



14 August 2025

## Psychology Assistant

### Scope, Title, Competencies and Supervision Requirements

#### 1. Scope of Practice

- A practitioner registered in the Psychology Assistant scope is defined as rendering or offering to render to individuals, families/whānau, groups, organisations or the public, a limited range of services informed by psychological knowledge, principles, methods and procedures of understanding, predicting, ameliorating, or influencing relevant aspects of wellbeing, including te taha hinengaro (mental wellbeing), te taha whānau (family wellbeing), te taha wairua (spirituality), and te taha tinana (physical health).
- The following limitations and conditions apply to those registered in the Psychology Assistant scope of practice:
  - Locations of practice. Psychology Assistants may work within community or residential settings. Psychology Assistants may work within primary, secondary or tertiary healthcare settings as well as non-government organisations (NGOs) and Primary Health Organisations (PHOs), correctional or other settings where mental health and addictions services are delivered. Psychology Assistants must always work with the supervision of a registered practitioner psychologist. See the supervision requirements for more information.
  - Psychology Assistants must work within teams that include a senior registered mental health professional. Psychology Assistants are not permitted to act as senior practitioners within a team. Psychology Assistants must not work in isolated or independent roles.
  - The area of practice completed as part of their training will determine where a Psychology Assistant commences their practice as a registered health professional. Transferring to a new area of practice can occur as long as the Psychology Assistant receives sufficient support in terms of access to professional development, additional supervision and other relevant supports to ensure a safe transition.
- The following qualifications are prescribed for registration in the Psychology Assistant scope of practice:
  - a minimum of a Bachelors degree in Psychology AND
  - a Board accredited *Post Graduate Diploma in Psychology Assistant qualification* (name to be determined by the TEOs) from an accredited educational organisation.
- The third requirement to be eligible to register in the Psychology Assistant scope is a Board approved practicum involving a minimum of 600 hours of supervised practice, which will be completed as part of the *Post Graduate Diploma in Psychology Assistant qualification*.

The following roles, tasks and responsibilities are specified as being in and out of scope for Psychology Assistants:

Inclusions to Psychology Assistant Scope of Practice	Exclusions to Psychology Assistant Scope of Practice
<b>Assessment:</b> <ul style="list-style-type: none"><li>Screening and triage assessments for service prioritisation, in discussion with clinical leads.</li><li>Semi-structured (qualitative based) assessment interviewing.</li><li>File review.</li><li>Routine risk of harm screening (under supervision of a registered psychologist and/or in consultation with a senior registered mental health professional).</li></ul>	<b>Assessment:</b> <ul style="list-style-type: none"><li>Evaluations where conclusions will inform high stakes decision making, determining risk of harm to self and others where rights of individuals may be affected by outcomes. This includes comprehensive and specialist/subspecialty assessments that are inclusive of and not limited to diagnostic or opinion-based assessments, such as assessments for:<ul style="list-style-type: none"><li>Accident Compensation Corporation</li><li>courts/quasi-judicial bodies</li></ul></li></ul>

