International Declaration on Core Competences in Professional Psychology 2026 Version

Original IPCP Declaration Adopted by

International Association of Applied Psychology (IAAP): 15 June 2016

International Union of Psychological Science (IUPsyS): 25 July 2016

INTRODUCTION

This International Declaration of Core Competences in Professional Psychology seeks to identify a set of internationally recognized and endorsed competences that can serve as the foundation for a coherent global professional identity and possibly an international recognition system for equating professional preparation systems, program accreditation, professional credentialing, and regulation of professional competence and conduct. The rationale and methods used to develop the Declaration are described in this Introduction while the uses, need for local adaptation, and potential impact of having this Declaration are described in Preamble to the Declaration itself.

"Competence" was the theme selected by the Organizing Committee in planning the 5th International Congress on Licensure, Certification and Credentialing, Stockholm, July 2013. The Congress' goal was to start a process "To promote the development of a global agreement on identifying the benchmark competencies that define professional psychology". The Congress was unusual in being by invitation only. 150 invitations were issued and 75 people participated in the Congress from 18 countries and 5 continents. International associations such as (in alphabetic order) the International Association of Applied Psychology (IAAP), the International Test Commission (ITC) and the International Union of Psychological Science (IUPsyS) were represented. The Congress also differed from previous ones in operating as an extended series of workshops. Most of the time was spent in highly productive small group discussions interspersed with plenary feedback and agenda-setting sessions.

Prior to the Congress a "Foundation Document", a "Statement", and documents on existing models on competence for psychologists had been distributed to delegates. A draft summary competence model had also been produced prior to the Congress through content analysis of a range of current national models. This was used as a stimulus for the group discussions. Through a subsequent series of iterative consultations, this summary model has formed the basis for the final

"International Declaration on Core Competences in Professional Psychology" (hereafter called the Declaration). These documents, the Congress Report, a list of Work Group and Reference Group members, and other documents referred to later in this Declaration can all be downloaded from http://www.psykologforeningen.no/foreningen/english/ipcp.

The Congress was a great success as an opening conversation about the guiding concept and the intended goal, and it ended in an agreement to establish "The International Project on Competence in Psychology" (IPCP) as a multi-stakeholder international project. There was a willingness of all the planners and participants to move beyond discussing regional and national differences and to begin exploring areas of common understanding and agreement that inspire the belief that this effort can be successful. A Work Group was established consisting of persons from Norway, United Kingdom, Romania, South Africa, China, New Zealand, Colombia, Canada, and the United States. In addition a network (Reference Group) was established, and at present consists of 275 persons from 77 countries.

The Work Group has held five face-to-face multiple-day meetings and produced three Progress Reports since the Stockholm Congress. Each Progress Report was sent out as a draft for comment to the Reference Group. In addition, members of the Work Group held open discussion meetings at two international congresses (ICAP2014 in Paris & ECP2015 in Milan) and at four regional conferences (Kampala, Durban, Armenia-Colombia, and Beirut). In the last round of consultations (December 2015) national and international psychological associations were also invited to comment. Special attention was given to the comments from IAAP and IUPsyS in this last round of consultations.

The Declaration itself contains four parts:

1. Introduction
Describes the history and process of development.

2. Glossary of terms
Provides the intended meaning of words used to promote a common understanding across an international audience.

3. Preamble
Describes the purpose, scope, limitations, and potential applications of the Declaration.

4. Core Competences in Professional Psychology
Presents the core competences.

The competences articulated in the Declaration are general, not specific. The Declaration is not a "standard" and not meant to be one. This document has no authority over any national or regional established standards. Meeting these competences does not qualify anyone to be a psychologist. However, the Declaration may provide a useful framework to support the development of standards or to support accreditation, education and training, or certification.

Different organizations, communities, nations, and regions may use and adapt these competences to better fit their local context. The expression, demonstration, or application of a universally endorsed competence could be quite different in a specific national or cultural context. The development of local or regional translations of these competences into specific education and training requirements is encouraged. Such outcomes may vary across cultures, thus capturing the variety of expression and richness of a diverse and international professional community.

The significance of the Declaration depends on its endorsement by organizations that have a mission in the practice of psychology at the international, regional, or national level. All such organizations are encouraged to explicitly endorse, adopt, and/or ratify this Declaration, to promote awareness, respect and understanding thereof, to absorb its principles in their own documents and practices, and to expand and adapt the scope of the Declaration to their own particular contexts.

