Workforce</strong>&lt;br&gt;The mental health practitioner:&lt;br&gt;1.2 Recognises and supports a person’s capacity to exercise self-determination&lt;br&gt;2.3 Applies the principles of self-determination and supports people and their family members and carers in being decision-makers in their recovery processes</td>
<td>Performance criterion appears to map completely with practice standards and code of ethics</td>
</tr>
<tr>
<td></td>
<td><strong>APS Code of Ethics</strong>&lt;br&gt;A.3.3. Psychologists ensure consent is informed by:&lt;br&gt;(e) advising clients that they may participate, may decline to participate, or may withdraw from methods or procedures proposed to them</td>
<td></td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology Professional Standards</td>
<td>Comments</td>
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</tr>
</tbody>
</table>
| **Element H2.4** Communicates effectively with the person using appropriate communication skills to enable the safe use of medicines | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
2.8 Uses language that demonstrates respect for the person, family and carers at all times  
3.10 Communicates effectively with the person and, where relevant, with family members and/or carers through the assistance of Aboriginal and Torres Strait Islander health and/or mental health professionals, interpreter services and bilingual counsellors  
4.2 Communicates in a culturally sensitive and respectful way, being aware of potential mistrust of government and other service providers as a result of past history  
11.1 Establishes a positive rapport with people, families and carers, adapting a communication style and using age-appropriate mediums to facilitate engagement | Performance criterion appears to map completely with practice standards and Code of Ethics |
| **APS Code of Ethics**  
A.3.2 Psychologists provide information using plain language | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
13 Recognise the rights of people, carers and families, acknowledging power differentials and minimising them whenever possible | Performance criterion appears to map completely with practice standards and Code of Ethics |
| **APS Code of Ethics**  
Psychologists recognise that their knowledge of the discipline of psychology, their professional standing, and the information they gather place them in a position of power and trust. They exercise their power appropriately and honour this position of trust | **National Practice Standards for the Mental Health Workforce**  
The mental health practitioner:  
1.7 Provides information to people, their families, and carers on their rights and on legislation that may impact on their rights  
2.15 Provides information in a format that is accessible to educate people, family members and carers on mental health issues and conditions, physical and comorbid health conditions, mental health services, other support services and self-help organisations  
5.5 Provides information to the person and their support network about services and resources able to be offered including type, setting and timeframes | Performance criterion appears to map completely with practice standards and Code of Ethics |
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology Professional Standards</th>
<th>Comments</th>
</tr>
</thead>
</table>

### 7.2 Discusses the range of treatment, care and support options available with the person and, where appropriate, their families and carers, identifying potential benefits and risks pertaining to experimental or controversial treatment and care, or treatment and care with an undeveloped evidence base

**APS Code of Ethics**
Unable to identify this performance criterion

### H2.4.4 Ascertains that the information provided has been received and understood correctly

**National Practice Standards for the Mental Health Workforce**
Unable to identify this performance criterion

**APS Code of Ethics**
Unable to identify this performance criterion

Unable to identify this performance criterion in the practice standards or Code of Ethics

### Element H2.5 Collaborates with other health professionals to achieve optimal health outcomes for the person

**H2.5.1 Engages in open, interactive discussions with other health professionals involved in caring for the person**

**National Practice Standards for the Mental Health Workforce**

The mental health practitioner:

- 9.4 Communicates effectively with other organisations and service providers including advocating on behalf of people, carers and families
- 9.6 Coordinates or participates in interagency case conferences and fosters networks
- 9.6 Demonstrates skills in negotiating a complex service network on behalf of people, families and carers
- 9.9 Contributes discipline-specific skills and knowledge to interdisciplinary team practice
- 9.10 Participates in interdisciplinary case conferences including partner agencies and other key stakeholders
- 9.12 Communicates effectively across disciplinary and professional boundaries, using language that can be understood by all members of the interdisciplinary team
- 9.15 Supports the integrity of team practice by collaborating in decision making, following team processes and sharing team responsibilities
- 9.16 Clearly articulates their professional expertise and contribution to the team or service while valuing the person’s lived experience

Performance criterion appears to map completely with practice standards and Code of Ethics
### Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td><em>APS Code of Ethics</em></td>
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<tr>
<td></td>
<td>B.8.1   To benefit, enhance and promote the interests of clients, and subject to standard A.5. (Confidentiality), psychologists cooperate with other professionals when it is professionally appropriate and necessary in order to provide effective and efficient psychological services for their clients</td>
<td></td>
</tr>
<tr>
<td>H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct</td>
<td><em>National Practice Standards for the Mental Health Workforce</em></td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td><em>APS Code of Ethics</em></td>
<td></td>
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<tr>
<td></td>
<td>Unable to identify this performance criterion</td>
<td></td>
</tr>
<tr>
<td>H2.5.3 Responds appropriately to communication initiated by other health professionals</td>
<td><em>National Practice Standards for the Mental Health Workforce</em></td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td><em>APS Code of Ethics</em></td>
<td></td>
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<tr>
<td></td>
<td>Unable to identify this performance criterion</td>
<td></td>
</tr>
<tr>
<td>H2.5.4 Provides clear verbal and written information to other health professionals by secure means when implementing new treatments with medicines or modifying existing treatment plans</td>
<td><em>National Practice Standards for the Mental Health Workforce</em></td>
<td>Performance criterion appears to map completely with practice standards</td>
</tr>
<tr>
<td></td>
<td>The mental health practitioner: 9.12 Communicates effectively across disciplinary and professional boundaries, using language that can be understood by all members of the interdisciplinary team 11.4 Communicates verbally and in written documentation in a well-formulated, concise and clear way 11.5 Provides timely written feedback or correspondence to people, families/carers, referrers and other appropriate, involved professionals 11.9 Uses current available technology to facilitate timely communication and effective service delivery</td>
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<td></td>
<td><em>APS Code of Ethics</em></td>
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<td></td>
<td>Unable to identify this performance criterion</td>
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</table>
### Table C2: Mapping of the Prescribing Competencies Framework Against The Psychology Board Of Australia (PsyBA) Guidelines For 4+2 Internship Programs for Provisional Psychologists and Supervisors, Australian Psychology Accreditation Council (APAC) Accreditation Standard for Programs of Study in Psychology (Second Consultation Draft) and PsyBANational Psychology Examination Curriculum

#### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Area 1 Assessment: Understands the person and their clinical needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1 Uses appropriate communication strategies to establish a therapeutic partnership with the person</td>
<td>6.3.3 Intervention strategies</td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td></td>
<td>Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a- core psychotherapy and counselling skills (e.g. rapport building, active listening, empathic responding, reflection, questioning, summarising, finding solutions, closure)</td>
<td></td>
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<tr>
<td></td>
<td>b- establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract</td>
<td></td>
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<tr>
<td></td>
<td>6.3.4 Communication and interpersonal relationships</td>
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<tr>
<td></td>
<td>Communication training objectives include:</td>
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<tr>
<td></td>
<td>a- developing and maintaining effective oral and written communication skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i in rapport building</td>
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<tr>
<td></td>
<td>ii by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication</td>
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</tr>
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<td></td>
<td>iii with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts</td>
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<td></td>
<td>b- adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication</td>
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<td></td>
<td>c- responding appropriately, including demonstrating sensitivity to matters under consideration if necessary</td>
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<tr>
<td></td>
<td>d- communicating, interacting and liaising for a range of purposes (e.g., discussing research with other professionals; discussing relevant psychological services with clients or potential clients)</td>
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<tr>
<td></td>
<td>e- awareness of personal motivation, biases and values and how these may influence communication</td>
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<tr>
<td></td>
<td>Interpersonal Relationships Training Objectives are:</td>
<td></td>
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<tr>
<td></td>
<td>a- establishing and maintaining constructive working and therapeutic alliances with clients</td>
<td></td>
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<td></td>
<td>b- gaining knowledge and awareness of theoretical and empirical research on professional relationships, including:</td>
<td></td>
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<tr>
<td></td>
<td>i- power relationships</td>
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</table>
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
</table>
| ii therapeutic alliance  
iii interface with social psychology  
iv fluctuations of the therapeutic relationship as a function of contextual factors:  
- environmental (e.g., housing or workplace)  
- client (e.g., beliefs, personality or physical health)  
- therapist (e.g., inappropriate structure or pacing) | | |

#### APAC Core competencies of the entry level psychology practitioner

<table>
<thead>
<tr>
<th>C6</th>
<th>Communication, collaboration and interpersonal relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Communicates and collaborates effectively with the client and relevant others</td>
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<tr>
<td></td>
<td>Works in partnership with the client and relevant others in appropriate aspects of the professional service</td>
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<tr>
<td></td>
<td>Uses advanced communication, interviewing and counselling skills e.g.:</td>
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<tr>
<td></td>
<td>Builds rapport</td>
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<td></td>
<td>Engages in active listening</td>
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<td></td>
<td>Uses empathetic language</td>
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<td></td>
<td>When in therapeutic contexts, identifies, manages, and makes therapeutic use of interpersonal process, including transference and countertransference and relationship styles</td>
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<tr>
<td></td>
<td>Uses language appropriate to the client’s age and level of understanding</td>
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<tr>
<td></td>
<td>Communicates effectively with clients from diverse backgrounds, including engaging and working effectively with interpreters (including Aboriginal and Torres Strait Islander interpreters) to address language barriers</td>
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<td></td>
<td>Uses the client’s responses to formulate further enquiry</td>
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<td></td>
<td>Provides appropriate feedback to the client and relevant others</td>
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</table>

#### PsyBA National psychology examination curriculum

<table>
<thead>
<tr>
<th>Domain 3: Interventions</th>
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<tbody>
<tr>
<td>Across all four domains, examination candidates will need to demonstrate sensitivity to:</td>
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<tr>
<td>- linguistic abilities and preferred modes of communication</td>
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<tr>
<td>Examination candidates will demonstrate:</td>
</tr>
<tr>
<td>1 Knowledge of counselling skills and their application in service delivery, including:</td>
</tr>
<tr>
<td>- establishing therapeutic relationships</td>
</tr>
<tr>
<td>- therapeutic alliance</td>
</tr>
<tr>
<td>- active listening</td>
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<tr>
<td>- empathetic responding</td>
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</table>

Performance criterion appears to map completely
### Performance Criteria

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person’s clinical needs and context</strong></td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong></td>
<td>Performance criterion appears to map completely</td>
</tr>
</tbody>
</table>
| 1.2.1 Conducts an assessment that is appropriate to both the health professional’s scope of practice and the person’s clinical context | 6.3.2 Psychological assessment and measurement  
Required objectives include training in the theoretical basis and client-based experience in:  
a-mental status examinations  
b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk  
c-micro counselling skills  
d-three or more of the following interview techniques:  
i-structured interview  
ii-unstructured interview  
iii-selection interview  
iv-survey interview  
v-clinical interview for diagnostic purposes  
vi-individual interviews  
vii-group-based interviews  
e-systematic behavioural observation including:  
i-naturalistic observation  
ii-clinical observation  
iii-observation of individuals or groups  
f-psychometric tests:  
i-issues to do with test reliability, validity, utility and standardisation, the limitations of tests, and how best to identify, select and use tests  
ii-administration, scoring and interpretation and report writing for the current versions of at least one test in each of the following categories:  
• an individually administered adult or child test of intelligence (e.g. WISC IV, WAIS IV, WPPSI-III, Stanford-Binet V, Kaufman Adolescent and Adult Intelligence Test, Kaufman Assessment Battery for Children, Differential Ability Scales)  
• at least one major standardised test of personality (e.g. 16PF, MMPI, Rorschach, CPI, OMNI, NEO)  
• at least one specialised test of memory (e.g. Wechsler Memory Scale, Wide Range Assessment of Memory and Learning)  
iii-administration, scoring, recording and interpretation and report writing for the current editions of at least two different tests in at least two of the following categories:  
• specialised cognitive assessments  
• developmental and education |
Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 6.3.5 Research and Evaluation | • vocational  
• adaptive behaviour  
• mental health  
• counselling  
• clinical and health  
• group tests (as listed in Appendix B Elective tests/assessments) | Performance criterion appears to map completely |
| 6.3.6 Ethical, legal and professional matters | Training objectives are:  
a-Identifying and defining problem situations (or target behaviours) based on interview, assessment and client history  
Knowledge of professional issues including:  
f-working effectively at an appropriate level of autonomy, with awareness of the limits of one’s own competence, and accepting accountability to relevant professional and service managers |  |
| APAC Core competencies of the entry level psychology practitioner | C2  Legal, ethical and professional frameworks and codes  
C2.5 Complies with the code of ethics currently adopted by the PsyBA  
• Identifies and acknowledges own professional limitations and refers to other professionals when appropriate  
C3  Psychological assessment and measurement  
C3.1 Assesses the needs of client/s appropriate to the goals of the intervention or service to be provided  
• Gathers appropriate information and synthesises it to identify the appropriate type of assessment needed or other course of action to be taken  
C3.2 Assesses and effectively manages risk of harm  
• Identifies, and assesses the nature of, risk. Consults with more senior colleagues where risk is assessed as moderate or high  
C3.3 Conducts psychological assessment  
• Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about:  
  • History (e.g., personal, context)  
  • Presentation  
  • Behaviour (in various settings as appropriate)  
• Affect  
• Mental status |  |
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>C8 Practice across the lifespan</td>
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<tr>
<td>C8.1 Works effectively with developmental issues for individuals, groups, communities and organisations</td>
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<td>• Identifies and responds to the specific features of the various age groups (e.g., cognitive, emotional, developmental and behavioural) and how they influence the provision of psychological services:</td>
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<td>• Selects and administers age appropriate assessment tools and makes administration adjustments where necessary</td>
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<td>PsyBA National psychology examination curriculum</td>
<td>Performance criterion appears to map completely</td>
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<td>Domain 2: Assessment</td>
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<td></td>
<td>Examination candidates will demonstrate:</td>
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<td></td>
<td>1 Understanding of issues in test selection, use, interpretation, acceptability and appropriateness, including:</td>
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<td>• the application and limitations of tests and their psychometric and normative basis, including test reliability, validity, utility and standardisation</td>
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<td>• the ability to identify and choose appropriate assessment instruments</td>
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<td>• cross-cultural issues, and test uses with different age and gender groups</td>
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<td>• the ability to score tests and interpret results</td>
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<td>2 Knowledge and understanding of the application of forms of assessment including:</td>
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<td>• interview techniques (structured and unstructured)</td>
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<td></td>
<td>1.2.2 Reviews and interprets information in the person’s health records</td>
<td>Unable to identify this performance criterion</td>
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<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
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<td>C3 Psychological assessment and measurement</td>
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<td></td>
<td>C3.3 Conducts psychological assessment</td>
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<td></td>
<td>• Interprets and integrates collected material:</td>
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<td></td>
<td>• Evaluates information from records and documents</td>
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### A review of the prescribing capability of speech pathologists, dietitians and psychologists

#### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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</table>
| 1.2.3 Obtains relevant information from the person about their medicines, and their medical and clinical history, including their co-existing conditions, treatments, alcohol and substance use, allergies and social context | PsyBA National psychology examination curriculum  
Unable to identify this performance criterion | Unable to identify this performance criterion |
| 6.3.2 Psychological assessment and measurement | Required objectives include training in the theoretical basis and client-based experience in:  
a-mental status examinations  
b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk  
c-micro counselling skills  
d-three or more of the following interview techniques:  
i-structured interview  
ii-unstructured interview  
iii-selection interview  
iv-survey interview  
v-clinical interview for diagnostic purposes  
vi-individual interviews  
vii-group-based interviews  
6.3.5 Research and Evaluation  
Training objectives are:  
a-Identifying and defining problem situations (or target behaviours) based on interview, assessment and client history | Performance criterion partly identified in the training objectives: type of information obtained during assessment not specified in training objectives |
| APAC Core competencies of the entry level psychology practitioner | C3 Psychological assessment and measurement  
C3.3 Conducts psychological assessment  
- Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about:  
  - History (e.g., personal, context)  
  - Presentation  
  - Behaviour (in various settings as appropriate)  
  - Affect  
  - Mental status  
  - Risk  
- Interprets and integrates collected material: | Performance criterion partly identified in the core competencies: information detailed in prescribing criteria not covered completely by core competencies |
<table>
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<tr>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Uses the client response to formulate further enquiry</td>
<td><strong>PsyBA National psychology examination curriculum</strong>&lt;br&gt;Unable to identify this performance criterion&lt;br&gt;Domain 2: Assessment&lt;br&gt;Examination candidates will demonstrate:&lt;br&gt;2. Knowledge and understanding of the application of forms of assessment including:&lt;br&gt; • interview techniques (structured and unstructured)&lt;br&gt; • systematic behavioural observation&lt;br&gt; • psychometric assessments&lt;br&gt; • self-monitoring (including diaries)&lt;br&gt;4. Knowledge and application of interview assessments&lt;br&gt; • the Mental Status Examination&lt;br&gt; • risk assessment of suicide, self harm and harm to others (acute and chronic)&lt;br&gt; • diagnostic classification systems (including current versions of DSM and ICD)</td>
<td>Performance criterion partly identified in the curriculum: type of information obtained during assessment not specified in training objectives</td>
</tr>
<tr>
<td><strong>1.2.4 Assesses the person’s risk factors for poor adherence; for example social isolation, physical impairment, cognitive impairment or disturbance, low English proficiency, low health literacy, financial disadvantage</strong></td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong>&lt;br&gt;6.3.2 Psychological assessment and measurement&lt;br&gt;Required objectives include training in the theoretical basis and client-based experience in:&lt;br&gt;a-mental status examinations&lt;br&gt;b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk&lt;br&gt;c-micro counselling skills&lt;br&gt;d-three or more of the following interview techniques:&lt;br&gt;i-structured interview&lt;br&gt;ii-unstructured interview&lt;br&gt;iii-selection interview&lt;br&gt;iv-survey interview&lt;br&gt;v-clinical interview for diagnostic purposes&lt;br&gt;vi-individual interviews&lt;br&gt;vii-group-based interviews&lt;br&gt;e-systematic behavioural observation including:&lt;br&gt;i-naturalistic observation&lt;br&gt;ii-clinical observation&lt;br&gt;iii-observation of individuals or groups&lt;br&gt;f-psychometric tests:</td>
<td>Performance criterion partly identified in the training objectives: no specific documentation re assessment of risk factors for poor adherence, but components likely to be identified in the types of assessments specified in the training objectives</td>
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<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
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<td>i-issues to do with test reliability, validity, utility and standardisation, the limitations of tests, and how best to identify, select and use tests</td>
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<td>ii-administration, scoring and interpretation and report writing for the current versions of at least one test in each of the following categories:</td>
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<td></td>
<td>- an individually administered adult or child test of intelligence (e.g. WISC IV, WAIS IV, WPPSI-III, Stanford-Binet V, Kaufman Adolescent and Adult Intelligence Test, Kaufman Assessment Battery for Children, Differential Ability Scales)</td>
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<td>- at least one major standardised test of personality (e.g. 16PF, MMPI, Rorschach, CPI, OMNI, NEO)</td>
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<td>- at least one specialised test of memory (e.g. Wechsler Memory Scale, Wide Range Assessment of Memory and Learning)</td>
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<td>iii-administration, scoring, recording and interpretation and report writing for the current editions of at least two different tests in at least two of the following categories:</td>
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<td></td>
<td>- specialised cognitive assessments</td>
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<td></td>
<td>- group tests (as listed in Appendix B Elective tests/assessments)</td>
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</table>

**APAC Core competencies of the entry level psychology practitioner**

**C3** Psychological assessment and measurement

**C3.3** Conducts psychological assessment

- Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about:
  - History (e.g., personal, context)
  - Presentation
  - Behaviour (in various settings as appropriate)
  - Affect
  - Mental status
  - Risk

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<thead>
<tr>
<th>PsyBA National psychology examination curriculum</th>
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<tr>
<td>Domain 2: Assessment</td>
<td></td>
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<tr>
<td>Examination candidates will demonstrate:</td>
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</tbody>
</table>

Performance criterion partly identified in the core competencies: no specific documentation re assessment of risk factors for poor adherence, but components likely to be identified in physiological assessment.
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td></td>
<td>2. Knowledge and understanding of the application of forms of assessment including:</td>
<td>poor adherence, but components likely to be identified in the types of assessments specified in the curriculum</td>
</tr>
<tr>
<td></td>
<td>- interview techniques (structured and unstructured)</td>
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<td></td>
<td>4. Knowledge and application of interview assessments</td>
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<tr>
<td>1.2.5 Ascertains that sufficient information has been obtained about the person’s co-existing conditions and current treatments to identify possible risks and contraindications for treatment</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<td>Unable to identify this performance criterion</td>
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<td>Performance criterion partly identified in the core competencies: specifics of criteria not documented</td>
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<td>- Uses the client response to formulate further enquiry</td>
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<td></td>
<td>- Generates hypotheses</td>
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<td>- Develops a formulation</td>
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<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>1.2.6 Performs clinical examinations that are within the health professional’s own scope of practice and relevant to the person’s problem and interprets the findings of these examinations</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td></td>
<td>6.3.2 Psychological assessment and measurement</td>
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<td>Required objectives include training in the theoretical basis and client-based experience in:</td>
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<td>c-micro counselling skills</td>
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<td>d-three or more of the following interview techniques:</td>
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<td>v-clinical interview for diagnostic purposes</td>
<td>vi-individual interviews</td>
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<td>vii-group-based interviews</td>
<td>e-systematic behavioural observation including:</td>
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<td>i-naturalistic observation</td>
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<td>6.3.6 Ethical, legal and professional matters</td>
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<td>Knowledge of professional issues including:</td>
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<tr>
<td>C2 Legal, ethical and professional frameworks and codes</td>
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### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<td>C2.5</td>
<td>Complies with the code of ethics currently adopted by the PsyBA</td>
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<td>• Identifies and acknowledges own professional limitations and refers to other professionals when appropriate</td>
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<td>C3</td>
<td>Psychological assessment and measurement</td>
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<td>C3.4</td>
<td>Identifies appropriate standard psychological measures to assess individuals, groups, communities and organisations</td>
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<td>• Chooses culturally appropriate assessment approaches</td>
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<td>• Considers empirical data regarding the validity and reliability of available instruments</td>
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<td>• Uses psychometric and other assessment principles to understand presenting issues to appropriately inform measurement decisions, and where unsure, test these understandings with more senior colleagues</td>
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<td>• Administers, scores and interprets psychological measures in accordance with test protocols</td>
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<td>• Identifies and takes account of factors that affect or invalidate administration and scoring (e.g. mood, attention, cultural factors, disability)</td>
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<td>• Takes account of measurement error</td>
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<td>• Considers the suitability of available norms</td>
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<td>• Identifies, works within and communicates the limitations of assessment instruments</td>
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**PsyBA National psychology examination curriculum**

Domain 2: Assessment

Examination candidates will demonstrate:
- Ability to administer, score, interpret and write reports using current editions of psychometric tests (using relevant Australian norms where available)

Candidates will be asked detailed questions to demonstrate competence in the administration, scoring and interpretation of six selected tests:

- WAIS IV (Wechsler Adult Intelligence Scale)
- WISC IV (Wechsler Intelligence Scale for Children)
- PAI, 2007 (Personality Assessment Inventory)
- DASS (Depression, Anxiety and Stress Scale)
- K-10 (Kessler-10)
- SDQ (Strengths and Difficulties Questionnaire).

Candidates must demonstrate familiarity with the use and purpose of the following tests:

- intelligence scales
  - WPPSI III (Wechsler Preschool and Primary Scale of Intelligence)
  - Stanford Binet V (Stanford–Binet Intelligence Scales)
  - Kaufman Adolescent and Adult Intelligence Test
  - WASI Weschler Abbreviated Scale of Intelligence

Performance criterion appears to map completely
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<td>- Woodcock-Johnson Test of Cognitive Abilities – III</td>
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<td>- adaptive and educational assessments</td>
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<td>- WIAT-II (Wechsler Individual Achievement Test)</td>
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<td>- ABAS (Adaptive Behavior Assessment System)</td>
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<td>- memory</td>
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<td>- WMS IV (Wechsler Memory Scale)</td>
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<td>- WRAML 2 (Wide Range Assessment of Memory and Learning)</td>
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<td>- vocational</td>
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<td>- SDS (Self Directed Search)</td>
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<td>- Strong (Strong Interest Inventory)</td>
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<td>- personality</td>
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<td>- 16PF, 5th ed. (Sixteen Personality Factor Questionnaire)</td>
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<td>- NEO-PI-R (NEO Personality Inventory)</td>
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<td>- screening tests for mental health</td>
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<td>- PHQ-9 (Patient Health Questionnaire 9 Item)</td>
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<td>- BDI (Beck Depression Inventory)</td>
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<td></td>
<td>- GAF (Global Assessment of Functioning)</td>
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<td>- STAI (State Trait Anxiety Inventory)</td>
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<td>- ORS (Outcome Rating Scale)</td>
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<td></td>
<td>- MMPI-2 (Minnesota Multiphasic Personality Inventory)</td>
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<td></td>
<td>- CBCL (Achenbach Child Behaviour Checklist and Teacher/Youth reports - ASEBA)</td>
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</table>

#### Element 1.3 Generates and explores possible diagnoses

1.3.1 Synthesises information from the comprehensive assessment and develops provisional and differential diagnoses

<table>
<thead>
<tr>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
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</thead>
</table>

6.3.2 Psychological assessment and measurement

Diagnosis training objectives to be addressed in this capability (across different settings, clients groups, and for different purposes) comprise:

- knowledge of psychopathology
- knowledge and application of diagnostic classification systems (including current versions of DSM or ICD)
- hypothesis generation and testing leading to diagnosis
- formulation of the predisposing, precipitating, perpetuating and protective factors which provide an account of why this particular client is presenting with these issues at this time

Performance criterion appears to map completely
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
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<tbody>
<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion appears to map completely</td>
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<tr>
<td></td>
<td>C3  Psychological assessment and measurement</td>
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<td></td>
<td>C3.3  Conducts psychological assessment</td>
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<td></td>
<td>- Interprets and integrates collected material:</td>
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<td></td>
<td>- Uses the client response to formulate further enquiry</td>
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<td></td>
<td>- Generates hypotheses</td>
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<td></td>
<td>- Develops a formulation</td>
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<td></td>
<td>C3.5  Identifies and characterises dysfunction and diagnoses</td>
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<tr>
<td></td>
<td>- Synthesises assessment information to identify dysfunctional processes and potential diagnoses, including differential diagnoses</td>
<td></td>
</tr>
</tbody>
</table>

|                      | PsyBA National psychology examination curriculum | Performance criterion partly identified in the curriculum: curriculum details knowledge of diagnostic definitions and mental disorder features |
|                      | Domain 2: Assessment | |
|                      | Examination candidates will demonstrate: | |
|                      | 5  Knowledge of the DSM definitions and essential features of the following common psychological problems: | |
|                      |   - adjustment disorder | |
|                      |   - antisocial personality disorder | |
|                      |   - attention deficit hyperactivity disorder | |
|                      |   - autism spectrum disorders | |
|                      |   - bipolar disorder | |
|                      |   - borderline personality disorder | |
|                      |   - conduct disorder | |
|                      |   - dementia | |
|                      |   - eating disorders | |
|                      |   - generalised anxiety disorder | |
|                      |   - major depression | |
|                      |   - obsessive-compulsive disorder | |
|                      |   - pain disorder | |
|                      |   - panic disorder | |
|                      |   - post traumatic stress disorder | |
|                      |   - schizophrenia | |
|                      |   - separation anxiety | |
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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</thead>
</table>
| 1.3.2 Develops a diagnostic strategy and performs relevant investigations | PsyBA 4 + 2 Internship Program Training Objectives  
6.3.2 Psychological assessment and measurement  
Diagnosis training objectives to be addressed in this capability (across different settings, clients groups, and for different purposes) comprise:  
- knowledge and application of diagnostic classification systems (including current versions of DSM or ICD)  
- hypothesis generation and testing leading to diagnosis | Performance criterion appears to map completely |
| | APAC Core competencies of the entry level psychology practitioner  
C3 Psychological assessment and measurement  
C3.3 Conducts psychological assessment  
- Interprets and integrates collected material:  
  - Uses the client response to formulate further enquiry  
  - Generates hypotheses  
  - Develops a formulation  
C3.4 Identifies appropriate standard psychological measures to assess individuals, groups, communities and organisations  
- Uses psychometric and other assessment principles to understand presenting issues to appropriately inform measurement decisions, and where unsure, test these understandings with more senior colleagues  
- Administers, scores and interprets psychological measures in accordance with test protocols | Performance criterion appears to map completely |
| | PsyBA National psychology examination curriculum  
Domain 2: Assessment  
This domain focuses on skills and knowledge in conducting psychological assessment and applying this knowledge to problem formulation. Formulation is the generation and testing of hypotheses leading to a dynamic psychological understanding of a client’s presentation  
Examination candidates will demonstrate:  
1 Understanding of issues in test selection, use, interpretation, acceptability and appropriateness, including:  
  - the application and limitations of tests and their psychometric and normative basis, including test reliability, validity, utility and standardisation  
  - the ability to identify and choose appropriate assessment instruments | Performance criterion appears to map completely |
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
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<tbody>
<tr>
<td>1.3.3 Explains the clinical issues and their implications to the person</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion partly identified in the core competencies: no specific mention re explaining clinical issues and implications</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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</table>

**Competency Area 2 Treatment options: Understands the treatment options and how they support the person’s clinical need**

**Element 2.1 Considers non-pharmacological treatment options suitable for treating the person and their condition**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Recognises when it is clinically appropriate not to intervene; for example, in cases where the signs and symptoms are likely to resolve without treatment</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>2.1.2 Recognises when it is clinically appropriate to implement non-pharmacological treatments</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion appears to map completely</td>
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<tr>
<td></td>
<td>6.3.3 Intervention strategies</td>
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<td></td>
<td>Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:</td>
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<td>c-identifying the nature and documented efficacy of the interventions required</td>
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<td>d-justifying the link between diagnosis, formulation, and intervention chosen</td>
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### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td>e-identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly f-designing, planning and implementing a range of professionally recognised preventative, developmental or remedial interventions, including but not limited to: i-cognitive behavioural, psychodynamic, behavioural, family systems, narrative, and problem focused approaches ii-organisational interventions and career development (e.g., career planning in organisational contexts)</td>
<td>Performance criterion partly identified in the core competencies: interventions and management strategies in psychology likely to be solely or partly non-pharmacological</td>
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</tbody>
</table>

### APAC Core competencies of the entry level psychology practitioner

- C4 Evidence-based interventions
  - C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context
    - Identifies evidence based interventions appropriate for specific clients in specific settings

### PsyBA National psychology examination curriculum

- Domain 3: Interventions

  Examination candidates will demonstrate:
  1. Knowledge of counselling skills and their application in service delivery
  2. Knowledge of evidence-based interventions, and their application, including:
     - contemporary theories and models of treatment
       - cognitive and behavioural
       - psychodynamic and interpersonal
       - family systems and ecological
       - humanistic, narrative and solution-focussed
     - knowledge of the application of specific focused therapy techniques for the common psychological problems listed in the assessment section. Specific knowledge is required of the following areas:
       - psycho-education (including motivational interviewing)
       - interpersonal and psychodynamic approaches
       - narrative therapy (including as applied for clients of Aboriginal and Torres Strait Islander descent)
       - cognitive-behavioural approaches including behaviour modification, exposure (in vivo and imaginal techniques), behavioural activation (activity scheduling), cognitive interventions, self-management, relapse prevention
       - relaxation strategies (progressive muscle relaxation, breathing retraining)

Performance criterion appears to map completely
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td></td>
<td>• skills training (problem solving skills, anger management, social skills, communication, stress management, parenting training)</td>
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</table>

### Element 2.2 Identifies appropriate medicines options that can be incorporated into the person’s treatment plan

2.2.1 Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition

PsYBA 4 + 2 Internship Program Training Objectives

6.3.1 Knowledge of the discipline

During the internship program, the provisional psychologist should develop his or her knowledge and incorporate the core subject areas into his or her practice. The provisional psychologist should focus on how the theoretical and empirical literature in these core subject areas assists with adequately investigating, describing, explaining, predicting and modifying human behaviour, cognition and emotion.