<ul style="list-style-type: none"> <li>• Completing low-moderate intensity treatment need analysis for interpretation/ supervisory approval by a registered psychologist and/or suitably qualified registered professional or multi-disciplinary team.</li> <li>• Level A and B psychometric tests and their equivalents<sup>[1]</sup>.</li> <li>• Individual psychometric tests where the test author specifications clearly indicate the Psychology Assistant education and training level meets administration requirements and additional supervisory oversight is provided.</li> <li>• Support the broader development of intervention plans.</li> </ul> <p><sup>[1]</sup> <a href="#">Psychological Test Services - Information Pack.pdf</a></p>	<ul style="list-style-type: none"> <li>○ fitness to stand</li> <li>○ capacity/competency</li> <li>○ Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003</li> <li>○ forensic mental health</li> <li>○ cognitive testing,</li> <li>○ neuropsychological testing</li> <li>○ Autism Spectrum Disorder</li> <li>○ Attention Deficit (Hyperactivity) Disorder</li> <li>○ Learning Disorders including dyslexia, dyscalculia etc.,</li> <li>○ risk of offending</li> <li>○ personality disorder</li> <li>○ mental health capacity</li> <li>○ pre-surgical evaluations</li> <li>○ acute medical specialty consultations</li> <li>○ child custody or family court matters</li> <li>○ public safety matters</li> <li>○ fitness for work or duty</li> </ul>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>• Provision of therapeutic interventions drawing on evidenced based approaches and/or manualised/standardised interventions</li> <li>• This can include: <ul style="list-style-type: none"> <li>○ Low-moderate intensity individual and group manual based/standardised interventions within a range of high intensity services.</li> <li>○ Co-facilitation of group-based manual-based/standardised interventions.</li> <li>○ Psychology Assistants can co-facilitate high intensity manual based/standardised interventions when paired with a registered psychologist.</li> <li>○ Psychoeducation based interventions.</li> </ul> </li> </ul>	<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>• High needs/severity individual interventions (without direct involvement of registered psychologist in delivery).</li> <li>• Non-prescribed/non-standardised/non-manualised interventions.</li> <li>• Specialist, individualized and complex therapy interventions</li> </ul>
<p><b>Case Management:</b></p> <ul style="list-style-type: none"> <li>• Case noting all contact with tāngata whaiora/ clients.</li> <li>• Onward referral to a registered psychologist or suitable alternative service, in discussion with clinical leads.</li> <li>• Contributing to and supporting case and progress reviews.</li> <li>• Attendance at multi-disciplinary meetings.</li> </ul>	<p><b>Supervision:</b></p> <ul style="list-style-type: none"> <li>• Psychology Assistants are not able to provide supervision to others.</li> </ul>
<p><b>Whānau work:</b></p> <ul style="list-style-type: none"> <li>• Co-ordinating and leading whānau hui for tāngata whaiora/clients as part of wider service delivery.</li> <li>• Provision of psychoeducation to tāngata whaiora/clients and their whānau/supports.</li> </ul>	<p><b>Independent/Private Practice:</b></p> <ul style="list-style-type: none"> <li>• Out of scope.</li> </ul>

## 2. Role Title

The title **Psychology Assistant** has been selected and endorsed by NZPB.

### *From the consultation document:*

#### **Psychology Assistant** (NZPB preference)

##### Rationale

Feedback indicates many stakeholders including psychologists have concerns with the title including the word 'Psychologist' as this could be confusing for the public. The title Psychology Assistant may therefore better differentiate this role from that of a psychologist. This title indicates that the Psychology Assistant broadly provides assistance informed by psychology. Introducing this role would expand the profession of psychology to become multi-tiered.

## 3. Core Skills and Competencies for Psychology Assistants

There are seven proposed competencies for the Psychology Assistant scope of practice:

1. Te Tiriti o Waitangi, Diversity and Culture: Cultural Competency and Cultural Safety
2. Ethical and Legal Practice
3. Communication and relational skills
4. Knowledge and research
5. Foundational skills in assessment, and therapeutic support
6. Therapeutically oriented case management and coordination, and administration
7. Reflective practice and supervision

This set of proposed competencies aims to equip Psychology Assistants to provide effective, culturally attuned, and ethically sound psychological support.

### **1. Te Tiriti o Waitangi, Diversity and Culture: Cultural Competency and Cultural Safety**

This set of competencies addresses the knowledge, skills and attitudes involved in providing culturally safe practice. Psychologically informed practice in Aotearoa /New Zealand reflects paradigms and worldviews of both partners to te Tiriti o Waitangi /the Treaty of Waitangi. Cultural competence requires an awareness of cultural diversity and the ability to function effectively and respectfully when working with people of different cultural backgrounds. Cultural competence requires cultural safety, including an awareness of the practitioner's own cultural identities and values, as well as an understanding of subjective realities and how these relate to practice. Cultural mores are not restricted to ethnicity but also include (and are not limited to) those related to gender, spiritual beliefs, sexual orientation, abilities, lifestyle, beliefs, age, social status or perceived economic worth. (Reference must also be made to the Board's "Cultural Competencies" document).

