



THE
AUSTRALIAN
PSYCHOLOGICAL
SOCIETY LTD

**APS COLLEGE COMPETENCIES
SPECIFICATION OF AREAS OF SPECIALIST KNOWLEDGE AND
SKILLS**

FEBRUARY 1997

**Prepared by the College Advisory Group, the Executive Director and the
Director of Professional Affairs**

This document contains the specification of competencies for the APS Colleges. These competencies are related to the 1996 **Competencies of the Psychology Profession** and should be read in conjunction with that document. Broad areas have been cross-referenced in italics below.

Each College has provided specifications in the following areas:

1. Body of knowledge (*cf. Competency 1: Discipline Knowledge*)
 - 1.1 Areas of psychology relevant to the specialist area in addition to general psychology
 - 1.2 Non-psychological knowledge relevant to the specialist area (*cf. Competency 5: Professional, Legal and Ethical Approach*)
 - 1.3 Major methods and instruments used for assessment (*cf. Competency 3: Framing, Measuring and Solving Problems; Competency 2: Research*)
 - 1.4 The major psychological approaches and interventions used in the specialist Area (*cf. Competency 4: Service Implementation*)
2. Skills in psychological assessment and interpretation (*cf. Competency 3: Framing, Measuring and Solving Problems*)
 - 2.1 Competence in psychological assessment methods and instruments appropriate to the specialist area
3. Application (intervention skills) (*cf. Competency 4: Service Implementation and Competency 7: Professional and Community Relations*)
 - 3.1 Competence in the selection and application of interventions appropriate to the specialist area
 - 3.2 Competence in the design, development, implementation and evaluation of interventions

Furthermore, all College competencies relate to *Competency 6: Communication* and to *Competency 8: Influence and Change*.

It should be noted that these Competencies are **Entry-Level**; that is, these competencies would be expected to be demonstrated by a psychologist seeking entry to the College as a Full Member. The Competencies should be taught both in the University training period and in subsequent supervised experience. It should also be noted that there has been an attempt to ensure all specifications are at an equivalent level of detail.

Knowledge in these specified areas, together with advances in the discipline and specialised professional area, should be continually updated through Professional Development activities (necessary to maintain membership of the College[s]), and practitioners are expected to remain abreast of the professional, specialist and research literature.

APS COLLEGE OF CLINICAL PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Normal and abnormal Psychology theories of psychopathology (bio/psycho/social) Diagnostic classification (DSM-IV, ICD-10) Behavioural health management Personality theories Brain-behaviour relationships, psychophysiology, physiological psychology Cognitive processes Learning theory Developmental psychology Social psychology, group processes Cross cultural psychology Organisational knowledge/Organisational behaviour Research design and statistics Professional networks in Psychology - e.g., APS, Registration Board |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Australian institutions, culture and society Law and Codes of Conduct - practice as an expert witness Staff supervision; Human resources management Financial management - basic accounting, taxation, government Funding, drafting a funding request Professional development Time management Education, teaching and training Consultation, case and project management State Mental Health Acts |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Research methods Statistics Statistics analysis (including computing packages, e.g., SPSS) Test design and construction Psychometrics and survey statistics Descriptive research methods Program/treatment evaluation |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | Evidence-based treatments and therapies Cognitive-behaviour therapy (CBT) Behavioural therapies Family and systemic approaches |

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| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <p>Interviewing for personal/psychiatric history (including MSE) Behavioural analysis and assessment Personality assessment Group assessment - group processes</p> <p>Psychological Testing - Group A and Group B Tests -</p> <p><u>Group A</u> (not restricted to Psychologists) Behavioural assessment instruments (e.g., Beck, Hamilton, STAI) Group tests of intelligence (e.g., Raven's Progressive Matrices) Aptitude batteries (e.g., Differential aptitude tests) Tests of creativity and reasoning Educational achievement tests Occupational tests Career counselling and guidance tests Environmental psychology (e.g., Social Climate Survey) Health psychology</p> <p><u>Group B</u> (restricted to Psychologists) Individual intelligence tests - adult and child (e.g., Stanford Binet, Wechsler Scales) Neuropsychological tests (e.g., Halstead Reitan) Self report personality inventories (e.g., 16PF)</p> |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <p>Problem formulation/diagnosis (implied treatment) Individual/couple/family therapy (evidence based treatments) Group based treatments (evidence based) Program design, implementation and evaluation within a variety of settings (medical, psychiatric, rehabilitation) Referral to other health professionals Counselling strategies</p> |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Competence in the design, development, implementation and evaluation of interventions listed in Section 1.4 |