The core subject areas are:

- lifespan and developmental psychology
- basic psychological processes (e.g. cognitive, perceptual, emotional)
- intercultural and indigenous psychology
- history of psychology and its theories
- abnormal psychology/atypical reactions and behaviours
- personality theories
- learning theories
- psychometrics and test construction
- group dynamics
- social and family systems
- diagnostic systems
- evaluation and application of research methodology
- social psychology
- evidence-based psychological interventions

6.3.3 Intervention strategies

Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:

- identifying the nature and documented efficacy of the interventions required
- justifying the link between diagnosis, formulation, and intervention chosen
- identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly

Performance criterion partly identified in the training objectives: identification of suitable medicines not specifically discussed
Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<td><strong>APAC Core competencies of the entry level psychology practitioner</strong></td>
<td>Performance criterion partly identified in the core competencies: identification of suitable medicines not specifically discussed</td>
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<tr>
<td></td>
<td>C1  Knowledge of the discipline</td>
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<tr>
<td></td>
<td>C1.1 Demonstrated broad knowledge of the theories, principles and research underpinning the discipline</td>
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<td>Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:</td>
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<td>• cognition, information processing and language</td>
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<td>• individual differences in capacity, behaviour and personality (including systems of psychological test construction, testing and assessment)</td>
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<td>• intercultural diversity</td>
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<td>• issues for and perspectives of Aboriginal and Torres Strait Islander Peoples</td>
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<td>• learning</td>
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<td>• lifespan developmental psychology</td>
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<td>• motivation and emotion</td>
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<td>• neuroscience and biological bases of behaviour</td>
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<td>• perception</td>
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<td>• psychological disorders</td>
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<td>• psychological health and well-being</td>
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<td>• research methods</td>
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<td>• social psychology</td>
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<td></td>
<td><strong>C4 Evidence-based interventions</strong></td>
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<td></td>
<td>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</td>
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<tr>
<td></td>
<td>• Identifies evidence based interventions appropriate for specific clients in specific settings</td>
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<td></td>
<td><strong>PsyBA National psychology examination curriculum</strong></td>
<td>Performance criterion partly identified in the curriculum: identification of suitable medicines not specifically discussed</td>
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<td></td>
<td>Domain 3: Interventions</td>
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<td></td>
<td>Examination candidates will demonstrate:</td>
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<td></td>
<td>2 Knowledge of evidence-based interventions, and their application, including:</td>
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<td></td>
<td>• knowledge of psychopharmacology, drug classification, pharmacokinetics and pharmacodynamics</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
<td>Comments</td>
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<tr>
<td>2.2.2 Obtains, interprets, and applies current evidence and information about medicines to inform decisions about incorporating medicines into the person’s treatment plan</td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong>&lt;br&gt;6.3.5 Research and Evaluation &lt;br&gt;Training objectives are:&lt;br&gt;b-critically evaluating the psychological literature relevant to the identified problem or target behaviour&lt;br&gt;c-applying the relevant research within the context of psychological practice, including:&lt;br&gt;i generating hypotheses to be tested based on review of the literature&lt;br&gt;ii designing an intervention or therapeutic program to test the hypothesis&lt;br&gt;iii implementing the intervention</td>
<td>Performance criterion partly identified in the training objectives: medicines not specifically discussed</td>
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<td><strong>APAC Core competencies of the entry level psychology practitioner</strong>&lt;br&gt;C4 Evidence-based interventions&lt;br&gt;C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client&lt;br&gt;• Chooses the best available appropriate based on published empirical evidence</td>
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<td><strong>PsyBA National psychology examination curriculum</strong>&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person</td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong>&lt;br&gt;6.3.3 Intervention strategies &lt;br&gt;Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:&lt;br&gt;c-identifying the nature and documented efficacy of the interventions required&lt;br&gt;d-justifying the link between diagnosis, formulation, and intervention chosen&lt;br&gt;e-identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly</td>
<td>Performance criterion partly identified in the training objectives: identification of medicine options not specifically discussed</td>
</tr>
<tr>
<td></td>
<td><strong>APAC Core competencies of the entry level psychology practitioner</strong>&lt;br&gt;C4 Evidence-based interventions&lt;br&gt;C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context&lt;br&gt;• Adjusts service provision to address factors that affect the intervention/management plan, including, where relevant&lt;br&gt;• Age&lt;br&gt;• Disability</td>
<td>Performance criterion partly identified in the core competencies: medicines not specifically discussed</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
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</table>
|                      | • Gender  
                      • Social situation  
                      • Employment status  
                      • Financial situation  
                      • Culture  
                      • Health status  
                      • Infrastructure (including housing)  
C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client  
• Tailors interventions to the client with careful attention to key efficacy principles and elements  
C8.1 Works effectively with developmental issues for individuals, groups, communities and organisations  
• Identifies and responds to the specific features of the various age groups (e.g., cognitive, emotional, developmental and behavioural) and how they influence the provision of psychological services:  
• Plans and tailors interventions according to the age and needs of the individual (e.g. activities to engage and elicit information from children, from aged adults)  
PsyBA National psychology examination curriculum | Unable to identify this performance criterion | Performance criterion partly identified in the core competencies: cost and affordability of medicines not specifically discussed |
| 2.2.4 Considers the cost and affordability of the medicines to the person | PsyBA 4 + 2 Internship Program Training Objectives | Unable to identify this performance criterion |
|                      | APAC Core competencies of the entry level psychology practitioner  
C4 Evidence-based interventions  
C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context  
• Adjusts service provision to address factors that affect the intervention/management plan, including, where relevant  
• Social situation  
• Employment status  
• Financial situation  
PsyBA National psychology examination curriculum | Unable to identify this performance criterion | Performance criterion partly identified in the core competencies: cost and affordability of medicines not specifically discussed |

A review of the prescribing capability of speech pathologists, dietitians and psychologists
<table>
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<th>Comments</th>
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</table>
| 2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | APAC Core competencies of the entry level psychology practitioner  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | PsyBA National psychology examination curriculum  
Unable to identify this performance criterion | Unable to identify this performance criterion |
| 2.2.6 Discusses the treatment options and medicines with the person, considering: the priorities for treating their current condition and co-existing conditions; their readiness to address the current condition; their expectations of treatment | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | APAC Core competencies of the entry level psychology practitioner  
C4 Evidence-based interventions  
C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context  
  • Explains the purpose, process and implications of the intervention/management plan | Performance criterion partly identified in the core competencies: medicines not specifically discussed |
|                                                                                      | PsyBA National psychology examination curriculum  
Unable to identify this performance criterion | Unable to identify this performance criterion |
| 2.2.7 Supplements verbal information with written information about the condition and treatment options (where appropriate) | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | APAC Core competencies of the entry level psychology practitioner  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | PsyBA National psychology examination curriculum  
Unable to identify this performance criterion | Unable to identify this performance criterion |
|                                                                                      | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td>2.2.8 Allows the person time to make an informed decision about their treatment</td>
<td><strong>APAC Core competencies of the entry level psychology practitioner</strong> &lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>2.2.9 Refers the person for further assessment or treatment when the suitable treatment options are outside the health professional's own scope of practice</td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong>&lt;br&gt;6.3.6 Ethical, legal and professional matters&lt;br&gt;Knowledge of professional issues including:&lt;br&gt;- Working effectively at an appropriate level of autonomy, with awareness of the limits of one's own competence, and accepting accountability to relevant professional and service managers&lt;br&gt;10.2 Applying for registration&lt;br&gt;The Board will review the Final assessment of competence and other aspects of the application to determine if the provisional psychologist has successfully completed the internship program and is eligible for general registration, including whether he or she has:&lt;br&gt;- Demonstrated the ability to recognise his or her personal and professional limitations and knowledge to practise within those limitations and knows how and when to refer clients to other service providers</td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td></td>
<td><strong>APAC Core competencies of the entry level psychology practitioner</strong>&lt;br&gt;C2 Legal, ethical and professional frameworks and codes&lt;br&gt;C2.5 Complies with the code of ethics currently adopted by the PsyBA&lt;br&gt;• Identifies and acknowledges own professional limitations and refers to other professionals when appropriate&lt;br&gt;C3 Psychological assessment and measurement&lt;br&gt;C3.2 Assesses and effectively manages risk of harm&lt;br&gt;• Identifies, and assesses the nature of, risk. Consults with more senior colleagues where risk is assessed as moderate or high&lt;br&gt;• Engages and/or transfers care to appropriate services to maximise safety</td>
<td>Performance criterion appears to map completely</td>
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<td><strong>PsyBA National psychology examination curriculum</strong>&lt;br&gt;Domain 4: Communication&lt;br&gt;Examination candidates will demonstrate:&lt;br&gt;3 Knowledge of referral procedures, including the roles of other professionals at all levels of care, and health care system procedures and structures</td>
<td>Performance criterion partly identified in the curriculum: curriculum details knowledge of referral process.</td>
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<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
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<tr>
<td>Competency Area 3 Shared decision making: Works in partnership with the person to develop and implement a treatment plan</td>
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<td><strong>Element 3.1 Negotiates therapeutic goals with the person</strong></td>
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<tr>
<td>3.1.1 Negotiates therapeutic goals that enhance the person’s self-management of their condition</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<td>APAC Core competencies of the entry level psychology practitioner&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<td>PsyBA National psychology examination curriculum&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>3.1.2 Ascertain that all parties have a common understanding of the therapeutic goals and how they will be managed</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives&lt;br&gt;6.3.3 Intervention strategies&lt;br&gt;b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract&lt;br&gt;e-identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly</td>
<td>Performance criterion partly identified in the training objectives: ascertaining understanding not specifically described</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner&lt;br&gt;C4 Evidence-based interventions&lt;br&gt;C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context&lt;br&gt;• Explains the purpose, process and implications of the intervention/management plan</td>
<td>Performance criterion partly identified in the core competencies: ascertaining understanding not specifically described</td>
</tr>
<tr>
<td></td>
<td>PsyBA National psychology examination curriculum&lt;br&gt;Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
<td>Comments</td>
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<tr>
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</tr>
<tr>
<td><strong>Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 Explores the person’s opinions and preferences concerning medicines and the treatment plan</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion partly identified in the training objectives: establishing patient preferences re medicines not specified</td>
</tr>
<tr>
<td></td>
<td>6.3.3 Intervention strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e-identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion partly identified in the core competencies: establishing patient preferences re medicines not specified</td>
</tr>
<tr>
<td></td>
<td>C4 Evidence-based interventions</td>
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</tr>
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<td></td>
<td>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</td>
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<tr>
<td></td>
<td>• Identifies evidence based interventions appropriate for specific clients in specific settings.</td>
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<td></td>
<td>• Explains the purpose, process and implications of the intervention/management plan</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>3.2.2 Consults other health professionals about potential medicines and the treatment plan</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td>Unable to identify this performance criterion</td>
<td>Performance criterion partly identified in core competencies: consultation re treatment plan not specified</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<tr>
<td></td>
<td>C6 Communication, collaboration and interpersonal relationships</td>
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<tr>
<td></td>
<td>C6.4 Collaborates with other professionals for the benefit of clients</td>
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<tr>
<td></td>
<td>• Prepares outlines and presents clearly the issues for consultation when obtaining opinions from other professionals</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>3.2.3 Reaches agreement with the person about medicines to be used to treat their condition</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
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</tr>
<tr>
<td>3.2.4 Develops the treatment plan in partnership with the person</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td></td>
<td>b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
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<tr>
<td>3.2.5 Obtains approval to use the medicines (where relevant)</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>3.2.6 Stops or modifies the person’s existing medicines and other management strategies if required</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
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<tr>
<td>3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively</td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
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<td>APAC Core competencies of the entry level psychology practitioner</td>
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<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
</tr>
</tbody>
</table>

**Element 3.3 Develops a review plan tailored to the person’s needs**

<table>
<thead>
<tr>
<th>3.3.1 Identifies the need for, and develops a review plan</th>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
<th>Performance criterion appears to map completely: development of review plan integral to development of a formulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.3.2 Psychological assessment and measurement</td>
<td></td>
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<tr>
<td></td>
<td>To satisfy the diagnosis training objectives the supervisor must be satisfied that the provisional psychologist has demonstrated competence in:</td>
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<tr>
<td></td>
<td>6.3.3 Intervention strategies</td>
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<td></td>
<td>6.3.5 Research and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) developing formulations of presenting problems or situations which integrate information from assessments within a coherent framework, that draws upon psychological theory and evidence and which incorporates interpersonal, societal, cultural and biological factors</td>
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<tr>
<td></td>
<td>g) ongoing monitoring, evaluation, and modification of the intervention including measuring change in behavioural, cognitive and emotional functioning, and revising the problem formulation and initial intervention as indicated</td>
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<tr>
<td></td>
<td>c) applying the relevant research within the context of psychological practice, including:</td>
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<tr>
<td></td>
<td>iv) collecting, recording, and analysing client responses to the intervention</td>
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<tr>
<td></td>
<td>v) evaluating the effectiveness of the intervention</td>
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</tr>
</tbody>
</table>
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<td>Performance criterion appears to map completely</td>
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<tr>
<td></td>
<td>C4 Evidence-based interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</td>
<td></td>
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<tr>
<td></td>
<td>• Selects measures which are suitable for pre and post evaluation of the intervention/management plan</td>
<td></td>
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<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Performance criterion appears to map completely</td>
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<tr>
<td></td>
<td>Domain 3: Interventions</td>
<td></td>
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<tr>
<td></td>
<td>Candidates must demonstrate:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) knowledge of how to evaluate the impact of professional services. This includes ongoing monitoring, evaluation and review of the effectiveness of the intervention. More specifically, it includes measuring change in behavioural, cognitive and emotional functioning and modifying the problem formulation, hypotheses and initial intervention accordingly</td>
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</tr>
</tbody>
</table>

### Competency Area 4 Co-ordination: Communicates the treatment plan clearly to other health professionals

#### Element 4.1 Provides clear instructions to other health professionals who dispense, supply, or administer medicines prescribed for the person

<table>
<thead>
<tr>
<th>4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures</th>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
<th>Unable to identify this performance criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.2 Provides accurate and clear <strong>verbal</strong> medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)</th>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
<th>Unable to identify this performance criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
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</tr>
<tr>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
</tr>
</tbody>
</table>

**Element 4.2 Provides information about medicines and the treatment plan with the person’s consent to other health professionals who provide care to the person**

4.2.1 Provides information for collaboration to members of inter-professional healthcare teams both within facilities and the community

<table>
<thead>
<tr>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
<th>6.3.2 Psychological assessment and measurement</th>
<th>Report writing objectives comprise demonstrating skill in writing informed, succinct, valid and well organised psychological reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.6 Ethical, legal and professional matters</td>
<td>Knowledge of professional issues:</td>
<td>c-the roles of other professions and the ability to report to other professionals appropriately and work collaboratively</td>
</tr>
<tr>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>C3 Psychological assessment and measurement</td>
<td>C3.3 Conducts psychological assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops a report that:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds appropriately to the referral or request</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses the integrated information obtained from the assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draws conclusions that are based on findings and facts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes recommendations that are both practical and achievable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explains difficult findings sensitively and with professional respect</td>
</tr>
<tr>
<td></td>
<td>C4 Evidence-based interventions</td>
<td>C4.3 Provides feedback, reporting and referral options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides informal or formal reporting to the referring/requesting professional and information to other professionals (when indicated)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C6 Communication, collaboration and interpersonal relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C6.3 Communicates effectively with professionals to provide and obtain opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepares oral and written reports tailored to the needs of the recipients and periodically obtains feedback from more senior colleagues on draft reports</td>
</tr>
</tbody>
</table>

Performance criterion partly identified in the training objectives: provision of information not specifically discussed

