

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

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
Competency Area 1 Assessment: Understands the person and their clinical needs		
Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals		
1.1.1 Uses appropriate communication strategies to establish a therapeutic partnership with the person	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>1.8 Develops meaningful professional and therapeutic relationships while maintaining safe and professional boundaries</p> <p>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</p> <p>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</p> <p>4.3 Uses culturally sensitive language and preferred terminology in line with current policy directives</p> <p>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</p> <p>11.1 Establishes a positive rapport with people, families and carers, adapting a communication style and using age-appropriate mediums to facilitate engagement</p> <p>11.2 Uses culturally appropriate non-verbal communication, including eye contact and body posture</p> <p>11.3 Demonstrates active listening skills and advanced interpersonal skills</p>	Performance criterion appears to map completely with practice standards
	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person's clinical needs and context		
1.2.1 Conducts an assessment that is appropriate to both the health professional's scope of practice and the person's clinical context	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>1.9 Conducts effective mental state assessments and risk assessments, and develops individual plans that consider people and their environments throughout the care continuum</p> <p>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</p> <p>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</p> <p>5.14 Recognises the effects of intoxication and withdrawal from alcohol and other drugs and facilitates or conducts appropriate screening or assessment when necessary</p> <p>6.5 Appropriately identifies and uses assessment tools including age-specific, discipline-specific and culturally relevant assessments, commensurate with experience</p> <p>6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination</p> <p>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</p> <p>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</p> <p>6.10 Completes and records a multidimensional assessment of the person and their family or carers, including the following domains:</p> <ul style="list-style-type: none"> • biological • social • psychological • cultural • spiritual <p>13.8 Works within their scope of practice and seeks assistance where necessary</p> <p>APS Code of Ethics</p> <p>B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to:</p> <p>(a) working within the limits of their education, training, supervised experience and appropriate professional experience</p> <p>(b) basing their service on the established knowledge of the discipline and profession of psychology</p>	Performance criterion appears to map completely with practice standards and Code of Ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
	B.13.3 Psychologists ensure that they choose, administer and interpret assessment procedures appropriately and accurately	
1.2.2 Reviews and interprets information in the person's health records	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	
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 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, sexuality, sexual health, sexual identity, gender identity and intimate relationships	Performance criterion partly identified in the practice standards: descriptors do not cover all information categories specified in prescribing competencies (e.g. medical, medicines, allergies)
	APS Code of Ethics Unable to identify this performance criterion	
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
	APS Code of Ethics Unable to identify this performance criterion	
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: 6.11 Identifies gaps in assessment information and its potential impact on formulation, completing information gathering where possible	Performance criterion appears to map completely with practice standards.

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
current treatments to identify possible risks and contraindications for treatment	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	
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	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination</p> <p>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</p> <p>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</p> <p>13.8 Works within their scope of practice and seeks assistance where necessary</p> <p>APS Code of Ethics</p> <p>B.1.2 Psychologists only provide psychological services within the boundaries of their professional competence. This includes, but is not restricted to:</p> <p>(a) working within the limits of their education, training, supervised experience and appropriate professional experience</p> <p>(b) basing their service on the established knowledge of the discipline and profession of psychology</p>	Performance criterion appears to map completely with practice standards and Code of Ethics
Element 1.3 Generates and explores possible diagnoses		
1.3.1 Synthesises information from the comprehensive assessment and develops provisional and differential diagnoses	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>6.20 Where appropriate, independently or with assistance develops and articulates a comprehensive case formulation and identifies and applies relevant ICD/DSM classifications</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Performance criterion appears to map completely with practice standards

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
1.3.2 Develops a diagnostic strategy and performs relevant investigations	National Practice Standards for the Mental Health Workforce The mental health practitioner: 6.5 Appropriately identifies and uses assessment tools including age-specific, discipline-specific and culturally relevant assessments, commensurate with experience 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	
1.3.3 Explains the clinical issues and their implications to the person	National Practice Standards for the Mental Health Workforce The mental health practitioner: 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	Performance criterion appears to map completely with practice standards and Code of Ethics
	APS Code of Ethics B.13.5 Psychologists report assessment results appropriately and accurately in language that the recipient can understand	
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		
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	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	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
2.1.2 Recognises when it is clinically appropriate to implement non-pharmacological treatments	National Practice Standards for the Mental Health Workforce The mental health practitioner: 7.4 Identifies a range of culturally and developmentally appropriate interventions that may derive from but not be limited to the following approaches <ul style="list-style-type: none"> • cognitive • behavioural • interpersonal • attachment-based • motivational • systemic • psychoeducation • psychodynamic • psychopharmacological 	Performance criterion appears to map completely with practice standards
	APS Code of Ethics Unable to identify this performance criterion	
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	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 7.5 Articulates an understanding of common interventions, including medications, commensurate with role and experience	Performance criterion partly identified in the practice standards. Details do not specifically discuss integration of knowledge and therapeutics to identify appropriate medicines
	APS Code of Ethics Unable to identify this performance criterion	
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	National Practice Standards for the Mental Health Workforce The mental health practitioner: 10.9 Applies and integrates current evidence and knowledge to practice, focusing on improvements in outcomes 10.10 Critically analyses and interprets data and research appropriate to level of experience	Performance criterion partly identified in the practice standards: standards do not specify evidence and information relating to medicines
	APS Code of Ethics Unable to identify this performance criterion	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
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
	APS Code of Ethics Unable to identify this performance criterion	
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
	APS Code of Ethics Unable to identify this performance criterion	
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
	APS Code of Ethics 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	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
	APS Code of Ethics Unable to identify this performance criterion	

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Performance Criteria	Psychology Professional Standards	Comments
2.2.7 Supplements verbal information with written information about the condition and treatment options (where appropriate)	National Practice Standards for the Mental Health Workforce The mental health practitioner: 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 12.6 Provides appropriate, culturally relevant mental health literacy resources and education and support materials to people, families and carers	Performance criterion appears to map completely with practice standards and Code of Ethics
	APS Code of Ethics 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 A.3.2. Psychologists provide information using plain language A.3.3. Psychologists ensure consent is informed by: (a) explaining the nature and purpose of the procedures they intend using; (b) clarifying the reasonably foreseeable risks, adverse effects, and possible disadvantages of the procedures they intend using	
2.2.8 Allows the person time to make an informed decision about their treatment	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	
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	National Practice Standards for the Mental Health Workforce 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	Performance criterion appears to map completely with practice standards and Code of Ethics
	APS Code of Ethics B.1.3 To maintain appropriate levels of professional competence, psychologists seek professional supervision or consultation as required	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
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		
3.1.1 Negotiates therapeutic goals that enhance the person's self-management of their condition	National Practice Standards for the Mental Health Workforce The mental health practitioner: 7.15 Provides or facilitates management, including self-management, of the person's physical healthcare needs including detrimental use of licit or illicit substances	Performance criterion appears to map completely with practice standards
	APS Code of Ethics Unable to identify this performance criterion	
3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed	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 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan		
3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan	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 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 6.19 Actively seeks and incorporates preferences and expertise in providing mental health care 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
	APS Code of Ethics Unable to identify this performance criterion	

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Performance Criteria	Psychology Professional Standards	Comments
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
	APS Code of Ethics Unable to identify this performance criterion	
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
	APS Code of Ethics Unable to identify this performance criterion	
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
	APS Code of Ethics Unable to identify this performance criterion	
	APS Code of Ethics Unable to identify this performance criterion	

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Performance Criteria	Psychology Professional Standards	Comments
3.2.5 Obtains approval to use the medicines (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	
3.2.6 Stops or modifies the person's existing medicines and other management strategies if required	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	
3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively	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 3.3 Develops a review plan tailored to the person's needs		
3.3.1 Identifies the need for, and develops a review 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
	APS Code of Ethics Unable to identify this performance criterion	

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Performance Criteria	Psychology Professional Standards	Comments
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		
4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures	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	
4.1.2 Provides accurate and clear verbal medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (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	
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	National Practice Standards for the Mental Health Workforce The mental health practitioner: 11.5 Provides timely written feedback or correspondence to people, families/carers, referrers and other appropriate, involved professionals	Performance criterion appears to map completely with practice standards
	APS Code of Ethics Unable to identify this performance criterion	

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Performance Criteria	Psychology Professional Standards	Comments
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)	<p>National Practice Standards for the Mental Health Workforce</p> <p>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 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</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Performance criterion appears to map completely with practice standards
5.1.2 Discusses with the person and other health professionals, their: <ul style="list-style-type: none"> - 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 	<p>National Practice Standards for the Mental Health Workforce</p> <p>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</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Performance criterion partly identified in the practice standards: not all discussion points covered in mental health workforce standards
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)	<p>National Practice Standards for the Mental Health Workforce</p> <p>Unable to identify this performance criterion</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics

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Performance Criteria	Psychology Professional Standards	Comments
5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether: <ul style="list-style-type: none"> - 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:	

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Performance Criteria	Psychology Professional Standards	Comments
	<p>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</p> <p>APS Code of Ethics Unable to identify this performance criterion</p>	Performance criterion appears to map completely with practice standards
5.2.5 Organises the next review	<p>National Practice Standards for the Mental Health Workforce Unable to identify this performance criterion</p> <p>APS Code of Ethics Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics
Competency Area H1 Professional: Practices professionally		
Element H1.1 Practices within the applicable legislative and regulatory frameworks		
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)	<p>National Practice Standards for the Mental Health Workforce The mental health practitioner: 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 1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality</p> <p>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</p>	Performance criterion partly identified in the practice standards: standards discuss compliance with legislation, but not specifically legislation applicable to prescribing