APS COLLEGE OF CLINICAL NEUROPSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology | Neuropsychological assessment techniques and approaches to assessment. Brain-behaviour relationships Neuropsychological theories/models of cognition and behaviour Neuropsychological syndromes Lifespan development and age related neuropsychological disorders Rehabilitation and management of neuropsychological disorders Psychopathology Personality theory and assessment Applied psychometrics (including test theory and interpretation) Statistical research methodology Ethical issues in professional practice |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Neuroanatomy Neuropathology and basic neurology Neuroimaging Neurological syndromes Basic neuropharmacology Neurotoxicology Neuropsychiatry Forensic issues in clinical practice Case management and interdisciplinary team work |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | History taking Interviewing skills Hypothesis testing approach including proficiency in the use of major tests available for the assessment of intelligence, personality, affect, behaviour, memory, adaptive ability, language, perception, attention, praxis and gnosis. Standardised or fixed battery approaches Computer based assessment Psychometrics |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | Neuropsychological assessment Cognitive rehabilitation Behaviour modification Behaviour management Individual, family and group treatment approaches Individual family and group counselling Treatment design and evaluation Team based consultancy |

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| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | Atypical/abnormal functioning Neurobehavioural functioning Skill in the interpretation of test performance with reference to knowledge of neuropsychological syndromes Competency in diagnostic statements |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | Knowledge of specific therapeutic interventions in the neuropsychologically impaired population Direct interventions Indirect interventions Feedback and/or education of the patient/client, his or her carers, relevant professionals, agencies etc. |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Competence in the design, development, implementation and evaluation of interventions listed in Section 1.4 |



APS COLLEGE OF COMMUNITY PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Social psychology, group processes Cross-cultural psychology Environmental psychology Lifespan development Health psychology Indigenous psychology Feminist psychology Organisational psychology Ecological psychology Research design and statistical analyses Code of ethics and issues of best professional practice History and theory of community psychology Models of prevention |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Community development Systems theory Socio-political theory Social action theory and methods Social/public policy and planning Mediation and negotiation Program planning Social impact assessment Interdisciplinary consultation Legal issues related to practice Preparation of reports, briefs Means and methods of accessing public and private project funding Project management, including leadership, staff supervision, financial management, public relations, education methods, social and community support networks |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Community mapping and history taking Needs assessment Program evaluation Social impact assessment Qualitative/quantitative methods Ethnographic, participant-observer methods Psychosocial environmental assessment Action research Outcome assessment for quality of life, environmental stress, integration |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist | Interdisciplinary consultation Citizenship advocacy Community organisation Social policy analysis |

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| | area: | <p>Substantive theorising</p> <p>Reflective-generative practice</p> <p>Community conflict resolution</p> <p>Community participation</p> <p>Community-based delivery systems</p> <p>Partnership model</p> <p>Public involvement</p> <p>Empowerment/disempowerment</p> <p>Self-help facilitation</p> <p>Paraprofessional and volunteer recruitment/training/monitoring</p> <p>Disability service models</p> <p>Alternative treatment models/settings</p> <p>Community agency networking</p> |
| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <p>Social impact assessments</p> <p>Psychosocial environment</p> <p>Group/organisation/community climate, competencies, functioning</p> <p>Needs assessment</p> <p>Outcome evaluation</p> <p>Post-modern approaches to community assessment</p> <p>Social network mapping</p> <p>Ecological systems mapping</p> <p>Interview and questionnaire methods for community attitudes/satisfaction/values</p> |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <p>Community mental health skills</p> <p>Systems-centred change skills</p> <p>Applied behavioural analysis</p> |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | <p>Program development and program evaluation with community input and management participation within various levels of community settings</p> <p>Recognition of diversity and cultural relativity of needs and program design and content</p> |