Performance criterion appears to map completely
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
</table>
| **PsyBA National psychology examination curriculum**  
Domain 4: Communication  
This domain focuses on communicating to clients, other professionals, organisations or the wider community. Candidates are expected to be aware of the types and appropriate methods of professional communication, both oral and written. Candidates are expected to demonstrate an awareness of the importance of clarity, accuracy, coherence, organisation and succinctness in communication  
Examination candidates will demonstrate:  
2  Knowledge of appropriate report writing techniques across different contexts (e.g. reports for audiences including health professionals, legal professionals, public servants, employees of insurance companies, and work-related or organisational reports to employers)  
Performance criterion partly identified in the curriculum: provision of information not specifically discussed |

### Competency Area 5 Monitors and reviews: Monitors and reviews the person’s response to treatment

#### Element 5.1 Obtains information to assess the person’s response to treatment

5.1.1 Observes the person to ascertain their response to treatment (where relevant)  
 **PsyBA 4 + 2 Internship Program Training Objectives**  
6.3.3 Intervention strategies  
g-ongoing monitoring, evaluation, and modification of the intervention including measuring change in behavioural, cognitive and emotional functioning, and revising the problem formulation and initial intervention as indicated  
6.3.5 Research and Evaluation  
c-applying the relevant research within the context of psychological practice, including:  
iv collecting, recording, and analysing client responses to the intervention  
v evaluating the effectiveness of the intervention  
Performance criterion appears to map completely

**APAC Core competencies of the entry level psychology practitioner**  
C4  Evidence-based interventions  
C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client  
- Monitors the client’s progress (including pre and post measures)  
Performance criterion appears to map completely

**PsyBA National psychology examination curriculum**  
Domain 3: Interventions  
Candidates must demonstrate:
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.2 Discusses with the person and other health professionals, their:</td>
<td><em>(c)</em> knowledge of how to evaluate the impact of professional services. This includes ongoing monitoring, evaluation and review of the effectiveness of the intervention. More specifically, it includes measuring change in behavioural, cognitive and emotional functioning and modifying the problem formulation, hypotheses and initial intervention accordingly</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>- experience with implementing the treatment plan</td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong></td>
<td>Performance criterion partly identified in the core competencies: competencies broadly detail measures of progress</td>
</tr>
<tr>
<td>- adherence, including any issues arising and possible ways to improve adherence</td>
<td><strong>APAC Core competencies of the entry level psychology practitioner</strong></td>
<td></td>
</tr>
<tr>
<td>- perception or observation of the medicines’ benefits and adverse effects</td>
<td>C4 Evidence-based interventions</td>
<td></td>
</tr>
<tr>
<td>- assessment of whether the therapeutic goals have been achieved</td>
<td>C4.3 Provides feedback, reporting and referral options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Checks pre and post measures of the client’s progress and discusses these with them</td>
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<td></td>
<td><strong>PsyBA National psychology examination curriculum</strong></td>
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<td></td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong></td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>C4.3 Provides feedback, reporting and referral options</td>
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<td></td>
<td>• Checks pre and post measures of the client’s progress and discusses these with them</td>
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<td></td>
<td><strong>PsyBA National psychology examination curriculum</strong></td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td>5.1.3 Obtains additional information to assess whether the therapeutic goals have been achieved by examining the person, requesting investigations, and interpreting the findings (where relevant)</td>
<td><em>(c)</em> knowledge of how to evaluate the impact of professional services. This includes ongoing monitoring, evaluation and review of the effectiveness of the intervention. More specifically, it includes measuring change in behavioural, cognitive and emotional functioning and modifying the problem formulation, hypotheses and initial intervention accordingly</td>
<td>Unable to identify this performance criterion</td>
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<td>Performance Criteria</td>
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<tr>
<td>5.1.4 Synthesises information provided by the person, other health professionals,</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion partly identified in the training objectives</td>
</tr>
<tr>
<td>and from clinical examinations and investigations to determine whether:</td>
<td>6.3.3 Intervention strategies</td>
<td></td>
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<tr>
<td>- the therapeutic goals have been achieved</td>
<td>g-ongoing monitoring, evaluation, and modification of the intervention including measuring change in</td>
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<tr>
<td>- treatment should be stopped, modified or continued</td>
<td>behavioural, cognitive and emotional functioning, and revising the problem formulation and initial</td>
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<tr>
<td>- the person should be referred to another health professional</td>
<td>intervention as indicated</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<td>Candidates must demonstrate:</td>
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<td>(c) knowledge of how to evaluate the impact of professional services. This includes</td>
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<td>ongoing monitoring, evaluation and review of the effectiveness of the intervention.</td>
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<td>More specifically, it includes measuring change in behavioural, cognitive and</td>
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<td></td>
<td>emotional functioning and modifying the problem formulation, hypotheses and initial</td>
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<td></td>
<td>intervention accordingly</td>
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<td></td>
<td>Element 5.2 Works in partnership with the person and other health professionals to</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
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<tr>
<td></td>
<td>address issues arising from the review</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td>5.2.1 Discusses the findings of the review with the person</td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<tr>
<td></td>
<td></td>
<td>C4 Evidence-based interventions</td>
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<td></td>
<td>CA.3 Provides feedback, reporting and referral options</td>
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<td></td>
<td></td>
<td>• Checks pre and post measures of the client’s progress and discusses these with them</td>
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<tr>
<td>5.2.2 Identifies if the person requires a comprehensive medicines review</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<td>PsyBA National psychology examination curriculum</td>
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<tr>
<td>5.2.3 Works in partnership with the person and other health professionals to modify</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>the treatment plan to optimise the safety and effectiveness of treatment (where</td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>relevant)</td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>5.2.4 Reports issues arising from the review</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion appears to map completely</td>
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<td>Unable to identify this performance criterion</td>
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<tr>
<td>5.2.5 Organises the next review</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
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<tbody>
<tr>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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</tbody>
</table>

#### Competency Area H1 Professional: Practices professionally

#### Element H1.1 Practices within the applicable legislative and regulatory frameworks

<table>
<thead>
<tr>
<th>H1.1.1 Demonstrates knowledge of, and complies with, legislation, regulations, and common law applicable to prescribing (as further defined by the knowledge subsection of this competency area)</th>
<th>PsyBA 4 + 2 Internship Program Training Objectives</th>
<th>Performance criterion partly identified in the training objectives: policies and procedures in relation to prescribing not specifically discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.3.6 Ethical, legal and professional matters</td>
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<tr>
<td></td>
<td>Knowledge of legal issues:</td>
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<tr>
<td></td>
<td>Knowledge of the main provisions and awareness of when to consult relevant legislation contained in state and territory and Commonwealth acts and regulations of parliament as they pertain to psychologists’ work</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion partly identified in the core competencies: policies and procedures in relation to prescribing not specifically discussed</td>
</tr>
<tr>
<td></td>
<td>C2 Legal, ethical and professional frameworks and codes</td>
<td></td>
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<tr>
<td></td>
<td>C2.3 Professional procedures and practices comply with relevant legislation</td>
<td></td>
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<tr>
<td></td>
<td>Complies with legislation governing:</td>
<td></td>
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<tr>
<td></td>
<td>• Mandatory reporting</td>
<td></td>
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<td></td>
<td>• Access to records</td>
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<td></td>
<td>• Legal processes</td>
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<td></td>
<td>• OH&amp;S legislation</td>
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<td></td>
<td>• Employment law</td>
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<td></td>
<td>and other legislation where applicable, and actively seeks out direction and guidance from more senior colleagues or other reliable sources to ensure his/her practice meets the relevant legislative requirements</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Performance criterion partly identified in the curriculum: policies and procedures in relation to prescribing not specifically discussed</td>
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<td></td>
<td>Domain 1 Ethics</td>
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<td></td>
<td>Legal Issues</td>
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</tr>
<tr>
<td></td>
<td>1 Knowledge and application of relevant legislation, including:</td>
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<tr>
<td></td>
<td>• relevant sections of state and territory legislation and principles of best practice relating to:</td>
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</tbody>
</table>
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
</table>
|                      | - privacy, freedom of information and maintenance of health records  
|                      | - antidiscrimination and equal opportunity  
|                      | - mental health care (e.g. involuntary treatment, informed consent)  
|                      | - principles related to duty to protect (e.g. guardianship, firearms)  
|                      | - principles related to duty to report (e.g. child abuse, elder abuse, domestic violence, criminal acts, unsafe sexual practice, suicide risk)  
|                      | - children and adolescents  
|                      | - workers’ compensation and disability services  
|                      | - victims of crime |

H1.1.2 Maintains accurate and complete records of:  
- the consultation  
- clinical examinations and investigation results  
- risk factors for medicines misadventure  
- the person’s decision to decline treatment (where relevant)  
- changes to the person’s medicines management plan, including the rationale behind these changes  
- the review plan, recommendations, and date for next review  
- outcomes of treatment  

#### PsyBA 4 + 2 Internship Program Training Objectives

6.3.5 Research and Evaluation  
Training objectives are:  
- understanding legal and ethical issues associated with the collection, release, dissemination and storage of information or data  
6.3.6 Ethical, legal and professional matters  
Knowledge of legal issues:  
Knowledge of the National Law is mandatory. Other areas where relevant legislation exists include:  
- health records  

#### APAC Core competencies of the entry level psychology practitioner

C3 Psychological assessment and measurement  
C3.3 Conducts psychological assessment  
- Interprets and integrates collected material:  
  - Maintains an accurate record of collected information  
C4 Evidence-based interventions  
C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client  
- Takes accurate notes of consultations  

#### PsyBA National psychology examination curriculum

Domain 1 Ethics  
Legal Issues  

Performance criterion partly identified in the training objectives: knowledge of requirement discussed not actual practice  
Performance criterion partly identified in the core competencies: not all medicine management records detailed  
Performance criterion partly identified in the curriculum: not all...
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge and application of relevant legislation, including:</td>
<td>Domain 4: Communication</td>
<td>all medicine management records detailed</td>
</tr>
<tr>
<td>- relevant sections of state and territory legislation and principles of best practice relating to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- privacy, freedom of information and maintenance of health records</td>
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<tr>
<td>Examination candidates will demonstrate:</td>
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<td></td>
</tr>
<tr>
<td>1 Knowledge of record keeping procedures that meet professional, organisational, ethical and legislative requirements</td>
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</tbody>
</table>

**Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional’s own scope of practice**

**PsyBA 4 + 2 Internship Program Training Objectives**

6.3.6 Ethical, legal and professional matters

**Knowledge of ethical issues**

Detailed knowledge and understanding of ethics relevant to psychological practice as set out in the Board endorsed *Code of ethics*.

- a-confidentiality and privacy issues
- b-consent issues (including minors and those unable to provide informed consent);
  - i sexual propriety
  - ii boundary issues
- c-psycho-legal issues (e.g. disclosure of information; rights of clients to access their files)

**Knowledge of professional issues**

Knowledge of professional issues including:

- a-personal presentation
- b-the role of the psychologist within the profession and the workplace
- c-the roles of other professions and the ability to report to other professionals appropriately and work collaboratively
- d-the propriety of relationships amongst psychologists, between psychologists and other professionals, employers and clients
- e-mechanisms for the resolution of conflict between psychologists and clients, colleagues, employers and other professionals, including complaints decisions
- f-working effectively at an appropriate level of autonomy, with awareness of the limits of one’s own competence, and accepting accountability to relevant professional and service managers
- g-managing own personal learning needs and developing strategies to meet these
- h-using supervision to reflect on practice and making appropriate use of feedback received
- i-developing self-reflection or self-assessment skills
- j-developing strategies to manage the emotional and physical impact of psychological practice and seeking appropriate support when necessary, with good awareness of boundary issues

Performance criterion appears to map completely
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<th>Performance Criteria</th>
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<tbody>
<tr>
<td><strong>k</strong>-understanding the impact of difference and diversity and implications for working practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>l</strong>-gender, sexuality and cultural issues</td>
<td></td>
<td></td>
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<tr>
<td><strong>m</strong>-service needs of vulnerable groups in society</td>
<td></td>
<td></td>
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<tr>
<td><strong>n</strong>-registration issues; that is, requirement for maintaining and notifying</td>
<td></td>
<td></td>
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<tr>
<td><strong>o</strong>-advertising and public statements</td>
<td></td>
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<tr>
<td><strong>p</strong>-administrative and record keeping procedures (including adequate clarification of any financial arrangements, including billing)</td>
<td></td>
<td></td>
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<tr>
<td><strong>q</strong>-note-taking</td>
<td></td>
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<tr>
<td><strong>r</strong>-negotiated work place agreements</td>
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</tbody>
</table>

### APAC Core competencies of the entry level psychology practitioner

**C2** Legal, ethical and professional frameworks and codes

- **C2.1** Meets the Psychology Board of Australia's (PsyBA's) registration standards and guidelines
  - Shows awareness of the PsyBA General Registration Standard and associated Guidelines.
  - Is familiar with the PsyBA Continuing Professional Development and Professional Indemnity Insurance Arrangement Registration Standards and associated Guidelines.
  - Is familiar with the PsyBA Mandatory Notification Guidelines

- **C2.5** Complies with the code of ethics currently adopted by the PsyBA
  - Identifies client rights
  - Obtains and documents informed consent in manner which takes account of the clients’ ability to consent
  - Institutes procedures to protect clients’ privacy and confidentiality
  - Routinely explains to the client the limits to confidentiality
  - Provides accurate and complete information in all professional relationships including when delivering negative feedback
  - Describes ethical dilemmas and identifies ethical principles that address them
  - Identifies and acknowledges own professional limitations and refers to other professionals when appropriate

- **C2.6** Practices in accordance with professional management standards and guidelines
  - Adheres to the requirements of regulating bodies and is guided by the resources of professional associations to establish and enhance practice procedures

**C5** Research and evaluation

- **C5.1** Designs and conducts research and evaluation in accordance with accepted ethical guidelines
  - Complies with the Australian Code for the Responsible Conduct of Research and the code of ethics currently adopted by the PsyBA

