Appendix 1:

Domains of Knowledge – APS College of Counselling Psychologists
## Domains of Knowledge – APS College of Counselling Psychologists
(Revised December 2008)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Inclusion Criteria</th>
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<tr>
<td>1. Theories and knowledge relevant to psychological specialities</td>
<td>Demonstrated advanced knowledge in:</td>
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<tr>
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<td>- Empirically Supported Treatments (ESTs) in psychotherapies</td>
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<td>- Group processes and family functioning</td>
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<td>- Normal and abnormal development across the lifespan</td>
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<td>Demonstrated advanced knowledge of:</td>
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<td></td>
<td>- Theories of personality development</td>
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<td>- Theories of lifespan development and their contextual relevance in psychotherapy &amp; counselling</td>
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<td>- Diagnostic classification systems including DSM &amp; ICD, and indigenous psychologies</td>
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<tr>
<td>2. Assessment</td>
<td>Demonstrated advanced knowledge in:</td>
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<td></td>
<td>- Formulation and diagnosis of client stressors, mental health disorders and psychological distress</td>
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<td>- Collaborating with clients in case formulation of mental health problems</td>
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<td>Demonstrated competence in specific areas of psychological assessment including:</td>
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<td>- Psychopathology</td>
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<td>- Bio-psycho-social status</td>
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<td>- Cognitive functioning and impairment</td>
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<td>- Personality</td>
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<td>- Vocational psychology</td>
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<td>- Health and well-being and tests of specific functioning</td>
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<td>3. Interventions and implementation</td>
<td>Demonstrated advanced competence in:</td>
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<td>- Empirically supported therapies which facilitate change for individuals, couples, families and groups from a diverse range of backgrounds</td>
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<td>- Psychotherapeutic interventions</td>
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<td>- Integration of psychotherapy strategies from a diverse range of counselling theories</td>
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<td>- Taking account of contextual factors in designing and delivering psychotherapy interventions</td>
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<td>- Developing and delivering collaborative therapeutic interventions</td>
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<td>Areas</td>
<td>Inclusion Criteria</td>
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| 4. Research & evaluation      | Demonstrated competence in measuring and evaluating psychotherapeutic outcomes including:  
                              |  - Symptom reduction  
                              |  - Well being  
                              |  - Case formulations and reformulations  
                              |  - Psycho-educational outcomes  
                              |  - Resource provision and use  
                              | Demonstrated competence in:  
                              |  - Conducting psychotherapy outcome research in quantitative, qualitative, or mixed mode forms.  
                              |  - Performing programme evaluations  
                              |  - Ongoing reflective practice  
                              |  - Routine inclusion of research in practice activities |
| 5. Professional practice      | Demonstrated ability to practice within an ethical framework in a variety of professional therapeutic and counselling settings.  
                              | Demonstrated competence in:  
                              |  - Working with clients collaboratively to achieve therapeutic outcomes.  
                              |  - Recognition of the primacy of the Therapeutic Alliance in working with clients.  
                              |  - Demonstrated competence in working with other professionals.  
                              | Demonstrated capacity to learn from, contribute to, and develop supervision in the context of professional practice. |
| 6. Non-psychological components | Demonstrated competence in collaborating with allied professionals and other stakeholders in the mental health field.  
                              | Well developed competence in developing alliances with consumer groups in the mental health field.                                                          |
Appendix 2:

APS Course Approval Guidelines – APS College of Counselling Psychology
1 General Introduction and Principles

Members of the College of Counselling Psychologists occupy a special position in the array of professional orientations and areas in which psychologists work. They are concerned not only with the treatment of distress but also with the development of effective preventative procedures for both normally functioning and at-risk populations. Counselling psychologists work with individuals, couples, families and other social groups, with the primary focus being on helping people towards the achievement of their personal goals within the wider context of effective social relationships. Although professional specialist boundaries are sometimes blurred, counselling psychologists typically assist people who are experiencing crises, developmental stressors and/or other psychological distress and work collaboratively with them to develop positive therapeutic relationships leading to effective treatment decisions. An important assumption underlying counselling psychology is that individuals are the final decision-makers in the formulation of treatment goals and implementation of action to achieve these goals.

Consideration of skill development, effectiveness of intervention, reliability of assessment and ethical issues are of prime importance in the training of counselling psychologists. These topics must be presented in both theoretical and practical modalities and thus supervised practical experience during training is essential. Because they are scientists as well as practitioners, counselling psychologists must be trained in research procedures so as to be more effective in evaluating the effectiveness of programmes and interventions and thus adding to the sum of systematic knowledge within the discipline.