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Performance Criteria	Psychology Professional Standards	Comments
<p>H1.1.2 Maintains accurate and complete records of:</p> <ul style="list-style-type: none"> - 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 	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>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</p> <p>6.7 Conducts and documents a comprehensive mental health assessment including a mental state examination</p> <p>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</p> <p>6.10 Completes and records a multidimensional assessment of the person and their family or carers, including the following domains:</p> <ul style="list-style-type: none"> • biological • social • psychological • cultural • spiritual <p>11.7 Fulfils reporting requirements in a timely manner</p> <p>11.8 Legibly and thoroughly completes designated forms for documentation and reporting</p> <hr/> <p>APS Code of Ethics</p> <p>B.2.1 Psychologists make and keep adequate records</p>	<p>Performance criterion partly identified in the practice standards and Code of Ethics: documentation of medicine management not specifically discussed</p>
<p>Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional's own scope of practice</p>		
<p>H1.2.1 Demonstrates knowledge of and compliance with:</p> <ul style="list-style-type: none"> - professional standards - codes of conduct - scope of practice statements or guidelines 	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>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</p> <p>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</p> <p>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.</p> <p>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</p> <p>13.8 Works within their scope of practice and seeks assistance where necessary</p>	<p>Performance criterion appears to map completely with practice standards and Code of Ethics</p>

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Performance Criteria	Psychology Professional Standards	Comments
	<p>APS Code of Ethics</p> <p>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</p> <p>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</p>	
H1.2.2 Practices within the limits of the health professional's own education, training and scope of practice	<p>National Practice Standards for the Mental Health Workforce</p> <p>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</p> <p>APS Code of Ethics</p> <p>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</p> <p>B.1.1 Psychologists bring and maintain appropriate skills and learning to their areas of professional practice 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</p>	Performance criterion appears to map completely with practice standards and Code of Ethics
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	<p>National Practice Standards for the Mental Health Workforce</p> <p>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</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Performance criterion appears to map completely with practice standards

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Performance Criteria	Psychology Professional Standards	Comments
H1.2.4 Accepts responsibility and is accountable for the care provided to the person	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>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</p> <p>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</p>	Performance criterion appears to map completely with practice standards and Code of Ethics
	<p>APS Code of Ethics</p> <p>B3 Psychologists provide psychological services in a responsible manner. Having regard to the nature of the psychological services they are providing, psychologists:</p> <p>(b) take responsibility for the reasonably foreseeable consequences of their conduct</p> <p>(e) are personally responsible for the professional decisions they make</p>	
Element H1.3 Practices within the applicable frameworks of the healthcare setting and system		
H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>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</p> <p>1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality</p>	Performance criterion partly identified in the practice standards: policies and procedures in relation to prescribing not specifically discussed
	<p>APS Code of Ethics</p> <p>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</p>	
H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person's situation	<p>National Practice Standards for the Mental Health Workforce</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics
	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines	National Practice Standards for the Mental Health Workforce The mental health practitioner: 10.1 Participates in quality improvement processes	Performance criterion partly identified in the practice standards:
	APS Code of Ethics Unable to identify this performance criterion	
Element H1.4 Practices quality use of medicines principles		
H1.4.1 Applies quality use of medicines principles when prescribing medicines	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	
H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring	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	
H1.4.3 Demonstrates knowledge of the medicines commonly prescribed	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	Performance criterion appears to map completely with practice standards
	APS Code of Ethics Unable to identify this performance criterion	
H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional's own practice	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	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional's own prescribing		
H1.5.1 Engages in ongoing professional development and education to improve prescribing practices	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>13.2 Participates in professional development relevant to their role and professional interests</p> <p>13.3 Actively participates in lifelong learning and professional development for themselves and others, including supervision and peer review when appropriate</p> <p>13.4 Engages in reflective practice</p> <p>13.5 Effectively uses evaluation, research and feedback from supervisors, colleagues, people, family members and/or carers to review practice</p> <p>APS Code of Ethics</p> <p>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</p>	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
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: <ul style="list-style-type: none"> - marketing influences - possible personal, professional or financial gain - conflicts of interest - the health professional's own beliefs, values, and experiences 	<p>National Practice Standards for the Mental Health Workforce</p> <p>Unable to identify this performance criterion</p> <p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics
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: <ul style="list-style-type: none"> - accessing health records 	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>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</p>	Performance criterion partly identified in the practice standards, however appears to

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
<ul style="list-style-type: none"> - obtaining information from, and providing information to, other health professionals - conducting a clinical examination - providing clinical services - the potential benefits and harms of treatment - the financial aspects of the treatment 	<p>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</p> <p>9.5 Obtains and documents required consent where applicable to share information with other agencies</p> <p>11.6 Informs the person, families and carers about information exchanged related to their care</p> <p>APS Code of Ethics</p> <p>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</p> <p>A.3.3 Psychologists ensure consent is informed by:</p> <ul style="list-style-type: none"> a) explaining the nature and purpose of the procedures they intend using b) clarifying the reasonably foreseeable risks, adverse effects, and possible disadvantages of the procedures they intend using c) explaining how information will be collected and recorded d) explaining how, where, and for how long, information will be stored, and who will have access to the stored information e) advising clients that they may participate, may decline to participate, or may withdraw from methods or procedures proposed to them f) explaining to clients what the reasonably foreseeable consequences would be if they decline to participate or withdraw from the proposed procedures g) clarifying the frequency, expected duration, financial and administrative basis of any psychological services that will be provided h) explaining confidentiality and limits to confidentiality i) making clear, where necessary, the conditions under which the psychological services may be terminated j) providing any other relevant information <p>A.3.4 Psychologists obtain consent from clients to provide a psychological service unless consent is not required because:</p> <ul style="list-style-type: none"> a) rendering the service without consent is permitted by law; or b) a National Health and Medical Research Council (NHMRC) or other appropriate ethics committee has waived the requirement in respect of research <p>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</p> <p>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 practically possible</p> <p>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.</p>	map completely with Code of Ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes		
H2.2.1 Involves the person’s family or carers in the consultation where appropriate	National Practice Standards for the Mental Health Workforce The mental health practitioner: 2.1 Works with people and their families and carers as partners 2.2 Engages in practice that reflects that the person exists within a context of family, significant people, community and culture 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 2.7 Engages with families and carers in treatment, care and decision making to the extent possible and supported by the person 2.9 Facilitates family and carer involvement, addressing barriers and supporting connections with the person 2.11 Works with family and carers in such a way that they feel heard, informed to the extent possible and supported 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	Performance criterion appears to map completely with practice standards
	APS Code of Ethics Unable to identify this performance criterion	
H2.2.2 Explores and responds appropriately to the person’s concerns and expectations regarding: <ul style="list-style-type: none"> - the consultation - their health - their own role and that of health professionals in managing their health - the health professional’s scope of practice - the use of medicines and other treatments to maintain their health 	National Practice Standards for the Mental Health Workforce The mental health practitioner: 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) 6.2 Evaluates the person and family’s readiness to engage with services, including real or perceived barriers to accessing services	Performance criterion partly identified in the practice standards: person’s concerns not specifically discussed
	APS Code of Ethics Unable to identify this performance criterion	

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
H2.2.3 Establishes a therapeutic partnership that accords with the preferences expressed by the person	<p>National Practice Standards for the Mental Health Workforce The mental health practitioner: 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 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 6.19 Actively seeks and incorporates preferences and expertise in providing mental health care 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</p> <p>APS Code of Ethics Unable to identify this performance criterion</p>	Performance criterion appears to map completely with practice standards
Element H2.3 Respects the person		
H2.3.1 Respects the person's values, beliefs, and experiences	<p>National Practice Standards for the Mental Health Workforce The mental health practitioner: 2.2 Engages in practice that reflects that the person exists within a context of family, significant people, community and culture 2.5 Demonstrates respect for family members' and carers' roles, acknowledging diverse family capacities, experiences, value systems and beliefs 2.8 Uses language that demonstrates respect for the person, family and carers at all times 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 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 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 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</p>	Performance criterion appears to map completely with practice standards and Code of Ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
	<p>APS Code of Ethics</p> <p>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</p> <p>A.2.1 In the course of their conduct, psychologists:</p> <p>(a) communicate respect for other people through their actions and language</p> <p>(c) respect the legal rights and moral rights of others</p>	
H2.3.2 Respects the person's privacy and confidentiality	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>1.4 Complies with state or territory legislation related to treating mental illness, safety, child protection, privacy and confidentiality</p> <p>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</p> <p>1.15 Follows service procedures in relation to safety, privacy and confidentiality in shared care arrangements and transfer of care</p> <p>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</p> <p>11.12 Treats personal information obtained in a professional capacity as private and confidential</p> <p>APS Code of Ethics</p> <p>A.4 Psychologists avoid undue invasion of privacy in the collection of information. This includes, but is not limited to:</p> <p>(a) collecting only information relevant to the service being provided</p> <p>A.5.1 Psychologists safeguard the confidentiality of information obtained during their provision of psychological services. Considering their legal and organisational requirements, psychologists:</p> <p>(a) make provisions for maintaining confidentiality in the collection, recording, accessing, storage, dissemination, and disposal of information</p> <p>(b) take reasonable steps to protect the confidentiality of information after they leave a specific work setting, or cease to provide psychological services</p> <p>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:</p> <p>(a) with the consent of the relevant client or a person with legal authority to act on behalf of the client</p> <p>(b) where there is a legal obligation to do so;</p> <p>(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</p> <p>(d) when consulting colleagues, or in the course of supervision or professional training, provided the psychologist:</p>	Performance criterion appears to map completely with practice standards and Code of Ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
	<ul style="list-style-type: none"> i. conceals the identity of clients and associated parties involved; or 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 <p>A.5.3 Psychologists inform clients at the outset of the professional relationship, and as regularly thereafter as is reasonably necessary, of the:</p> <ul style="list-style-type: none"> (a) limits to confidentiality; and (b) foreseeable uses of the information generated in the course of the relationship <p>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</p> <p>A.5.5 Psychologists use information collected about a client for a purpose other than the primary purpose of collection only:</p> <ul style="list-style-type: none"> (a) with the consent of that client; (b) if the information is de-identified and used in the course of duly approved research; or (c) when the use is required or authorised by or under law 	
H2.3.3 Respects the person's healthcare decisions	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <ul style="list-style-type: none"> 1.2 Recognises and supports a person's capacity to exercise self-determination 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 <p>APS Code of Ethics</p> <p>A.3.3. Psychologists ensure consent is informed by:</p> <ul style="list-style-type: none"> (e) advising clients that they may participate, may decline to participate, or may withdraw from methods or procedures proposed to them 	Performance criterion appears to map completely with practice standards and code of ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
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	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	
H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person	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	
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	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