Performance criterion appears to map completely
Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<th>Performance Criteria</th>
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</tr>
</thead>
</table>
| H1.2.2 Practices within the limits of the health professional’s own education, training and scope of practice | PsyBA National psychology examination curriculum
   Domain 1 Ethics
   Legal Issues
   1. Knowledge and application of relevant legislation, including:
      - The Health Practitioner Regulation National Law, and the standards, codes, guidelines and policies of the Psychology Board of Australia
   Ethical issues
   2. Knowledge and application of the ethical principles and standards in the code/s endorsed by the Psychology Board of Australia at the time, and relevant ethical guidelines | Performance criterion appears to map completely |
| | PsyBA 4 + 2 Internship Program Training Objectives
   6.3.6 Ethical, legal and professional matters
   Knowledge of professional issues including:
   - Working effectively at an appropriate level of autonomy, with awareness of the limits of one’s own competence, and accepting accountability to relevant professional and service managers | Performance criterion appears to map completely |
| | APAC Core competencies of the entry level psychology practitioner
   C2. Legal, ethical and professional frameworks and codes
   C2.5 Complies with the code of ethics currently adopted by the PsyBA
   - Identifies and acknowledges own professional limitations and refers to other professionals when appropriate | Performance criterion appears to map completely |
| | PsyBA National psychology examination curriculum
   Unable to identify this performance criterion | Unable to identify this performance criterion |
| H1.2.3 Demonstrates respect for the scope of practice of other health professionals and their contribution within a collaborative care model, particularly that of the person’s main healthcare provider | PsyBA 4 + 2 Internship Program Training Objectives
   6.3.6 Ethical, legal and professional matters
   Knowledge of professional issues
   Knowledge of professional issues including:
   - The roles of other professions and the ability to report to other professionals appropriately and work collaboratively | Performance criterion partly identified in the training objectives |
| | APAC Core competencies of the entry level psychology practitioner
   C6 Communication, collaboration and interpersonal relationships | Performance criterion appears to map completely |
<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>C6.4 Collaborates with other professionals for the benefit of clients</td>
<td>• Values interprofessional practice and its importance to effective delivery of high quality models of care&lt;br&gt;• C6.5 Values the capabilities and expertise of professional colleagues in other disciplines&lt;br&gt;• Appreciates the importance of inter-professional collaboration for models of care and client outcomes.&lt;br&gt;• Collaborates effectively with professional colleagues</td>
<td></td>
</tr>
<tr>
<td>Psycho BA National psychology examination curriculum</td>
<td>PsyBA National psychology examination curriculum&lt;br&gt;Domain 4: Communication&lt;br&gt;Examination candidates will demonstrate: 3 Knowledge of referral procedures, including the roles of other professionals at all levels of care, and health care system procedures and structures</td>
<td>Performance criterion partly identified in the curriculum: knowledge of role of other health professionals</td>
</tr>
<tr>
<td>H1.2.4 Accepts responsibility and is accountable for the care provided to the person</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives&lt;br&gt;6.3.6 Ethical, legal and professional matters&lt;br&gt;Knowledge of professional issues including:&lt;br&gt;f-working effectively at an appropriate level of autonomy, with awareness of the limits of one’s own competence, and accepting accountability to relevant professional and service managers</td>
<td>Performance criterion partly identified in the training objectives: accountability to managers discussed but not accountability for care provided</td>
</tr>
<tr>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>Element H1.3 Practices within the applicable frameworks of the healthcare setting and system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives&lt;br&gt;Unable to identify this performance criterion&lt;br&gt;APAC Core competencies of the entry level psychology practitioner&lt;br&gt;C2 Legal, ethical and professional frameworks and codes</td>
<td>Performance criterion partly identified in the core competencies: policies and codes</td>
</tr>
<tr>
<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
<td>Comments</td>
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<tr>
<td>C2.4 Professional procedures and practices comply with the requirements and procedures set down by other regulating bodies (including those which request and/or fund psychological services) Where relevant, complies with the regulations and requirements set down by: • Transport accident authorities • Workers compensation authorities • Family court • Coroner’s inquests • Medicare • Department of Veterans’ Affairs • Private health insurance funds C2.6 Practices in accordance with professional management standards and guidelines • Adheres to the requirements of regulating bodies and is guided by the resources of professional associations to establish and enhance practice procedures</td>
<td>procedures in relation to prescribing not specifically discussed</td>
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<tr>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
<td></td>
</tr>
<tr>
<td>H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person’s situation</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
<td></td>
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<tr>
<td>C2 Legal, ethical and professional frameworks and codes C2.6 Practices in accordance with professional management standards and guidelines • Contributes to the development and review of a professional procedures manual</td>
<td>Performance criterion partly identified in the core competencies: policies and procedures in relation to prescribing not specifically discussed</td>
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</tbody>
</table>
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tr>
<td>procedures relating to prescribing not detailed</td>
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<td>PsyBA National psychology examination curriculum</td>
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<td>Unable to identify this performance criterion</td>
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<td>Unable to identify this performance criterion</td>
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<tr>
<td><strong>Element H1.4 Practices quality use of medicines principles</strong></td>
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<tr>
<td>H1.4.1 Applies quality use of medicines principles when prescribing medicines</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td>H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<td>Unable to identify this performance criterion</td>
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<td></td>
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<td>Unable to identify this performance criterion</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
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<td>Unable to identify this performance criterion</td>
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<tr>
<td>H1.4.3 Demonstrates knowledge of the medicines commonly prescribed</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<td>Unable to identify this performance criterion</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<td>PsyBA National psychology examination curriculum</td>
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<td>Unable to identify this performance criterion</td>
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<tr>
<td>H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional’s own practice</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
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<td>PsyBA National psychology examination curriculum</td>
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**Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional’s own prescribing**

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<tr>
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<tr>
<td></td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td></td>
</tr>
<tr>
<td>H1.5.1 Engages in ongoing professional development and education to improve prescribing practices</td>
<td>6.3.6 Ethical, legal and professional matters</td>
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<tr>
<td></td>
<td>Knowledge of professional issues including:</td>
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<tr>
<td></td>
<td>g: managing own personal learning needs and developing strategies to meet these</td>
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<tr>
<td></td>
<td>h: using supervision to reflect on practice and making appropriate use of feedback received</td>
<td></td>
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<tr>
<td></td>
<td>i: developing self-reflection or self-assessment skills</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion partly identified in the core competencies: CPD activities identified, but prescribing currently not within scope of practice, so not covered by any CPD statements</td>
</tr>
<tr>
<td></td>
<td>C2 Legal, ethical and professional frameworks and codes</td>
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<td></td>
<td>C2.8 Demonstrates a commitment to ongoing learning and improvement</td>
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<td></td>
<td>• Sources and reads recent published empirical evidence relevant to current areas of practice and discusses it with colleagues</td>
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<td></td>
<td>• Attends relevant high quality evidence-based professional development (and other professional education) activities on a regular basis</td>
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<td></td>
<td>C9 Supervision, mentoring and self-reflection</td>
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<tr>
<td></td>
<td>C9.1 Values reflection, guidance, and mentoring available from senior colleagues through the supervision/peer consultation process</td>
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<td></td>
<td>• Regularly participates in the peer consultation/peer consultation process</td>
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</table>
Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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</thead>
</table>
|                      | - Takes up opportunities for reflection, discussion, mentoring and feedback on all elements of his/her own professional practice during peer consultation  
  - Seeks out guidance from his/her supervisor(s), especially where risk is high or when challenged by complex or difficult circumstances  
  - Explores the limitations of his/her current level of training and experience, and plans for future learning through supervision, including training to become a supervisor  
  C9.2 Values self-awareness and critical reflection  
  - Engages in activities which promote self-awareness and critical reflection on professional practice, including reflecting on one’s own values, cultural assumptions and the influence of stereotypes | Performance criterion partly identified in the curriculum: CPD activities identified, but prescribing currently not within scope of practice, so not covered by any CPD statements. |

PsyBA National psychology examination curriculum

Domain 1 Ethics

Professional issues

3 Understanding of models and approaches for continuing professional development, including methods for:
- Developing, updating, and enhancing knowledge through continuing education
- Professional self-management including self-reflection, self-assessment, and self-care
- Supervision and peer consultation

Element H1.6 Addresses the potential for bias in prescribing decisions

H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including:
- marketing influences
- possible personal, professional or financial gain
- conflicts of interest
- the health professional’s own beliefs, values, and experiences

PsyBA 4 + 2 Internship Program Training Objectives

Unable to identify this performance criterion

APAC Core competencies of the entry level psychology practitioner

Unable to identify this performance criterion

PsyBA National psychology examination curriculum

Unable to identify this performance criterion

Competency Area H2 Communicates: Communicates and collaborates effectively with the person and other health professionals

Element H2.1 Obtains consent to provide clinical services to the person
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tbody>
<tr>
<td>H2.1.1 Adheres to legislative and workplace requirements for obtaining and recording</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>- obtaining and recording consent for:</td>
<td></td>
<td></td>
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<tr>
<td>- accessing health records</td>
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<tr>
<td>- obtaining information from, and providing information to, other health professionals</td>
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<tr>
<td>- conducting a clinical examination</td>
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<td>- providing clinical services</td>
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<tr>
<td>- the potential benefits and harms of treatment</td>
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<tr>
<td>- the financial aspects of the treatment</td>
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<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Performance criterion appears to map completely</td>
</tr>
<tr>
<td></td>
<td>C2 Legal, ethical and professional frameworks and codes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2.5 Complies with the code of ethics currently adopted by the PsyBA</td>
<td></td>
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<tr>
<td></td>
<td>• Obtains and documents informed consent in manner which takes account of the clients’ ability to consent</td>
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</tr>
<tr>
<td></td>
<td>C6 Communication, collaboration and interpersonal relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C6.2 Communicates and collaborates effectively with the client and relevant others</td>
<td></td>
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<tr>
<td></td>
<td>• Obtains signed informed consent to provide services to the client and to communicate with others when appropriate</td>
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<tr>
<td></td>
<td>• Complies with organisational policies and procedures for obtaining informed consent</td>
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<tr>
<td></td>
<td>C7 Cultural responsiveness and cultural safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C7.1 Identifies the unique features of cultures, experiences and lifestyles, especially when different from his or her own, and adopts a set of congruent behaviours consistent with cultural competence</td>
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<tr>
<td></td>
<td>• Places particular stress on informed consent and collaborative decision making (appropriate to the culture and setting of the client), especially as a contribution to the issue of self-determination</td>
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</tr>
<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td></td>
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<tr>
<td></td>
<td>Domain 1 Ethics</td>
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<tr>
<td></td>
<td>Legal Issues</td>
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<tr>
<td></td>
<td>1 Knowledge and application of relevant legislation, including:</td>
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<tr>
<td></td>
<td>• relevant sections of state and territory legislation and principles of best practice relating to:</td>
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<tr>
<td></td>
<td>• mental health care (e.g. involuntary treatment, informed consent)</td>
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<tr>
<td></td>
<td>Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes</td>
<td>Performance criterion partly identified in the curriculum: knowledge and application re informed consent mentioned</td>
</tr>
<tr>
<td></td>
<td>H2.2.1 Involves the person’s family or carers in the consultation where appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>Unable to identify this performance criterion</td>
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</tbody>
</table>

A review of the prescribing capability of speech pathologists, dietitians and psychologists
# Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2.2.2 Explores and responds appropriately to the person’s concerns and expectations regarding:</td>
<td><strong>PsyBA National psychology examination curriculum</strong>&lt;br&gt;Common areas of competency&lt;br&gt;Across all four domains, examination candidates will need to demonstrate sensitivity to:</td>
<td>Performance criterion partly identified in the curriculum</td>
</tr>
<tr>
<td>- the consultation</td>
<td>- preferences of clients, their carers, partners and families where appropriate</td>
<td></td>
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<tr>
<td>- their health</td>
<td></td>
<td></td>
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<tr>
<td>- their own role and that of health professionals in managing their health</td>
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<td></td>
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<tr>
<td>- the health professional’s scope of practice</td>
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<tr>
<td>- the use of medicines and other treatments to maintain their health</td>
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<tr>
<td>H2.2.3 Establishes a therapeutic partnership that accords with the preferences expressed by the person</td>
<td><strong>PsyBA 4 + 2 Internship Program Training Objectives</strong>&lt;br&gt;H2.2.3 Establishes a therapeutic partnership that accords with the preferences expressed by the person</td>
<td>Performance criterion partly identified in the training objectives</td>
</tr>
<tr>
<td></td>
<td><strong>APAC Core competencies of the entry level psychology practitioner</strong>&lt;br&gt;C4 Evidence-based interventions&lt;br&gt;C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context&lt;br&gt;C6 Communication, collaboration and interpersonal relationships&lt;br&gt;C6.2 Communicates and collaborates effectively with the client and relevant others</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PsyBA National psychology examination curriculum</strong>&lt;br&gt;Common areas of competency&lt;br&gt;Across all four domains, examination candidates will need to demonstrate sensitivity to:</td>
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<td>- preferences of clients, their carers, partners and families where appropriate</td>
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<tr>
<td>Performance Criteria</td>
<td>Psychology entry level training objectives/competencies</td>
<td>Comments</td>
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<tr>
<td></td>
<td>• Works in partnership with the client and relevant others in appropriate aspects of the professional service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C7 Cultural responsiveness and cultural safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C7.1 Identifies the unique features of cultures, experiences and lifestyles, especially when different from his or her own, and adopts a set of congruent behaviours consistent with cultural competence</td>
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<td>• Places particular stress on informed consent and collaborative decision making (appropriate to the culture and setting of the client), especially as a contribution to the issue of self-determination</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
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<td>Across all four domains, examination candidates will need to demonstrate sensitivity to:</td>
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<tr>
<td></td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
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<tr>
<td></td>
<td>6.3.6 Ethical, legal and professional matters</td>
<td></td>
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<tr>
<td></td>
<td>Knowledge of professional issues including:</td>
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<tr>
<td></td>
<td>d-the propriety of relationships amongst psychologists, between psychologists and other professionals, employers and clients</td>
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<td></td>
<td>l-gender, sexuality and cultural issues</td>
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<tr>
<td></td>
<td>m-service needs of vulnerable groups in society</td>
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<tr>
<td></td>
<td>6.3.7 Working within a cross-cultural context</td>
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<tr>
<td></td>
<td>The provisional psychologist, through both supervised practice and professional development, activities is required to:</td>
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<tr>
<td></td>
<td>a-demonstrate awareness of his or her own cultural background and any resulting bias or skewed perception of client experience</td>
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<tr>
<td></td>
<td>b-demonstrate the ability to acquire relevant knowledge of clients’ cultural background</td>
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<tr>
<td></td>
<td>c-demonstrate the skills and special abilities required to assess and intervene with culturally different clients in an effective and culturally-relevant manner</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C6 Communication, collaboration and interpersonal relationships</td>
<td></td>
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</tbody>
</table>

A review of the prescribing capability of speech pathologists, dietitians and psychologists
### Performance Criteria

<table>
<thead>
<tr>
<th>Comments</th>
<th>Psychology entry level training objectives/competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C6.1 Exhibits professional conduct and demeanour</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates respect for others in all professional interactions</td>
</tr>
<tr>
<td></td>
<td>C7  Cultural responsiveness and cultural safety</td>
</tr>
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<td></td>
<td>C7.1 Identifies the unique features of cultures, experiences and lifestyles, especially when different from his or her own, and adopts a set of congruent behaviours consistent with cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Values diversity and cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Modifies practice to ensure it is culturally safe and appropriate to the physical, spiritual, cultural, emotional and social wellbeing of each client. These cultural characteristics may include:</td>
</tr>
<tr>
<td></td>
<td>• The nature of relationships and kinship among Aboriginal and Torres Strait Islander Peoples</td>
</tr>
<tr>
<td></td>
<td>• The importance of narrative as a communication tool</td>
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<tr>
<td></td>
<td>• Adopts culturally safe and respectful practice in recognition of the perspectives and experiences of Indigenous Australians, including the impact of colonisation on Aboriginal and Torres Strait Islander Peoples</td>
</tr>
<tr>
<td></td>
<td>• Works in respectful partnership with the Aboriginal and Torres Strait Islander communities and with other relevant groups with whom clients may identify</td>
</tr>
</tbody>
</table>

#### PsyBA National psychology examination curriculum

**Common areas of competency**

Across all four domains, examination candidates will need to demonstrate sensitivity to:

- culture, including Aboriginal and Torres Strait Islander issues
- religious, social, ethnic and political backgrounds and contexts
- gender and sexuality issues
- service needs of different age groups
- service needs of vulnerable groups in society

Performance criterion appears to map completely

#### H2.3.2 Respects the person’s privacy and confidentiality

**PsyBA 4 + 2 Internship Program Training Objectives**

6.3.6 Ethical, legal and professional matters

Knowledge of ethical issues

Detailed knowledge and understanding of ethics relevant to psychological practice as set out in the Board endorsed *Code of ethics*.

