



Professional Board for Psychology

Scope of Practice Guidelines for Educational Psychologists

January 2017

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Status and Purpose of the Document

This document has been prepared by the Professional Board to provide guidance on the scope of practice for educational psychologists as contained in the Regulations Defining the Scope of the Profession of Psychology published as Government Notice No. R. 704 of 11 September 2011, Defining the Scope of the Profession of Psychology (Annexure A)¹.

Its purpose is to provide clarity for practitioners in response to possible vagueness of the regulations and to guide members of the profession to practice professionally and ethically within their scope. These guidelines do not replace or supersede the regulations but must be read in conjunction.

Within the South African context, the legislation permits psychologists to only practise in specific professional categories. The categories are aligned with international practice categories. While there are commonalities across professional categories, each professional category is substantially distinct to ensure that a variety of psychological services are provided to meet the specific needs, challenges and mental health care of all people in our country. In this regard the practice of each category must play a significant and specific role to ensure that all sectors of our population have access to psychological services. All categories should not compete but collaborate, work and complement one another in the provision of psychological services. Working collaboratively will help reduce the burden of psychological disorders and enhance the mental health and wellness of the population.

Further, in providing psychological services, it is important that the public and all health professionals have a clear understanding of each category and the inherent roles and responsibilities of practitioners in each category so that there is no misrepresentation or confusion.

SECTION A

Guiding Principles

As with all professional categories the following principles guide the process for understanding the regulation on scope of practice published as Government Notice No. R. 704 of 11 September 2011:

¹ **Note:** the 2011 Amendment Regulations were declared invalid by the Western Cape Division of the High Court, Cape Town, November 2016. However, the court suspended that declaration of invalidity for a period of 24 months to enable the Minister to lawfully promulgate new regulations.

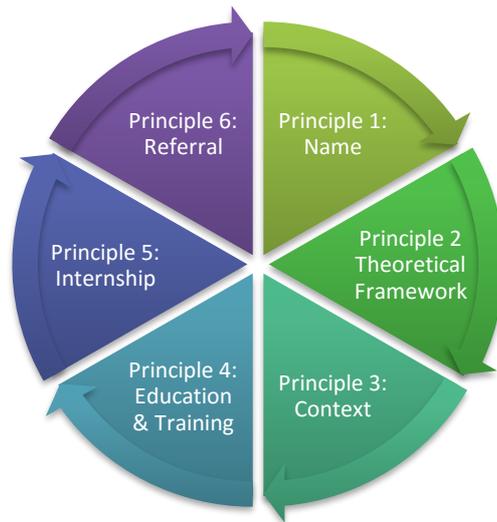


Figure 1: Guiding Principles

Principle 1: The name of the category

The name of the category provides a description, explanation and the domain of educational psychologist. In South Africa, ‘educational psychology’ and ‘educational psychologist’ are the common titles used as opposed to ‘school psychology’ or ‘school psychologist’ that are used elsewhere in the world. The term educational psychologist is favoured since these psychological practitioners do not work exclusively in schools but in broader contexts to address the educational psychological and related needs of people in our country.

Educational psychology is a category within professional psychology that focuses on alleviating: emotional, learning, academic, intellectual, behavioural, social and developmental difficulties in children and young people within the systems in which they function including families, schools, peer groups etc., thereby providing extensive support and psychological services to any role-player which may support clients’ optimal functioning. This may include family-based intervention, teacher support and learning support. In addition, educational psychologists enhance the vocational development of children and adults. With regards to individual adults, the educational psychologist can provide expert knowledge and skills with regards to learning and developmental difficulties across the lifespan. Furthermore, there is an emphasis to promote the well-being of families, groups, organisations and communities.

Principle 2: The context² and population served

The context and range of work also provides a practical guide for scope. Educational psychologists work in learning and educational contexts or other contexts which could impact on learning and/or development. Educational psychologists work in any context

² Working in educational and learning context, such as, Early Childhood Development (ECD), schools, colleges, and universities

supporting learners³ across the developmental lifespan who experience learning and/or developmental challenges within the context they function in.