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In 2026, the Work Group developed, and adopted following a public consultation, a Supplement to the Declaration, introducing three additional competences that are essential for equipping psychologists to navigate the complexities of contemporary professional practice. These are: Operates effectively in digitally and technologically mediated psychological practice; Supports the development of others in the working context; and Demonstrates multicultural competence.

The increasing digitalization of psychological practice has made understanding digital communication, digital service delivery, and emerging technologies essential. Technologically mediated psychological services encompass a broad spectrum of applications, including internet- and mobile-based assessment and intervention, digital communication platforms, electronic record systems, algorithmic decision-support tools, and the use of artificial intelligence (AI) and other data-driven technologies in assessment, diagnosis, report writing, and intervention planning and delivery. This competence ensures that psychologists are proficient in utilizing established and emerging digital technologies to deliver effective, secure, and ethically sound services across various settings, while maintaining appropriate professional judgment and critical awareness of the opportunities, risks and implications associated with these technologies. The competence does not provide detailed guidelines e.g. on the implications of the use of AI in the research environment.

Supporting the development of others in the working context (which may include psychologists, other professionals/co-workers, students) to provide competent services is fundamental to the cultivation and continuous professional development of competent personnel and has a critical role in implementing and maintaining high professional standards. Activities that fall under this heading may be formal or informal and can be found in different contexts and jurisdictions with labels such as supervision, mentorship, apprenticeship, training, personnel development, service/professional leadership and many other terms.

The competence Demonstrates multicultural competence supplements the competence “Works

with diversity and demonstrates cultural competence" (WD) that is already in the Declaration. It is intended to set out the competences in terms of language, adaptation of interventions to the cultural context of the client, and protection of human dignity to comprise a common standard for all psychological practice.

By incorporating these three additional competences, together with relevant additional terms and definitions reflecting the evolving nature of terminology in the field, the Declaration reaffirms its role as a living document, one that evolves in response to the shifting landscape of professional psychology. These updates ensure that the profession remains globally relevant, ethically sound, and well-prepared to meet the challenges of an increasingly interconnected, diverse, and technologically mediated world.

These additions are integrated into this 2026 Version for completeness and convenience and are highlighted with a light grey background.

TERMS AND DEFINITIONS

In this Declaration the following definitions apply:

Artificial Intelligence (AI): A subdiscipline of computer science that aims to produce programs that simulate human intelligence, with diverse applications in psychology, including but not limited to psychological assessment, intervention, communication, research, decision support, and the modelling of cognitive, emotional and behavioural processes.

Assessment: See Psychological Assessment.

Best practice: A method or technique that has consistently shown results superior to those achieved with other means, and that is accepted as a quality benchmark for correct or accepted practice within a given socio-cultural setting.

Client: An individual, group, community, or organization using or receiving the professional services of a psychologist.

Competence: A combination of practical and theoretical knowledge, cognitive skills, behaviour, and values used to perform a specific behaviour or set of behaviours to a standard, in professional practice settings associated with a professional role. In some regions of the world, the term competency (pl. competencies) is used with the same meaning as the term competence (pl. competences).

Competency: Confusingly, the terms ‘competence’ and ‘competency’ (and their plurals: ‘competences’ and competencies’) are used somewhat interchangeably in the literature. However, there are important differences in terms of nuances of meaning in the way these terms are used in some areas of practice. Because of this the term ‘competence’ is preferred in this document when referring to performance in relation to some standard. That is, in relation to whether someone is deemed competent or not. ‘Competency’ can have a broader more inclusive meaning than ‘competence’. While ‘competency’ is often used, particularly in the USA, to have the same meaning, ‘competency’ is also used to refer to behavioural attributes (e.g., listening, decisiveness, attention to detail etc.) which are not related to some performance standard. Much of the use of ‘competency’ in the work and organizational psychology literature and in human resource management relates to the notion of a competency as a personal attribute. Competency models describe the desirable qualities people should have rather than the competence they have demonstrated through their performance.

Competences: Clusters of knowledge, skills, abilities, and other attributes that enable a person to act effectively and to a defined standard in a professional practice situation.

Competencies: See Competency.

Confidentiality in digital contexts: The safeguarding of client data, communications and records

in digital environments, in accordance with ethical principles and applicable legal standards, including attention to data security, privacy, access control, and the specific risks associated with digital technologies including from use of third-party platform providers.

Constructs: Explanatory variables which are not directly observable; they form the building blocks of scientific theories and models and lie at the heart of psychological explanations and interventions.