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
	<p>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</p> <p>APS Code of Ethics Unable to identify this performance criterion</p>	
H2.4.4 Ascertains that the information provided has been received and understood correctly	<p>National Practice Standards for the Mental Health Workforce Unable to identify this performance criterion</p> <p>APS Code of Ethics Unable to identify this performance criterion</p>	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	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>9.4 Communicates effectively with other organisations and service providers including advocating on behalf of people, carers and families</p> <p>9.6 Coordinates or participates in interagency case conferences and fosters networks</p> <p>9.6 Demonstrates skills in negotiating a complex service network on behalf of people, families and carers</p> <p>9.9 Contributes discipline-specific skills and knowledge to interdisciplinary team practice</p> <p>9.10 Participates in interdisciplinary case conferences including partner agencies and other key stakeholders</p> <p>9.12 Communicates effectively across disciplinary and professional boundaries, using language that can be understood by all members of the interdisciplinary team</p> <p>9.15 Supports the integrity of team practice by collaborating in decision making, following team processes and sharing team responsibilities</p> <p>9.16 Clearly articulates their professional expertise and contribution to the team or service while valuing the person's lived experience</p>	Performance criterion appears to map completely with practice standards and Code of Ethics

Mapping of Psychology Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology Professional Standards	Comments
	<p>APS Code of Ethics</p> <p>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</p>	
H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct	<p>National Practice Standards for the Mental Health Workforce</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics
	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	
H2.5.3 Responds appropriately to communication initiated by other health professionals	<p>National Practice Standards for the Mental Health Workforce</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion in the practice standards or Code of Ethics
	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	
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	<p>National Practice Standards for the Mental Health Workforce</p> <p>The mental health practitioner:</p> <p>9.12 Communicates effectively across disciplinary and professional boundaries, using language that can be understood by all members of the interdisciplinary team</p> <p>11.4 Communicates verbally and in written documentation in a well-formulated, concise and clear way</p> <p>11.5 Provides timely written feedback or correspondence to people, families/carers, referrers and other appropriate, involved professionals</p> <p>11.9 Uses current available technology to facilitate timely communication and effective service delivery</p>	Performance criterion appears to map completely with practice standards
	<p>APS Code of Ethics</p> <p>Unable to identify this performance criterion</p>	

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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
Competency Area 1 Assessment: Understands the person and their clinical needs		
Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals		
1.1.1 Uses appropriate communication strategies to establish a therapeutic partnership with the person	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.3 Intervention strategies</p> <p>Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:</p> <p>a-core psychotherapy and counselling skills (e.g. rapport building, active listening, empathic responding, reflection, questioning, summarising, finding solutions, closure)</p> <p>b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract</p> <p>6.3.4 Communication and interpersonal relationships</p> <p>Communication training objectives include:</p> <p>a-developing and maintaining effective oral and written communication skills:</p> <p>i in rapport building</p> <p>ii by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication</p> <p>iii with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts</p> <p>b-adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication</p> <p>c-responding appropriately, including demonstrating sensitivity to matters under consideration if necessary</p> <p>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)</p> <p>e-awareness of personal motivation, biases and values and how these may influence communication</p> <p>Interpersonal Relationships Training Objectives are:</p> <p>a-establishing and maintaining constructive working and therapeutic alliances with clients</p> <p>b-gaining knowledge and awareness of theoretical and empirical research on professional relationships, including:</p> <p>ipower relationships</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	ii therapeutic alliance iii interface with social psychology iv fluctuations of the therapeutic relationship as a function of contextual factors: <ul style="list-style-type: none"> • 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 C6 Communication, collaboration and interpersonal relationships C6.2 Communicates and collaborates effectively with the client and relevant others <ul style="list-style-type: none"> • Works in partnership with the client and relevant others in appropriate aspects of the professional service • Uses advanced communication, interviewing and counselling skills e.g.: • Builds rapport • Engages in active listening • Uses empathetic language • When in therapeutic contexts, identifies, manages, and makes therapeutic use of interpersonal process, including transference and countertransference and relationship styles • 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 • Uses the client's responses to formulate further enquiry • Provides appropriate feedback to the client and relevant others 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Domain 3: Interventions Across all four domains, examination candidates will need to demonstrate sensitivity to: <ul style="list-style-type: none"> • linguistic abilities and preferred modes of communication Examination candidates will demonstrate: <ol style="list-style-type: none"> 1 Knowledge of counselling skills and their application in service delivery, including: <ul style="list-style-type: none"> • establishing therapeutic relationships • therapeutic alliance • active listening • empathic responding 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
Element 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person's clinical needs and context		
1.2.1 Conducts an assessment that is appropriate to both the health professional's scope of practice and the person's clinical context	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Required objectives include training in the theoretical basis and client-based experience in:</p> <p>a-mental status examinations</p> <p>b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk</p> <p>c-micro counselling skills</p> <p>d-three or more of the following interview techniques:</p> <p>i-structured interview</p> <p>ii-unstructured interview</p> <p>iii-selection interview</p> <p>iv-survey interview</p> <p>v-clinical interview for diagnostic purposes</p> <p>vi-individual interviews</p> <p>vii-group-based interviews</p> <p>e-systematic behavioural observation including:</p> <p>i-naturalistic observation</p> <p>ii-clinical observation</p> <p>iii-observation of individuals or groups</p> <p>f-psychometric tests:</p> <p>i-issues to do with test reliability, validity, utility and standardisation, the limitations of tests, and how best to identify, select and use tests</p> <p>ii-administration, scoring and interpretation and report writing for the current versions of at least one test in each of the following categories:</p> <ul style="list-style-type: none"> • 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) <p>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:</p> <ul style="list-style-type: none"> • specialised cognitive assessments • developmental and education 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> • vocational • adaptive behaviour • mental health • counselling • clinical and health • group tests (as listed in Appendix B Elective tests/assessments) <p>6.3.5 Research and Evaluation</p> <p>Training objectives are: a-Identifying and defining problem situations (or target behaviours) based on interview, assessment and client history</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>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</p>	
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p> <p>C2.5 Complies with the code of ethics currently adopted by the PsyBA</p> <ul style="list-style-type: none"> • Identifies and acknowledges own professional limitations and refers to other professionals when appropriate <p>C3 Psychological assessment and measurement</p> <p>C3.1 Assesses the needs of client/s appropriate to the goals of the intervention or service to be provided</p> <ul style="list-style-type: none"> • Gathers appropriate information and synthesises it to identify the appropriate type of assessment needed or other course of action to be taken <p>C3.2 Assesses and effectively manages risk of harm</p> <ul style="list-style-type: none"> • Identifies, and assesses the nature of, risk. Consults with more senior colleagues where risk is assessed as moderate or high <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about: <ul style="list-style-type: none"> • History (e.g., personal, context) • Presentation • Behaviour (in various settings as appropriate) • Affect • Mental status 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> Risk <p>C8 Practice across the lifespan</p> <p>C8.1 Works effectively with developmental issues for individuals, groups, communities and organisations</p> <ul style="list-style-type: none"> 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: Selects and administers age appropriate assessment tools and makes administration adjustments where necessary 	
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 2: Assessment</p> <p>Examination candidates will demonstrate:</p> <p>1 Understanding of issues in test selection, use, interpretation, acceptability and appropriateness, including:</p> <ul style="list-style-type: none"> 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 cross-cultural issues, and test uses with different age and gender groups the ability to score tests and interpret results <p>2 Knowledge and understanding of the application of forms of assessment including:</p> <ul style="list-style-type: none"> interview techniques (structured and unstructured) systematic behavioural observation psychometric assessments self-monitoring (including diaries) 	Performance criterion appears to map completely
1.2.2 Reviews and interprets information in the person's health records	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> Interprets and integrates collected material: <ul style="list-style-type: none"> Evaluates information from records and documents 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Required objectives include training in the theoretical basis and client-based experience in:</p> <p>a-mental status examinations</p> <p>b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk</p> <p>c-micro counselling skills</p> <p>d-three or more of the following interview techniques:</p> <p>i-structured interview</p> <p>ii-unstructured interview</p> <p>iii-selection interview</p> <p>iv-survey interview</p> <p>v-clinical interview for diagnostic purposes</p> <p>vi-individual interviews</p> <p>vii-group-based interviews</p> <p>6.3.5 Research and Evaluation</p> <p>Training objectives are:</p> <p>a-Identifying and defining problem situations (or target behaviours) based on interview, assessment and client history</p>	Performance criterion partly identified in the training objectives: type of information obtained during assessment not specified in training objectives
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about: <ul style="list-style-type: none"> • 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

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> • Uses the client response to formulate further enquiry 	
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p> <p>Domain 2: Assessment</p> <p>Examination candidates will demonstrate:</p> <p>2. Knowledge and understanding of the application of forms of assessment including:</p> <ul style="list-style-type: none"> • interview techniques (structured and unstructured) • systematic behavioural observation • psychometric assessments • self-monitoring (including diaries) <p>4. knowledge and application of interview assessments</p> <ul style="list-style-type: none"> • the Mental Status Examination • risk assessment of suicide, self harm and harm to others (acute and chronic) • diagnostic classification systems (including current versions of DSM and ICD) 	Performance criterion partly identified in the curriculum: type of information obtained during assessment not specified in training objectives
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Required objectives include training in the theoretical basis and client-based experience in:</p> <p>a-mental status examinations</p> <p>b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk</p> <p>c-micro counselling skills</p> <p>d-three or more of the following interview techniques:</p> <p>i-structured interview</p> <p>ii-unstructured interview</p> <p>iii-selection interview</p> <p>iv-survey interview</p> <p>v-clinical interview for diagnostic purposes</p> <p>vi-individual interviews</p> <p>vii-group-based interviews</p> <p>e-systematic behavioural observation including:</p> <p>i-naturalistic observation</p> <p>ii-clinical observation</p> <p>iii-observation of individuals or groups</p> <p>f-psychometric tests:</p>	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