Educational psychologists work in a broad array of contexts recognising that education is crucial for development. They apply principles of learning to the development of competence both within and outside the educational milieu by working with learners of all ages and their families, consulting teachers and other professionals regarding cognitive, affective, social and behavioural performance, assess developmental needs and develop educational environments to prevent and meet those diverse needs. In addition, educational psychologists work towards the promotion of resilience and healthy functioning in learners.

Consistent with an emphasis on the development of competence, educational psychologists provide services to learners of all ages as well as the systems and agencies that serve them and their families. These include populations with:

- i. Learning problems from birth to adulthood.
- ii. Specific disabilities that affect learning, behaviour, emotional, social and family functioning and school-to-work transitions
- iii. Mild to moderate mental disorders⁴ in childhood affecting learning, development and mental health.
- iv. Emotional disorders that influence mental health within the context of learning and development.
- v. Career guidance and counselling.
- vi. Learning disabilities, learning difficulties, multiple disabilities, intellectual disabilities, gifted and talented learners, and developing individual educational plans for rehabilitation.

In addition, educational psychologists serve the following populations:

- i. Families who request diagnostic evaluations of learning disabilities and assistance with academic, socio-emotional and behavioural problems at home and at school or in the community.
- ii. Teachers, parents, caregivers, siblings, peers and others to specifically enhance healthy relationships and environments that promote learning and development
- iii. Organisations and agencies to promote contexts that are conducive to learning and development
- iv. Communities to design, execute and evaluate preventative psycho-educational programmes in diverse contexts.

Educational psychologists are involved in the provision of teacher in-servicing on a variety of issues such as career counselling, behaviour management and parenting skills. Especially important is their involvement in a variety of psychosocial intervention and preventative programmes that affect our schools and education institutions, such as, school violence, bullying, abuse, youth pregnancies, underachievement, etc.

³ Individual or groups gaining formal knowledge or skill in something by studying.

⁴ As defined in the current Diagnostic and Statistical Manual of Mental Disorder (DSM) and International Classification of Disease (ICD)

Further, educational psychologists research innovative ways of supporting vulnerable people and are often involved in the training and support of teachers, teacher assistants and others working with people experiencing psychoeducational difficulties.

Principle 3: The Theoretical Framework

Educational psychologists approach the professional training and practice from various theoretical frameworks or paradigms. Educational psychologists combine psychological and educational paradigms and have core competencies in how people learn and behave and how they develop cognitively, socially, and emotionally. Their work is extensive, covering mainstream and special sectors relating to teaching and learning, behaviour, family intervention, community-based interventions, career counselling and optimal emotional and social development. At the core of educational psychology is an emphasis on learning and developmental psychology. Broadly educational psychology is informed by a developmental-wellness model and yet it is also diagnostically focused whilst aiming to be transformative and socially relevant.

The primary responsibilities of educational psychologists include assessment, diagnosis, prevention and intervention. They work in a variety of ways including observations, interviews and assessments in order to generate a comprehensive case conceptualisation to diagnose (describe and explain) the origin of the difficulty, in order to inform appropriate intervention which might take the form of individual, family or group therapy and psycho-education, consultation, advice and support to the individual client, teachers, parents, and the wider community. They also have competencies in brief and psychoeducational counselling, psychotherapy and career counselling.

Principle 4: Education and Training

The training is based on the Board's approved training curriculum that details the core competencies for the category. To qualify as adequately educated and/or trained⁵ ⁶:

- i. The individual practitioner must have successfully completed an educational and training programme approved and accredited by the HPCSA within the field of practice and the professional category of registration.
- ii. The individual practitioner must have completed undergraduate and/ or postgraduate education and training in educational psychology as accredited by the Professional Board.
- iii. The individual practitioner must be evaluated and credentialed as having met the requirements of the training programme by an entity accredited by the Professional Board (e.g. Universities, etc.).