APS COLLEGE OF COUNSELLING PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Life span development, including cognitive development Personality theory and psychopathology Social behaviour and learning theory Applied psychometrics Theories of counselling and their application Knowledge of the APS Code of Ethics Ethical issues relating to professional practice Statistical research methodology |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Familiarity with Acts of Parliament relevant to the psychologist's work setting Work role management Interdisciplinary teamwork and case management EEO legislation and anti-discrimination laws Family law Community support services and facilities Public health services and facilities Knowledge of informed consent procedures |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Clinical interviews Behavioural observations Tests of intelligence Social functioning and adaptive behaviour measures Appraisal of cognitive skills Personality tests |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | Interpersonal skills development Dealing with crises and on-going therapeutic interventions Therapeutic procedures including dyadic therapy, family therapy, couples therapy and therapeutic groups Cross cultural counselling techniques Formulation of treatment plans for case management Research designs to evaluate the effectiveness of therapeutic interventions Critical evaluation skills Consultancy skills Ability to negotiate a supervision plan |

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| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <p>Ability to select appropriate assessment techniques or instruments with proper consideration of issues relating to reliability and validity</p> <p>Knowledge of psychopathology and awareness of diagnostic classification systems (including DSM-IV and ICD-10)</p> <p>Ability to generate appropriate psychological reports such as those required by courts and insurance companies</p> <p>Awareness of the limitations of psychological tests with particular reference to notions of validity and reliability</p> |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <p>Ability to use a theoretical system that explains the aetiology and remediation of psychological problems, assists the client in developing understanding of such and formulates treatment goals and strategies for client implementation</p> <p>Form a positive working alliance with a variety of clients</p> <p>Work with a variety of clients in individual or group settings</p> <p>Work across a variety of age levels in counselling practice</p> <p>Employ appropriate and wide ranging assessment techniques in the development of case management</p> <p>Apply ethical principles to real casework</p> <p>Ability to understand and employ appropriate research designs to evaluate the effectiveness of therapeutic interventions</p> <p>Ability to use the research literature to develop plans for therapeutic interventions</p> <p>Synthesise clinical knowledge and the research literature to develop assessment procedures for unique populations</p> <p>Awareness of personal and professional limitations that may affect work with clients</p> <p>A commitment to an ongoing programme of professional development that addresses identified personal and professional limitations</p> |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | <p>Assume a leadership role in the design and completion of co-operative research</p> <p>Plan and conduct research that evaluates the effectiveness of therapeutic program projects</p> <p>Development of skills as a supervisor</p> |



APS COLLEGE OF EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Life-span developmental theories Theories of social, emotional, and cognitive development Theories of counselling and their application Theories of consultation and their application Assessment across the life-span Educational testing Psychiatric diagnostic systems Groups processes Bases of mental, physical, sensory and intellectual disability Exceptionality Neuropsychology and psychopharmacology |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Ethical Issues when working with children and adolescents Relevant legislation governing the provision of psychological services Forensic and legal/court work Local human service systems |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Psychoeducational assessment and testing Models of consultation Behavioural management techniques Counselling Program development, implementation |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | Psychoeducational assessment and testing Models of consultation Behavioural management techniques Counselling Program development, implementation |

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| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | Interviewing Counselling Consultation Assessment and testing Planning, implementation and evaluating educational and developmental interventions |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | Administration and interpretation of tests of intellectual ability, adaptive behaviour, and other assessment scales Assessment of academic ability, attainment and performance from norm- and criterion-referenced testing Behavioural observation and recording Interviewing Counselling and group work Planning, design, implementation and evaluation of intervention programs Behaviour management Working with others/Consultation Research Report Writing |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Competence in the design, development, implementation and evaluation of interventions listed in Section 1.4 |



APS COLLEGE OF FORENSIC PSYCHOLOGISTS

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| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Principles and models of psychological interventions Cognitive behavioural intervention strategies Criminogenic needs and risk assessment Clinical assessment methods Psychometric assessments for forensic populations Offender populations and co-morbidity Management and treatment of vulnerable, handicapped and mentally disordered offend Management and treatment of self injurious behaviours Systems theory and behavioural consultation Treatment and rehabilitation of sex offenders Treatment and rehabilitation of the violent offender Alcohol and drug abuse therapies Juvenile offender assessment and treatment Program evaluation Assessment of sexual abuse Evidential interviewing Psychological effects of imprisonment Consequences of crime Trauma assessment and therapy Report writing for courts Psychological expert evidence Psychological theories of crime Developmental psychology and its relevance to assessment of offending Sociological determinants of crime Social psychology and group processes Neuropsychological screening Research design and statistics Diagnostic classification systems (DSM, ICD) Motivational interviewing Theories of domestic violence and child abuse Fitness to stand trial Culture and gender issues Jury dynamics Children as witnesses Behaviour in the courtroom |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Civil court Legal process Criminal justice system and relevant acts Mental health acts Victims of crime organisations Police investigation procedures Youth court Function of Family Court Function of Civil Court |