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>i-issues to do with test reliability, validity, utility and standardisation, the limitations of tests, and how best to identify, select and use tests</p> <p>ii-administration, scoring and interpretation and report writing for the current versions of at least one test in each of the following categories:</p> <ul style="list-style-type: none"> • 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) <p>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:</p> <ul style="list-style-type: none"> • specialised cognitive assessments • developmental and education • vocational • adaptive behaviour • mental health • counselling • clinical and health • group tests (as listed in Appendix B Elective tests/assessments) 	
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Observes, interviews and, where appropriate, formally assesses the client (and relevant others) to obtain information about: <ul style="list-style-type: none"> • History (e.g., personal, context) • Presentation • Behaviour (in various settings as appropriate) • Affect • Mental status • Risk 	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
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 2: Assessment</p> <p>Examination candidates will demonstrate:</p>	Performance criterion partly identified in the curriculum: no specific documentation re assessment of risk factors for

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>2 Knowledge and understanding of the application of forms of assessment including:</p> <ul style="list-style-type: none"> • interview techniques (structured and unstructured) • systematic behavioural observation • psychometric assessments • self-monitoring (including diaries) <p>4. knowledge and application of interview assessments</p> <ul style="list-style-type: none"> • the Mental Status Examination • risk assessment of suicide, self harm and harm to others (acute and chronic) • diagnostic classification systems (including current versions of DSM and ICD) 	poor adherence, but components likely to be identified in the types of assessments specified in the curriculum
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Interprets and integrates collected material: <ul style="list-style-type: none"> • Uses the client response to formulate further enquiry • Generates hypotheses • Develops a formulation 	Performance criterion partly identified in the core competencies: specifics of criteria not documented
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Required objectives include training in the theoretical basis and client-based experience in:</p> <p>a-mental status examinations</p> <p>b-risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk</p> <p>c-micro counselling skills</p> <p>d-three or more of the following interview techniques:</p> <p>i-structured interview</p> <p>ii-unstructured interview</p> <p>iii-selection interview</p> <p>iv-survey interview</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>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:</p> <ul style="list-style-type: none"> • 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) <p>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:</p> <ul style="list-style-type: none"> • specialised cognitive assessments • developmental and education • vocational • adaptive behaviour • mental health • counselling • clinical and health • group tests (as listed in Appendix B Elective tests/assessments) <p>6.3.6 Ethical, legal and professional matters 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</p>	
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>C2.5 Complies with the code of ethics currently adopted by the PsyBA</p> <ul style="list-style-type: none"> Identifies and acknowledges own professional limitations and refers to other professionals when appropriate <p>C3 Psychological assessment and measurement</p> <p>C3.4 Identifies appropriate standard psychological measures to assess individuals, groups, communities and organisations</p> <ul style="list-style-type: none"> Chooses culturally appropriate assessment approaches Considers empirical data regarding the validity and reliability of available instruments 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 Identifies and takes account of factors that affect or invalidate administration and scoring (e.g. mood, attention, cultural factors, disability) Takes account of measurement error Considers the suitability of available norms Identifies, works within and communicates the limitations of assessment instruments 	
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 2: Assessment</p> <p>Examination candidates will demonstrate:</p> <p>3 Ability to administer, score, interpret and write reports using current editions of psychometric tests (using relevant Australian norms where available)</p> <p>Candidates will be asked detailed questions to demonstrate competence in the administration, scoring and interpretation of six selected tests:</p> <ul style="list-style-type: none"> 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). <p>Candidates must demonstrate familiarity with the use and purpose of the following tests:</p> <ul style="list-style-type: none"> intelligence scales <ul style="list-style-type: none"> WPPSI III (Wechsler Preschool and Primary Scale of Intelligence) Stanford Binet V (Stanford–Binet Intelligence Scales) Kaufman Adolescent and Adult Intelligence Test WASI WeschlerAbbreviated Scale of Intelligence 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> • Woodcock-Johnson Test of Cognitive Abilities – III • adaptive and educational assessments <ul style="list-style-type: none"> • WIAT-II (Wechsler Individual Achievement Test) • ABAS (Adaptive Behavior Assessment System) • memory <ul style="list-style-type: none"> • WMS IV (Wechsler Memory Scale) • WRAML 2 (Wide Range Assessment of Memory and Learning) • vocational <ul style="list-style-type: none"> • SDS (Self Directed Search) • Strong (Strong Interest Inventory) • personality <ul style="list-style-type: none"> • 16PF, 5th ed. (Sixteen Personality Factor Questionnaire) • NEO-PI-R (NEO Personality Inventory) • screening tests for mental health <ul style="list-style-type: none"> • PHQ-9 (Patient Health Questionnaire 9 Item) • clinical and mental health tests <ul style="list-style-type: none"> • BDI (Beck Depression Inventory) • GAF (Global Assessment of Functioning) • STAI (State Trait Anxiety Inventory) • ORS (Outcome Rating Scale) • MMPI-2 (Minnesota Multiphasic Personality Inventory) • CBCL (Achenbach Child Behaviour Checklist and Teacher/Youth reports - ASEBA) 	
Element 1.3 Generates and explores possible diagnoses		
1.3.1 Synthesises information from the comprehensive assessment and develops provisional and differential diagnoses	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Diagnosis training objectives to be addressed in this capability (across different settings, clients groups, and for different purposes) comprise:</p> <ul style="list-style-type: none"> • 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Interprets and integrates collected material: <ul style="list-style-type: none"> • Uses the client response to formulate further enquiry • Generates hypotheses • Develops a formulation <p>C3.5 Identifies and characterises dysfunction and diagnoses</p> <ul style="list-style-type: none"> • Synthesises assessment information to identify dysfunctional processes and potential diagnoses, including differential diagnoses 	Performance criterion appears to map completely
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 2: Assessment</p> <p>Examination candidates will demonstrate:</p> <p>5 Knowledge of the DSM definitions and essential features of the following common psychological problems:</p> <ul style="list-style-type: none"> • 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 	Performance criterion partly identified in the curriculum: curriculum details knowledge of diagnostic definitions and mental disorder features

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
1.3.2 Develops a diagnostic strategy and performs relevant investigations	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Diagnosis training objectives to be addressed in this capability (across different settings, clients groups, and for different purposes) comprise:</p> <ul style="list-style-type: none"> • 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
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Interprets and integrates collected material: <ul style="list-style-type: none"> • Uses the client response to formulate further enquiry • Generates hypotheses • Develops a formulation <p>C3.4 Identifies appropriate standard psychological measures to assess individuals, groups, communities and organisations</p> <ul style="list-style-type: none"> • 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
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 2: Assessment</p> <p>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</p> <p>Examination candidates will demonstrate:</p> <p>1 Understanding of issues in test selection, use, interpretation, acceptability and appropriateness, including:</p> <ul style="list-style-type: none"> • 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
1.3.3 Explains the clinical issues and their implications to 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 C6 Communication, collaboration and interpersonal relationships C6.2 Communicates and collaborates effectively with the client and relevant others <ul style="list-style-type: none"> Provides appropriate feedback to the client and relevant others 	Performance criterion partly identified in the core competencies: no specific mention re explaining clinical issues and implications
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
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		
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	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
2.1.2 Recognises when it is clinically appropriate to implement non-pharmacological treatments	PsyBA 4 + 2 Internship Program Training Objectives 6.3.3 Intervention strategies Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include: c-identifying the nature and documented efficacy of the interventions required d-justifying the link between diagnosis, formulation, and intervention chosen	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>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</p> <p>f-designing, planning and implementing a range of professionally recognised preventative, developmental or remedial interventions, including but not limited to:</p> <p>i-cognitive behavioural, psychodynamic, behavioural, family systems, narrative, and problem focused approaches</p> <p>ii-organisational interventions and career development (e.g., career planning in organisational contexts)</p>	
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C4 Evidence-based interventions</p> <p>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</p> <ul style="list-style-type: none"> Identifies evidence based interventions appropriate for specific clients in specific settings 	Performance criterion partly identified in the core competencies: interventions and management strategies in psychology likely to be solely or partly non-pharmacological
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 3: Interventions</p> <p>Examination candidates will demonstrate:</p> <p>1 Knowledge of counselling skills and their application in service delivery</p> <p>2 Knowledge of evidence-based interventions, and their application, including:</p> <ul style="list-style-type: none"> contemporary theories and models of treatment <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> skills training (problem solving skills, anger management, social skills, communication, stress management, parenting training) 	
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.1 Knowledge of the discipline</p> <p>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.</p> <p>The core subject areas are:</p> <ul style="list-style-type: none"> 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 <p>6.3.3 Intervention strategies</p> <p>Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:</p> <p>c-identifying the nature and documented efficacy of the interventions required d-justifying the link between diagnosis, formulation, and intervention chosen 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</p>	Performance criterion partly identified in the training objectives: identification of suitable medicines not specifically discussed

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Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C1 Knowledge of the discipline</p> <p>C1.1 Demonstrated broad knowledge of the theories, principles and research underpinning the discipline</p> <p>Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:</p> <ul style="list-style-type: none"> • cognition, information processing and language • individual differences in capacity, behaviour and personality (including systems of psychological test construction, testing and assessment) • intercultural diversity • issues for and perspectives of Aboriginal and Torres Strait Islander Peoples • learning • lifespan developmental psychology • disability • motivation and emotion • neuroscience and biological bases of behaviour • perception • psychological disorders • psychological health and well-being • research methods • social psychology <p>C4 Evidence-based interventions</p> <p>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</p> <ul style="list-style-type: none"> • Identifies evidence based interventions appropriate for specific clients in specific settings 	Performance criterion partly identified in the core competencies: identification of suitable medicines not specifically discussed
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 3: Interventions</p> <p>Examination candidates will demonstrate:</p> <p>2 Knowledge of evidence-based interventions, and their application, including:</p> <ul style="list-style-type: none"> • knowledge of psychopharmacology, drug classification, pharmacokinetics and pharmacodynamics 	Performance criterion partly identified in the curriculum: identification of suitable medicines not specifically discussed

