



Brussels, May 2014
EFPA Standing Committee
Psychology in Education

EUROPEAN REFERENCE GUIDE

Offers of Universities in the Area of Psychology in Education

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European Reference Guide Offers of Universities in the area of Psychology in Education

This document consists of two parts.

The **first part** includes information on regulations of the profession of Psychologists in Education in order to facilitate the comprehension of education and working conditions in each country.

The **second part** is an internet based information tool on universities across Europe with special offers in the area of Psychology in education, as specialized curricula, research projects, research centers, specialized staff, and relevant related information. The data base can be downloaded by EFPA members only on www.community.efpa.eu.

This information tool has merely been created to facilitate contact across Europe among Psychologists working in education, educators of Psychologists in education, researchers in the field of Psychology in education and relevant other branches of Psychology in relation to Psychology in education. The description of issues on Psychology in education in each country has been made available by the national representatives of the EFPA Standing Committee on Psychology in Education - N.E.P.E.S-. Universities have been asked to check the provided information. Checked information by universities is marked by green coloured fields in the universities list.

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The following references, descriptions and links are provided for information only. You should not take this to mean that EFPA is making a recommendation or e.g. a recognition of curricula.

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Part 1 :

Regulations according to Qualification, Access to the Profession and Tasks of Psychologists in the European Educational System

Responsible persons have been asked by the EFPA SC Psychology in Education:

- What kind of education/training a Psychologist is expected to have in a particular country in order to be able to work as a Psychologist in education and if the access to the profession of a Psychologist in the educational system is regulated.
- If there are regulations in the particular country concerning tasks of Psychologists in the educational system.

Responses varied across the countries and thus also the level of information is different from country to country. You will find information or links to information sources about regulations for Psychologists in education in the following countries: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Liechtenstein, Malta, Netherlands, Norway, Poland, Portugal, Romania, Russia, Slovenia, Slovakia, Spain, Sweden, Switzerland, Turkey, and United Kingdom.

The Psychologists Act regulates access to carrying the title "Psychologist" in Austria
<http://www.kollmann.org/impressum/psy.htm>

"§ 1 (1) To carry the professional title "Psychologist" is entitled who either

1. has completed the study of Psychology with the master degree of Philosophy or a Master of Sciences (Mag. phil or Mag. rer. nat.),
 2. has completed the study of Psychology with a doctorate of philosophy as a first subject according to the regulation on philosophical Rigoros by the State Office for Public Instruction, education and cultural affairs and education and for Religious Affairs of the rigorously philosophical order, State Law Gazette. No. 165/1945,
 3. has completed the study of Psychology with the title "Diplom Psychologe" according to the circular of the Reich Minister for Sciences, Education and Public Instruction of 22 March 1943, Official Journal of the Reich Ministry for Sciences, Education and Public Instruction and the educational administration of the counties No 171/1943, or
 4. Can prove an in Austria recognized completion of Psychology studies at a foreign university.
- (2) Any term, suitable to pretend holding the professional designation according to paragraph 1, is prohibited. "

Specializations can be gained through additional trainings accredited by the Federal Ministry.

Specialized Psychologists are registered in a ministerial list. Currently specializations included in this ministerial list are clinical Psychology (requested in order to be allowed to do assessments and to have professional interventions reimbursed by health insurances), health Psychology and Psychotherapy <http://ipp.bmg.gv.at/>

Psychologists working for pre-schools and Psychologists working for primary/secondary schools face a different status in Austria.

E.g.

- the regulation of the Styria Provincial Government of 1 July 2002 on an organizational statute for preschools with special education and nurseries with special education State Gazette 72/2002
<http://www.ris.bka.gv.at/Ergebnis.wxe?Abfrage=Lgbl&Lgblnummer=72/2002&Bundesland=Steiermark>
and
- the Styria childcare Act, State Gazette 22/2000, i.d.F. State Gazette 58/2004
http://www.verwaltung.steiermark.at/cms/dokumente/10142375_2890483/4751640a/Kinderbetreuungsgesetz.pdf
oblige pre-schools with special education to offer support to children with special needs.

