

The Psychologists Board of Western Australia

APPLICANT'S PROGRAMME - EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY Checklist of Specialist Skills and Knowledge

INTRODUCTION

Psychologists entering supervision for registration of the specialist title, Educational and Developmental Psychologist, must have completed a Board approved specialist Masters degree in Educational and Developmental Psychology or equivalent. A minimum of two years supervised practice is required for registration as an Educational and Developmental Psychologist. The following Applicant's Programme details particular requirements of Educational and Developmental 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 EDUCATIONAL AND DEVELOPMENTAL 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 EDUCATIONAL AND DEVELOPMENTAL 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:

C	Competency Attained
S	Satisfactory Progress
U	Unsatisfactory Progress <i>(Needs specific attention)</i>
NA	Not Applicable

SUPERVISOR: _____

SUPERVISEE: _____

PERIOD ASSESSED: _____

Rating			
C	S	U	NA

1. ETHICAL FRAMEWORK AND PROFESSIONAL CONDUCT

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

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- Psychologists Registration Act
- Freedom of Information Act
- Mental Health Act
- Workers Compensation Act
- Public Service Act
- Criminal Injuries Compensation Act
- Child Welfare Act
- Disability Services Act
- Guardianship Act
- Education Act

1.2 Conduct consistent with relevant professional aspects of working independently as an Educational and Development Psychologist including:

(a) APS Code of Ethics and other relevant ethical codes

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

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(c) Negotiated work place agreements

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

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(e) Clear and consistent use of informed consent procedures

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(f) Knowledge of limits of competence and personal limitations that may affect work

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Rating			
C	S	U	NA

with clients

1.3 Competent in the relevant applied aspects of working independently as an Educational and Development Psychologist:

(a) Ability to analyse accurately the functions of an Educational and Development Psychologist in particular settings

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

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2. ASSESSMENT

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

(a) interviews

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(b) behavioural observations

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(c) tests of intelligence and social functioning

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(d) appraisals of cognitive skills

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(e) personality tests

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2.2 Assessment procedures to include:

(a) Selection of appropriate assessment techniques or instruments with proper consideration of issues of reliability and validity

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

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(c) Selection of techniques or instruments appropriate to the clients presenting problems and development level

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(d) Behavioural observations and functional analysis (where appropriate)

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Rating			
C	S	U	NA

(e) Understanding of diagnostic classification systems (such as DSM-4 and ICD-9)

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2.3 Competent in formulation procedures including information from context of referral, assessment information, diagnosis and providing the indications for intervention with demonstrated knowledge of the implications of different forms of intervention for the case.

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(Supervisors should have a representative sample of at least 40 formulations)

3. INTERVENTION

3.1 Knowledge of theory and research to develop appropriate behavioural, educational and/or developmental programmes:

(a) for individuals

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(b) for groups

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3.2 Implements an intervention programme with:

(a) individuals

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(b) groups

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3.3 Evaluates the effectiveness of the intervention/ programme

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3.4 Modifies the intervention in the light of evaluation data and theoretical framework, if necessary

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3.5 Provides consultative service to schools and other institutions and agencies re behavioural and educational/developmental problems

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3.6 Negotiates mode of service delivery with client(s)

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Rating			
C	S	U	NA

4. COMMUNICATION

4.1 Competent in oral and written communication

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|-----|--|---|--|--|--|--|
| (a) | Communicates with clients the outcomes of assessments in language appropriate to their age and developmental level | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
| | | | | | | |
| (b) | Ability to communicate adequately within the profession, with other professionals, and with the general public | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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| (c) | Ability to write adequate psychological reports for a range of audiences | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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| (d) | Ability to write adequate psychological reports for the legal system | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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| (e) | Ability to keep appropriate records and case notes in accordance with the requirements of the professional setting | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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| (f) | Communicates rationale and methods of interventions to: | | | | | |
| | • clients | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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| | • service delivery agents | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> | | | | |
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COMMENTS

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

Item No.	Comments

SUPERVISOR

SUPERVISEE

DATE

DATE