Educational psychologists have a responsibility to continually update their professional knowledge and skills for the end benefit of their clients through Continuing

⁵ HPCSA Board Document Form 242.

⁶ Section 21 of the Ethical and Professional Rules of the HPCSA

Professional Development (CPD). These short courses and CPD activities are recognised as enhancing or maintaining skills limited to their scope of practice for which they have been formally trained (see Principle 4, i to iii above).

Principle 5: The Board Specified Internship

The internship is specifically tailored, specified and approved by the Board regarding the practice area and scope of the category Form 160). In this regard:

- i. The individual practitioner must have successfully completed a training programme in a training entity/institution that has been accredited by the Professional Board, for training in that particular profession or discipline and for that particular competency.
- ii. The individual practitioner must, in order to be regarded as trained, have undergone an initial training period under the supervision, as defined in Principle 5 (i) above, of an entity accredited by the Professional Board for such purposes, and been credentialed in the successful completion of such training as defined.

Principle 6: The referral

The reason for referral to educational psychologists is another important factor in guiding the scope. Consistent with the above, the reason for the referral should be on issues impacting on the learning and development of an individual which include:

- i. Educational and developmental problems related to educational achievement and psycho-educational adjustment
- ii. Social or interpersonal problems related to learning or behaviour
- iii. Specific disabilities and disorders (refer to Principle 2. iii) that affect learning, behaviour or school-to-work adjustment
- iv. Chronic or acute situations of childhood and adolescence that influence learning or influenced by associated learning difficulties such as personal or school crises or Learning Disorders
- v. Adverse social conditions that threaten healthy development in school and community contexts, such as community and school violence, conduct disorder, teenage pregnancy, bullying, abuse, including substance use and abuse, child headed households, orphanhood, etc.
- vi. Problems of instructional and learning environments that affect the functioning of the learners
- vii. Promoting and enhancing emotional or psychological well-being associated with learning and development
- viii. Career guidance and counselling of learners
- ix. Promoting and enhancing effective learning and teaching
- x. Supporting children and young people in learning contexts to achieve their potential
- xi. Challenges in the home environment relating to learning

SECTION B

INTERPRETATION/ AMPLIFICATION OF THE SCOPE OF PRACTICE OF EDUCATIONAL PSYCHOLOGISTS [Section 5, (a) - (f), Regulation 704 of 2011]

- a. assessing, diagnosing, and intervening in order to optimise human functioning in the learning and development; assessing cognitive, personality, emotional, and neuropsychological functions of people in relation to the learning and development in which they have been trained;*

‘assessing’ refers to various assessment procedures used. These include:

- i. Assessment of cognitive abilities, intellectual abilities, aptitude, scholastic and academic achievement, social and emotional functioning, personality and developmental status, career abilities and interests associated with learning and development
- ii. Use of standardised psychometric media as well as multi-modal assessment approaches such as interviews, observations, dynamic, curriculum-based, alternative and performance assessments to understand learning, behaviour, emotional, social and developmental problems, strengths and potential
- iii. Diagnostic assessments to support educational adjustments and educational services in support of learning and development
- iv. Consultation with teachers, parents, agency administrators and supervision of psychological services staff concerning children and young people's behaviour, emotional, scholastic, academic and social problems, performance and potential
- v. Educational evaluation services including the development of appropriate psychological and educational measures of a learner's behaviour and classroom contexts
- vi. Analysis of academic achievement using standardized tests, performance assessment, self-reports and other appropriate methods
- vii. Development, monitoring and evaluation of individualised educational plans
- viii. Observation and assessment of various contexts in which the client functions e.g. relationships with teachers, peers etc.
- ix. Evaluation of instructional and organisational environments
- x. Accountability for valid and reliable measures of behaviour and treatment progress in intervention plans

‘diagnosing’ refers to the ability to make a diagnosis of a mental disorder using current recognised and approved mental disorder diagnostic nomenclature. In South Africa this includes both the Diagnostic and Statistical Manual for Mental Disorders (DSM) and the International Classification of Disease (ICD).