Clinical Psychologists as part of a mobile team are employed in these pre-schools on the basis of the Disability Law Gazette No. 26/2004, v LGBl No. 26/2004, last amended in Gazette No. 81/2010
http://www.verwaltung.steiermark.at/cms/dokumente/10019967_4142531/5b04bf73/Behindertengesetz.pdf

The establishment of school psychological services in each Austrian county is guaranteed by Austrian Federal law (Federal legislation including task of School Psychologists)
http://www.schulpsychologie.at/uploads/media/Schulpsychologie_in_Bundesgesetzen.pdf

School Psychologists in Austria are employed according to service regulations of the federal ministry for education, art and culture by school inspectors of Austrian counties or the town of Vienna. The work place is a school psychological counseling service of the county.

One formal requirement of the obligatory max 4 year service training of School Psychologists

- (233. Verordnung des Bundesministers für Bildung, Wissenschaft und Kultur über die Grundausbildung für den höheren schulpsychologischen Dienst)
http://www.ris.bka.gv.at/Dokumente/BgblPdf/2000_233_2/2000_233_2.pdf
- Rechtsvorschrift für Grundausbildungsv f. höheren schulpsychologischen Dienst, Fassung vom 22.03.2012
<http://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20000802>

is the completion of Psychology studies at least at diploma or master level (5 years).

Psychology studies focus on the area of educational, clinical, developmental or work and organizational Psychology.

The school psychological service training is finalized by a written and oral exam organized by the ministry of education, art and culture. Some Psychologists in education including School Psychologists in Austria have completed an additional qualification (~ 1 year) as registered clinical or health Psychologist in order to be allowed to do general assessments and to work in private practice according to the Federal Law about the exercise of the psychological profession in the health sector (Bundesgesetz vom 7. Juni 1990 über die Ausübung des psychologischen Berufes im Bereich des Gesundheitswesens <http://www.kollmann.org/impressum/psy.htm>

Legal regulation in regard to qualification, tasks and structures of services of Psychologists in education:
http://www.schulpsychologie.at/uploads/media/Schulpsychologie_in_Bundesgesetzen.pdf

Tasks of school psychological services in Austria, described by the Austrian Ministry of Education, Art and Culture:
<http://www.bmukk.gv.at/schulpsychologie-bildungsberatung>

More info

<http://www.schulpsychologie.at>

<http://www.bmukk.gv.at/schulpsychologie-bildungsberatung>

http://www.bmukk.gv.at/medienpool/19003/bildungssystem_grafik_e_2011.pdf

<http://www.bmukk.gv.at/schulstatistik>

and

Division Educational Psychology of the Professional Association of Austrian Psychologists/ Fachsektion Pädagogische Psychologie des Berufsverbandes Österreichischer Psychologinnen und Psychologen/

<http://www.boep.or.at/paedpsy/index.htm>



In order to carry the professional title of “Psychologist” in Belgium, all Psychologists need to have completed at least 5 years of Psychology studies at master level without any particular specialization. This is regulated by national law <http://www.psychologencommissie.be/reglementering>

FLEMISH speaking Community of Belgium

Most Flemish School Psychologists work in first service line for guidance of students outside schools, especially in student guidance centres (**Centra voor Leerlingenbegeleiding-CLB**). They are employed as “psycho pedagogical counselor” (psycho-pedagogisch consulent or psycho-pedagogisch werker). A CLB director is a Psychologist with at least a master degree in Psychology.

Flemish School Psychologists support students with learning or behavioral problems, reflect together with teachers and parents, help young people making study choices or with problems making learning difficult.

School Psychologists are also guiding students inside schools, a recently increasing intervention.