These guidelines represent the decisions of the National Executive of the College as of the date of publication. However these guidelines are expected to change as the special area of counselling psychology develops over time. In this sense this document should be consider to be a “work in progress”, responding to changing contexts and demands. As an example, Appendix A is a document written by the British Psychological Society concerning assessment within courses. It is attached as the National Executive is considering adopting some or all of these proposals and it represents a direction that might be followed in the future.

2 General Program Requirements

The following principles should be followed in the formulation and delivery of courses in Counselling Psychology.

2.1 Students, staff and supervisors should be provided with a Counselling Psychology Handbook which outlines at least the following:
   (i) These ‘Course Approval Guidelines’ for membership of the College of Counselling Psychologists;
   (ii) The reciprocal responsibilities and obligations of academic staff, supervisors and students;
   (iii) The compulsory and optional components of the course(s) and the part-time or full-time nature of the course(s);
   (iv) Subject descriptions with minimum standards and requirements for each subject, including methods and details of assessment;
   (v) The practical requirements of the course(s);
   (vi) The responsibilities of supervisors and students in relation to the practical placements.

2.2 The program(s) must be general in character and provide broad based knowledge in the compulsory course content subjects (as mentioned Section 4 below) and the application of counselling psychology practices to a range of client groups and settings.

2.3 The program must develop an integrated sense of increased knowledge base, specialist psychological skills and professional expertise and responsibility.
2.4 The course(s) should emphasise the importance of case management and development by the professional psychologist.

2.5 The delivery of course materials should reflect the post-graduate nature of training and encourage critical evaluation of the relevant theory and research.

2.6 Procedures, interventions and research taught and undertaken in the course(s) must proceed from sound theory and empirical research.

2.7 Ethical and professional conduct should be addressed formally through a subject devoted to the topic, and informally where issues arise from other coursework and practical placements. Placement supervisors should evaluate this aspect of the students’ work and encourage the development of ethical and professional practice.

2.8 Knowledge of and sensitivity to the needs of cultural and minority groups, especially Aboriginal and Torres Strait Islanders, should be developed within the course(s).

2.9 The course(s) should incorporate ongoing evaluation and review to ensure that quality teaching and practical experiences are provided to students. Course reviews by independent experts such as Course Advisory Committees and staff planning days are encouraged.

3 Resourcing the Program

3.1 Staffing

3.1.1 Appropriate staffing should be seen as the pre-eminent factor in resourcing professional programs in Counselling Psychology. The Course coordinator must be a member of the College of Counselling Psychologists and it is desirable that other staff members teaching the courses are also members of the College or eligible for such membership. Placement supervisors should also meet this criterion. It is expected that some staff teaching specialist topics, e.g. research statistics, might not meet this requirement.

3.1.2 It is essential that staffing of the course(s) is adequate and meets the APAC standards 2.4.8 – 2.4.11.

3.1.3 Staff-student ratios should also be adequate and specifically meet the APAC standards 4.1.6 and 4.2.5.

3.1.4 The courses should have adequate administrative and clerical support, i.e. it must be demonstrated that there are sufficient staff to manage all the administrative tasks associated with coordinating and monitoring placements, supervision, and teaching and research activities.

3.1.5 Staff involved in teaching professional counselling psychology should be involved in regular professional practice that has relevance to the course(s) and there should be evidence that this work is recognised and supported by the University.

3.1.6 It is also desirable that all staff members who teach counselling psychology research skills continue to participate in relevant research projects.

3.1.7 The majority of coursework should be taught by academic staff. Where student presentations occur they should constitute no more than 15% of the overall teaching program.

3.2 University Clinic

3.2.1 It is highly desirable that a University Clinic should be provided as a separate purpose-built facility. It may provide for the initial training of students from multiple courses, in which case appropriate triage arrangements should be established. (See also #6.3 below).

3.2.2 These clinics should not be expected to be financially self-supporting and should be supported by the University departments/programs which they serve. Clinics should focus on the provision both of optimal training of students and the offering of competent psychological services to clients.

3.2.3 The Clinic infrastructure should include at least the following:

(i) A Director, responsible for the proper operation of the Clinic, including standards of teaching, training and service provision. The work of the Director should be taken into account in any calculation of staff workloads.