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.5 Research and Evaluation</p> <p>Training objectives are:</p> <p>b-critically evaluating the psychological literature relevant to the identified problem or target behaviour</p> <p>c-applying the relevant research within the context of psychological practice, including:</p> <ul style="list-style-type: none"> i generating hypotheses to be tested based on review of the literature ii designing an intervention or therapeutic program to test the hypothesis iii implementing the intervention 	Performance criterion partly identified in the training objectives: medicines not specifically discussed
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C4 Evidence-based interventions</p> <p>C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client</p> <ul style="list-style-type: none"> • Chooses the best available appropriate based on published empirical evidence 	Performance criterion partly identified in the core competencies: medicines not specifically discussed
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.3 Intervention strategies</p> <p>Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:</p> <p>c-identifying the nature and documented efficacy of the interventions required</p> <p>d-justifying the link between diagnosis, formulation, and intervention chosen</p> <p>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</p>	Performance criterion partly identified in the training objectives: identification of medicine options not specifically discussed
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C4 Evidence-based interventions</p> <p>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</p> <ul style="list-style-type: none"> • Adjusts service provision to address factors that affect the intervention/management plan, including, where relevant <ul style="list-style-type: none"> • Age • Disability 	Performance criterion partly identified in the core competencies: medicines not specifically discussed

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> • Gender • Social situation • Employment status • Financial situation • Culture • Health status • Infrastructure (including housing) <p>C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client</p> <ul style="list-style-type: none"> • Tailors interventions to the client with careful attention to key efficacy principles and elements <p>C8.1 Works effectively with developmental issues for individuals, groups, communities and organisations</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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) 	
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
2.2.4 Considers the cost and affordability of the medicines to the person	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C4 Evidence-based interventions</p> <p>C4.1 In partnership with the client, designs and plans evidence-based interventions and management strategies appropriate for the client and the context</p> <ul style="list-style-type: none"> • Adjusts service provision to address factors that affect the intervention/management plan, including, where relevant <ul style="list-style-type: none"> • Social situation • Employment status • Financial situation 	Performance criterion partly identified in the core competencies: cost and affordability of medicines not specifically discussed
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
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 <ul style="list-style-type: none"> 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
2.2.8 Allows the person time to make an informed decision about their treatment	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
2.2.9 Refers the person for further assessment or treatment when the suitable treatment options are outside 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 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 10.2 Applying for registration 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: c-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	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 <ul style="list-style-type: none"> Identifies and acknowledges own professional limitations and refers to other professionals when appropriate C3 Psychological assessment and measurement C3.2 Assesses and effectively manages risk of harm <ul style="list-style-type: none"> Identifies, and assesses the nature of, risk. Consults with more senior colleagues where risk is assessed as moderate or high Engages and/or transfers care to appropriate services to maximise safety 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Domain 4: Communication 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	Performance criterion partly identified in the curriculum: curriculum details knowledge of referral process.

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
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		
3.1.1 Negotiates therapeutic goals that enhance the person's self-management of their condition	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
3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed	PsyBA 4 + 2 Internship Program Training Objectives 6.3.3 Intervention strategies b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract 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	Performance criterion partly identified in the training objectives: ascertaining understanding not specifically described
	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 <ul style="list-style-type: none"> Explains the purpose, process and implications of the intervention/management plan 	Performance criterion partly identified in the core competencies: ascertaining understanding not specifically described
	PsyBA National psychology examination curriculum 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
Element 3.2 Works in partnership with the person and other health professionals to select medicines and to tailor and implement a treatment plan		
3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan	PsyBA 4 + 2 Internship Program Training Objectives 6.3.3 Intervention strategies b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract 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	Performance criterion partly identified in the training objectives: establishing patient preferences re medicines not specified
	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 <ul style="list-style-type: none"> Identifies evidence based interventions appropriate for specific clients in specific settings. Explains the purpose, process and implications of the intervention/management plan 	Performance criterion partly identified in the core competencies: establishing patient preferences re medicines not specified
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
3.2.2 Consults other health professionals about potential medicines and the treatment plan	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 <ul style="list-style-type: none"> Prepares outlines and presents clearly the issues for consultation when obtaining opinions from other professionals 	Performance criterion partly identified in core competencies: consultation re treatment plan not specified
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
3.2.3 Reaches agreement with the person about medicines to be used to treat their condition	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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
3.2.4 Develops the treatment plan in partnership with the person	PsyBA 4 + 2 Internship Program Training Objectives 6.3.3 Intervention strategies b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract	Performance criterion appears to map completely
	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 <ul style="list-style-type: none"> Identifies evidence based interventions appropriate for specific clients in specific settings. Explains the purpose, process and implications of the intervention/management plan 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
3.2.5 Obtains approval to use the medicines (where relevant)	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
3.2.6 Stops or modifies the person's existing medicines and other management strategies if required	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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
3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively	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
Element 3.3 Develops a review plan tailored to the person's needs		
3.3.1 Identifies the need for, and develops a review plan	PsyBA 4 + 2 Internship Program Training Objectives 6.3.2 Psychological assessment and measurement To satisfy the diagnosis training objectives the supervisor must be satisfied that the provisional psychologist has demonstrated competence in: 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 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: development of review plan integral to development of a formulation

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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 <ul style="list-style-type: none"> Selects measures which are suitable for pre and post evaluation of the intervention/management plan 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Domain 3: Interventions Candidates must demonstrate: (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	Performance criterion appears to map completely
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		
4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures	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
4.1.2 Provides accurate and clear verbal medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)	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

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>Report writing objectives comprise demonstrating skill in writing informed, succinct, valid and well organised psychological reports.</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of professional issues: c-the roles of other professions and the ability to report to other professionals appropriately and work collaboratively</p>	Performance criterion partly identified in the training objectives: provision of information not specifically discussed
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Develops a report that: <ul style="list-style-type: none"> • Responds appropriately to the referral or request • Uses the integrated information obtained from the assessment • Draws conclusions that are based on findings and facts • Makes recommendations that are both practical and achievable • Explains difficult findings sensitively and with professional respect <p>C4 Evidence-based interventions</p> <p>C4.3 Provides feedback, reporting and referral options</p> <ul style="list-style-type: none"> • Provides informal or formal reporting to the referring/requesting professional and information to other professionals (when indicated) <p>C6 Communication, collaboration and interpersonal relationships</p> <p>C6.3 Communicates effectively with professionals to provide and obtain opinions</p> <ul style="list-style-type: none"> • Prepares oral and written reports tailored to the needs of the recipients and periodically obtains feedback from more senior colleagues on draft reports 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 4: Communication</p> <p>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</p> <p>Examination candidates will demonstrate:</p> <p>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)</p>	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)	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.3 Intervention strategies</p> <p>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</p> <p>6.3.5 Research and Evaluation</p> <p>c-applying the relevant research within the context of psychological practice, including:</p> <ul style="list-style-type: none"> iv collecting, recording, and analysing client responses to the intervention v evaluating the effectiveness of the intervention 	Performance criterion appears to map completely
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C4 Evidence-based interventions</p> <p>C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client</p> <ul style="list-style-type: none"> • Monitors the client's progress (including pre and post measures) 	Performance criterion appears to map completely
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 3: Interventions</p> <p>Candidates must demonstrate:</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	(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	
5.1.2 Discusses with the person and other health professionals, their: <ul style="list-style-type: none"> - 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 	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 C4.3 Provides feedback, reporting and referral options <ul style="list-style-type: none"> • Checks pre and post measures of the client's progress and discusses these with them 	Performance criterion partly identified in the core competencies: competencies broadly detail measures of progress
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
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)	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 C4.3 Provides feedback, reporting and referral options <ul style="list-style-type: none"> • Checks pre and post measures of the client's progress and discusses these with them 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Domain 3: Interventions Candidates must demonstrate: (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	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether: <ul style="list-style-type: none"> - the therapeutic goals have been achieved - treatment should be stopped, modified or continued - the person should be referred to another health professional 	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	Performance criterion partly identified in the training objectives
	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 Domain 3: Interventions Candidates must demonstrate: (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	Performance criterion partly identified in the curriculum
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	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 C4.3 Provides feedback, reporting and referral options <ul style="list-style-type: none"> • Checks pre and post measures of the client’s progress and discusses these with them 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
5.2.2 Identifies if the person requires a comprehensive medicines review	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
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)	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
5.2.4 Reports issues arising from the review	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 C4.3 Provides feedback, reporting and referral options <ul style="list-style-type: none"> Provides informal or formal reporting to the referring/requesting professional and information to other professionals (when indicated) 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
5.2.5 Organises the next review	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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
Competency Area H1 Professional: Practices professionally		
Element H1.1 Practices within the applicable legislative and regulatory frameworks		
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)	PsyBA 4 + 2 Internship Program Training Objectives 6.3.6 Ethical, legal and professional matters Knowledge of legal issues: 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	Performance criterion partly identified in the training objectives: policies and procedures in relation to prescribing not specifically discussed
	APAC Core competencies of the entry level psychology practitioner C2 Legal, ethical and professional frameworks and codes C2.3 Professional procedures and practices comply with relevant legislation Complies with legislation governing: <ul style="list-style-type: none"> • Mandatory reporting • Access to records • Legal processes • OH&S legislation • Employment law 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	Performance criterion partly identified in the core competencies: policies and procedures in relation to prescribing not specifically discussed
	PsyBA National psychology examination curriculum Domain 1 Ethics Legal Issues 1 Knowledge and application of relevant legislation, including: <ul style="list-style-type: none"> • relevant sections of state and territory legislation and principles of best practice relating to: 	Performance criterion partly identified in the curriculum: policies and procedures in relation to prescribing not specifically discussed

