



Ag Rialáil Gairmithe Sláinte
agus Cúraim Shóisialaigh

Regulating Health +
Social Care Professionals

DRAFT

Psychologists Registration Board

**Standards of Proficiency for Clinical
Psychologists**

Version – Public Consultation 2024

1. Professional Autonomy and Accountability

Graduates will:

1. Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession
2. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional
3. Be able to act in the best interest of service users at all times with due regard to their will and preference
4. Be aware of current guidelines and legislation relating to candour and disclosure
5. Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process
6. Be able to exercise a professional duty of care
7. Understand what is required of them by the Registration Board and be familiar with the provisions of the current *Code of Professional Conduct and Ethics* for the profession issued by the Registration Board
8. Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups
9. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers
10. Understand and respect the confidentiality of service users and use information only for the purpose for which it was given
11. Understand confidentiality in the context of the team setting
12. Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse
13. Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation
14. Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing
15. Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained

16. Be aware of current legislation and guidelines related to informed consent, including with individuals with lack of capacity
17. Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made
18. Be able to take responsibility for managing one's own workload as appropriate
19. Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources
20. Be aware of and be able to take responsibility for managing one's own health and wellbeing

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2. Communication, Collaborative Practice and Teamworking

Graduates will:

1. Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user
2. Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, age, culture, beliefs and health and/or social care needs.
3. Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns
4. Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate.
5. Be able to recognise when the services of a professional translator are required.
6. Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages
7. Demonstrate a critical understanding of how to use media including digital and social media in an ethical, confidential and professional manner
8. Be able to produce clear, concise, accurate and objective documentation
9. Be able to apply digital literacy skills and communication technologies appropriate to the profession
10. Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements
11. Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the limitations of confidentiality
12. Understand and be able to recognise the impact of effective leadership and management on practice
13. Understand and be able to discuss the principles of effective conflict management
14. Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals,

treatments and interventions and be aware of the concepts of power and authority in relationships with service users

15. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
16. Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting
17. Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust

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3. Safety and Quality

Graduates will:

1. Be able to gather all appropriate background information relevant to the service user's health and social care needs
2. Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment
3. Be able to determine the appropriate assessments required and undertake/arrange these tests
4. Be able to analyse and critically evaluate the information collected in the assessment process
5. Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals
6. Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments
7. Be able to prioritise and maintain the safety of both service users and those involved in their care
8. Be able to evaluate intervention plans using appropriate tools and recognised performance/outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user
9. Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews
10. Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns
11. Understand the principles of quality assurance and quality improvement
12. Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines

13. Be able to comply with relevant and current health and safety legislation and guidelines
14. Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection

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4. Professional Development

Graduates will:

1. Be able to engage in and take responsibility for professional development
2. Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice
3. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice
4. Understand and recognise the impact of personal values and life experience on professional practice and be able to manage this impact appropriately
5. Understand the importance of and be able to seek professional development, professional supervision, feedback and peer review opportunities in order to continuously improve practice
6. Understand the importance of participation in performance management activities for effective service delivery

5. Professional Knowledge and Skills

Graduates will:

1. Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession
2. Demonstrate a critical understanding of relevant biological sciences, human development, social, and behavioural sciences and other related sciences, together with a knowledge of health and wellbeing.
3. Know, understand and critically appraise the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice
4. Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to clinical/professional practice
5. Be able to identify and understand the impact of governmental, organisational, community and societal structures, systems and culture on health and social care provision
6. Demonstrate safe and effective implementation of practical, technical and clinical/professional skills
7. Demonstrate ability to conduct or lead clinical, academic or practice-based research
8. Know the basic principles of effective teaching and learning, mentoring and supervision
9. Know the theories, models and research approaches specific to clinical psychology.
10. Know the history and development of clinical psychology.
11. Know the role of the service user as an active contributor to the design and direction of the assessment, therapeutic and treatment process and any other psychological intervention.
12. Know the application of theories of mental health, psychopathology, behaviour, cognition, and emotional, social and neuropsychological development across the lifespan in acute to enduring and mild to severe presentations.
13. Know and identify in practice how different biological, social and/or contextual factors can impact on and affect psychological wellbeing across the lifespan.
14. Know the impact of psychopharmacological and other clinical interventions on psychological practice with service users.