(ii) Administrative staff to effectively manage the day to day arrangements of student training.
Adequate work space and equipment for all students when not consulting clients. This
should include desks, computers, test library, reference books and therapeutic materials.
Sufficient consulting suites to manage the client load, equipped with video recording and
playback facilities.
The usual facilities of a professional clinic: kitchenette, toilets, disabled access, secure and
confidential telephone systems, acoustically insulated walls, storage space, one way
screen(s) with communication system(s), private waiting rooms, training and meeting
rooms for group activities.
Clinics should ideally be operational for the full year in order to provide continuity of client
care and to ensure the viability of the Clinic’s role in the community.
Documentation of the Clinic should be designed to meet the highest professional standards
and include instructions for emergencies and for contact with supervisors.
As clinics frequently deal with vulnerable clients, all staff should obtain a clear search of their
criminal records (Police Check) and a ‘Working with Children Check’ (or equivalent) if made
available by State Governments.

3.3 Library and Tests

The Courses should be supported by a library collection of monographs, journals, audio and
video recordings and on-line materials sufficient to provide for the needs of students at this
graduate level. While it is not expected that all of the reference requirements for the
literature reviews of theses will be able to be met, it is an expectation that reference materials
sufficient to support at least the course work component of the programs should be available.
A test library containing the major psychological tests necessary for therapeutic work should
be established. Examples of tests expected to be available include the most recent editions of:
WAIS; WISC; WPPSI; WMS; MMPI-2; MMPI-A; PAI; NEO; BDI-2; BAI; WIAT; SCL-90; Vineland;
Children’s Behaviour Checklist; STAI; STAXI; IPIP; WHO QoL; K10 and others. Multiple copies of
many of these will be necessary for appropriate teaching of psychological assessment at
graduate level.

4 Content of Coursework

Approved courses will comprise formal psychological knowledge, research and practical
experience in counselling psychology. There is no requirement for an exact number of subjects
stipulated for courses nor is the number of hours set for any subject with the exception of the
placement hours. Formal knowledge subjects should comprise 50% of the entire course.
Universities are invited to address the content areas by way of larger single units or a combination
of smaller units of study which may be grouped under the headings below. The underlying
emphasis of all courses will be a balance of knowledge and skills acquisition, and development of
practical experience. In all courses the guiding orientation will be on assessment, diagnosis,
prevention and treatment of psychological difficulties. Typically the clients presenting with these
concerns will be able to function in a way whereby they can collaborate in the resolution of their
problems. These guidelines should be read in conjunction with Sections 4.2.12 – 4.2.18 of the
APAC Standards.

4.1 Essential Areas to be covered:

(i) Psychological counselling skills, including theories and practice of counselling psychology
from a wide and representative range of therapeutic approaches suitable for the typical
clients who present for counselling help. Evaluation of therapies and outcomes of therapy,
awareness of the research literature in counselling psychology and an ability to critically
evaluate this literature is essential.
(ii) Psychological assessment, including assessment of intelligence, social, emotional and
cognitive skills, personality, anxiety, depression, stress, educational abilities and vocational
aptitudes. Also, the psychometric basis of tests, including reliability and validity must be
taught. It is also expected that students will be able to utilise the major classificatory
systems of mental illness, e.g. DSM and ICD and to appreciate how these systems have been used to understand the range of psychological disorders and psychopathology. It is expected that this should lead to counselling psychology students comprehending the potential for their work to be involved with psychological distress from the mild to the more serious mental health problems. This will also involve a realisation that both short and longer term interventions and treatments are part of the work of counselling psychologists.

(iii) Ethical issues including familiarity with professional guidelines and codes (e.g. APS; APA) for the provision of psychological services. Legal responsibilities of counselling psychologists, discussion of case material from ethical viewpoints, accountability, interaction with allied health professionals and the need for on-going professional development.

(iv) Research and data analysis skills necessary for the completion of an independent research project or thesis.

(v) In accordance with Section 4.2.14 of the APAC Standards, doctoral courses must include greater depth and/or breadth of coursework than is required for Masters’ programs.

It is expected that items 4.1.(i) to 4.1.(v) above will be taught in at least one formal subject each within the overall course.