Core (competence): A competence the possession of which is critical to the overall ability of a person to practise to an acceptable professional standard. Core competences are expected to be possessed by all those who claim competence in professional practice. It should be noted that additional competences may also be required, depending upon areas of specialism and socio-cultural settings, to ensure overall competence as a practitioner.

Cultural competence: Competent professional behaviour based on awareness of, knowledge about, and understanding of the cultural influences on psychological work. These qualities are necessary to perform professional psychological services which recognize the diverse worldviews and practices of both oneself and of clients from different cultural backgrounds. Cultural competence is focused on the understanding of self and other as bearers of culture that is influenced by historical, social, economic, and political determinants and the impact of that culture on how these factors influence psychological theories, models, and practices.

Cultural humility: Cultural humility requires that psychologists strive to achieve humbleness in their interactions with clients; recognize that they are not the expert, and that they actively commit to being self-reflective and self-critiquing. Cultural humility entails the active inclusion of others' cultural worldviews to develop authentic and respectful relationships; reflection on ones thoughts, feelings and behaviour about their client's cultural worldview, and commitment to engaging in a life-long learning process towards humility and respect for others.[1]

Culture: A collectively-learned repertoire consisting of intangible (e.g., worldviews, beliefs, symbols, ideas, values, codes of behaviour) and tangible elements (e.g., artefacts, tools, language, literature), characteristic for a human society, community, or group, which helps members of that society, community, or group to communicate, understand, and interpret expressions of that society, community, or group.

Culture-specific: Describes practices, concepts, or interventions shaped by and primarily applicable within a particular cultural context, recognizing that psychological meanings, behaviors, and desired outcomes may vary and are equally valued across cultures.

Constructs: Explanatory variables which are not directly observable; they form the building

[1] The term was developed initially by Tervalon, and Murray-Garcia in 1998. The definition above includes the original term with additions. Tervalon, M. & Murray-Garcia, J. M. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.

blocks of scientific theories and models and lie at the heart of psychological explanations and interventions.

Digital communication: The use of online platforms and tools to facilitate professional interactions, including video conferencing, secure messaging and digital documentation, for communication between psychologists, clients, and relevant others in professional contexts.

Digital service delivery / Technologically mediated practice: Psychological services including assessment, intervention, development of others, consultation, and communication, where technology mediates part or all of the professional interaction between the psychologist and the client or relevant others.

Diversity: An attribute similar to heterogeneity, signifying the presence and inclusion of individuals, groups, and cultures which are different from each other, but also including respect for and appreciation of those variables which define the differences.

Evaluation: A process describing in a structured manner some aspect of the quality of an entity or procedure. Depending on the approach, the process describes the presence or level of development of specific characteristics of the entity or procedures and compares these characteristics against a pre-specified standard.

Evidence: The available body of information indicating whether a particular professional action or professional decision in a particular context for a particular use has quality and relevance.

Evidence-based: Any concept or strategy derived from or informed by evidence from research or practical experience, that supports the quality and the relevance of a particular action or decision in a particular context for a particular use.

Human rights: Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. They are articulated in the Universal Declaration of Human Rights (United Nations, 1948).

Indigenous: Refers to peoples or communities with historical continuity to pre-colonial or pre-settler societies, who identify themselves, or are recognized by others, as having distinct cultural, social, linguistic, and knowledge systems. Indigenous status is primarily based on self-identification and collective continuity within specific historical, social, and political contexts.

Indigenous psychologies: Systems of psychological knowledge and practice originating within Indigenous cultures, grounded in Indigenous worldviews, values, languages, and relational understandings of well-being. These systems may differ from dominant Western models in their assumptions, methods, and forms of intervention or healing.

Internet and mobile based psychological interventions: Psychological interventions delivered through internet-based or mobile technologies, used either to augment traditional in-person interventions or as stand-alone alternatives, and typically structured around established

psychological models and therapeutic principles.

Intervention: A deliberate and structured process usually based on a theoretical or practice- based model and having an expected outcome. The process is one in which some action is taken through which it is expected that the individual or group of individuals involved will be changed.

Knowledge, Foundational: Facts and information, which are acquired through education and experience, which form the theoretical and practical understanding of a subject. In psychology, foundational knowledge refers to knowledge about psychological concepts, constructs, methods, and their limitations, both as theory and as practice; this knowledge refers to psychology in general and not as applied to specific practice areas of psychology. (See also Knowledge, Specialized.)