- confidentiality and privacy issues

APAC Core competencies of the entry level psychology practitioner

C2  Legal, ethical and professional frameworks and codes

Performance criterion partly identified in the training objectives: knowledge of confidentiality and privacy issues discussed not actual practice

Performance criterion appears to map completely
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
</tr>
</thead>
</table>
| C2.5 Complies with the code of ethics currently adopted by the PsyBA | - Institutes procedures to protect clients’ privacy and confidentiality  
- Routinely explains to the client the limits to confidentiality | Performance criterion partly identified in the curriculum: knowledge and application of relevant legislation with respect to privacy discussed |
| PsyBA National psychology examination curriculum | Domain 1: Ethics  
1. Knowledge and application of relevant legislation, including:  
   - relevant sections of state and territory legislation and principles of best practice relating to:  
     - privacy, freedom of information and maintenance of health records | |
| PsyBA 4 + 2 Internship Program Training Objectives | Unable to identify this performance criterion | Unable to identify this performance criterion |
| APAC Core competencies of the entry level psychology practitioner | C7 Cultural responsiveness and cultural safety  
C7.1 Identifies the unique features of cultures, experiences and lifestyles, especially when different from his or her own, and adopts a set of congruent behaviours consistent with cultural competence  
- Places particular stress on informed consent and collaborative decision making (appropriate to the culture and setting of the client), especially as a contribution to the issue of self-determination | Performance criterion appears to map completely |
| PsyBA National psychology examination curriculum | Unable to identify this performance criterion | Unable to identify this performance criterion |
| Element H2.4 Communicates effectively with the person using appropriate communication skills to enable the safe use of medicines | H2.4.1 Assesses the person’s preferred language, communication style, communication capabilities, and health literacy, and adjusts the health professional’s own communication style to interact effectively with them | Performance criterion appears to map completely |
| PsyBA 4 + 2 Internship Program Training Objectives | 6.3.4 Communication and interpersonal relationships  
Communication training objectives include:  
- a-developing and maintaining effective oral and written communication skills:  
  i. in rapport building  
  ii. by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication  
with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts | |

A review of the prescribing capability of speech pathologists, dietitians and psychologists
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</table>
| b-adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication  
c-responding appropriately, including demonstrating sensitivity to matters under consideration if necessary  
d-communicating, interacting and liaising for a range of purposes (e.g., discussing research with other professionals; discussing relevant psychological services with clients or potential clients)  
e-awareness of personal motivation, biases and values and how these may influence communication |                                                                                                                                                                                                                                                      | Performance criterion appears to map completely |
| APAC Core competencies of the entry level psychology practitioner                   |                                                                                                                                                                                                                                                      |                                               |
| C6 Communication, collaboration and interpersonal relationships                        |                                                                                                                                                                                                                                                      |                                               |
| C6.2 Communicates and collaborates effectively with the client and relevant others    |                                                                                                                                                                                                                                                      |                                               |
| • Uses language appropriate to the client’s age and level of understanding            |                                                                                                                                                                                                                                                      |                                               |
| • Communicates effectively with clients from diverse backgrounds, including engaging and working effectively with interpreters (including Aboriginal and Torres Strait Islander interpreters) to address language barriers |                                                                                                                                                                                                                                                      |                                               |
| PsyBA National psychology examination curriculum                                     |                                                                                                                                                                                                                                                      | Performance criterion appears to map completely |
| Domain 3: Interventions                                                             |                                                                                                                                                                                                                                                      |                                               |
| Across all four domains, examination candidates will need to demonstrate sensitivity to: |                                                                                                                                                                                                                                                      |                                               |
| • linguistic abilities and preferred modes of communication                          |                                                                                                                                                                                                                                                      |                                               |
| PsyBA 4 + 2 Internship Program Training Objectives                                 |                                                                                                                                                                                                                                                      | Performance criterion appears to map completely |
| 6.3.4 Communication and interpersonal relationships                                  |                                                                                                                                                                                                                                                      |                                               |
| Interpersonal Relationships Training Objectives are:                                |                                                                                                                                                                                                                                                      |                                               |
| b-gaining knowledge and awareness of theoretical and empirical research on professional relationships, including: |                                                                                                                                                                                                                                                      |                                               |
| i-power relationships                                                               |                                                                                                                                                                                                                                                      |                                               |
| APAC Core competencies of the entry level psychology practitioner                   |                                                                                                                                                                                                                                                      | Unable to identify this performance criterion |
| Unable to identify this performance criterion                                        |                                                                                                                                                                                                                                                      |                                               |
| PsyBA National psychology examination curriculum                                     |                                                                                                                                                                                                                                                      | Unable to identify this performance criterion |
| Unable to identify this performance criterion                                        |                                                                                                                                                                                                                                                      |                                               |
| PsyBA 4 + 2 Internship Program Training Objectives                                 |                                                                                                                                                                                                                                                      | Unable to identify this performance criterion |
| Unable to identify this performance criterion                                        |                                                                                                                                                                                                                                                      |                                               |
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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<tbody>
<tr>
<td>H2.4.3 Provides clear and appropriate written and verbal information to the person to enable them to make informed choices and achieve optimal health outcomes</td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
</tr>
<tr>
<td>H2.4.4 Ascertains that the information provided has been received and understood correctly</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Unable to identify this performance criterion</td>
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<tr>
<td></td>
<td>APAC Core competencies of the entry level psychology practitioner</td>
<td>Unable to identify this performance criterion</td>
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<td></td>
<td>PsyBA National psychology examination curriculum</td>
<td>Unable to identify this performance criterion</td>
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</table>

### Element H2.5 Collaborates with other health professionals to achieve optimal health outcomes for the person

<table>
<thead>
<tr>
<th>Performance Criterion</th>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2.5.1 Engages in open, interactive discussions with other health professionals involved in caring for the person</td>
<td>PsyBA 4 + 2 Internship Program Training Objectives</td>
<td>Performance criterion partly identified in the training objectives:</td>
</tr>
<tr>
<td></td>
<td>6.3.4 Communication and interpersonal relationships</td>
<td>Communication training objectives include:</td>
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<tr>
<td></td>
<td>i) developing and maintaining effective oral and written communication skills:</td>
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<td></td>
<td>ii) by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication</td>
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<td></td>
<td>iii) with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts</td>
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<td></td>
<td>d) communicating, interacting and liaising for a range of purposes (e.g., discussing research with other professionals; discussing relevant psychological services with clients or potential clients)</td>
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A review of the prescribing capability of speech pathologists, dietitians and psychologists
### Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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</thead>
</table>
| APAC Core competencies of the entry level psychology practitioner | C6 Communication, collaboration and interpersonal relationships  
C6.4 Collaborates with other professionals for the benefit of clients  
- Prepares outlines and presents clearly the issues for consultation when obtaining opinions from other professionals | Performance criterion partly identified in the core competencies |
| PsyBA National psychology examination curriculum | Domain 4: Communication  
Examination candidates will demonstrate:  
4 Knowledge of methods to communicate to, and liaise with, professional groups (e.g. oral case review, conference presentations, writing for publication) | Performance criterion partly identified in the curriculum |
| H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
| APAC Core competencies of the entry level psychology practitioner | Unable to identify this performance criterion | Unable to identify this performance criterion |
| PsyBA National psychology examination curriculum | Unable to identify this performance criterion | Unable to identify this performance criterion |
| H2.5.3 Responds appropriately to communication initiated by other health professionals | PsyBA 4 + 2 Internship Program Training Objectives  
Unable to identify this performance criterion | Unable to identify this performance criterion |
| APAC Core competencies of the entry level psychology practitioner | C6 Communication, collaboration and interpersonal relationships  
C6.4 Collaborates with other professionals for the benefit of clients  
- Analyses and records relevant opinions and integrates them into the client’s assessment, intervention/management plans and reports where appropriate  
- Values interprofessional practice and its importance to effective delivery of high quality models of care | Performance criterion appears to map completely |
<p>| PsyBA National psychology examination curriculum | | Unable to identify this performance criterion |</p>
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Psychology entry level training objectives/competencies</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Unable to identify this performance criterion</td>
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</tbody>
</table>
| H2.5.4 Provides clear verbal and written information to other health professionals by secure means when implementing new treatments with medicines or modifying existing treatment plans | **PsyBA 4 + 2 Internship Program Training Objectives**  
6.3.2 Psychological assessment and measurement  
iii-administration, scoring, recording and interpretation and report writing for the current editions of at least two different tests in at least two of the following categories:  
- specialised cognitive assessments  
- developmental and education  
- vocational  
- adaptive behaviour  
- mental health  
- counselling  
- clinical and health  
- group tests  
Report writing objectives comprise demonstrating skill in writing informed, succinct, valid and well organised psychological reports. | Performance criterion partly identified in the training objectives: report writing with respect to assessment only discussed |
| **APAC Core competencies of the entry level psychology practitioner**  
C6  Communication, collaboration and interpersonal relationships  
C6.3 Communicates effectively with professionals to provide and obtain opinions  
- Prepares oral and written reports tailored to the needs of the recipients and periodically obtains feedback from more senior colleagues on draft reports  
- Uses language and information appropriate for the referring agent or other professional recipients including appropriate content, style, detail and complexity (such as using case examples and models to explain complex ideas) | |
| **PsyBA National psychology examination curriculum**  
Domain 4: Communication  
This domain focuses on communicating to clients, other professionals, organisations or the wider community. Candidates are expected to be aware of the types and appropriate methods of professional communication, both oral and written. Candidates are expected to demonstrate an awareness of the importance of clarity, accuracy, coherence, organisation and succinctness in communication  
Examination candidates will demonstrate: | |

A review of the prescribing capability of speech pathologists, dietitians and psychologists
## Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework

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</thead>
<tbody>
<tr>
<td>2</td>
<td>Knowledge of appropriate report writing techniques across different contexts (e.g. reports for audiences including health professionals, legal professionals, public servants, employees of insurance companies, and work-related or organisational reports to employers)</td>
<td></td>
</tr>
</tbody>
</table>
Table C3: Mapping of the Prescribing Competencies Framework (Element Level) against Curriculum Learning Outcomes for Bachelor of Behavioural Science (Psychology) + Bachelor of Behavioural Science (Honours Psychology) + Master of Clinical Psychology, QUT