School Psychologists can also be found as e.g. coordinator of support in primary schools, counselors in secondary schools or as study counselor in colleges or universities. This function is sometimes combined with teaching task or task as lecturer. School Psychologists are also active in supporting organizations around schools, such as community health services or revalidation centres, where they mainly deal with questions of support for schooling. Some School Psychologists work in companies responsible for staff selection or career guidance. They can also work in private practice. They can do various activities of individual guidance (learning difficulties, study methods, study attitudes, career guidance).

Last but not least they can also work as scientific researcher. (Professional Profile of Flemish School Psychologists <http://www.schoolpsychologie-vvsp.be/profiel.doc>)

The qualification of Psychologists working in CLBs is regulated by the following laws <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13918>

Besluit van de Vlaamse regering tot vaststelling van de bekwaamheidsbewijzen en de salarisschalen van de personeelsleden van de centra voor leerlingenbegeleiding 12.December 2003 <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13476>

Besluit van de Vlaamse regering houdende de vorming van het personeel van de centra voor leerlingenbegeleiding Decr. 18-12-2009 - B.S. 30-12-2009 (continuous professional development; Psychologists working in CLB’s have the right of 10 training days per school year) <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13437>

The following laws regulate the tasks of CLB employees including Psychologists, but the laws do not regulate specifically the tasks of Psychologists <http://www.ond.vlaanderen.be/edulex/database/rlijst.asp?id=157>
<http://www.ond.vlaanderen.be/edulex/database/rlijst.asp?id=158>

Decreet betreffende de centra voor leerlingenbegeleiding 1st December 1998 <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=12274>
<http://www.ond.vlaanderen.be/clb/Documenten/CLB-medewerker/MEMORIE VAN TOELICHTING.pdf>

Besluit van de Vlaamse Regering tot vaststelling van de operationele doelstellingen van de Centra voor Leerlingenbegeleiding, 3. Juli 2009 <http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=14124>

FRENCH and GERMAN speaking Community of Belgium

Most Psychologists in the educational system of the French and German Speaking community in Belgium work in **Psycho-Medico-Social Centres (PMS)**.

Officially they are called « conseiller(ère)s psychopédagogiques » (psycho-pedagogical counselor). They need to have studied 5 years of Psychology completed by a diploma/master degree. Persons with a bachelor degree in Psychology are allowed to work in PMS Centres of the subsidized network (free catholic, provincial or communal) as « auxiliaires psychopédagogiques » (psychopedagogical assistant).

Laws regulating the functioning of PMS Centres, including the work of employed Psychologists:

<http://www.enseignement.be/index.php?page=24659>

http://www.galilex.cfwb.be/fr/leg_res_01.php?ncda=4908&referant=l02&bck_ncda=4908&bck_referant=l00

http://www.galilex.cfwb.be/fr/leg_res_01.php?ncda=8527&referant=l02&bck_ncda=8527&bck_referant=l00

A law regulating the tasks of PMS Centres, no specification for tasks of Psychologists working in PMS Centres: Décret relatif aux missions, programmes et rapport d'activités des centres P.M.S. du 14 juillet 2006
http://www.galilex.cfwb.be/document/pdf/31007_000.pdf

A law regulating continued professional development of PMS employees including Psychologists: Décret relatif à la formation en cours de carrière dans l'enseignement spécialisé, l'enseignement secondaire ordinaire et les centres psycho-médico-sociaux et à la création d'un institut de la formation en cours de carrière 11.7.2002
http://www.galilex.cfwb.be/document/pdf/26947_002.pdf

Currently the Government of the German Speaking Community of Belgium is working on a reform project to integrate PMS Centres with services for youth in the health sector and the sector of social affairs.