Knowledge, Specialized: Facts and information, acquired through education and experience, which form the theoretical and practical understanding of a subject. In psychology, specialized knowledge builds on and expands Foundational knowledge, and refers to specific areas of psychology, such as clinical, educational, work and organizational or others (i.e., to concepts, constructs, methods which are typical of or involve specific particularities when applied in those contexts). (See also Knowledge, Foundational)

Needs analysis: An analytic process run by a psychologist in order to understand or elicit from his/her client the actual or desired needs for the psychological service to be provided. Needs analysis informs the psychological service and guides it to goals which are relevant to the client or the client's problem.

Practitioner: An individual who as a result of qualification (oftentimes there is a requirement also for registration) practises a profession. When used in the context of Psychology, a practitioner is a person who is not only qualified (and, if needed, registered), but also practises the profession in applied settings, as opposed to adopting only such roles as administration, teaching, or research.

Professionalism: The level of excellence or competence, especially with respect to ethics and values, reflected in conduct, aims, and qualities, that is characteristic and expected from a practitioner.

Psychologist: A professional practitioner who is competent to carry out assessment and intervention related to psychological and behavioural variables, in order to improve the well- being or performance of individuals, groups, communities, organizations, systems, or society.

Psychological assessment: A systematic process that uses a combination of techniques and methods (such as tests, inventories, interview, observation) in order to evaluate various psychological and behavioural characteristics (e.g., traits, capabilities) of an individual or group of individuals.

Psychological evaluation: A systematic evaluation (see also Evaluation) of constructs (see also Constructs) which are psychological in nature.

Psychological intervention: An intervention (see also Intervention) developed through psychological methods and based on psychological theories or models in order to facilitate change in an individual, group, community, organization, system, or society.

Psychological services: Professional activities provided by psychologists, based on psychological knowledge and judgement, to individuals, groups, communities, organizations, or systems. Such services may include assessment, intervention, consultation, supervision, and guidance, and may be delivered in person, digitally, or through hybrid formats.

Professional activities: Activities which are performed by a psychologist as part of his/her service to a client.

Professional behaviour: Professional conduct of a psychologist that conforms to the principles defined by a body of regulations to which psychologists are expected to abide. Professional conduct (or professional behaviour) is usually defined by professional bodies, but in some countries or regions it may be also defined by law. It refers not to activities per se, but to the underlying principles and values behind any professional activity, such as (but not exclusively related to) ethics, effective service, self-reflection, and self-development and others.

Psychological practice: The sum of professional activities undertaken by a psychologist. Psychological practice is done by a psychologist through a formal contractual relationship with clients with the psychologist acting as a service provider, and may in some countries and regions be regulated (e.g., subject to licensure or certification).

Professional psychology: An organized community of psychologists representing applied psychological best practice. These psychologists offer professional services to clients, focusing on the practical application of psychology.

Research: The systematic investigation of phenomena with the aim of increasing the body of knowledge or applying the current body of knowledge in new ways.

Skills, Basic: Learned abilities which enable a professional to carry out professional tasks with a certain minimum amount of proficiency, when applied to psychology in general. Basic skills are domain-general and refer to psychology in general and not as applied to specific practice areas of psychology. (See also Skills, Specialized.)

Skills, Specialized: Learned abilities which enable a professional to carry out professional tasks with a certain minimum amount of proficiency, when applied to own chosen area of specialization within psychology, such as clinical, educational, work and organizational, or others. Specialized skills build on basic skills, and use them in particular ways, as needed in those specific professional contexts. (See also Skills, Basic.)

Stakeholder: An individual, group, or organization that has an interest or a concern in a process or its outcome.

Technology: Tools, systems, and processes that enable, mediate, or transform professional psychological activities. This includes established digital tools as well as emergent technologies that may change how psychological services are designed, delivered, evaluated, or governed, requiring ongoing ethical and professional scrutiny.

PREAMBLE

Psychology as a profession is practised around the world within the social, cultural, educational, political, and legal context of each country. Increasingly, psychologists study, practise, consult, collaborate, and communicate across international boundaries. Such changes have resulted in many benefits for clients, for societies, and for the profession itself. These benefits include the ability to determine the applicability of psychological knowledge and techniques with diverse populations, the ability to share different approaches and strategies for addressing common problems, and the ability to identify areas of unmet need and to deploy appropriate resources to these areas. However, given the unique cultural and legal contexts in which psychologists practise around the world and the expansion of their activities beyond national boundaries, new issues and challenges have emerged and created the need to develop a coherent international professional identity for psychologists.