4.2 Other highly desirable topic areas. A selection of the following should also be taught as formal units or as electives:

- Family sensitive counselling
- Applied research and analysis
- Social behaviour
- Behavioural medicine and health psychology
- School counselling
- Stress, anxiety and depression
- Grief and loss
- Telephone, on-line or e-counselling
- Drug and alcohol counselling
- Treating trauma, especially sexual trauma
- Developmental psychopathology
- Educational and vocational issues
- Cross-cultural issues
- Working with suicidal clients
- Psychopharmacology
- Couples and relationship counselling

5 Research

The requirements for the research component of courses must be consistent with Section 4.1.20 – 4.1.25 (Masters) and 4.2.19 - 4.2.24 (Doctoral) of the APAC guidelines. Each student will submit a report of a research project (thesis) on a topic related to counselling psychology. It will entail the review and evaluation of the relevant literature, the collection of empirical data, appropriate data analysis and the interpretation and discussion of the results.

6 Practical Placements

Practical placements (practicums, work placements) in counselling psychology are most important components of the training and preparation of students for their professional practice. The purpose of these placements is to allow students to apply the skills and knowledge they have acquired in their coursework and other components of their courses.
These guidelines should be read in conjunction with the APAC Accreditation Standards, especially # 4.1.26 – 4.1.37 (Masters) and # 4.2.25 – 4.2.37 (Doctoral).

The College does not require a specific model of training to be applied except that it should be consistent with the scientist-practitioner approach. The most significant evidence-based component of the students’ practice should be a focus on the needs of the client and the establishment of a strong therapeutic alliance, from which further treatment and intervention planning can proceed. One of the identifying characteristics of Counselling Psychology practice is the ability of the practitioner to utilise a range of evidence-based perspectives and to intervene with an ability to acknowledge the particular needs of clients. This view is essential in the placement supervision of counselling psychology students.

6.1 The requirements for all placement training should be provided in the Course Handbook and made available to all students.

6.2 The initial placement should take place in the University Clinic or Counselling Centre. (This should not be confused with student counselling services offered to the University’s own students.) Such a clinic will provide the circumstances for the start of the students’ professionalisation and as such should be a place that emulates the best of private practice. If the University is offering more than one Graduate program in specialities of professional psychology, the Clinic should be developed such that all first placements can be undertaken there.

6.3 In the event that no such Clinic is available, and until such a facility has been established, first placements may be arranged at external psychological services but care should be taken to ensure that supervision levels are high and appropriate for students engaging with their first clients. As a guide this level should be one hour of supervision for every two hours of client contact.

6.4 Supervision can be of different kinds, for example; individual; group; monitoring and checking psychological assessment reports; approving letters to other referrers, attending group workshops conducted by suitably qualified practitioners. At least 50% of all supervision must be individual supervision to meet the general APAC requirements.

6.5 This first placement should involve close links between the knowledge base of the course and counselling psychology practice. This first placement should only occur after students have completed basic training and skill development and therefore should typically occur in the second half of the first year of the course.

6.6 Supervision of students in this and other placements should be by qualified counselling psychologists who can provide the constructive guidance necessary for students in the process of developing their knowledge and skills.

6.7 In planning courses of practical training the requirements of State and Territory Psychologists’ Registration Boards should be kept in mind. This is especially important in relation to the requirements for achieving competence in psychological assessment and the use of psychological tests.

6.8 For Masters’ courses there must be a minimum requirement of 1000 Total Placement hours which should include at least 250 hours of client contact. For Doctoral courses there must be a minimum requirement of 1500 Total Placement hours with at least 375 hours of client contact. APAC standards must also be met.

6.9 The program of professional supervision must be designed to fulfil the student’s changing developmental needs and meet standards for good client care. Over the duration of a course supervision should typically be one hour for each placement day and total supervision time should be at least 125 hours. Doctoral students should complete at least 188 hours of supervision.

6.10 After the initial placement in the University clinic, further supervised placements should occur in 2 settings, or 3 settings for doctoral students. Placements that involve on-line delivery can be undertaken if appropriately supervised.

6.11 Placements should provide students with a wide range of experience with clients presenting with different problems, of varying ages and needing a variety of interventions.

6.12 In accordance with APAC standards 4.1.34 – 4.1.37 and 4.2.34 – 4.2.37 for practical
placements, the reciprocal responsibilities of the field supervisor, the student and the University supervisor should be agreed formally in writing. All parties should agree on the type of student experience to be provided, the methods of monitoring student progress and reporting and final assessment procedures.

6.13 Collaborative strategies should be in place to ensure maintenance of standards in field placements and mechanisms should also be provided to assess the contribution placements make to students’ professional development.

6.14 Students should keep a log of all professional activities, including client contact, supervision, case management and other psychological work. This will demonstrate that College and Registration Board requirements have been met.