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> • 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 	
<p>H1.1.2 Maintains accurate and complete records of:</p> <ul style="list-style-type: none"> - 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 	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.5 Research and Evaluation</p> <p>Training objectives are: d-understanding legal and ethical issues associated with the collection, release, dissemination and storage of information or data</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of legal issues: Knowledge of the National Law is mandatory. Other areas where relevant legislation exists include:</p> <ul style="list-style-type: none"> • health records 	Performance criterion partly identified in the training objectives: knowledge of requirement discussed not actual practice
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C3 Psychological assessment and measurement</p> <p>C3.3 Conducts psychological assessment</p> <ul style="list-style-type: none"> • Interprets and integrates collected material: <ul style="list-style-type: none"> • Maintains an accurate record of collected information <p>C4 Evidence-based interventions</p> <p>C4.2 Chooses and implements empirically supported intervention options that are likely to be effective and tailors them to the client</p> <ul style="list-style-type: none"> • Takes accurate notes of consultations 	Performance criterion partly identified in the core competencies: not all medicine management records detailed
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 1 Ethics</p> <p>Legal Issues</p>	Performance criterion partly identified in the curriculum: not

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>1 Knowledge and application of relevant legislation, including:</p> <ul style="list-style-type: none"> relevant sections of state and territory legislation and principles of best practice relating to: <ul style="list-style-type: none"> privacy, freedom of information and maintenance of health records <p>Domain 4: Communication</p> <p>Examination candidates will demonstrate:</p> <p>1 Knowledge of record keeping procedures that meet professional, organisational, ethical and legislative requirements</p>	all medicine management records detailed
Element H1.2 Practices according to professional standards, codes of conduct, and within the health professional's own scope of practice		
<p>H1.2.1 Demonstrates knowledge of and compliance with:</p> <ul style="list-style-type: none"> professional standards codes of conduct scope of practice statements or guidelines 	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of ethical issues Detailed knowledge and understanding of ethics relevant to psychological practice as set out in the Board endorsed <i>Code of ethics</i>.</p> <p>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)</p> <p>Knowledge of professional issues Knowledge of professional issues including:</p> <p>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</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	k-understanding the impact of difference and diversity and implications for working practices l-gender, sexuality and cultural issues m-service needs of vulnerable groups in society n-registration issues; that is, requirement for maintaining and notifying o-advertising and public statements p-administrative and record keeping procedures (including adequate clarification of any financial arrangements, including billing) q-note-taking r-negotiated work place agreements	
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p> <p>C2.1 Meets the Psychology Board of Australia’s (PsyBA’s) registration standards and guidelines</p> <ul style="list-style-type: none"> 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 <p>C2.5 Complies with the code of ethics currently adopted by the PsyBA</p> <ul style="list-style-type: none"> 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 <p>C2.6 Practices in accordance with professional management standards and guidelines</p> <ul style="list-style-type: none"> Adheres to the requirements of regulating bodies and is guided by the resources of professional associations to establish and enhance practice procedures <p>C5: Research and evaluation</p> <p>C5.1 Designs and conducts research and evaluation in accordance with accepted ethical guidelines</p> <ul style="list-style-type: none"> 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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 1 Ethics</p> <p>Legal Issues</p> <p>1 Knowledge and application of relevant legislation, including:</p> <ul style="list-style-type: none"> The Health Practitioner Regulation National Law, and the standards, codes, guidelines and policies of the Psychology Board of Australia <p>Ethical issues</p> <p>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</p>	Performance criterion appears to map completely
H1.2.2 Practices within the limits of the health professional's own education, training and scope of practice	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of professional issues including:</p> <p>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</p>	Performance criterion appears to map completely
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p> <p>C2.5 Complies with the code of ethics currently adopted by the PsyBA</p> <ul style="list-style-type: none"> Identifies and acknowledges own professional limitations and refers to other professionals when appropriate 	Performance criterion appears to map completely
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of professional issues</p> <p>Knowledge of professional issues including:</p> <p>c-the roles of other professions and the ability to report to other professionals appropriately and work collaboratively</p>	Performance criterion partly identified in the training objectives
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C6 Communication, collaboration and interpersonal relationships</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>C6.4 Collaborates with other professionals for the benefit of clients</p> <ul style="list-style-type: none"> Values interprofessional practice and its importance to effective delivery of high quality models of care <p>C6.5 Values the capabilities and expertise of professional colleagues in other disciplines</p> <ul style="list-style-type: none"> Appreciates the importance of inter-professional collaboration for models of care and client outcomes. Collaborates effectively with professional colleagues 	
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 4: Communication</p> <p>Examination candidates will demonstrate:</p> <p>3 Knowledge of referral procedures, including the roles of other professionals at all levels of care, and health care system procedures and structures</p>	Performance criterion partly identified in the curriculum: knowledge of role of other health professionals
H1.2.4 Accepts responsibility and is accountable for the care provided to the person	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of professional issues including:</p> <p>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</p>	Performance criterion partly identified in the training objectives: accountability to managers discussed but not accountability for care provided
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
Element H1.3 Practices within the applicable frameworks of the healthcare setting and system		
H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p>	Performance criterion partly identified in the core competencies: policies and

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>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:</p> <ul style="list-style-type: none"> • Transport accident authorities • Workers compensation authorities • Family court • Coronial enquiries • Medicare • Department of Veterans' Affairs • Private health insurance funds <p>C2.6 Practices in accordance with professional management standards and guidelines</p> <ul style="list-style-type: none"> • Adheres to the requirements of regulating bodies and is guided by the resources of professional associations to establish and enhance practice procedures 	procedures in relation to prescribing not specifically discussed
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person's situation	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p> <p>C2.6 Practices in accordance with professional management standards and guidelines</p> <ul style="list-style-type: none"> • Contributes to the development and review of a professional procedures manual 	Performance criterion partly identified in the core competencies: policies and

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
		procedures relating to prescribing not detailed
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
Element H1.4 Practices quality use of medicines principles		
H1.4.1 Applies quality use of medicines principles when prescribing medicines	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
H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring	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
H1.4.3 Demonstrates knowledge of the medicines commonly prescribed	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

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	PsyBA National psychology examination curriculum Unable to identify this performance criterion	Unable to identify this performance criterion
H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional's own practice	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
Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional's own prescribing		
H1.5.1 Engages in ongoing professional development and education to improve prescribing practices	PsyBA 4 + 2 Internship Program Training Objectives 6.3.6 Ethical, legal and professional matters Knowledge of professional issues including: 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	Performance criterion partly identified in the training objectives: CPD activities identified, but prescribing currently not within scope of practice, so not covered by any CPD statements
	APAC Core competencies of the entry level psychology practitioner C2 Legal, ethical and professional frameworks and codes C2.8 Demonstrates a commitment to ongoing learning and improvement <ul style="list-style-type: none"> Sources and reads recent published empirical evidence relevant to current areas of practice and discusses it with colleagues Attends relevant high quality evidence-based professional development (and other professional education) activities on a regular basis C9 Supervision, mentoring and self-reflection C9.1 Values reflection, guidance, and mentoring available from senior colleagues through the supervision/peer consultation process <ul style="list-style-type: none"> Regularly participates in the peer consultation/supervision process 	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.