A Psychology Assistant will be able to demonstrate:

<b>Knowledge</b>	<b>Skill</b>
<ul style="list-style-type: none"> <li>Understanding of the place of the te Tiriti o Waitangi/Treaty of Waitangi as the founding document of <u>Aotearoa</u>/New Zealand.</li> <li>Understanding of the articles of te Tiriti o Waitangi and the Treaty of Waitangi - and their implications for psychologically informed healthcare.</li> <li>Recognition of the significance of the te Tiriti o Waitangi/Treaty of Waitangi for health care in <u>Aotearoa</u>/New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Use of te Tiriti o Waitangi articles in healthcare decision making.</li> <li>Ability to apply principles from Pae Ora (Healthy Futures) Act 2022 and the Ministry of Health's Te Tiriti o Waitangi framework in regard to equity, engagement, opportunities for decision making, and choice of services, and the protection and promotion of people's health and wellbeing.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness and knowledge of own cultural identity, values and practices.</li> <li>Awareness and knowledge of the cultural identity, values and practices of tāngata whaiora/clients, including but not limited to:               <ul style="list-style-type: none"> <li>cultural beliefs and values situated within tikanga Māori</li> <li>cultural practices of Pacific peoples and other cultures relevant to practice.</li> <li>Understanding of mātauranga Māori models of health and wellbeing (e.g. Te Whare Tapa Wha) and Pacific health models (e.g. Fonofale)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exploration of their own and others' assumptions with respect to cultural differences (e.g. beliefs, practices and behaviours).</li> <li>Shows respect for cultures and languages (including but not limited to culturally appropriate behaviour in Māori settings, taking care with pronunciation of names and common words in te reo Māori, ability to engage in whakawhānaungatanga<sup>5</sup>).</li> <li>Work from a non-prejudicial and affirming stance.</li> <li>Recognises and acknowledges when discrimination or exclusion has occurred (based upon but not limited to ethnicity, gender, sexual orientation,</li> </ul>

<ul style="list-style-type: none"> <li>○ Understanding there are differences in family systems across cultures</li> <li>• Awareness of disability rights, perspectives and impact of disability on wellbeing and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• disability, or religious beliefs). Works to address this within the limitations of role.</li> <li>• Being able to understand whānau needs and work with whānau.</li> <li>• Application of culturally safe practice in response to diversity.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge and awareness of the cultural bases of psychological theories, models, instruments, and therapies.</li> <li>• Knowledge of diversity, individual differences and abilities.</li> <li>• Knowledge of the importance of different cultural approaches to the provision of psychologically informed assessment, intervention and tāngata whaiora/client care.</li> </ul>	<ul style="list-style-type: none"> <li>• Active inclusion of others' understandings in their work, including involvement in data collection (through assessment or research), and the delivery of psychologically informed services.</li> <li>• Recognition and application of the differing requirements for cultures in approaches to psychometric assessment and background history taking, psychologically informed intervention, consultation and other areas of practice.</li> <li>• Consultation with culturally knowledgeable people, and to use supervision as a forum to reflect on own limitations.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of the proper use of interpreters.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of when and how to engage interpreters.</li> </ul>

## 2. Ethical and Legal Practice

This set of competencies is concerned with the ethical and legal aspects of working as a Psychology Assistant, including the use of problem-solving skills and weighing up relevant evidence. It also addresses the knowledge and skills required for professional development and continued education through engagement with updates relevant to the practice of a Psychology Assistant. The requisite values and responsibilities are codified in legislation, standards, practice guidelines and the Code of Ethics. It is the duty of Psychology Assistants to be familiar with the relevant documents as well as cultivating reflective practice supported by on-going professional development and supervision. Attainment of competence in professional and ethical practice comes from supervised practice that allows the identification of ethical and professional practice issues and support in generating solutions for identified problems.

A Psychology Assistant will be able to demonstrate:

<b>Knowledge</b>	<b>Skill</b>
<ul style="list-style-type: none"> <li>• Knowledge of the boundaries of their personal competence within the Psychology Assistant scope of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice that creates and maintains safe, supportive and effective environments for tāngata whaiora/clients, whānau/families, and practitioners.</li> <li>• To recognise and work within the limitations of training and scope of practise and seek supervisory support when needed.</li> <li>• Commitment to reflective practice of core competencies within the Psychology Assistant scope.</li> </ul>
<ul style="list-style-type: none"> <li>• Working knowledge of all legislation (e.g. HPCA Act 2003) relevant to area of practice.</li> <li>• Knowledge of codes of practice and conduct relevant to the community and to the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to access, and make accurate reference to, relevant legislation, standards and guidelines, explain essential principles therein, and apply the principles in practice.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of the most recent version of the "Code of Ethics for Psychologists Working in Aotearoa/New Zealand", and ethical decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in accordance with relevant ethical and practice codes (including the Code of Ethics for Psychologists Working in Aotearoa New Zealand).</li> <li>• Seeks advice to assist with reconciling conflicts between codes and legislation where appropriate.</li> <li>• Recognition of the ethical features, values and conflicts that may exist in work with tāngata whaiora/clients (organisational, personal, professional or legal).</li> <li>• Engages with supervisor on identifying, raising and applying ethical decision-making processes to ethically complex situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of best practice guidelines relevant to a Psychology Assistant scope of practice in area of practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice based on best practice guidelines and individual data collected from the tāngata whaiora/client within a scientific practice framework, within the Psychology Assistant scope of practice.</li> </ul>

<ul style="list-style-type: none"> <li>Knowledge of all applicable work setting policy and sector standards.</li> </ul>	
<ul style="list-style-type: none"> <li>Awareness of the range and types of tāngata whaiora/clients Psychology Assistant may work with, including children, adolescents, emerging adults and older adults and those with disabilities</li> </ul>	
<ul style="list-style-type: none"> <li>Knowledge of rights and interests of tāngata whaiora/clients, with reference to relevant codes and legislation including but not limited to: <ul style="list-style-type: none"> <li>human rights legislation</li> <li>Code of Health and Disability Services Consumers Rights</li> <li>Code of expectations for health entities' engagement with clients/tāngata whaiora and whānau/families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Advocacy for the needs of the tāngata whaiora/client (in balance with consideration of safety issues and the needs of the wider community).</li> <li>Advocates for tāngata whaiora/client when recognises that racism and discrimination are occurring.</li> </ul>
<b>3. Communication and Relational Skills</b>	
<p>This set of competencies deals with communication and the ability of Psychology Assistants to build and maintain professional working relationships with tāngata whaiora/clients (individual or organisational or community), families/whānau, psychologists, other Psychology Assistants, other professionals and the public. It recognises the importance of clearly conveying psychologically informed ideas derived from discipline, knowledge and research, and includes the response of Psychology Assistants to feedback and information from others.</p> <p>A Psychology Assistant will be able to demonstrate:</p>	
<b>Knowledge</b>	<b>Skill</b>
<ul style="list-style-type: none"> <li>Knowledge of effective interpersonal communication skills with a range of tāngata whaiora/clients, including children, adolescents, emerging adults, older adults, those with disabilities, families/whānau and groups.</li> <li>Awareness of needs of groups who are culturally and linguistically diverse.</li> <li>Awareness of diversity of tāngata whaiora/ clients with additional communication needs.</li> <li>Knowledge of the tikanga based approaches to communication and appropriate protocols and principles to apply.</li> <li>Understands methods of non-verbal communication within a therapeutic context.</li> </ul>	<ul style="list-style-type: none"> <li>Effective and appropriate communication, including both written and oral communication of relevant services to potential and existing tāngata whaiora/ clients, families/whānau and professionals.</li> <li>Effective application of tikanga and Māori principles to guide and inform communications with potential and existing tāngata whaiora/clients, whānau etc.</li> <li>Adequate professional standard of introducing psychoeducational materials, assessment interviewing, including, but not limited to: <ul style="list-style-type: none"> <li>the establishment of and maintenance of therapeutic rapport</li> <li>ability to gather relevant information</li> <li>reflective listening skills. Including the ability to summarise and conceptualise based on psychological theories and principles.</li> </ul> </li> <li>Ability to work with individuals of different ages, with families/whānau, and with groups (depending on placement).</li> <li>Ability to adapt information or use appropriate resources to respond to the unique communication needs of tāngata whaiora/clients.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of methods for presenting of psychological information and findings.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to write professional case notes.</li> <li>To write or contribute to reports as per limitations of Scope.</li> </ul>
<ul style="list-style-type: none"> <li>Multi-disciplinary team work.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to take a tāngata whaiora/client-centred approach in effectively communicating, coordinating and working alongside a range of multidisciplinary professionals.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of techniques that promote the development and maintenance of rapport and working alliances with tāngata whaiora/clients and whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to develop therapeutic working alliances with tāngata whaiora/clients, families/whānau maintaining appropriate personal and professional boundaries.</li> </ul>
<ul style="list-style-type: none"> <li>Systemic understanding of health, social services and support sectors.</li> </ul>	