Note: courses shown in red are elective

<table>
<thead>
<tr>
<th>Subject</th>
<th>Applicable Learning Outcome/s</th>
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</thead>
<tbody>
<tr>
<td>Competency Area 1 Assessment: Understands the person and their clinical needs</td>
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</tr>
<tr>
<td>Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals</td>
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<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td></td>
</tr>
</tbody>
</table>
| PYB000-Psychology in Professional Contexts  | 3. Recognise the role of collaborative professional practice in enhancing psychological well-being  
5. Demonstrate an ability to work and achieve scholarly goals within a collaborative group environment and to reflect on this process                                                                                                                                                                                                                                                                                                                                                          |
| PYB007-Interpersonal Processes and Skills   | 1. Demonstrate your understanding of relevant communication theories and concepts and apply these to real world situations  
2. Demonstrate the appropriate use of basic communication and assertiveness skills to attend to others, and send and receive information  
3. Identify your interpersonal style and critically reflect on how this might impact on interactions you have with others  
4. Participate effectively in small group interactions, and to undertake problem-solving and conflict management where necessary                                                                                                                                                                                                                                                                                                                                 |
| PYB208-Counselling Theory and Practice 1    | 2. Identify and evaluate the micro skills of counselling  
3. Develop an understanding of the application of particular theoretical approaches  
4. Develop awareness of the role of self in the counselling relationship                                                                                                                                                                                                                                                                                                                                                                                              |
<p>| PYB054-Psychology and Gender                | 4. To expose you to a gendered/feminist critique of psychological methodology and research and to introduce methods of researching and counselling deemed to be friendly to women (and children and men)                                                                                                                                                                                                                                                                                                                                                               |
| PYB207-Psychology in the Community          | 2. Demonstrate interpersonal and professional communication skills, and your ability to work effectively in a multidisciplinary team                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| PYB356-Counselling Theory and Practice 2    | 2. Demonstrate the skills required to build a therapeutic relationship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Bachelor of Behavioural Science (Honours Psychology) | Unable to identify this element in learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Graduate Diploma in Behavioural Science     | Unable to identify this element in learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Master of Clinical Psychology               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| PYN035-Supervised Practicum Stage 1         | 1. Demonstrate knowledge and skill appropriate to provision of basic assessment and therapeutic communication in clinical psychology                                                                                                                                                                                                                                                                                                                                                                                                                                      |</p>
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<td>3-Demonstrate competence in communication and professional conduct by: punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; and where appropriate, communicating information to wider audiences</td>
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</tr>
<tr>
<td>Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person’s clinical needs and context</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td></td>
</tr>
<tr>
<td>PYB309-Individual Differences and Assessment</td>
<td>2- Demonstrate an understanding of how theoretical underpinnings relate to assessment choices through critical reflection of the psychological paradigms that drive assessment formation 3-Exhibit an appreciation of the complexities of psychological test development and administration, including the concepts of validity and reliability of psychological test instruments and the ethical principles involved in psychological assessment in the past and currently</td>
</tr>
<tr>
<td>PYB360-Interventions for Addictive Behaviours</td>
<td>3-Have a basic understanding of the rationale and the process of clinical assessment in the area of addictive behaviours</td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Honours Psychology)</td>
<td></td>
</tr>
<tr>
<td>PYH403-Cognitive Neuropsychology</td>
<td>6-To understand the selection and application of appropriate neuropsychological tests, and their interpretation as applied to set cases</td>
</tr>
<tr>
<td>Graduate Diploma in Behavioural Science</td>
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</tr>
<tr>
<td>PYH403-Cognitive Neuropsychology</td>
<td>6-To understand the selection and application of appropriate neuropsychological tests, and their interpretation as applied to set cases</td>
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<tr>
<td><strong>Master of Clinical Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>PYN025-Clinical Psychological Interventions 1</td>
<td>2-Articulate and demonstrate selected skills and knowledge within cognitive-behavioural assessment and intervention</td>
</tr>
</tbody>
</table>
| PYN027-Clinical Psychological Assessment | Learning objectives:  
1-Develop a theoretical understanding of psychological assessment, which will consist of, defining problems, generating hypotheses and using a variety of formal and informal assessment methods  
2-Understand the rationale, administration, scoring and interpretation of a number of formal psychological tests used with children, adolescents and adults  
3-Administer and score WAIS IV / WISC IV competently  
Professional attributes:  
7-Develop the ability to select appropriate measures to conduct the psychological assessment of clients with a wide range of referral questions  
8-Understand the strengths and weaknesses of various assessment methods |
| PYN028-Clinical Psychopathology | 1-Gain proficiency in the use of DSM IV-TR in the diagnosis of psychological disorders  
6-Demonstrate the acquisition of the above competencies by undertaking an assessment interview and arrive at a formulation and an onward management plan of a client in a clinical setting |
| PYN035-Supervised Practicum Stage 1 | 1-Demonstrate knowledge and skill appropriate to provision of basic assessment and therapeutic communication in clinical psychology |
| PYN044-Clinical Psychological Interventions 2 | 3-Demonstrate the ability to undertake an initial interview to assess the suitability of a client for interpersonally based psychotherapy and arrive at a diagnostic formulation of a client’s presenting problems |
| PYN036-Supervised Practicum Stage 2 | 1-Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in clinical psychology |
| PYN045-Clinical Psychological Interventions 3 | 3-Demonstrate the ability to undertake an assessment interview with a couple and/or family and conceptualise problems from the standpoint of selected models |
| PYN034-Childhood Psychopathology and Treatment | 1-Assess children’s behavioural, social and emotional problems including the influence of current contextual issues and predisposing factors  
3-Develop appropriate assessment and treatment plans for the most common disorders of childhood and adolescence |
| PYN037-Supervised Practicum Stage 3 | 1-Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in counselling psychology |
| PYN038-Supervised Practicum Stage 4 | 1-Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in counselling psychology |
| PYN039-Health Psychology and Rehabilitation | 2-Develop, following clinical investigation and analysis and through integration of theory and technique, psychological interventions designed to promote healthy behaviour change |
### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td><strong>Element 1.3 Generates and explores possible diagnoses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Psychology)</strong></td>
<td></td>
</tr>
<tr>
<td>PYB306-Psychopathology</td>
<td>2-Be able to identify and critique principles and practices underpinning DSM diagnostic classification system</td>
</tr>
<tr>
<td>PYB360-Interventions for Addictive Behaviours</td>
<td>2-Have an understanding of relevant diagnostic criteria and the related issues of multiple diagnoses, comorbidity and risk factors</td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Honours Psychology)</strong></td>
<td></td>
</tr>
<tr>
<td>PYH403-Cognitive Neuropsychology</td>
<td>2-Describe the basic anatomy of the cerebral cortex and subcortical structures, as well as the blood supply to the brain 3-Understand the basis of the brain-behaviour relationship and know some of the deficits associated with a number of neuropsychological disorders 4-Describe various deficits in terms of the implications for our understanding of cognitive functioning and discuss associated cognitive models 5-Discuss the various applications of neuropsychological knowledge for clinical and research purposes</td>
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<tr>
<td><strong>Graduate Diploma in Behavioural Science</strong></td>
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<tr>
<td>PYH403-Cognitive Neuropsychology</td>
<td>2-Describe the basic anatomy of the cerebral cortex and subcortical structures, as well as the blood supply to the brain 3-Understand the basis of the brain-behaviour relationship and know some of the deficits associated with a number of neuropsychological disorders 4-Describe various deficits in terms of the implications for our understanding of cognitive functioning and discuss associated cognitive models 5-Discuss the various applications of neuropsychological knowledge for clinical and research purposes</td>
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<tr>
<td><strong>Master of Clinical Psychology</strong></td>
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</tr>
<tr>
<td>PYN027-Clinical Psychological Assessment</td>
<td>Learning Outcomes 5-Provide feedback to clients in a sensitive manner</td>
</tr>
<tr>
<td>PYN028-Clinical Psychopathology</td>
<td>1-Critically discuss the principles underlying diagnostic systems 2-Gain proficiency in the use of DSM IV-TR in the diagnosis of psychological disorders 3-Demonstrate an understanding of and an ability to conceptualise the psychological, biological, and social factors that influence psychological vulnerability and disorders in adults and children 6-Demonstrate the acquisition of the above competencies by undertaking an assessment interview and arrive at a formulation and an onward management plan of a client in a clinical setting</td>
</tr>
<tr>
<td>PYN044-Clinical Psychological Interventions 2</td>
<td>3-Demonstrate the ability to undertake an initial interview to assess the suitability of a client for interpersonally based psychotherapy and arrive at a diagnostic formulation of a client’s presenting problems</td>
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<tr>
<td>PYN034-Childhood Psychopathology and Treatment</td>
<td>2-Demonstrate an understanding of classification systems in relation to disorders of childhood</td>
</tr>
<tr>
<td>PYN039-Health Psychology and Rehabilitation</td>
<td>2-Develop, following clinical investigation and analysis and through integration of theory and technique, psychological interventions designed to promote healthy behaviour change</td>
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### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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<tr>
<td><strong>Competency Area 2 Treatment options:</strong> Understands the treatment options and how they support the person’s clinical need</td>
<td></td>
</tr>
<tr>
<td><strong>Element 2.1 Considers non-pharmacological treatment options suitable for treating the person and their condition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Psychology)</strong></td>
<td></td>
</tr>
<tr>
<td>PYB360-Interventions for Addictive Behaviours</td>
<td>4- Have an understanding of the different types of individual, group and community based treatment strategies for addictive behaviours</td>
</tr>
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<td><strong>Bachelor of Behavioural Science (Honours Psychology)</strong></td>
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<tr>
<td>PYN025-Clinical Psychological Interventions 1</td>
<td>2- Articulate and demonstrate selected skills and knowledge within cognitive-behavioural assessment and intervention; 4- Relate the use of selected approaches to specific problem areas of adults and children</td>
</tr>
<tr>
<td>PYN028-Clinical Psychopathology</td>
<td>4- Critically discuss the aetiology, course and management of the major psychological disorders covered in the DSM-IV-TR and ICD-10 from the perspective of the major theoretical paradigms covered in the unit; 6- Demonstrate the acquisition of the above competencies by undertaking an assessment interview and arrive at a formulation and an onward management plan of a client in a clinical setting</td>
</tr>
<tr>
<td>PYN044-Clinical Psychological Interventions 2</td>
<td>3- Demonstrate the ability to undertake an initial interview to assess the suitability of a client for interpersonally based psychotherapy and arrive at a diagnostic formulation of a client’s presenting problems</td>
</tr>
<tr>
<td>PYN036-Supervised Practicum Stage 2</td>
<td>1- Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in clinical psychology</td>
</tr>
<tr>
<td>PYN045-Clinical Psychological Interventions 3</td>
<td>1- Demonstrate a critical understanding of the major concepts from systemic, narrative and solution-focussed approaches to the field of relationship counselling and family therapy; 4- Critically evaluate each of the therapy approaches in terms of evidence-based practice and contribution to an integrative framework</td>
</tr>
<tr>
<td>PYN034-Childhood Psychopathology and Treatment</td>
<td>3- Develop appropriate assessment and treatment plans for the most common disorders of childhood and adolescence; 4- Implement appropriate preventative strategies in relation to children at risk and know how to access locally available community resources to assist families</td>
</tr>
<tr>
<td>PYN037-Supervised Practicum Stage 3</td>
<td>1- Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in counselling psychology</td>
</tr>
<tr>
<td>PYN038-Supervised Practicum Stage 4</td>
<td>1- Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in counselling psychology</td>
</tr>
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<td>Subject</td>
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</tr>
<tr>
<td><strong>A review of the prescribing capability of speech pathologists, dietitians and psychologists</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Element 2.2 Identifies appropriate medicines options that can be incorporated into the person’s treatment plan</strong></td>
<td></td>
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<tr>
<td><strong>Bachelor of Behavioural Science</strong></td>
<td></td>
</tr>
<tr>
<td>PYB100-Foundation Psychology</td>
<td>3-The ability to access and evaluate research reports and other relevant information about topics in psychology</td>
</tr>
</tbody>
</table>
| PYB102-Introduction to Psychology 1B        | 1-Demonstrate a sound knowledge of the major concepts, issues, and theories in the areas of biological, behavioural, and cognitive psychology  
3-Demonstrate the ability to access and evaluate research reports and other relevant information about topics in psychology                                                                                           |
| PYB304-Physiological Psychology             | 1-To obtain a thorough understanding of anatomy and the physiology of neural and other systems underlying our behaviour  
2-To understand the integrated function of these systems in mental processes, also through the evaluation of the effect of brain damage on cognitive functioning                                                                |
| PYB159-Alcohol and Other Drug Studies       | 1-You will have an understanding of theories and models of prevention and treatment of alcohol and other drug problems  
3-You will be able to compare the treatment options available to individuals seeking treatment for alcohol and other drug problems, and be able to outline the costs and benefits of each form of treatment  
4-You will have an understanding of issues impacting on effective treatment and prevention programs such as dual diagnosis                                                                                                                   |
| PYB260-Psychopharmacology of Addictive Behaviour | 2-An understanding of the psychopharmacology of substances associated with problems of dependence and addiction and with their treatment                                                                                                                  |
| PYB307-Health Psychology                     | 3-Demonstrate an understanding of the biological, psychological, and social determinants of health and illness                                                                                                                  |
| **Bachelor of Behavioural Science (Honours Psychology)**                                  | Unable to identify this element in learning outcomes                                                                                                                                                                         |
| **Graduate Diploma in Behavioural Science**                                             | Unable to identify this element in learning outcomes                                                                                                                                                                         |
| **Master of Clinical Psychology**                                                        |                                                                                                                                                                                                                             |
| PYN027-Clinical Psychological Assessment   | Professional Attributes  
9-Recognize your limits as a practitioner and responding appropriately where specialist referral may be required                                                                                                           |
| PYN028-Clinical Psychopathology             | 4-Critically discuss the aetiology, course and management of the major psychological disorders covered in the DSM-IV-TR and ICD-10 from the perspective of the major theoretical paradigms covered in the unit  
5-Outline the major pharmacological treatments used in the management of the major disorders  
6-Demonstrate the acquisition of the above competencies by undertaking an assessment interview and arrive at a formulation and an onward management plan of a client in a clinical setting |
### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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<td>PYN030-Professional Practice in Clinical Psychology</td>
<td>6-Demonstrate the information literacy skills required to implement evidence-based practice (EBP), and describe the key processes involved in applying EBP to your work as a psychologist</td>
</tr>
<tr>
<td>PYN036-Supervised Practicum Stage 2</td>
<td>1-Articulate and demonstrate an appropriate level of competence in knowledge, psychological assessment and intervention strategies in clinical psychology</td>
</tr>
<tr>
<td>PYN045-Clinical Psychological Interventions 3</td>
<td>4-Critically evaluate each of the therapy approaches in terms of evidence-based practice and contribution to an integrative framework</td>
</tr>
<tr>
<td>PYN034-Childhood Psychopathology and Treatment</td>
<td>3-Develop appropriate assessment and treatment plans for the most common disorders of childhood and adolescence 5-Describe the actions of commonly used and abused psychoactive drugs in the child and adolescent area</td>
</tr>
<tr>
<td>PYN039-Health Psychology and Rehabilitation</td>
<td>2-Develop, following clinical investigation and analysis and through integration of theory and technique, psychological interventions designed to promote healthy behaviour change 4-Demonstrate, through analysis of current research, a critical understanding of the evidence base for the effectiveness of health psychology interventions</td>
</tr>
</tbody>
</table>

#### Competency Area 3 Shared decision making: Works in partnership with the person to develop and implement a treatment plan

**Element 3.1 Negotiates therapeutic goals with the person**

**Bachelor of Behavioural Science (Psychology)**

Unable to identify this element in learning outcomes

**Bachelor of Behavioural Science (Honours Psychology)**

Unable to identify this element in learning outcomes

**Graduate Diploma in Behavioural Science**

Unable to identify this element in learning outcomes

**Master of Clinical Psychology**

Unable to identify this element in learning outcomes

**Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan**

**Bachelor of Behavioural Science (Psychology)**

Unable to identify this element in learning outcomes

**Bachelor of Behavioural Science (Honours Psychology)**

Unable to identify this element in learning outcomes
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<tr>
<td>Master of Clinical Psychology</td>
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<tr>
<td><strong>Element 3.3 Develops a review plan tailored to the person’s needs</strong></td>
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<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
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<td>Master of Clinical Psychology</td>
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<tr>
<td><strong>Competency Area 4 Co-ordination: Communicates the treatment plan clearly to other health professionals</strong></td>
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<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
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<td>Bachelor of Behavioural Science (Honours Psychology)</td>
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<tr>
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<td>Unable to identify this element in learning outcomes</td>
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<tr>
<td><strong>Element 4.2 Provides information about medicines and the treatment plan with the person’s consent to other health professionals who provide care to the person</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td>4-Possess an ability to convey written communication regarding assessment in a concise and thorough manner required within the psychological profession</td>
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<td>Bachelor of Behavioural Science (Honours Psychology)</td>
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<td>PYN035-Supervised Practicum Stage 1</td>
<td>3-Demonstrate competence in communication and professional conduct by: punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; and where appropriate, communicating information to wider audiences</td>
</tr>
<tr>
<td>PYN036-Supervised Practicum Stage 2</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
</tr>
<tr>
<td>PYN037-Supervised Practicum Stage 3</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
</tr>
<tr>
<td>PYN038-Supervised Practicum Stage 4</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
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<td>staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
</tr>
</tbody>
</table>

**Competency Area 5** Monitors and reviews: Monitors and reviews the person’s response to treatment

**Element 5.1 Obtains information to assess the person’s response to treatment**

**Bachelor of Behavioural Science (Psychology)**

Unable to identify this element in learning outcomes

**Bachelor of Behavioural Science (Honours Psychology)**

Unable to identify this element in learning outcomes

**Graduate Diploma in Behavioural Science**

Unable to identify this element in learning outcomes

**Master of Clinical Psychology**

Unable to identify this element in learning outcomes

**Element 5.2 Works in partnership with the person and other health professionals to address issues arising from the review**

**Bachelor of Behavioural Science (Psychology)**

Unable to identify this element in learning outcomes

**Bachelor of Behavioural Science (Honours Psychology)**

Unable to identify this element in learning outcomes

**Graduate Diploma in Behavioural Science**

Unable to identify this element in learning outcomes

**Master of Clinical Psychology**

Unable to identify this element in learning outcomes

**Competency Area H1 Professional: Practices professionally**

**Element H1.1 Practices within the applicable legislative and regulatory frameworks**
<table>
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<tr>
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<tbody>
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<tr>
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</tr>
<tr>
<td>PYB000-Psychology in Professional Contexts</td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Honours Psychology)</strong></td>
</tr>
</tbody>
</table>
| PYH407-Research and Professional Development Seminar | 1-Identify the professional and legal frameworks that are relevant to the practice of psychology  
2-Understand these frameworks and apply principles to a range of professional contexts |
| **Graduate Diploma in Behavioural Science** |  |
| PYH407-Research and Professional Development Seminar | 1-Identify the professional and legal frameworks that are relevant to the practice of psychology  
2-Understand these frameworks and apply principles to a range of professional contexts |
| **Master of Clinical Psychology** |  |
| PYN035-Supervised Practicum Stage 1 | 2-Demonstrate understanding and application of the ethical and legal framework for practice as a clinical psychologist, including knowledge of and adherence to the APS Code of Ethics, the Psychology Clinic procedures and other legal obligations associated with psychological practice |
| PYN030-Professional Practice in Clinical Psychology | 5-Identify and understand relevant legislation and standards  
7-Identify important issues in keeping records, writing legal reports and being an expert witness in a court case |
| PYN036-Supervised Practicum Stage 2 | 2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice |
| PYN037-Supervised Practicum Stage 3 | 2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice |
| PYN038-Supervised Practicum Stage 4 | 2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice |
| **Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional’s own scope of practice** |  |
| **Bachelor of Behavioural Science (Psychology)** |  |
| PYB000-Psychology in Professional Contexts | 3-Demonstrate an understanding of key cultural, legal, and ethical factors that influence psychological practice |
| PYB207-Psychology in the Community | 4-Demonstrate an understanding of workplace contexts, including cultural diversity, professional, ethical and legislative frameworks, and workplace practices and culture, and your ability to contribute to professional interactions and discourse in a workplace setting |
| SWB105-Introduction to Human Rights and Ethics | 2-Demonstrate knowledge of the major sources of international and national human rights law and the systems designed to protect and promote human rights |
| PYB356-Counselling Theory and Practice 2 | 4-Identify a range of emerging Professional issues related to Affiliation, Registration and Accountability |
| **Bachelor of Behavioural Science (Honours Psychology)** |  |
| PYH407-Research and Professional Development Seminar | 1-Identify the professional and legal frameworks that are relevant to the practice of psychology  
2-Understand these frameworks and apply principles to a range of professional contexts |
### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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<thead>
<tr>
<th>Subject</th>
<th>Applicable Learning Outcome/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Diploma in Behavioural Science</strong></td>
<td></td>
</tr>
<tr>
<td>PYH407-Research and Professional Development Seminar</td>
<td>1-Identify the professional and legal frameworks that are relevant to the practice of psychology 2-Understand these frameworks and apply principles to a range of professional contexts 4-Use contemporary psychological issues to draw out ethical, research and practice implications</td>
</tr>
<tr>
<td><strong>Master of Clinical Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>PYN027-Clinical Psychological Assessment</td>
<td>Professional Attributes: 1-Identify and discuss some of the major ethical and professional issues encountered in psychology practice, particularly as applied to the Australian population, including Indigenous Australians 2-Analyse and reflect upon significant aspects of your own clinical psychology practice in relation to ethical codes of practice 3-Articulate a decision making model used to solve ethical dilemmas 4-Describe the theory, approaches and ethical issues underlying professional supervision 10-Review and describe the research on ethical practice from both professional and consumer perspectives</td>
</tr>
<tr>
<td>PYN035-Supervised Practicum Stage 1</td>
<td>2-Demonstrate understanding and application of the ethical and legal framework for practice as a clinical psychologist, including knowledge of and adherence to the APS Code of Ethics, the Psychology Clinic procedures and other legal obligations associated with psychological practice</td>
</tr>
<tr>
<td>PYN030-Professional Practice in Clinical Psychology</td>
<td></td>
</tr>
<tr>
<td>PYN036-Supervised Practicum Stage 2</td>
<td>2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice</td>
</tr>
<tr>
<td>PYN037-Supervised Practicum Stage 3</td>
<td>2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice</td>
</tr>
<tr>
<td>PYN038-Supervised Practicum Stage 4</td>
<td>2-Demonstrate competence in ethical, legal and professional matters including knowledge of and adherence to the APS Code of Ethics, Psychology Clinic procedures and legal requirements involved in psychological practice</td>
</tr>
</tbody>
</table>

### Element H1.3 Practices within the applicable frameworks of the healthcare setting and system

| Bachelor of Behavioural Science (Psychology) | 2-Describe health care services, their organisation, governance and methods of operation |
| Bachelor of Behavioural Science (Honours Psychology) | Unable to identify this element in learning outcomes |
| Graduate Diploma in Behavioural Science | Unable to identify this element in learning outcomes |