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| | | <ul style="list-style-type: none"> Time management Adult learning styles Cost centre management Funding application / proposal construction |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | <ul style="list-style-type: none"> Behavioural assessment Criminogenic needs assessment Interviewing skills Behavioural formulation & hypothesis testing Psychometrics Research methods Statistical analysis Risk assessment Programme evaluation Behavioural observation Biofeedback and physiological measures |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | <ul style="list-style-type: none"> Evidence-based treatments and therapies Cognitive-behaviour therapy Behavioural therapy Systemic approaches Behavioural consultation Group therapy Psycho-educational techniques Interdisciplinary consultation Crisis intervention & brief therapy Couple therapy Cross cultural counselling techniques Negotiation, mediation and conflict resolution Organisational development and change Family therapy |
| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <ul style="list-style-type: none"> Mini-mental State examination Functional assessment Personality assessment Group assessment Assessment of deception Assessment for specific disorders & symptomatology (eg PTSD, sexual abuse, dissociation) Neuropsychological screening tests Assessment of cognitive functioning Criminogenic needs assessment Risk assessments Survey techniques Competency based assessments Application (intervention skills) |

| 3 | Application (intervention skills) | |
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| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <ul style="list-style-type: none"> Problem analysis and intervention selection Applied behavioural analysis Criminogenic needs assessment Program design, implementation and evaluation Re-referral decision making Group interventions Individual interventions Interventions involving significant others Systemic interventions Indirect interventions Behavioural consultation Psychoeducation (including bibliotherapy) Ethical approaches to intervention and confidentiality |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | <ul style="list-style-type: none"> Research design Statistical analysis Assessment and screening Data management Information technology skills Leadership skills Awareness of demand characteristics and other threats to validity Feedback to participants Follow-up Accessing appropriate feedback, supervision and support |

APS COLLEGE OF HEALTH PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | <p>Core competencies: Biological, psychological and social determinants of health and illness Epidemiology of Australian population groups Basic physical systems Models of health behaviours and behaviour change Psychology of health risk factors Health beliefs and attitudes Stress, coping and social support in health and illness</p> <p>Specialist competencies - health promotion area Behavioural epidemiology Health promotion strategies and methods (e.g., applied to exercise, lifestyle and nutrition) Disease prevention Systems and organisation for health promotion in Australia Consumer behaviour</p> <p>Specialist competencies - clinical health area Models of health and health care Processes of acute and chronic illness, and seeking medical care Developmental issues in acute and chronic illness Psychosomatic, psychophysiological and behavioural medicine principles Communication in health settings The patient-practitioner relationship</p> |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Australian health care systems, relevant Federal and State health regulations and priorities Interdisciplinary public health Health service planning Epidemiological and biostatistical research methods Media advocacy Economics and marketing Basic physiological systems Other health professions (e.g., medicine, nursing and social work) |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | A range of measures are utilised based on adequate psychometric performance measuring the following domains: Health status, quality of life Illness description and symptom assessment Health behaviours Health risk assessment Stress, coping, social support Social competence Health care evaluations |

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| | | Individual differences (e.g., Five-factor personality, Type A) Attitudes and beliefs, including cultural differences |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | <p>Core competencies: Emotional social, cognitive - skill development Cognitive behavioural approaches in health management System approaches relevant to health Health behaviour, lifestyle management (e.g., sexual health, nutrition) Health beliefs and attitudes Stress management</p> <p>Specialist competencies - health promotion area Community needs analysis Community development, intervention and empowerment strategies Public health marketing and communication</p> <p>Specialist competencies - clinical health area Psychological treatment relevant to health and illness (e.g., pain management, addiction, sleeping, eating problems) Adjustment (e.g., grief, bereavement, death and dying) Trauma, disability and rehabilitation</p> |
| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <p>Core competencies: Assessment of health risk factors Health status assessment Health behaviour assessment Assessment of stress and coping resources Social support and social network assessment</p> <p>Specialist competencies - health promotion area Community epidemiological assessment Community needs assessment Health care quality assessment</p> <p>Specialist competencies - clinical health area Psychological assessment and diagnosis relevant to health and physical illness Pain assessment Clinical case assessment and planning</p> |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <p>Core competencies: Selection and application of interventions for: Behaviour change Stress management Social skills, social intervention training Family and workplace health enhancement</p> <p>Specialist competencies - health promotion area: Selection and application of interventions for: System level (school, peer group, organisational, community) health intervention</p> |