<ul style="list-style-type: none"> <li>Understanding of the impact of colonisation, racism and migration on health, social services and support sectors, particularly for ngā iwi katoa (Māori peoples).</li> </ul>	
<b>4. Knowledge and research</b>	
<p>This set of competencies is concerned with the knowledge base for Psychology Assistants required for adequately collecting, integrating, and explaining information, and supporting tāngata whaiora/clients, family/ whānau, in making changes. They cover the possession of foundational knowledge of psychological theories and models, empirical evidence relating to them and methods of psychological enquiry, as well as an understanding of the interplay between the Psychology Assistant framework and practice. They are concerned with basic understanding of, and respect for the scientific underpinnings of the Psychology Assistant framework, as well as cultural systems of knowledge including Mātauranga Māori. They cover awareness of research principles and methods, to support informed decision-making in the use of research.</p> <p>A Psychology Assistant will be able to demonstrate:</p>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Background knowledge about the theories, knowledge and methods of inquiry which relate to the bases of behaviour, cognition and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Reference to psychology evidence base to guide practice.</li> <li>Incorporate evidence-based developments into daily practice.</li> <li>Awareness of issues related to applicability of research for the Aotearoa/New Zealand context.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of some psychological theories and models of change relevant to areas of practice.</li> </ul>	
<ul style="list-style-type: none"> <li>Foundational knowledge of scientific approaches to psychological investigation and techniques of measurement.</li> </ul>	
<ul style="list-style-type: none"> <li>Awareness of ways in which Mātauranga Māori frameworks can inform approaches to wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to consider te ao Māori (Māori worldview) in working with Māori tāngata whaiora (clients) and whānau.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of evidence-based decision-making.</li> <li>Awareness of scientific principles and methods.</li> <li>Developing knowledge and awareness of current research paradigms (principles and methods), literature and practice as they apply to the area of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use evidence base to engage in ethical decision-making.</li> <li>Draws on evidence-based psychological knowledge including that drawn from research, practice and lived experience.</li> <li>Engages in reflective practice about new approaches will only adopted these after review in supervision of their efficacy, safety and validity.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of some research/audit and evaluation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to contribute to basic service audit/research as appropriate, in consultation with supervisor.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of diverse lived experiences of mental health and addictions, people with experience of mental health and addictions.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to incorporate lived experience perspectives values and models into practice.</li> <li>Uses appropriate language to describe the lived experience community.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of mental health and addiction conditions relevant to the area of practice, and ways in which they are described.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to recognise signs that may be indicative of mental health and addictions conditions relevant to the area of practice.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of trauma informed approaches to experiences of mental health and addiction conditions, as well as recovery models.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to apply key components of trauma informed approaches to practice.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness of systems theory and cultural approaches to working with families</li> </ul>	<ul style="list-style-type: none"> <li>Ability to effectively engage with families with reference to relevant systemic/cultural models</li> </ul>
<ul style="list-style-type: none"> <li>Understanding of developmental considerations across the age span, particularly those relevant to the Psychology Assistant's client population</li> </ul>	
<b>5. Foundational skills in assessment and therapeutic support</b>	
<p>This set of competencies relates to work that the Psychology Assistant will engage in relating to the structured use of standardised and prescribed qualitative and psychometric assessments, the delivery of psychoeducation and psychologically informed interventions.</p> <p>A Psychology Assistant will be able to demonstrate the following:</p>	
<b>Knowledge</b>	<b>Skills</b>