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> 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 <p>C9.2 Values self-awareness and critical reflection</p> <ul style="list-style-type: none"> 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 	
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 1 Ethics</p> <p>Professional issues</p> <p>3 Understanding of models and approaches for continuing professional development, including methods for:</p> <ul style="list-style-type: none"> Developing, updating, and enhancing knowledge through continuing education Professional self-management including self-reflection, self-assessment, and self-care Supervision and peer consultation 	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.
Element H1.6 Addresses the potential for bias in prescribing decisions		
<p>H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including:</p> <ul style="list-style-type: none"> marketing influences possible personal, professional or financial gain conflicts of interest the health professional's own beliefs, values, and experiences 	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
H2.1.1 Adheres to legislative and workplace requirements for obtaining and recording consent for: <ul style="list-style-type: none"> - accessing health records - obtaining information from, and providing information to, other health professionals - conducting a clinical examination - providing clinical services - the potential benefits and harms of treatment - the financial aspects of the 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 C2 Legal, ethical and professional frameworks and codes C2.5 Complies with the code of ethics currently adopted by the PsyBA <ul style="list-style-type: none"> • Obtains and documents informed consent in manner which takes account of the clients' ability to consent C6 Communication, collaboration and interpersonal relationships C6.2 Communicates and collaborates effectively with the client and relevant others <ul style="list-style-type: none"> • Obtains signed informed consent to provide services to the client and to communicate with others when appropriate • Complies with organisational policies and procedures for obtaining informed consent 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 <ul style="list-style-type: none"> • 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 Domain 1 Ethics Legal Issues 1 Knowledge and application of relevant legislation, including: <ul style="list-style-type: none"> • relevant sections of state and territory legislation and principles of best practice relating to: • mental health care (e.g. involuntary treatment, informed consent) 	Performance criterion partly identified in the curriculum: knowledge and application re informed consent mentioned
Element H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes		
H2.2.1 Involves the person's family or carers in the consultation where appropriate	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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 <ul style="list-style-type: none"> Works in partnership with the client and relevant others in appropriate aspects of the professional service Provides appropriate feedback to the client and relevant others 	Performance criterion partly identified in the core competencies: communication and collaboration with 'relevant others'
	PsyBA National psychology examination curriculum Common areas of competency Across all four domains, examination candidates will need to demonstrate sensitivity to: <ul style="list-style-type: none"> preferences of clients, their carers, partners and families where appropriate 	Performance criterion partly identified in the curriculum
H2.2.2 Explores and responds appropriately to the person's concerns and expectations regarding: <ul style="list-style-type: none"> the consultation their health their own role and that of health professionals in managing their health the health professional's scope of practice the use of medicines and other treatments to maintain their health 	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
H2.2.3 Establishes a therapeutic partnership that accords with the preferences expressed by the person	PsyBA 4 + 2 Internship Program Training Objectives 6.3.3 Intervention strategies b-establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract	Performance criterion partly identified in the training objectives
	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 C6 Communication, collaboration and interpersonal relationships C6.2 Communicates and collaborates effectively with the client and relevant others	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<ul style="list-style-type: none"> Works in partnership with the client and relevant others in appropriate aspects of the professional service <p>C7 Cultural responsiveness and cultural safety</p> <p>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</p> <ul style="list-style-type: none"> 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 	
	<p>PsyBA National psychology examination curriculum</p> <p>Across all four domains, examination candidates will need to demonstrate sensitivity to:</p> <ul style="list-style-type: none"> preferences of clients, their carers, partners and families where appropriate 	Performance criterion appears to map completely
Element H2.3 Respects the person		
H2.3.1 Respects the person's values, beliefs, and experiences	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of professional issues including:</p> <ul style="list-style-type: none"> d-the propriety of relationships amongst psychologists, between psychologists and other professionals, employers and clients l-gender, sexuality and cultural issues m-service needs of vulnerable groups in society <p>6.3.7 Working within a cross-cultural context</p> <p>The provisional psychologist, through both supervised practice and professional development, activities is required to:</p> <ul style="list-style-type: none"> a-demonstrate awareness of his or her own cultural background and any resulting bias or skewed perception of client experience b-demonstrate the ability to acquire relevant knowledge of clients' cultural background c-demonstrate the skills and special abilities required to assess and intervene with culturally different clients in an effective and culturally-relevant manner 	Performance criterion appears to map completely
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C6 Communication, collaboration and interpersonal relationships</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>C6.1 Exhibits professional conduct and demeanour</p> <ul style="list-style-type: none"> • Demonstrates respect for others in all professional interactions <p>C7 Cultural responsiveness and cultural safety</p> <p>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</p> <ul style="list-style-type: none"> • Values diversity and cultural competence • 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: <ul style="list-style-type: none"> • The nature of relationships and kinship among Aboriginal and Torres Strait Islander Peoples • The importance of narrative as a communication tool • 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 • Works in respectful partnership with the Aboriginal and Torres Strait Islander communities and with other relevant groups with whom clients may identify 	
	<p>PsyBA National psychology examination curriculum</p> <p>Common areas of competency</p> <p>Across all four domains, examination candidates will need to demonstrate sensitivity to:</p> <ul style="list-style-type: none"> • 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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.6 Ethical, legal and professional matters</p> <p>Knowledge of ethical issues</p> <p>Detailed knowledge and understanding of ethics relevant to psychological practice as set out in the Board endorsed <i>Code of ethics</i>.</p> <p>a- confidentiality and privacy issues</p>	Performance criterion partly identified in the training objectives: knowledge of confidentiality and privacy issues discussed not actual practice
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C2 Legal, ethical and professional frameworks and codes</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	<p>C2.5 Complies with the code of ethics currently adopted by the PsyBA</p> <ul style="list-style-type: none"> Institutes procedures to protect clients' privacy and confidentiality Routinely explains to the client the limits to confidentiality 	
	<p>PsyBA National psychology examination curriculum Domain 1: Ethics</p> <p>1 Knowledge and application of relevant legislation, including:</p> <ul style="list-style-type: none"> relevant sections of state and territory legislation and principles of best practice relating to: privacy, freedom of information and maintenance of health records 	Performance criterion partly identified in the curriculum: knowledge and application of relevant legislation with respect to privacy discussed
H2.3.3 Respects the person's healthcare decisions	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>Unable to identify this performance criterion</p>	Unable to identify this performance criterion
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C7 Cultural responsiveness and cultural safety</p> <p>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</p> <ul style="list-style-type: none"> 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
	<p>PsyBA National psychology examination curriculum</p> <p>Unable to identify this performance criterion</p>	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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.4 Communication and interpersonal relationships</p> <p>Communication training objectives include:</p> <p>a-developing and maintaining effective oral and written communication skills:</p> <ul style="list-style-type: none"> i in rapport building ii by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication iii with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts 	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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	
	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 <ul style="list-style-type: none"> • 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 	Performance criterion appears to map completely
	PsyBA National psychology examination curriculum Domain 3: Interventions Across all four domains, examination candidates will need to demonstrate sensitivity to: <ul style="list-style-type: none"> • linguistic abilities and preferred modes of communication 	Performance criterion appears to map completely
H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person	PsyBA 4 + 2 Internship Program Training Objectives 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	Performance criterion appears to map completely
	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		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
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	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
H2.4.4 Ascertains that the information provided has been received and understood correctly	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
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	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 iii with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts 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)	Performance criterion partly identified in the training objectives:

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
	PsyBA National psychology examination curriculum	Unable to identify this performance criterion

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	Unable to identify this performance criterion	
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	<p>PsyBA 4 + 2 Internship Program Training Objectives</p> <p>6.3.2 Psychological assessment and measurement</p> <p>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:</p> <ul style="list-style-type: none"> • specialised cognitive assessments • developmental and education • vocational • adaptive behaviour • mental health • counselling • clinical and health • group tests <p>Report writing objectives comprise demonstrating skill in writing informed, succinct, valid and well organised psychological reports.</p>	Performance criterion partly identified in the training objectives: report writing with respect to assessment only discussed
	<p>APAC Core competencies of the entry level psychology practitioner</p> <p>C6 Communication, collaboration and interpersonal relationships</p> <p>C6.3 Communicates effectively with professionals to provide and obtain opinions</p> <ul style="list-style-type: none"> • 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) 	Performance criterion appears to map completely
	<p>PsyBA National psychology examination curriculum</p> <p>Domain 4: Communication</p> <p>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</p> <p>Examination candidates will demonstrate:</p>	Performance criterion appears to map completely

Mapping of Psychology Entry Level Professional Competencies to the NPS Prescribing Competency Framework		
Performance Criteria	Psychology entry level training objectives/competencies	Comments
	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)	

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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
Competency Area 1 Assessment: Understands the person and their clinical needs	
Element 1.1 Establishes a therapeutic partnership with the person and a collaborative relationship with other health professionals	
Bachelor of Behavioural Science (Psychology)	
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
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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	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 1.2 Performs a comprehensive medicines assessment to obtain information to understand the person's clinical needs and context	
Bachelor of Behavioural Science (Psychology)	
PYB309-Individual Differences and Assessment	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
PYB360-Interventions for Addictive Behaviours	3-Have a basic understanding of the rationale and the process of clinical assessment in the area of addictive behaviours
Bachelor of Behavioural Science (Honours Psychology)	
PYH403-Cognitive Neuropsychology	6-To understand the selection and application of appropriate neuropsychological tests, and their interpretation as applied to set cases
Graduate Diploma in Behavioural Science	
PYH403-Cognitive Neuropsychology	6-To understand the selection and application of appropriate neuropsychological tests, and their interpretation as applied to set cases

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
Master of Clinical Psychology	
PYN025-Clinical Psychological Interventions 1	2-Articulate and demonstrate selected skills and knowledge within cognitive-behavioural assessment and intervention
PYN027-Clinical Psychological Assessment	<p>Learning objectives:</p> <p>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</p> <p>2-Understand the rationale, administration, scoring and interpretation of a number of formal psychological tests used with children, adolescents and adults</p> <p>3-Administer and score WAIS IV / WISC IV competently</p> <p>Professional attributes:</p> <p>7-Develop the ability to select appropriate measures to conduct the psychological assessment of clients with a wide range of referral questions</p> <p>8-Understand the strengths and weaknesses of various assessment methods</p>
PYN028-Clinical Psychopathology	<p>1-Gain proficiency in the use of DSM IV-TR in the diagnosis of psychological disorders</p> <p>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</p>
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	<p>1-Assess children's behavioural, social and emotional problems including the influence of current contextual issues and predisposing factors</p> <p>3-Develop appropriate assessment and treatment plans for the most common disorders of childhood and adolescence</p>
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)	
Subject	Applicable Learning Outcome/s
Element 1.3 Generates and explores possible diagnoses	
Bachelor of Behavioural Science (Psychology)	
PYB306-Psychopathology	2-Be able to identify and critique principles and practices underpinning DSM diagnostic classification system
PYB360-Interventions for Addictive Behaviours	2-Have an understanding of relevant diagnostic criteria and the related issues of multiple diagnoses, comorbidity and risk factors
Bachelor of Behavioural Science (Honours Psychology)	
PYH403-Cognitive Neuropsychology	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
Graduate Diploma in Behavioural Science	
PYH403-Cognitive Neuropsychology	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
Master of Clinical Psychology	
PYN027-Clinical Psychological Assessment	Learning Outcomes 5-Provide feedback to clients in a sensitive manner
PYN028-Clinical Psychopathology	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
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
PYN034-Childhood Psychopathology and Treatment	2-Demonstrate an understanding of classification systems in relation to disorders of childhood
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)	
Subject	Applicable Learning Outcome/s
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	
Bachelor of Behavioural Science (Psychology)	
PYB360-Interventions for Addictive Behaviours	4-Have an understanding of the different types of individual, group and community based treatment strategies for addictive behaviours
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	
PYN025-Clinical Psychological Interventions 1	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
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 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
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	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
PYN034-Childhood Psychopathology and Treatment	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
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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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
Element 2.2 Identifies appropriate medicines options that can be incorporated into the person's treatment plan	
Bachelor of Behavioural Science	
PYB100-Foundation Psychology	3-The ability to access and evaluate research reports and other relevant information about topics in psychology
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)	
Subject	Applicable Learning Outcome/s
PYN030-Professional Practice in Clinical Psychology	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
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	4-Critically evaluate each of the therapy approaches in terms of evidence-based practice and contribution to an integrative framework
PYN034-Childhood Psychopathology and Treatment	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
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 4-Demonstrate, through analysis of current research, a critical understanding of the evidence base for the effectiveness of health psychology interventions
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	

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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 3.3 Develops a review plan tailored to the person's needs	
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 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	
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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
Master of Clinical Psychology	
Unable to identify this element in learning outcomes	
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	
Bachelor of Behavioural Science (Psychology)	
PYB309-Individual Differences and Assessment	4-Possess an ability to convey written communication regarding assessment in a concise and thorough manner required within the psychological profession
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	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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	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
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	