‘intervening’ refers to all evidence-based interventions and treatments that are employed following the assessment and psychological formulation of the case. These include:

- i. Brief and psychoeducational counselling
- ii. Psychotherapy (e.g., the ability to apply various evidence-based psychotherapeutic modalities appropriate to the case formulation),
- iii. Career counselling and counselling,
- iv. Learning support (individual learner, group support, learning content, teacher/parent/ caregiver, collaborative teams)
- v. Primary prevention programs for example to enhance attachment between parents/caregivers and their infants and young children, enhance the parental practices to develop healthy functioning families throughout the family's life cycle, promote perceptual development and early childhood education; to reduce the incidence of academic failure, school violence, sexual abuse, teenage pregnancy and programs to promote children's well-being through more appropriate educational and classroom accommodations
- vi. Secondary prevention programs to assist learners who have mild or transitory problems that interfere with academic and learning performance, such as poor peer relationships, learning or behaviour problems in the classroom, family problems such as adjustment to adoption, death or divorce, poverty
- vii. Crisis intervention services that support children following traumatic incidents such as, violence, abuse, death or suicide by a student, natural disasters
- viii. Educational program evaluation.
- ix. Professional development programs for teachers
- x. Enhancing resilience, emotional wellbeing and emotional literacy
- xi. Working to support difficulties in relation to attachment and loss
- xii. Improve classroom behaviour and relationships
- xiii. Supporting vulnerable learners with transitions
- xiv. Community psychology approaches, such as advocacy for social justice, gender based interventions, individual and family functioning within the broader community, indigenous networks, mental health promotion.

The 'assessing', 'diagnosing' *and* 'intervening' occurs in order to optimise human functioning in learning and development.

Assessment is a multi-modal process that involves the gathering of information from a variety of sources in a range of settings over a period of time. It necessarily involves parents, carers, teachers, and children and young people, that is, all entities within the immediate or peripheral system. The purpose of assessment is to describe and explain the problem of referral in-depth, in order to provide a comprehensive and detailed explanation of possible predisposing, maintaining and precipitating factors (the origin of the problem) as well as supportive factors that may promote healthy functioning and optimal performance, and then provide an effective intervention plan. Assessments inform future intervention and therefore encompass academic, cognitive, emotional and social factors.

Information gathered from others may be supplemented by approaches including classroom observation, analysis of work, questionnaires, curriculum-based assessment and use of recognised assessment tools where appropriate.

Educational psychologists use a range of evidence-informed, best practice intervention methods. Effective interventions aim to foster collaborative working and the sharing of professional skills and working with other psychological practitioners,

health professionals and educational professionals. The interventions of educational psychologists include psychotherapy and therapeutic programmes, as well as preventative programmes.

'assessing cognitive' refers to the personality, emotional, and neuropsychological functions of people' is clarified in (a) (i). These will include:

- i. The use of cognitive and intellectual assessments,
- ii. Personality assessments
- iii. Neuropsychological assessments
- iv. Inventories and questionnaires, dynamic assessment

'in which they have been trained' refers to Principle 3 and Principle 4 above.

- b. identifying, and diagnosing psychopathology in relation to the learning and development; identifying and diagnosing barriers to learning and development; applying psychological interventions to enhance, promote and facilitate optimal learning and development; performing therapeutic interventions in relation to learning and development; referring clients to appropriate professionals for further assessment or intervention;*

'identifying and diagnosing psychopathology in relation to the learning and development' refers to the use of interviews, observations, assessments and various consultations to ascertain learning, behaviour, emotional, intellectual, social and/ or developmental problems, usually as a combination of the latter and diagnosing a mental disorder.