<ul style="list-style-type: none"> <li>Knowledge of semi-structured, qualitative, and psychometric based approaches to data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of interpersonal and rapport skills to enable effective data collection through administration of assessment protocols.</li> <li>To be able to work with referral questions and use recommended assessment measures relevant to the presenting problem.</li> <li>Ability to administer and collect data using psychometric tools appropriate for the Psychology Assistant level of training.</li> <li>Ability to work with a psychologist to interpret the results of relevant psychometric assessments.</li> <li>Ability to review files and gather background information into a cohesive narrative.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of relevant Māori and other cultural models and frameworks that support the collection of assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>To work together with the tāngata whaiora/client, families/ whānau to prioritise their perspectives when gathering information.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of motivational and general interviewing skills, techniques and styles relevant to the referral question and service specification.</li> </ul>	
<ul style="list-style-type: none"> <li>Understanding the strengths and limitations of the prescribed methods of assessments utilised within the service where the Psychology Assistant works.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise where a tāngata whaiora/client's presenting problems extend beyond the utility of the prescribed assessments, seeking case consultation and supervision when this arises.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of different methods of evidence based psychologically informed interventions (psychoeducation, individual intervention and group-based intervention).</li> </ul>	<ul style="list-style-type: none"> <li>Complete components of assessment or therapy delegated by registered psychologist and/or endorsed by supervisor e.g. behavioural observations, in vivo exposure, mindfulness, mood recording.</li> <li>Ability to work well with whānau/ family settings.</li> <li>Ability to facilitate structured, skills-based groups.</li> <li>Provision of psychoeducation to tāngata whaiora/clients, including whānau/ families.</li> </ul>
<ul style="list-style-type: none"> <li>To have knowledge of factors which impact readiness for change and ability to engage and how these may present in an assessment and intervention setting.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to work with other team members to support planning and implementation of care programmes.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of risk factors related to harm to/from self/others.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to complete basic screen for risk of harm to/from self/others.</li> <li>Ability to seek appropriate supervision and support around safety planning.</li> <li>Engages in consultation with experienced colleagues and/or supervisor around risk.</li> </ul>

## 6. Therapeutically oriented case management and coordination, and administration

This set of competencies addresses the knowledge, skills and attitudes involved in the role of case management and coordination. This includes establishing and maintaining effective relationships with tāngata whaiora/clients, whānau/family members, other psychologists, and with members of other professional and non-professional groups. It recognises the importance of people skills in the role of the Psychology Assistant as well as clarifying roles and responsibilities. Psychology Assistants work collaboratively and respectfully with a wide range of people. They listen actively to understand other's perspectives and (as appropriate and within ethical bounds) adapt their approaches to practice and communication in response to the audience and the circumstances. Psychology Assistants may at times take on advocacy roles.

A Psychology Assistant will be able to demonstrate:

Knowledge	Skill
<ul style="list-style-type: none"> <li>Knowledge of the systems (including whānau/families, hāpori (communities) and organisations being worked with and how to work with them.</li> <li>Knowledge of the skills and strengths of other health professionals.</li> <li>Knowledge of methods for establishing and maintaining effective working relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Describing the role of the Psychology Assistant and the role of others in systems they are working with.</li> <li>Rapport building maintaining engagement with the tāngata whaiora/client and relevant significant others.</li> </ul>

<ul style="list-style-type: none"> <li>• Understanding of the role of the <u>Psychology Assistant</u> in relation to key and other stakeholders.</li> <li>• Knowledge of application of relevant psychological theory when discussing tāngata whaiora/clients.</li> <li>• Knowledge of how to consult effectively in a range of settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to provide a psychologically informed case summary that guides team formulation and intervention planning.</li> <li>• Provide support at transitional stages of intensive therapy with other health professionals.</li> <li>• Supporting the development and implementation of care plans.</li> <li>• Monitors, reviews and communicates progress and outcomes.</li> <li>• Working together with the tāngata whaiora/client to enhance self-management skills.</li> <li>• Works with whānau/families to provide support and psychoeducation.</li> <li>• Participates as a Psychology Assistant in team discussions.</li> <li>• Ability to establish professional relationships.</li> <li>• Work with other team members, in accordance with treatment plan.</li> <li>• Collaborates with others in planning and decision-making at the individual, group and systems level.</li> <li>• Consultation sought from others in ways that are effective.</li> <li>• Engages in ethical consultation about tāngata whaiora/clients.</li> <li>• Advocates as appropriate.</li> <li>• Appropriately communicate/liases with other professionals/services regarding referrals and support.</li> <li>• Prepares session materials and resources.</li> <li>• Securely and appropriately manages documentation, information filing and management aligned with clinical, organisational and legislative guidelines.</li> </ul>
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## 7. Reflective practice and supervision