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| | | Health team development Public health advocacy Specialist competencies - clinical health area: Selection and application of interventions for: Psychological and behavioural management in the treatment of illness Enhancement of rehabilitation Treatment of health risk behaviours Enhancement of medical investigation and treatment |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Core competencies: Family and workplace intervention design, development, implementation and evaluation of process, impact and outcome Specialist competencies - health promotion area System level (school, peer group, organisational, community) health intervention design, development, implementation and evaluation of process, impact and outcome Specialist competencies - clinical health area Clinical intervention design, development, implementation and evaluation of process, impact and outcome. |

Appendix - Core and Specialist Competencies

Core competencies

All Health Psychologists demonstrate competencies to permit:

- (a) The development and application of psychological theory (including cognitive and behavioural theory) to physical health promotion and/or illness prevention, diagnosis, rehabilitation and/or treatment.
- (b) Understanding and advancement of the health system. Including knowledge of relevant Commonwealth and State health regulations and priorities, professional communication to optimise biopsychosocial health care and advance health system organisation.

Specialist Competencies

The organisation of the College anticipates and encourages the increasing specialisation of Health Psychologists. Health Psychologists are currently employed across a continuum spanning two main areas, Health Psychologists working in the Health Promotion area concerned with illness prevention and health promotion, and Health Psychologists working in the Clinical Health area applying psychology in illness diagnosis, treatment and rehabilitation. Health Psychologists are expected to evidence competence in one or both of these specialisations described below.

- (a). Health Psychologists in the Health Promotion area work at the family, community and organisational level and are engaged in risk factor research, health promotion, disease prevention and public health advocacy. Psychologists job titles in the Health Promotion area may incorporate Health Psychologist, Community Health Psychologist, Health Promotion Psychologist. Approved training for Health Promotion Psychologists may include post four year training of two years or longer in APS accredited Health Psychology courses or training in other psychology courses, where a strong health component can be evidenced. Alternative training pathways may include post four year accredited APS training pathways supplemented with courses in Public Health, Health Promotion, Epidemiology or

specialist training in an area of health or illness (e.g., child or adolescent health, exercise, cancer, nutrition, stress, substance abuse). In such cases evidence of a substantial component of psychology must be evident. Training and experience should evidence competence in the following; assessment of health risks; system level health intervention design; delivery; and evaluation; public health advocacy.

(b) Health Psychologists in the Clinical Health area typically work with individuals or families and are engaged in the application of psychology in the diagnosis, treatment and rehabilitation of illnesses in inpatient or outpatient medical settings. Health Psychologists working in Clinical Health incorporate job descriptions such as Clinical Psychologists, Health Psychologists, Hospital Psychologists or Medical Psychologists. Clinical Health Psychologists will generally combine competencies relevant to Clinical or Counselling Psychology with specialist expertise relevant to psychology and health. Approved training for Clinical Health Psychologists may include post four year training of two years or longer in APS accredited Health Psychology courses or training in other psychology courses (Clinical Psychology, Counselling Psychology) where a strong clinical health component is evident. Training and experience should evidence competence in the following; psychological assessment and diagnosis relevant to physical illness; psychological and behavioural management and treatment of illness; treatment of health risk behaviours; enhancement of medical investigation and treatment; encouragement of illness adaptation; provision of psychological support for health professionals.