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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
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
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 work place 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)	
Subject	Applicable Learning Outcome/s
	4-Use contemporary psychological issues to draw out ethical, research and practice implications
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 4-Use contemporary psychological issues to draw out ethical, research and practice implications
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
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	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
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 H1.3 Practices within the applicable frameworks of the healthcare setting and system	
Bachelor of Behavioural Science (Psychology)	
PUB104-Australian Health Care Systems	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	

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
Master of Clinical Psychology	
Unable to identify this element in learning outcomes	
Element H1.4 Practices quality use of medicines principles	
Bachelor of Behavioural Science (Psychology)	
PYB260-Psychopharmacology of Addictive Behaviour	2-An understanding of the psychopharmacology of substances associated with problems of dependence and addiction and with their treatment
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	
PYN028-Clinical Psychopathology	5-Outline the major pharmacological treatments used in the management of the major disorders
PYN034-Childhood Psychopathology and Treatment	5-Describe the actions of commonly used and abused psychoactive drugs in the child and adolescent area
Element H1.5 Demonstrates a commitment to continual quality improvement of the health professional's own prescribing	
Bachelor of Behavioural Science (Psychology)	
PYB207-Psychology in the Community	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
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	

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
Element H1.6 Addresses the potential for bias in prescribing decisions	
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 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	
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 H2.2 Acknowledges the person, their family, and carers as integral to care and collaborates to achieve optimal health outcomes	
Bachelor of Behavioural Science (Psychology)	
	Unable to identify this element in learning outcomes

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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 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
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	
PYN030-Professional Practice in Clinical Psychology	8-Describe and demonstrate key cross-cultural competencies in relation to psychological practice
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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
	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
PYB100-Foundation Psychology	4-Effective written communication skills, including introductory skills in reviewing and critically evaluating psychological research
PYB203-Developmental Psychology	4-Demonstrate effective written and oral communication skills, and the ability to work within a team to manage a project to completion
PYB204-Perception and Cognition	3-Communicate in written modes (literature review, essays, and laboratory reports)
PYB309-Individual Differences and Assessment	4-Possess an ability to convey written communication regarding assessment in a concise and thorough manner required within the psychological profession
PYB207-Psychology in the Community	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 work place setting
PYB307-Health Psychology	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
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	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

Mapping of Psychology Learning Outcomes to the NPS Prescribing Competency Framework (Element Level)	
Subject	Applicable Learning Outcome/s
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
PYN039-Health Psychology and Rehabilitation	3-Work collaboratively but with autonomy in the interdisciplinary and multidisciplinary treatment and rehabilitation of illness, addiction and pain

Table C4: Analysis of additional training required to achieve prescribing competence in psychologists, dependent on the HPPP model of prescribing

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
Competencies not identified in psychology standards				
1.2.2 Reviews and interprets information in the person's health records (not identified in 4 + 2 training route, but is in Masters)	Likely to be undertaken in actual practice but not identified in 4 + 2 training standards	No	No	No
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	Likely to be undertaken in actual practice but not identified in standards	No	No	No
2.2.5 Considers the implications to the wider community of using a particular medicine to treat the person	Training in antibiotic resistance, generic medicines, consideration of suitable cheaper options	No: competence not required	Yes	Yes
2.2.8 Allows the person time to make an informed decision about their treatment	Likely to be undertaken in actual practice but not identified in standards	No	No	No
3.2.5 Obtains approval to use the medicines (where relevant)	Training in PBS, local formularies/restrictions (e.g. List Approved Medicines), local approval processes	No: competence not required	No: competence not required	Yes
3.2.6 Stops or modifies the person's existing medicines and other management strategies if required	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction	Yes	Yes	Yes
3.2.7 Ensures the person understands the treatment plan and how to use the medicine safely and effectively	Training with respect to patient counselling and safe and effective use of medicines	Yes-appropriate for structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
4.1.1 Prepares prescriptions or medication orders that comply with relevant legislation, guidelines or codes of practice, and organisational policies and procedures	Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)	Yes	Yes	Yes
4.1.2 Provides accurate and clear verbal medication orders that comply with relevant legislation, guidelines or codes of practice and organisational policies and procedures (where relevant)	Training with respect to prescribing legislation and policies (e.g. HDPR, National Inpatient Medication Chart, Queensland Health List of Approved Medicines)	No: competence not required	Yes	Yes
5.2.2 Identifies if the person requires a comprehensive medicines review	Likely to require training in recognition of polypharmacy, potential interactions and patient factors that may require medicine modification/advice (e.g. pregnancy)	Yes	Yes	Yes
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)	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction	Yes	Yes	Yes
5.2.5 Organises the next review	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H1.3.2 Demonstrates appropriate professional judgement when interpreting and applying guidelines and protocols to the person's situation	Training re therapeutic guideline resources and how to apply	Yes -specific education in use of structured prescribing arrangement	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
H1.4.1 Applies quality use of medicines principles when prescribing medicines	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction, medicines information resources	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.4.2 Identifies common causes of medicines errors and adverse events, and implements strategies to reduce the risks of these occurring	Training in therapeutics, medicines information resources, national ADR reporting systems, local policies for medication safety and medication safety incident reporting	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.4.4 Critically evaluates information about medicines and makes evidence-based decisions about medicines in the health professional's own practice	Training in therapeutics, medicines information resources, principles of evidence-based prescribing	No: competence not required	Yes	Yes
H1.6.1 Implements strategies to address influences that may bias prescribing decisions, including: <ul style="list-style-type: none"> Marketing influences Possible personal, professional or financial gain Conflicts of interest The health professional's own beliefs, values, and experiences 	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	No: competence not required	Yes	Yes
H2.4.2 Considers the potential issue of perceived power differences between the health professional and the person	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H2.4.4 Ascertains that the information provided has been received and understood correctly	Likely to be undertaken in actual practice but not identified in standards	No	No	No

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
H2.5.2 Confirms that their own understanding of information provided by other health professionals is correct	Likely to be undertaken in actual practice but not identified in standards	No	No	No
H2.5.3 Responds appropriately to communication initiated by other health professionals	Note: identified in Masters training route standards abut not 4+ 2 Likely to be undertaken in actual practice but not identified in standards	No	No	No
Competencies partly identified in psychology standards				
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	Not all elements of history captured in standards. Likely to need medication history and allergy training	Yes	Yes	Yes
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.	Psychologist may identify risks for non-adherence with psychology. Likely to need training to identify problems associated with non-adherence to medicines.	Yes	Yes	Yes
2.2.1 Integrates knowledge of pharmacology, other biomedical sciences, clinical medicine, and therapeutics and identifies medicines suitable for treating the condition	Training in therapeutics	No: competence not required	Yes	Yes
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	Training in medicine information resources and interpretation of such information	No: competence not required	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
2.2.3 Identifies medicines options that are likely to provide therapeutically effective and safe treatment and tailors them for the person	Training in therapeutics, pharmacodynamics, pharmacokinetics, pharmacogenetics, special populations, drug interaction	No: competence not required	Yes	Yes
2.2.4 Considers the cost and affordability of the medicines to the person	Training in PBS, medicine costs Note: identified partly in Masters training route standards but not in 4 + 2	No: competence not required	Yes	Yes
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	Psychologist likely to discuss treatment options in practice but will need additional training round medicine options and discussion with patient	Yes	Yes	Yes
3.1.2 Ascertains that all parties have a common understanding of the therapeutic goals and how they will be managed	Likely to be undertaken in actual practice but not identified in standards	No	No	No
3.2.1 Explores the person's opinions and preferences concerning medicines and the treatment plan	Training re discussing medication management with the patient	No: competence not required	Yes	Yes
3.2.2 Consults other health professionals about potential medicines and the treatment plan	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	Yes	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
3.2.3 Reaches agreement with the person about medicines to be used to treat their condition	May need additional training round medicine options and discussion with patient	No: competence not required	Yes	Yes
5.1.2 Discusses with the person and other health professionals, their: <ul style="list-style-type: none"> • 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 	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	Yes-appropriate to structured prescribing arrangement	Yes	Yes
5.1.4 Synthesises information provided by the person, other health professionals, and from clinical examinations and investigations to determine whether: <ul style="list-style-type: none"> • the therapeutic goals have been achieved • treatment should be stopped, modified or continued • the person should be referred to another health professional 	Training with respect to medicine monitoring (interpretation of investigations/examinations), amendment of medicine regimen and when to refer	Yes	Yes	Yes
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)	Training in medication legislation (HDPR) and regulations around psychologist prescribing	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.1.2 Maintains accurate and complete records of: <ul style="list-style-type: none"> • the consultation • clinical examinations and investigation results • risk factors for medicines misadventure • the person's decision to decline treatment (where relevant) 	Training in recording of medication management	Yes	Yes	Yes

Prescribing Competency Framework Performance Criteria	Comments	Additional training required for structured prescribing arrangement yes/no	Additional training required for prescribing under supervision yes/no	Additional training for autonomous prescribing yes/no
<ul style="list-style-type: none"> 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 				
H1.3.1 Demonstrates knowledge of and complies with national, state and territory, and facility policies and procedures in relation to prescribing	Training in medication procedures and policies, NPS Prescribing Competencies Framework, QUM policy, local formulary restrictions (List of Approved Medicines)	Yes-appropriate to structured prescribing arrangement	Yes	Yes
H1.3.3 Contributes to the improvement of policies and procedures for the judicious, appropriate, safe and effective use of medicines	Unlikely to need specific training for this, but will come with improved medicines knowledge and use of prescribing procedures	No: competence not required	No	No
H1.5.1 Engages in ongoing professional development and education to improve prescribing practices	Will be covered by current CPD statements once prescribing is in scope of practice	No	No	No
H2.2.2 Explores and responds appropriately to the person's concerns and expectations regarding: <ul style="list-style-type: none"> the consultation their health their own role and that of health professionals in managing their health the health professional's scope of practice the use of medicines and other treatments to maintain their health 	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