6.15 Site visits by the placement coordinator(s) should occur at least once for each placement and ideally there should also be a mid-placement visit. Teleconferencing may be used for remote placements.

6.16 Supervisors and students should both provide reports at the conclusion of each placement.

6.17 The placement program should also include workshops/seminars open to all students and supervisors and continuing education should also be provided for all.

6.18 Remote placements may be undertaken after the first placement and these can be in rural and regional areas. They should not involve greater than 300 hours of placement time and generally should be when the distance between the placement and the supervisor is more than one hour of travelling time. Carefully selected, experienced distance education students enrolled in approved off-campus degrees may undertake approved remote placements.

6.19 A personal meeting between the student and the supervisor should occur before the remote placement begins in order to ensure placement readiness.

6.20 Distance supervision must be at least one hour per week by telephone or video computer link. Before each supervision contact, the student must provide written reports of each client to the supervisor by e-mail, facsimile or post.

6.21 Students must provide audio or video recordings of each client at some stage during the placement. The timing of this will be at the discretion of the supervisor.

6.22 The usual signed agreement should be completed for each remote placement (See #6.11 above) with attention being paid to: therapeutic materials and tests available at the site; agency guidelines for emergencies; contact details for senior staff available for consultation, whether or not they are psychologists.

6.23 University resources may be used by students in a remote placement if such materials are not available on site.

6.24 All other and usual requirements of non-remote placement completion should be followed. (See #6 above.)

7 Assessment

Assessment should be varied and appropriate for the particular task: coursework, research or placement.

7.1 Assessment processes should reflect appropriate and on-going processes which assess the student in developing skill acquisition and knowledge.

7.2 A minimum of 4 case reports should be required as part of placements.

7.3 Criteria for minimum standards of performance should be available to the student in written form and evaluation of the student should refer to these criteria.

7.4 When a student does not meet minimum standards, mechanisms should be in place so that the student does not obtain a formal qualification in Counselling Psychology.

7.5 Where a student fails to meet placement standards, procedures should permit a limited number of repeat placements so that the student may be given opportunities to demonstrate that the necessary skills are present.

7.6 University grievance procedures should also be available to all students.
Appendix 3:

Checklist of Specialist Skills and Knowledge – The Psychologists Board of WA
INTRODUCTION

Psychologists entering supervision for registration of the specialist title, Counselling Psychologist, must have completed a Board approved specialist Masters degree in Counselling Psychology, or equivalent. A minimum of two years supervised practice (by a psychologist who holds the Counselling specialist title) is required for registration as a Counselling Psychologist. The following applicant’s Programme details particular requirements of Counselling Psychologist (Registrar) supervisors and supervisees, and the areas of ethical and professional conduct, assessment, intervention, and communication in which the supervisee is expected to be competent at the conclusion of the supervision period. The Programme should be implemented in conjunction with the general Supervision Guidelines for Specialist Title.

REQUIREMENTS OF COUNSELLING PSYCHOLOGY SUPERVISORS DURING THE TWO YEAR SUPERVISION PERIOD

1. It is the supervisor’s responsibility to ensure supervisees have adequate knowledge of relevant research, theory and policy before intervention.

2. It is the supervisor’s responsibility to ensure supervisees have access to appropriate intervention models, such that undue intervention bias does not operate as a consequence of the supervisory relationship.

3. It is the supervisor's responsibility to bring to the supervisee's attention in supervision any limitations of competence, ethical difficulty, personal bias or aspect of personal development in the supervisee which the supervisor perceives to be affecting the supervisee’s professional development and/or professional application.

4. Supervisors are expected to offer sufficient supervision opportunities such that the competencies outlined in the following programme (sections 2 to 4) can be examined on a regular basis. Supervisors are expected to keep weekly documentation.

5. Supervisors are expected to observe supervisee’s work directly as part of the supervision process in vivo, or by video or audio tape.

6. Supervisors are expected to intermittently view active files of the supervisee as part of the supervision process.
REQUIREMENTS OF COUNSELLING PSYCHOLOGY SUPERVISEES DURING THE TWO YEAR SUPERVISION PERIOD

Supervisees are expected to develop the capacity for continuing self-appraisal and appropriate consultation over the supervision period. In particular they are expected to:

(1) (a) Identify the limit of their competence in any given situation and consult with their supervisor regularly with regard to their competence.

   (b) In consultation with their supervisor arrive at a mutually agreed upon course of action where competence is limited.

   (c) Implement the agreed upon course of action (which may include seeking other professional opinions).