A review of the prescribing capability of speech pathologists, dietitians and psychologists.
### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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<tbody>
<tr>
<td><strong>Master of Clinical Psychology</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td><strong>Element H1.4 Practices quality use of medicines principles</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Psychology)</strong></td>
<td>2-An understanding of the psychopharmacology of substances associated with problems of dependence and addiction and with their treatment</td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Honours Psychology)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to identify this element in learning outcomes</td>
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<tr>
<td><strong>Graduate Diploma in Behavioural Science</strong></td>
<td></td>
</tr>
<tr>
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<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td><strong>Master of Clinical Psychology</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional’s own prescribing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Psychology)</strong></td>
<td>3-Demonstrate personal development through the application of effective strategies for self-management, reflection and self-improvement with an ability to work independently and collaboratively</td>
</tr>
<tr>
<td><strong>Bachelor of Behavioural Science (Honours Psychology)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unable to identify this element in learning outcomes</td>
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<td><strong>Master of Clinical Psychology</strong></td>
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<td>Unable to identify this element in learning outcomes</td>
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<td>Subject</td>
<td>Applicable Learning Outcome/s</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Element H1.6 Addresses the potential for bias in prescribing decisions</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td>Unable to identify this element in learning outcomes</td>
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<tr>
<td>Bachelor of Behavioural Science (Honours Psychology)</td>
<td>Unable to identify this element in learning outcomes</td>
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<tr>
<td>Graduate Diploma in Behavioural Science</td>
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</tr>
<tr>
<td>Master of Clinical Psychology</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td><strong>Competency Area H2 Communicates: Communicates and collaborates effectively with the person and other health professionals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Element H2.1 Obtains consent to provide clinical services to the person</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td>Unable to identify this element in learning outcomes</td>
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<tr>
<td>Bachelor of Behavioural Science (Honours Psychology)</td>
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<tr>
<td>Master of Clinical Psychology</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td><strong>Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Psychology)</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
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### Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)

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</tr>
<tr>
<td>Master of Clinical Psychology</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
</tbody>
</table>

### Element H2.3 Respects the person

#### Bachelor of Behavioural Science (Psychology)
- **PYB000 - Psychology in Professional Contexts**
  - 3. Demonstrate an understanding of key cultural, legal, and ethical factors that influence psychological practice
- **HLB001 - Health Needs of Aboriginal and Torres Strait Islander Australians**
  - 1. Identify appropriate models of Indigenous primary health care that are ethically and culturally appropriate frameworks for practice

#### Graduate Diploma in Behavioural Science
- Unable to identify this element in learning outcomes

#### Master of Clinical Psychology
- Unable to identify this element in learning outcomes

### Element H2.4 Communicates effectively with the person using appropriate communication skills to enable the safe use of medicines

#### Bachelor of Behavioural Science (Psychology)
- **PYB007 - Interpersonal Processes and Skills**
  - 1. Demonstrate your understanding of relevant communication theories and concepts and apply these to real world situations
  - 2. Demonstrate the appropriate use of basic communication and assertiveness skills to attend to others, and send and receive information
  - 3. Identify your interpersonal style and critically reflect on how this might impact on interactions you have with others
  - 4. Participate effectively in small group interactions, and to undertake problem-solving and conflict management where necessary
- **PYN030 - Professional Practice in Clinical Psychology**
  - 8. Describe and demonstrate key cross-cultural competencies in relation to psychological practice
<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
</table>
| PYB208-Counselling Theory and Practice 1 | 2-Identify and evaluate the micro skills of counselling  
3-Develop an understanding of the application of particular theoretical approaches  
4-Develop awareness of the role of self in the counselling relationship |

**Bachelor of Behavioural Science (Honours Psychology)**

Unable to identify this element in learning outcomes

**Graduate Diploma in Behavioural Science**

Unable to identify this element in learning outcomes

**Master of Clinical Psychology**

PYN035-Supervised Practicum Stage 1

1-Demonstrate knowledge and skill appropriate to provision of basic assessment and therapeutic communication in clinical psychology  
3-Demonstrate competence in communication and professional conduct by: punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; and where appropriate, communicating information to wider audiences

PYN036-Supervised Practicum Stage 2

3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences

PYN037-Supervised Practicum Stage 3

3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences

PYN038-Supervised Practicum Stage 4

3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences

**Element H2.5 Collaborates with other health professionals to achieve optimal health outcomes for the person**

**Bachelor of Behavioural Science (Psychology)**

PYB000-Psychology in Professional Contexts

3-Recognise the role of collaborative professional practice in enhancing psychological well-being  
4-Demonstrate technological and academic literacy skills that enhance communication and information retrieval in the discipline context of psychology
<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-Demonstrate an ability to work and achieve scholarly goals within a collaborative group environment and to reflect on this process</td>
</tr>
<tr>
<td>PYB007-Interpersonal Processes and Skills</td>
<td>1-Demonstrate your understanding of relevant communication theories and concepts and apply these to real world situations 2-Demonstrate the appropriate use of basic communication and assertiveness skills to attend to others, and send and receive information 3-Identify your interpersonal style and critically reflect on how this might impact on interactions you have with others 4-Participate effectively in small group interactions, and to undertake problem-solving and conflict management where necessary</td>
</tr>
<tr>
<td>PYB100-Foundation Psychology</td>
<td>4-Effective written communication skills, including introductory skills in reviewing and critically evaluating psychological research</td>
</tr>
<tr>
<td>PYB203-Developmental Psychology</td>
<td>4-Demonstrate effective written and oral communication skills, and the ability to work within a team to manage a project to completion</td>
</tr>
<tr>
<td>PYB204-Perception and Cognition</td>
<td>3-Communicate in written modes (literature review, essays, and laboratory reports)</td>
</tr>
<tr>
<td>PYB309-Individual Differences and Assessment</td>
<td>4-Possess an ability to convey written communication regarding assessment in a concise and thorough manner required within the psychological profession</td>
</tr>
<tr>
<td>PYB309-Individual Differences and Assessment</td>
<td>2-Demonstrate interpersonal and professional communication skills, and your ability to work effectively in a multidisciplinary team 4-Demonstrate an understanding of workplace contexts, including cultural diversity, professional, ethical and legislative frameworks, and workplace practices and culture, and your ability to contribute to professional interactions and discourse in a workplace setting</td>
</tr>
<tr>
<td>PYB207-Psychology in the Community</td>
<td>4-Possess an ability to convey written and oral communication skills regarding health psychology in a concise and thorough manner required within the psychological profession</td>
</tr>
<tr>
<td>Bachelor of Behavioural Science (Honours Psychology)</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td>Graduate Diploma in Behavioural Science</td>
<td>Unable to identify this element in learning outcomes</td>
</tr>
<tr>
<td>Master of Clinical Psychology</td>
<td>3-Demonstrate competence in communication and professional conduct by: punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; and where appropriate, communicating information to wider audiences</td>
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<tr>
<td>PYN036-Supervised Practicum Stage 2</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
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<td>PYN037-Supervised Practicum Stage 3</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
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<tr>
<td>PYN038-Supervised Practicum Stage 4</td>
<td>3-Demonstrate competence in relation to communication and professional conduct in: meeting placement requirements; punctuality and organisational skills; managing professional activities; maintaining effective communication with clients, Clinic staff, and external agencies; informing the public and other professions about relevant psychological and clinical services; critically appraising psychological research and communicate information to wider audiences</td>
</tr>
<tr>
<td>PYN039-Health Psychology and Rehabilitation</td>
<td>3-Work collaboratively but with autonomy in the interdisciplinary and multidisciplinary treatment and rehabilitation of illness, addiction and pain</td>
</tr>
</tbody>
</table>
### Table C4: Analysis of additional training required to achieve prescribing competence in psychologists, dependent on the HPPP model of prescribing

<table>
<thead>
<tr>
<th>Prescribing Competency Framework Performance Criteria</th>
<th>Comments</th>
<th>Additional training required for structured prescribing arrangement yes/no</th>
<th>Additional training required for prescribing under supervision yes/no</th>
<th>Additional training for autonomous prescribing yes/no</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competencies not identified in psychology standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.2 Reviews and interprets information in the person’s health records (not identified in 4 + 2 training route, but is in Masters)</td>
<td>Likely to be undertaken in actual practice but not identified in 4 + 2 training standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2.1.1 Recognises when it is clinically appropriate not to intervene; for example, in cases where the signs and symptoms are likely to resolve without treatment</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person</td>
<td>Training in antibiotic resistance, generic medicines, consideration of suitable cheaper options</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.8 Allows the person time to make an informed decision about their treatment</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3.2.5 Obtains approval to use the medicines (where relevant)</td>
<td>Training in PBS, local formularies/restrictions (e.g. List Approved Medicines), local approval processes</td>
<td>No: competence not required</td>
<td>No: competence not required</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2.6 Stops or modifies the person’s existing medicines and other management strategies if required</td>
<td>Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively</td>
<td>Training with respect to patient counselling and safe and effective use of medicines</td>
<td>Yes-appropriate for structured prescribing arrangement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Prescribing Competency Framework</td>
<td>Performance Criteria</td>
<td>Comments</td>
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</tr>
<tr>
<td>4.1.1</td>
<td>Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures</td>
<td>Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4.1.2</td>
<td>Provides accurate and clear <strong>verbal</strong> medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)</td>
<td>Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)</td>
<td>No: competence not required</td>
<td>Yes</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Identifies if the person requires a comprehensive medicines review</td>
<td>Likely to require training in recognition of polypharmacy, potential interactions and patient factors that may require medicine modification/advice (e.g. pregnancy)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Works in partnership with the person and other health professionals to modify the treatment plan to optimise the safety and effectiveness of treatment (where relevant)</td>
<td>Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5.2.5</td>
<td>Organises the next review</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>H1.3.2</td>
<td>Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person’s situation</td>
<td>Training re therapeutic guideline resources and how to apply</td>
<td>Yes -specific education in use of structured prescribing arrangement</td>
<td>Yes</td>
</tr>
<tr>
<td>Prescribing Competency Framework</td>
<td>Comments</td>
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</tr>
<tr>
<td>H1.4.1 Applies quality use of medicines principles when prescribing medicines</td>
<td>Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction, medicines information resources</td>
<td>Yes-appropriate to structured prescribing arrangement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring</td>
<td>Training in therapeutics, medicines information resources, national ADR reporting systems, local policies for medication safety and medication safety incident reporting</td>
<td>Yes-appropriate to structured prescribing arrangement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional’s own practice</td>
<td>Training in therapeutics, medicines information resources, principles of evidence-based prescribing</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including: • Marketing influences • Possible personal, professional or financial gain • Conflicts of interest • The health professional’s own beliefs, values, and experiences</td>
<td>Current education and training will not cover principles relating to prescribing. Training in ethical principles to the practice of prescribing, strategies to address influences that may bias prescribing</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>H2.4.4 Ascertains that the information provided has been received and understood correctly</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Prescribing Competency Framework</td>
<td>Performance Criteria</td>
<td>Comments</td>
<td>Additional training required for structured prescribing arrangement yes/no</td>
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</tr>
<tr>
<td>H2.5.2</td>
<td>Confirms that their own understanding of information provided by other health professionals is correct</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>H2.5.3</td>
<td>Responds appropriately to communication initiated by other health professionals</td>
<td>Note: identified in Masters training route standards abut not 4+2 Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Competencies partly identified in psychology standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3</td>
<td>Obtains relevant information from the person about their medicines, and their medical and clinical history, including their co-existing conditions, treatments, alcohol and substance use, allergies and social context</td>
<td>Not all elements of history captured in standards. Likely to need medication history and allergy training</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2.4</td>
<td>Assesses the person’s risk factors for poor adherence; for example social isolation, physical impairment, cognitive impairment or disturbance, low English proficiency, low health literacy, financial disadvantage.</td>
<td>Psychologist may identify risks for non-adherence with psychology. Likely to need training to identify problems associated with non-adherence to medicines.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition</td>
<td>Training in therapeutics</td>
<td>No: competence not required</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Obtains, interprets, and applies current evidence and information about medicines to inform decisions about incorporating medicines into the person’s treatment plan</td>
<td>Training in medicine information resources and interpretation of such information</td>
<td>No: competence not required</td>
<td>Yes</td>
</tr>
<tr>
<td>Prescribing Competency Framework Performance Criteria</td>
<td>Comments</td>
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</tr>
<tr>
<td>2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person</td>
<td>Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.4 Considers the cost and affordability of the medicines to the person</td>
<td>Training in PBS, medicine costs Note: identified partly in Masters training route standards but not in 4 + 2</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.6 Discusses the treatment options and medicines with the person, considering: the priorities for treating their current condition and co-existing conditions; their readiness to address the current condition; their expectations of treatment</td>
<td>Psychologist likely to discuss treatment options in practice but will need additional training round medicine options and discussion with patient</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed</td>
<td>Likely to be undertaken in actual practice but not identified in standards</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan</td>
<td>Training re discussing medication management with the patient</td>
<td>No: competence not required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2.2 Consults other health professionals about potential medicines and the treatment plan</td>
<td>Note partly identified in Masters training route, but not identified in 4 + 2 route Consultation likely to be undertaken in actual practice but not identified in standards Will likely need additional training regarding medicines and where they may be included in treatment plan and when to consult other health professionals</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Prescribing Competency Framework</td>
<td>Performance Criteria</td>
<td>Comments</td>
<td>Additional training required for structured prescribing arrangement</td>
<td>Additional training required for prescribing under supervision</td>
</tr>
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<td>3.2.3 Reaches agreement with the person about medicines to be used to treat their condition</td>
<td>May need additional training round medicine options and discussion with patient</td>
<td>No: competence not required</td>
<td>Yes</td>
</tr>
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<td></td>
<td>5.1.2 Discusses with the person and other health professionals, their:</td>
<td>Treatment review likely to be undertaken in actual practice but not identified in standards. Training with respect to review of medicines likely to be required e.g. adherence assessment, measures of therapeutic benefit, identification of potential side effects</td>
<td>Yes-appropriate to structured prescribing arrangement</td>
<td>Yes</td>
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<td>• experience with implementing the treatment plan</td>
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<td>• adherence, including any issues arising and possible ways to improve adherence</td>
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<td>• perception or observation of the medicines’ benefits and adverse effects</td>
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<td>• assessment of whether the therapeutic goals have been achieved</td>
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<td>5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether:</td>
<td>Training with respect to medicine monitoring (interpretation of investigations/examinations), amendment of medicine regimen and when to refer</td>
<td>Yes</td>
<td>Yes</td>
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<td>• the therapeutic goals have been achieved</td>
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<td>• treatment should be stopped, modified or continued</td>
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<td>• the person should be referred to another health professional</td>
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<td></td>
<td>H1.1.1 Demonstrates knowledge of, and complies with, legislation, regulations, and common law applicable to prescribing (as further defined by the knowledge subsection of this competency area)</td>
<td>Training in medication legislation (HDPR) and regulations around psychologist prescribing</td>
<td>Yes-appropriate to structured prescribing arrangement</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>H1.1.2 Maintains accurate and complete records of:</td>
<td>Training in recording of medication management</td>
<td>Yes</td>
<td>Yes</td>
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<td></td>
<td>• the consultation</td>
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<td>• clinical examinations and investigation results</td>
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<td>• risk factors for medicines misadventure</td>
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<td>• the person’s decision to decline treatment (where relevant)</td>
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<tr>
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<td>H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing</td>
<td>Training in medication procedures and policies, NPS Prescribing Competencies Framework, QUM policy, local formulary restrictions (List of Approved Medicines)</td>
<td>Yes-appropriate to structured prescribing arrangement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines</td>
<td>Unlikely to need specific training for this, but will come with improved medicines knowledge and use of prescribing procedures</td>
<td>No: competence not required</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>H1.5.1 Engages in ongoing professional development and education to improve prescribing practices</td>
<td>Will be covered by current CPD statements once prescribing is in scope of practice</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
| H2.2.2 Explores and responds appropriately to the person’s concerns and expectations regarding: | Majority of competence likely to be undertaken in actual practice but not identified in standards. May require additional training around communication regarding use of medicines | Yes | Yes | Yes | | ```

A review of the prescribing capability of speech pathologists, dietitians and psychologists

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