Professional competences play a critical role in the professional work of psychologists and the quality of services provided by them. The global professional identity of psychologists may be enhanced by identifying a broadly recognized and internationally accepted set of core competences that define appropriate professional practice. Some of these competences may be obvious and are explicitly recognized worldwide, such as the competence for being an ethical psychologist. Others may be less explicit but still equally important.

Currently there are many different models for psychology education and training and multiple models for professional regulation in different countries and regions of the world. The timing and amount of focus on discipline-specific studies can vary by many years in different educational systems, as can the academic degree required for entry into the profession. The International Declaration of Core Competences in Professional Psychology identifies a set of internationally recognized and endorsed competences that serve as the foundation for a coherent global professional identity and possibly an international recognition system for equating professional preparation systems, program accreditation, professional credentialing, and regulation of professional competence and conduct.

The core competences presented in this Declaration are those expected of all psychologists providing services to clients at the time of entry to the profession. It is recognized and acknowledged that while these core competences serve as the basis for entry to the profession, the practising psychologist is expected to maintain continuing competence as the profession changes and practice evolves. It is also acknowledged that this Declaration describes the core competences related to the professional practice of applied psychologists. Some psychologists work exclusively as scientists and academicians while others work as practitioners with a variety of client populations (including individuals, couples, families, groups, organizations, schools, etc.). This Declaration describes the internationally agreed upon core competences related to the practice of psychology with any of these client populations and is not intended to describe or apply to psychologists engaged in teaching or research.

The competences articulated in the Declaration are general and not specific. Different organizations, communities, nations, and regions are recognized and encouraged to adapt these

competences to better fit their local context. The expression, demonstration or application of a universally endorsed competence may be quite different in a specific national or cultural context. The development of local or regional translations of these competences into specific education and training requirements is encouraged. Such adaptations of these competences will likely produce variations across cultures, thus capturing the variety of expression and richness of a diverse and international professional community.

The significance of the Declaration depends on its recognition and promotion by organizations that have a mission in the practice of psychology at the international, regional, or national level. All such organizations are encouraged to explicitly endorse, adopt, and/or ratify this Declaration, to promote awareness, respect, and understanding thereof, to absorb its principles in their own documents and practices, and to translate, adapt, and expand the scope of the Declaration to their own particular contexts.

CORE COMPETENCES IN PROFESSIONAL PSYCHOLOGY

PSYCHOLOGICAL KNOWLEDGE AND SKILLS UNDERPINNING THE CORE COMPETENCES		DESCRIPTIONS
KN Possesses the necessary knowledge		
	KN1	Has the necessary foundational knowledge of psychological concepts, constructs, theories, methods, practice, and research methodology to support competence.
	KN2	Has the necessary specialised knowledge of psychological concepts, constructs, theory, methods, practice, and research methodology relating to own areas to support competence.
SK Possesses the necessary skills		
	SK1	Has the necessary basic skills to support competence in psychological practice.
	SK2	Has the necessary specialised skills to operate in own areas of psychological practice to support competence.

PROFESSIONAL BEHAVIOUR COMPETENCES		DESCRIPTIONS
PE Practices ethically		
	PE1	Applies relevant ethics codes in one's professional practice and conduct.
	PE2	Adheres to relevant laws and rules in one's professional practice and conduct.
	PE3	Resolves ethical dilemmas in one's professional practice using an appropriate approach.
AP Acts professionally		
	AP1	Follows accepted best practice in psychology.
	AP2	Maintains competence as a psychologist.
	AP3	Operates within the boundaries of one's own competence.
	AP4	Consults peers, supervisors, or other relevant sources when appropriate.
	AP5	Makes referrals to relevant others when appropriate.
	AP6	Chooses appropriate courses of action in response