'identifying and diagnosing barriers to learning and development' refers to detecting, recognising and classifying the obstructions, difficulties and impediments to learning and development, where development refers to behaviour, emotional, and social (relational) functioning

'applying psychological interventions to enhance, promote and facilitate optimal learning and development' and *'performing therapeutic interventions in relation to learning and development'* (see section on intervening above)

'referring clients to appropriate professionals for further assessment or intervention' refers to the practitioner's ability to engage in professional and ethical reflective practice and understand their scope of practice to refer clients to other psychology practitioners (e.g. psychometrists, registered counsellors and other professional categories of psychologist) and/or other health or appropriate professionals for further assessment or intervention timeously. This includes consultation with physicians and other professionals concerning for example the i) school functioning and learning of individuals with disorders such as attention deficit hyperactivity disorder, learning disorders, chronic illness, physical or genetic conditions, ii) emotional functioning such as eating disorders, self-harm, mood disorders, iii) social problems such as substance abuse, bullying, conduct disorders, iv) family functioning such as divorce, v) complex and/ or developmental trauma such as family violence, domestic violence, abuse in various forms and vi) career development or life design issues.

- c. designing, managing, conducting, reporting on, and supervising psychological research, in the learning and development; conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of educational psychologists;*

This clause refers to the research competencies and domain applicable to educational psychologists. This includes the ability to plan, design, manage, conduct and report their findings as well as supervise psychological research in the sphere of educational psychology. As part of the research competencies is the ability to implement and evaluate the findings of such research in policy and practice. It further includes the design and direction of comprehensive and integrated service delivery systems. Educational psychologists are in a key position to support and carry out research to evolve an evidence base for educational psychological practice (in the school, education, family and community context spheres, as well as on individual level), inform policy and strategy, explore new ideas and to evaluate and encourage reflective practice.

- d. advising on the development of policies, based on various aspects of psychological theory, and research; designing, managing, and evaluating educationally-based programmes;*

It is imperative that the practitioners in this scope actively advise and participate in educational policy development and the evaluation of educational-based programmes using evidence-based research. This aspect cannot be overemphasised given the plethora of psychoeducational challenges our populations face and many that are specific to our country. Educational psychologists have knowledge of learning, behaviour and development of children and young people as well as an understanding of the systems they work in including local and national contexts, policy and legislative frameworks.

- e. training and supervising other registered psychological practitioners in educational psychology;*

Educational psychologist registered with the HPCSA and subject to the experience requirements specified for training and supervision may train and supervise practitioners in their category. Further, educational psychologists are well placed to offer and support training to a range of educational service providers and educational establishments, as well as providers and users of psychological services within their scope.

- f. providing expert evidence and/ or opinions*

This clause refers to the important psycho-legal activities and roles that these practitioners perform in the domain of learning and development. These include:

- i. Proving expert evidence and opinions around learning and developmental
- ii. Criminal capacity of children in terms of the the Child Justice Act 75 of 2008
- iii. Child custody cases
- iv. Psycho-legal reports on learning and development

GOVERNMENT NOTICE

DEPARTMENT OF HEALTH**No. R. 704****2 September 2011****HEALTH PROFESSIONS ACT, 1974 (ACT NO. 56 OF 1974)****REGULATIONS DEFINING THE SCOPE OF THE PROFESSION OF
PSYCHOLOGY**

The Minister of Health has, under section 61 read with section 33 of the Health Professions Act, 1974 (Act No. 56 of 1974) and after consultation with the Health Professions Council of South Africa, made the regulations in the schedule.

SCHEDULE**Definitions**

1. In these regulations "**the regulations**" means the Regulations Defining the Scope of the Profession of Psychology published as Government Notice No. R. 993 of 16 September 2008.