APS COLLEGE OF ORGANISATIONAL PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Social psychology of work Ergonomics and human factors Marketing and consumer behaviour Human resource management (including recruitment and selection, training) Evaluation (policy, program, process, product and other interventions) Relevant policy analysis and development Organisational behaviour (including team effectiveness, leadership, decision making) Changing behaviour (facilitating individual, group and organisational change) |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Occupational health and safety/Environmental issues Industrial relations and industrial democracy EEO legislation and social justice issues Employment/Industrial law Process improvement (including TQM, work methods, organisational performance, work and job design etc.) Strategic planning Laws and Codes of Conduct relevant to the work area International management issues (including cross-cultural management, awareness of management practices in the Asia-Pacific area etc.) Computer literacy and use of multimedia applications Project management Proposal development Report writing Staff supervision and development |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Intelligence, abilities, skills, interest, and personality characteristics Experimental and applied research methodologies Psychological test design and construction Job analysis and job evaluation methodologies Organisational review methodologies |

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| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | <p>Negotiation, mediation and conflict management</p> <p>Organisational development and change</p> <p>Employee adjustment to physical, social and technical environment</p> <p>Diagnosis of organisational concerns</p> <p>Design of organisational structures</p> <p>Cross cultural approaches, managing cultural diversity, issues relating to the indigenous employee</p> <p>Individual and group facilitation skills (includes performance management, career development and management, training and development, personal development and change issues)</p> <p>Employee assistance programs</p> <p>Occupational health programs</p> <p>Problem solving and decision making</p> |
| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | <p>Use of psychological assessment methods and instruments for measuring areas listed in Section 1.3</p> <p>Utilisation of current psychometric research relevant to the discipline</p> <p>Interviewing and test performance feedback</p> <p>Development of assessment centre methodologies</p> |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | <p>Utilisation of current organisational intervention research relevant to the discipline</p> <p>Organisational diagnosis and evaluation</p> <p>Problem solving and decision making</p> <p>Consultation skills (includes communication and presentation skills, analytical skills)</p> <p>Intervention techniques (includes psychodynamic, cognitive, behavioural)</p> |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Competence in the design, development, implementation and evaluation of interventions listed in Section 1.4 |

APS COLLEGE OF SPORT PSYCHOLOGISTS

| 1 | Body of knowledge | |
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| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Motivational theory Arousal, anxiety and stress management theory Attentional theory Personality and sport Attributions and self efficacy Group dynamics Developmental theory Psychometrics and evaluation Professional and ethical issues Psychopathology in sport Research design and statistics Learning theories Existential theory Performance enhancement theory and strategies Gender and equity issues |
| 1.2 | Non psychological knowledge relevant to the specialist area: | Exercise physiology Biomechanics Skill acquisition Nutrition Anatomy and physiology Sports medicine Coaching theory and practice Structure and function of Australian sport Computer applications Case management and interdisciplinary teamwork |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Testing theory and ethics Needs assessment, history taking and interviewing Psychological profiling instruments in sport Computer-based assessment Data base development and normative groups Report writing and feedback approaches |
| 1.4 | The major psychological approaches and interventions (appropriate application research evidence, theoretical basis) used in the specialist area: | Psychodynamic approaches Cognitive behaviour therapy Behaviour modification Relaxation-based therapies Family Systems therapy Individual, team and family counselling Career and educational counselling Systems (organisational) analysis Humanist approaches |

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| 2 | Skills in psychological assessment and interpretation | |
| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | Administration, scoring, interpretation, report writing, and individual or group feedback Personality, attention, leadership, attributions, self esteem/ confidence, interpersonal style, emotions, achievement orientation, communication style, psychological skills, anxiety, coping style, group dynamics, visualisation/imagery Career/vocational assessment |
| 3 | Application (intervention skills) | |
| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | Ability to understand and relate to aspiring athletes and coaches Establishing rapport and credibility Working in accordance with the typical time pressures of competitive sport Identification of core requirements/needs Risk management strategies appropriate to competitive settings Ability to relate to voluntary and professional administrators and officials in competitive sport settings Ability to work in, direct and/or manage a multidisciplinary project team Ability to be an effective change agent Performance enhancement psychological skills training Personal development skills training Critical interventions Organisational interventions Educational interventions |
| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Development of program assessment/evaluation procedures appropriate to the competitive sporting context of the individual or client group Implementation of evaluation programs (may be multidisciplinary) including the acquisition of data, analysis and interpretation Development and implementation of effective evaluation Feedback procedures appropriate to the competitive sport setting Design and implementation of applied research projects in response to the needs of the sport Dissemination of evaluation and applied research outcomes to client and other groups |