			to unpredictable and complex events.
DT	**Operates effectively in digitally and technologically mediated psychological practice**		
		DT1	Demonstrates competence in the provision of psychological services (including assessment, intervention, and communication) in digital and virtual contexts.
		DT2	Adheres to relevant legal, regulatory and ethical standards (especially if working across national borders) in digital and virtual service environments, by ensuring e.g., transparent use, informed consent, confidentiality, data security including appropriate access to and use of client information, and awareness of the construction, risks and implications of digital tools including the role of algorithmic effects.
		DT3	Evaluates both outcomes and experience of use and improves the effectiveness of the psychologist's provision of digital services, by adapting to technological advances, critically evaluating and adopting up-to-date evidence-based approaches, and reflective practice.
		DT4	Critically evaluates the validity, reliability and suitability of digital tools and adapts the mode of delivery or extent of technologically mediated psychological services to ensure that they are accessible, acceptable and technologically stage-appropriate.
ER	**Relates appropriately to clients and others**		
		ER1	Establishes, maintains, and develops appropriate working relationships with clients and relevant others.
		ER2	Establishes, maintains, and develops appropriate working relationships with colleagues in psychology and other professions.
WD	**Works with diversity and demonstrates cultural competence**		
		WD1	Works with knowledge and understanding of the historical, political, social, and cultural context of clients, colleagues, and relevant others.
		WD2	Demonstrates cultural humility.
		WD3	Identifies, acknowledges, and respects diversity in relevant others.
		WD4	Recognizes the impact of one's own values,

			beliefs, and experiences on one's professional behaviour, clients, and relevant others.
		WD5	Works and communicates effectively with all forms of diversity in clients, colleagues, and relevant others.
		WD6	Is inclusive of all forms of diversity in working with clients, colleagues, and relevant others.
MC	**Demonstrates multicultural competence**		
		MC1	Responsive to the importance of languages to effectively communicate with and assess individuals from diverse cultural backgrounds.
		MC2	Adapts psychological interventions sensitively and appropriately to fit cultural norms, values, and practices specific to different ethnic or cultural groups and individuals' multiple and intersectional identities.
		MC3	In settings with indigenous populations, competence in indigenous psychologies and community engagement: Understands and integrates indigenous worldviews, culturally accepted healing practices, and cultural values alongside psychological practice; respects local customs and involves community members in the design and implementation of psychological services.
		MC4	Protects dignity and human rights of clients and relevant others, consistent with human rights principles and with awareness of the impact of historical and current imbalances of power, such as on health, wellbeing, and social relationships.
EP	**Operates as an evidence-based practitioner**		
		EP1	Adopts an evidence-based orientation to the provision of assessments, interventions, service delivery, and other psychological activities.
		EP2	Consults psychological and other relevant research to inform practice.
		EP3	Recognizes the limitations of the evidence available to inform practice.
SR	**Reflects on own work**		
		SR1	Evaluates the efficacy of one's activities and service provision.
		SR2	Reflects on and implements areas for improvement in one's practice.
		SR3	Reflects on one's own values and beliefs and the impact they may have on one's practice.

		SR4	Validates reflections with peers or supervisors, when appropriate.
DO	**Supports the development of others in the working context**		
		DO1	Designs, implements, documents, reviews and adapts professional developmental processes, collaboratively tailored to needs and the requirements of the work context.
		DO2	Applies evidence-based professional development practices and theoretical frameworks from multiple perspectives, to enhance professional competence.
		DO3	Evaluates work performance against agreed clear and stage-appropriate criteria, to foster growth and ensure competence.
		DO4	Provides timely guidance and constructive formative and summative feedback on professional development.

PROFESSIONAL ACTIVITIES COMPETENCES		DESCRIPTIONS	
SG	**Sets relevant goals**		
		SG1	Develops goals based on needs analysis.
		SG2	Aligns goals with those of clients and others.
PA	**Conducts psychological assessments and evaluations**		
		PA1	Identifies assessment or evaluation needs in individuals, groups, communities, organizations, systems, or society.
		PA2	Selects, designs, or develops assessments or evaluations, using methods appropriate for the goals and purposes of the activity.
		PA3	Delivers assessments or evaluations, including administration, scoring, interpretation, feedback, and reporting of results.
PI	**Conducts psychological interventions**		
		PI1	Plans and carries out psychological interventions with individuals, groups, communities, organizations, systems, or society.
		PI2	Designs, develops, and evaluates the potential usefulness and effectiveness of psychological

			interventions, using methods appropriate for the goals and purposes of the intervention.
		PI3	Integrates assessment and other information with psychological knowledge to guide and develop psychological interventions.
		PI4	Evaluates the usefulness and effectiveness of one's own interventions.
		PI5	Uses evaluation results to review and revise interventions as necessary.
		PI6	Provides guidance and advice to other relevant parties involved in the psychological intervention.
CO	**Communicates effectively and appropriately**		
		CO1	Communicates with diverse audiences as necessary for the effective conduct of one's professional activities.
		CO2	Provides relevant and clear feedback, reporting and guidance to clients and relevant others.
		CO3	Provides clear and objective information on psychological matters to relevant audiences.

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