Amendment of the regulations

2. The regulations are hereby amended by the addition of the following Annexure.

ANNEXURE**SCOPE OF PRACTICE OF REGISTERED COUNSELLORS**

1. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of registered counsellors:
 - (a) performing psychological screening, primary mental status screening, basic assessment, and psychological interventions with individuals aiming at enhancing personal functioning;
 - (b) performing psychological assessment excluding projective, neuropsychological and diagnostic tests;
 - (c) enhancing personal functioning; performing supportive, compensatory, and routine psychological interventions;
 - (d) identifying clients requiring more sophisticated or advanced psychological assessment and referring such clients to appropriate professionals;
 - (e) participating in policy formulation based on various aspects of psychological theory and research; participating in the design, management, and evaluation of psychologically-based programmes in the organisations including but not limited to health, education, labour, and correctional services;
 - (f) training, and supervising other registered counsellors and practitioners; conducting psychological practice and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of registered counsellors;
 - (g) conducting, and reporting on research projects; and
 - (h) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF PSYCHOMETRISTS

2. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of psychometrists:
 - (a) performing assessments, and contributing to the development of psychological tests and procedures;
 - (b) measuring psychological functions including cognitive, interest, aptitude, and personality;
 - (c) identifying clients requiring more sophisticated or advanced psychological assessment and referring such clients to appropriate and registered professionals; providing feedback to clients on the results of psychological assessments;
 - (d) participating in policy development in respect of psychological assessment;
 - (e) participating in the design, management, and evaluation of psychological assessment procedure in diverse settings, and organisations including but not limited to health, education, labour and correctional services;
 - (f) participating in or conducting needs analysis regarding psychological assessment in diverse settings and organisations, select/compile appropriate batteries of tests;
 - (g) training, and supervising registered counsellors, and psychometrists in supervised practice in psychological measurement;
 - (h) conducting psychological practice and research in accordance with the Ethical Rules of Conduct Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of psychometrists;

- (i) designing, and implementing research which contributes to the development of psychological assessment instruments, and reporting on such research; and
- (j) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF CLINICAL PSYCHOLOGISTS

3. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of clinical psychologists:
 - (a) assessing, diagnosing, and intervening in clients dealing with life challenges, particularly those with developmental and forms of psychological distress and/or psychopathology; identifying psychopathology in psychiatric disorders, and psychological conditions; identifying, and diagnosing psychiatric disorders and psychological conditions; applying evidenced-based psychological interventions to people with psychological, and psychiatric conditions; referring clients to appropriate professionals for further assessment or intervention;
 - (b) advising on the development of policies, based on various aspects of psychological theory and research; designing, managing, and evaluating programmes dealing with psychological, and psychiatric problems;
 - (c) training and supervising other registered clinical psychologists in clinical psychology,
 - (d) conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of clinical psychologists;
 - (e) designing, managing, conducting, reporting on, and supervising psychological research; and
 - (f) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF COUNSELLING PSYCHOLOGISTS

4. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of counselling psychologists:
- (a) Assessing, diagnosing, and intervening in clients dealing with life challenges, and developmental problems to optimise psychological well-being; assessing cognitive, personality, emotional and neuropsychological functions in relation to life challenges and developmental problems; assessing developmental processes (e.g. career choice), and adjustment;
 - (b) identifying psychopathology, and its impact on developmental processes, and adjustment; identifying, and diagnosing disorders of adjustments; applying psychological interventions to clients with developmental challenges, and adjustment problems; performing therapeutic counselling interventions; referring clients to appropriate professionals for further assessment or intervention;
 - (c) advising on the development of policies, based on various aspects of psychological theory and research; designing, managing and evaluating programmes dealing with developmental, and adjustment problems;
 - (d) training, and supervising other registered counselling psychologists in counselling psychology;
 - (e) designing, managing, conducting, reporting on, and supervising psychological research; conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of counselling psychologists; and
 - (f) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF EDUCATIONAL PSYCHOLOGISTS

5. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of educational psychologists:
- (a) assessing, diagnosing, and intervening in order to optimise human functioning in the learning and development; assessing cognitive, personality, emotional, and neuropsychological functions of people in relation to the learning and development in which they have been trained;
 - (b) identifying, and diagnosing psychopathology in relation to the learning and development; identifying and diagnosing barriers to learning and development; applying psychological interventions to enhance, promote and facilitate optimal learning and development; performing therapeutic interventions in relation to learning and development; referring clients to appropriate professionals for further assessment or intervention;
 - (c) designing, managing, conducting, reporting on, and supervising psychological research, in the learning and development; conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of Educational psychologists;
 - (d) advising on the development of policies, based on various aspects of psychological theory, and research; designing, managing, and evaluating educationally-based programmes;
 - (e) training and supervising other registered psychological practitioners in educational psychology; and
 - (f) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF RESEARCH PSYCHOLOGIST

6. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of research psychologists:
- (a) planning, developing, and applying psychological research methods; performing assessments relevant to the development of research for research purposes, including the development of psychological measures; researching, monitoring, and evaluating psychological interventions;
 - (b) advising on the development of policies, based on psychological theory and research; designing, managing and evaluating measurement and intervention programmes;
 - (c) training and supervising other registered psychological practitioners in research psychology;
 - (d) designing, managing, conducting, reporting on, and supervising psychological research; conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of research psychologists; referring clients to appropriate professionals for assessment or intervention; and
 - (e) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF INDUSTRIAL PSYCHOLOGISTS

7. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of industrial psychologists:
- (a) planning, developing, and applying paradigms, theories, models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organisational behaviour effectively;

- (b) performing psychometric, and other assessments in order to determine the potential and/or suitability for training, development and employment and to determine individual, group and organisational effectiveness; referring clients to appropriate professionals for assessment or intervention; designing, developing, standardising, and implementing assessment tools, and procedures related to the work environment;
- (c) facilitating individual, and group processes for effective organisational functioning; designing, and implementing training programmes for effective organisational functioning; designing, and developing strategies in consumer behaviour; developing interventions to ameliorate poor performance in work settings; designing, and implementing programmes based on understanding ergonomics;
- (d) advising on the development of policies, based on psychological theory and research; designing, managing, and evaluating industrial psychology intervention programmes;
- (e) training and supervising other registered psychology practitioners in industrial psychology;
- (f) conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of industrial psychologists;
- (g) designing, managing, conducting, reporting on, and supervising the industrial psychology research;
- (h) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF NEURO-PSYCHOLOGISTS

8. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of neuro-psychologists:

- (a) assessing, diagnosing, and intervening in the psychological disorders of people experiencing neuropathology or compromised functioning of the central nervous system; diagnosing, and evaluating psychological disorders caused by neurological conditions and differentiating them from other psychological and non-neurological disorders; treating, and rehabilitating the psychological disorders of people suffering from central nervous system dysfunction; referring clients to appropriate professionals for further assessment or intervention;
- (b) advising on policy development, based on neuropsychological theory and research; designing, managing, conducting, reporting on, and supervising neuropsychological research;
- (c) training, and supervising other registered psychological practitioners in neuropsychology;
- (d) conducting psychological practice, and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974; adhering to the scope of practice of neuropsychologists; and
- (e) providing expert evidence and / or opinions.

SCOPE OF PRACTICE OF FORENSIC PSYCHOLOGY

9. In addition to the scope of the profession as prescribed in the regulations, the following acts fall within the scope of practice of clinical psychologists:
 - (a) conducting psychological assessments, diagnoses, and interventions, referring clients to appropriate professionals for further assessment or intervention;
 - (b) providing therapeutic interventions;
 - (c) advising on the development of policies, based on forensic psychological theory and research;

- (d) designing, managing, and evaluating forensic psychology-based programmes, and interventions; designing, managing, and conducting research; reporting on, and supervising research, in forensic psychology;
- (e) training, supervising students, Interns, and other registered psychology practitioners in forensic psychology;
- (f) conducting psychological practice and research in accordance with the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act, 1974, adhering to the scope of practice of forensic psychologists; and
- (g) providing expert evidence and/or opinions.

DR A MOTSOALEDI, MP
MINISTER OF HEALTH

Acknowledgements

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1. American Psychological Association.
2. British Psychological Society.
3. ASPEP (Association of Principal Educational Psychologists) and the Scottish Division of Educational Psychology (SDEP).
4. Canadian Psychological Association.
5. Educational Psychology Assessment in Scotland (2014).

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