This set of competencies covers the steps involved in the attainment and integration of information regarding one's practice. It includes critical and constructive self-reflection and seeking external review of one's practice (including supervision). Reflective practice and professional development as a Psychology Assistant is viewed as a continuous process of accurate self-assessment, understanding the skills necessary to be a Psychology Assistant and undertaking activities for professional development. This is often done in consultation with a supervisor.

In terms of reflective practice and participating in supervision, a Psychology Assistant will be able to demonstrate:

<i>Knowledge</i>	<i>Skill</i>
<ul style="list-style-type: none"> <li>• Understanding of their personal strengths and weaknesses, patterns of behaviour, emotional and cognitive biases, motivation, beliefs and values and how these may impact on tāngata whaiora/clients and professional functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate reflection on and evaluation of their own practice (skills, knowledge, and bias).</li> <li>• Management of the impact of personal characteristics on professional activities.</li> <li>• Recognition of and practice only within the limits of their professional competence.</li> <li>• Planning for, establishment, prioritisation, implementation, and evaluation of professional development plans based on critical self-evaluation and critical feedback.</li> <li>• Articulation of clear learning objectives.</li> <li>• Effective use of supervision and constructive use of feedback.</li> <li>• Integration of learning.</li> <li>• Effective self-care.</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding of the limitations and boundaries of their competence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Knowledge of the need for professional development and how to identify areas for their own professional development.</li> </ul>	
<ul style="list-style-type: none"> <li>• Knowledge of potential occupational risk factors.</li> </ul>	
<ul style="list-style-type: none"> <li>• Knowledge of models of supervision, including the role of the supervisee.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to effectively engage in supervision and work with a supervisor.</li> </ul>

4. Supervision Requirements	
1.	<b>Rationale</b>
	<ul style="list-style-type: none"> <li>a. Supervision is an important aspect of good psychological practice, ensuring ethical, professional and high-quality service delivery. It is required as part of the Continuing Competence Programme and applications for Practising Certificates.</li> <li>b. Psychology Assistants must work with supervision from a psychologist who provides guidance and support for the Psychology Assistant in their work, to ensure they remain within their scope of practice and protect the public.</li> </ul>
2.	<b>Objectives</b>
	<ul style="list-style-type: none"> <li>a. Psychology Assistants work ethically and competently within their scope.</li> <li>b. Psychology Assistants develop reflective practice</li> <li>c. Psychology Assistants develop a Continuing Competence Programme (CCP) to guide their professional development in line with core competencies</li> <li>d. Psychology Assistants provide safe and effective support to tāngata whaiora/clients by reviewing their work in supervision and receiving guidance</li> <li>e. Psychology Assistants maintain compliance with employer policies and relevant professional standard</li> </ul>
3.	<b>The Board selected the following supervision option:</b>
	<p>Option 1</p> <p>Psychologist supervisor (not Board approved) with post-registration work experience totalling at least three years:</p> <ul style="list-style-type: none"> <li>a. Supervisor holds current Practising Certificate</li> <li>b. Supervisor has at least two years supervisory experience</li> <li>c. Experience supervising new career psychologists and intern (recommended)</li> <li>d. Supervisor has completed supervision training with content relevant to supervising Psychology Assistants</li> </ul>
4.	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>a. The supervisor is responsible for their supervision, advice and guidance</li> <li>b. The Psychology Assistant is responsible for their own practice following registration</li> <li>c. In some limited situations, Psychology Assistants will be able to carry out additional designated tasks under close supervision from a psychologist. This comes in when the Psychology Assistant progresses in experience, training and skills to be able to work beyond the foundational tasks their training prepares them for, including more advanced assessment and intervention tasks. In this situation, the Psychology Assistant works more closely with their supervisor, and the supervising psychologist is professionally accountable for the advanced work by the Psychology Assistant.</li> <li>d. Psychology Assistants must be transparent about their role when interacting with consumers of psychological services, students, research participants, and colleagues, and should always obtain informed consent, ensuring awareness of their position.</li> </ul>
5.	<b>Frequency of Supervision and Focus</b>
	<p>In accordance with a developmental model of supervision, new Psychology Assistants will have access to more frequent supervision as they enter practice. The supervising psychologist should establish and regularly review suitable levels of autonomy to facilitate the Psychology Assistant's learning and development while ensuring safe practice and robust support.</p> <ul style="list-style-type: none"> <li>a. Training/Practicum Phase <ul style="list-style-type: none"> <li>i. Minimum of the equivalent of one hour weekly from a registered practitioner psychologist supervisor.</li> <li>ii. University to draft supervision training as supervisee including reflective practice model and keeping reflection log and practicum log.</li> <li>iii. For non-practicum phases of the professional training, supervision is paused whilst priority is given to academic teaching.</li> <li>iv. As with trainee/intern psychologists, it is expected that a higher level of supervision will be provided for trainee Psychology Assistants.</li> <li>v. Focus: supporting the trainee Psychology Assistant in their first practicum experiences and applying learning in a practice context.</li> </ul> </li> <li>b. From Registration up to two years Post Registration: <ul style="list-style-type: none"> <li>i. Minimum of one hour weekly by a psychologist supervisor</li> <li>ii. Focus: consolidating practice and enabling Psychology Assistant to establish skills and parameters of scope and limitations to practice</li> </ul> </li> <li>c. Following two years Post Registration: <ul style="list-style-type: none"> <li>i. Equivalent of one hour fortnightly with a practice-based psychologist. This supervision should focus on Continuing Competence Programme (CCP), reflective practice and clinical work.</li> </ul> </li> </ul>