15. Know more than one evidence-based interventional model of psychological therapy and critically evaluate the strengths and limitations of these as they are applied to practice.
16. Know and communicate the role of clinical psychologists in providing evidence-based psychological services to children, adolescents, adults, older adults and people with a disability, including the provision of assessment, formulation, diagnosis, intervention, prevention, advocacy, consultation and service-based research.
17. Establish, build, maintain and conclude a professional relationship with a service user safely and ethically.
18. Establish and maintain professional and ethical boundaries with service users during the course of the professional relationship.
19. Know and critically analyse the factors that influence therapeutic and professional relationships, including power dynamics between the practitioner and service user.
20. Know the benefits and challenges of working in partnership with service users in the delivery of assessments and interventions and apply using professional judgement.
21. Identify, apply knowledge of and respect the intersecting forms of diversity of service users, working in an inclusive, sensitive and non-discriminatory manner.
22. Select, evaluate and revise communication approaches to ensure effective communication appropriate to the context of practice and the intended audience.
23. Know and be able to use – safely and ethically – technologies and communication methods required for practice in a virtual environment.
24. Communicate and justify professional opinions made in written form through the production of clear, concise and accurate reports suitable for the intended audience and for the context of their use.
25. Know the theoretical basis of and critically appraise a range of assessment methods used in clinical psychology and their application in practice.
26. Know the application, and critically evaluate the strengths and limitations, of a range of assessment methods as applied in practice, including psychometric testing, clinical interviewing and observational methods.
27. Plan assessments, selecting appropriate assessment methods, critically evaluating and integrating the service user's need and perspective and social and cultural considerations as part of the planning process.

28. Conduct a range of assessment methods safely and ethically, adapting their application as clinically appropriate, and identifying and managing associated risks.
29. Interpret, synthesise and critically evaluate assessment data, within relevant conceptual frameworks, to inform case formulation to address presenting needs.
30. Develop psychological formulations, using the outcomes of assessments, that are informed by theory, research and explanatory models.
31. Know and critically evaluate the theory and application of more than one evidence-based intervention method used in individual and/or group contexts and across a range of settings, including primary care, hospital and community mental health settings.
32. Design intervention plans on the basis of available data, evidence-informed professional judgement and formulation, including identifying and evaluating the impact of service user needs/strengths and contextual and cultural factors on the design process.
33. Apply safe and ethical intervention(s) appropriate to the goals identified in intervention plan(s), identifying and managing any associated risks.
34. Monitor and evaluate the efficacy and effectiveness of intervention(s) and reformulate and revise as necessary.
35. Know and apply a range of approaches to consultation at individual, group and organisational levels.
36. Work with other professionals – including multi-disciplinary teams – to build capacity in delivering interventions to meet the goals identified in intervention plan(s).
37. Critically analyse, appraise and evaluate psychological and other relevant contemporary research to inform evidence-based practice.
38. Be able to identify research questions, formulate appropriate research plans, conduct the research process and produce research outputs relevant to the practice of clinical psychology.
39. Apply research ethics when planning, undertaking and reporting on research with service users and relevant others in the context of professional practice.
40. Design and deliver training relevant to the application of clinical psychology across a range of teams – including multidisciplinary teams – appropriate to the professional needs of the participants.

41. Critically reflect on the 'self' and the ongoing impact of one's own culture, values, experiences, beliefs and bias on their professional practice – utilising supervision to assist in the reflective process – and take action as appropriate.
42. Be able to recognise personal emotional responses and the impact of trauma, as identified through professional/therapeutic practice, and use appropriate tools to develop effective self-care and burnout prevention strategies to maintain professional functioning.

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Glossary of Frequently Used Terms

Term	Explanation
Act	The Health and Social Care Professionals Act 2005 (as amended).
Assessment (Standards of Proficiency) of	The process of working out what the needs of the service user are. It is a review of the evidence at hand
Code of professional conduct and ethics	The standard of conduct, performance and ethics to which a member of that profession must adhere throughout the course of their work
Council	The Health and Social Care Professionals Council, established under the Health and Social Care Professionals Act 2005 (as amended).
Criterion/criteria	The requirements for the design, organization and management of an education and training programme to ensure that it can consistently and effectively produce graduates who meet the standards of proficiency
Designated profession	A health or social care profession that is designated under Section 4(1) or Section 4(2) of the Health and Social Care Professionals Act 2005.
Education provider	The institution that offers an education and training programme and which control key aspects of the programme including admissions, curriculum deliver, quality management, placement management and assessment.
Fitness-to-practise	Fitness to practise is concerned with establishing whether or not a registered health and social care professional has the skills, knowledge, character and health to practice their profession safely and effectively.
Grand-parenting period (also referred to as the transitional period)	The transitional period known also as “grand-parenting” is the name of the process by which existing practitioners can apply for registration. The grandparent period runs for two years from the date of opening the register.
Register	A register established and maintained under Section 36 of the Health and Social Care Professionals Act 2005 (as amended).
Registrant	In relation to a designated profession, this means an individual whose name is currently on the register of members for that profession.

Registration Board	A board established under Section 26 of the Health and Social Care Professionals Act 2005 (as amended).
Service user	Service user is the term used to describe a person who uses, requests or is affected by the services of registrant.
Standards of proficiency	The threshold skills and abilities required for entry to the register
Threshold standards	Threshold standards for entry to the profession are the knowledge, skills, competencies and professional qualities that should be demonstrated by graduates of an approved programme for the safe and appropriate practice of the profession
Treatment	The choice of intervention available. A deliberate and structured process usually based on a theoretical or practice-based model and having an expected outcome.

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