(2) (a) Identify broader areas in which they require continuing professional development.

   (b) In consultation with their supervisor, arrive at a plan to develop these areas.

   (c) In consultation with their supervisor, monitor their progress in these areas and readjust the plan as necessary.

INSTRUCTIONS FOR SUPERVISORS

Each standard of practice should be rated as:

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<td>Satisfactory Progress</td>
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<td>U</td>
<td>Unsatisfactory Progress</td>
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*(Needs specific attention)*
1. **ETHICAL FRAMEWORK & PROFESSIONAL CONDUCT**

1.1 Familiarity with Acts of Parliament relevant to the applicant’s work settings (including):

- Psychologists Act
- Freedom of Information Act
- Mental Health Act
- Workers Compensation Act
- Public Service Act
- Criminal Injuries Compensation Act
- Children & Community Services Act
- Disability Services Act
- Guardianship Act
- Privacy Act

1.2 Conduct consistent with relevant professional aspects of working independently as a Counselling Psychologist including:

   (a) APS code of professional conduct and other relevant ethical codes

   (b) Understanding how ethical principles are used to guide professional practice

   (c) Commitment to an ongoing programme of professional education and development that addresses identified personal and professional limitations

   (d) Clear and consistent use of informed consent procedures

   (e) Knowledge of limits of competence and personal limitations that may affect work with clients
1.3 Competent in the relevant applied aspects of working independently as a Counselling Psychologist:
  
  (a) Ability to analyse accurately the functions of a Counselling Psychologist in particular settings

  (b) Knowledge of the roles of other professions and the capacity to report to other professionals appropriately and work collaboratively

2. ASSESSMENT

2.1 Administer, interpret and integrate a range of assessment devices:
  
  (a) interviews

  (b) behavioural observations

  (c) tests of intelligence and social functioning

  (d) appraisals of cognitive skills

  (e) personality tests

2.2 Assessment procedures to include:
  
  (a) selection of appropriate assessment techniques or instruments with proper consideration of issues of reliability and validity

  (b) knowledge of and competency with interview and developmental case history

  (c) behavioural observations

  (d) knowledge of psychopathology and understanding and use of diagnostic classification systems (DSM-4 and ICD-9)

  (e) psychometric and psychodiagnostic assessment (where appropriate)

2.3 Synthesise psychological knowledge in the research literature to develop assessment procedures for unique client populations
Applicant's Programme - Counselling Psychology
Checklist of Specialist Skills

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2.4 Competent in clearly formulating a treatment plan. 
*(Supervisor should have a representative sample of at least 40 formulations.)*

3. INTERVENTION

3.1 Knowledge of a wide range of therapeutic procedures appropriate for clients who normally seek assistance, which would include understanding of:

(a) dyadic therapy

(b) family therapy

(c) couples therapy

(d) the design of therapeutic groups for specified problems and populations

3.2 Demonstrate a wide range of counselling skills, including the ability to:

(a) understand intervention processes (engagement, maintenance, termination etc)

(b) form a positive working alliance with a variety of clients,

(c) utilise psychotherapeutic interventions with

- Individuals
  - children
  - adolescents
  - adults
- couples
- families

(d) lead and/or co-lead therapeutic groups.

3.3 Utilise a theoretical system that:

(a) explains the etiology and remediation of psychological problems

(b) assists clients to develop their understanding of the etiology and process of their difficulty
### Applicant's Programme - Counselling Psychology

**Checklist of Specialist Skills**

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(c) involves clients in formulating treatment goals and strategies

(d) suggests processes or procedures to clients that may be used for addressing their concerns

3.4 Understand and employ appropriate research designs to evaluate the effectiveness of therapeutic interventions

3.5 Use the research literature to develop plans for therapeutic interventions

3.6 Provide consultative service to other professionals regarding psychological problems.

### 4. COMMUNICATION

4.1 Competent in oral and written communication:

(a) Ability to communicate adequately with clients, Within the profession, with other professionals, And with the general public

(b) Ability to write adequate psychological reports For a range of audiences

(c) Ability to write adequate psychological reports for the legal system

(d) Capacity to appear as an expert witness including knowledge of Court systems, presentation in Court and relevant practices

(e) Ability to keep appropriate records and case notes in accordance with the requirements of the professional setting
COMMENTS

Please provide any comments on supervisee’s performance, particularly where a rating of “U” or “NA” has been given:

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SUPervisor ____________________  Supervisee ____________________

Date ____________________  Date ____________________