	Focus: post year one will be about extending experience and competency
<b>6.</b>	<b>Format</b>
	<ul style="list-style-type: none"> <li>a. Base requirements for supervision should be met by individual supervision.</li> <li>b. Includes in-person observation (live/video)</li> <li>c. It is strongly recommended that individual supervision is supplemented by peer supervision and group supervision. Supervision ideally should be provided in person but remote supervision by video conferencing is considered acceptable</li> </ul>
<b>7.</b>	<b>Supervision tasks</b>
	<p>Supervision should include, but is not limited to, record-keeping, workload, and wellbeing.</p> <ul style="list-style-type: none"> <li>a. Record keeping <ul style="list-style-type: none"> <li>i. Expected that the Psychology Assistant would learn to keep good notes of supervision including a record of items discussed, reflections, key supervisory advice and actions to be taken.</li> <li>ii. It is expected similarly that the supervisor would maintain appropriate records of all supervision sessions and content discussed.</li> </ul> </li> <li>b. Observation and feedback Inclusive of and not restricted to, in-vivo observation, video review, review of written materials, psychometric reviews.</li> </ul>
<b>8.</b>	<b>Models of supervision</b>
	It is expected that supervision adopts and is guided by an appropriate psychological and/or cultural model. This can be negotiated between supervisee and supervisor.
<b>9.</b>	<b>Refer to NZPB Best Practice Guidelines which cover:</b>
	<ul style="list-style-type: none"> <li>a. Setting supervision objectives</li> <li>b. Using self reflection</li> <li>c. Using models of learning</li> <li>d. Support and promotion of culturally competent practice</li> <li>e. Enables focus on developing and maintaining professional competency through the Continuing Competence Programme</li> <li>f. Enables focus on case work discussions</li> <li>g. Enables work observation, appraisal and feedback</li> <li>h. Focuses on practitioner wellbeing and self-care</li> <li>i. Reviews of supervision</li> <li>j. Access to formal cultural supervision for any culturally related components of professional practice.</li> </ul>
<b>10.</b>	<b>Advice for employers</b>
	<ul style="list-style-type: none"> <li>a. Create pathways for registered psychologists to supervise Psychology Assistants</li> <li>b. Ensure Psychology Assistants have access to additional forms of support and guidance should the need arise, such as consultation with experienced team members</li> <li>c. Develop and resource supervision models, including hub-based options, as well as virtual supervision where face-to-face supervision is not available</li> <li>d. Consider contracting psychologists to provide supervision, given the identified shortages in some workplaces</li> </ul>