[For more info](#)

More information:

Belgian Federation of Psychologists <http://www.bfp-fbp.be/>

Association of Flemish School Psychologists /Vereniging Vlaamse School Psychologen VVSP

<http://www.schoolpsychologie-vvsp.be/>

French speaking Association of PMS Agents/ Association Francophones des Agents PMS

<http://www.afapms.be/>

Association of PMS Agents of the French and German Speaking Communities/ Association des Agents PMS des Communautés Française et Germanophone

<http://www.pms21.be/>



BULGARIA

In order to access the profession of Psychologists in Bulgaria, 5 years of Psychology studies at master level are required. There is **no special certificate for Psychologists in education**.

More info

Bulgarian Psychological Society <http://www.Psychology-bg.org/>

Info on national legislation governing professions and the pursuit of profession : Ms Marina Encheva, Senior Expert in Directorate "Information products and Services" - National Center for Information and Documentation/Национален център за информация и документация- <http://regprof.nacid.bg/>



There is a national law regulating the practice of Psychologists - Zakon o psihološkoj djelatnosti

http://www.poslovniforum.hr/zakoni/z_psiho.asp. Psychologists in education need a completion of 5 years of Psychology studies with a licence/diploma degree. Article 7 of this law determines that Psychologists working in the area of school Psychology need a special license provided by the Chamber.

School Psychologists are obliged, according to this law to be members of the Croatian Psychological Association, which issues or renews the license to work as a Psychologist.

The Croatian Psychology Association has developed working standards for Psychologists in primary and secondary schools <http://www.psiholoska-komora.hr/53>.

No university in Croatia offers a specialization in educational Psychology. Psychologists in education at the beginning of their career receive tutoring/ mentoring/ supervision in an obligatory form: one year of a defined program of activities, mentoring and final exam.

The law on education in primary and secondary schools, Article 20 Paragraph 4 and Article 21 Paragraph 1(Official Gazette 87/08., 86/09., 92/10. And 105/10. <http://public.mzos.hr/fgs.axd?id=17774>) by the Minister of Science, Education and Sports, allows Psychologists to be part of an expert committee determining the psychophysical condition of a student.

Art.54 of the primary school law -(ZAKON O OSNOVNOM OBRAZOVANJU I VASPITANJU http://www.djeca.rs.ba/uploaded/Zakon_o_osnovnom_obrazovanju.pdf

determines that School Psychologists have to be part of the commission established by the competent authority of the municipality for the registration of children in first primary school grade.

More info

Croatian Psychological Association <http://www.psihologija.hr>

Section School Psychology <http://www.psihologija.hr/strucnesec.asp?j=&menu=410&nasslov=Vijesti>



The New Law -put into force in 2010- requires the following qualifications in order to be able to work as an **Educational Psychologist**:

- Bachelor degree in Psychology; at least 2 years Psychology studies completed by a post graduate degree in the applied field of Educational Psychology; 1000 hours of supervised practice.
- 500 of these hours need to be done during the post graduate degree and the rest if not attained in the same way need to be done under the supervision of a licensed Psychologist.

At the University of Cyprus (Nicosia) a **Master degree in School Psychology** is a 3-year program (180 ECTS) that includes supervised clinical training. Graduates of this program will become licensed School Psychologists. The program includes a "Supervised Clinical Practicum" (60 ECTS).

The Supervised Clinical Practicum takes 1 year in order to allow the graduates – upon completion of the Programme – to register and obtain a job permit in accordance with the Cypriot Law for Professional Psychologists. The theoretical component of the Master's Program includes 10 courses (a total of 120 ECTS) from the following compulsory areas psychometrics (8 ECTS), cognitive science(8 ECTS), intelligence, development and evaluation(8 ECTS), advanced research methods (8 ECTS). A series of elective Courses (each 7.5 ECTS) need to correspond to 90 ECTS with at least one course from each area educational, developmental, cognitive Psychology. During one-year supervised clinical practicum, students are assigned to an accredited public or private Psychological Services Centre.

The Supervised clinical practicum is divided in two phases.

Phase 1 (about 600 hrs) is completed during the fifth semester, and concurrently, students may opt to attend additional courses.

Phase 2 (about 1000 hrs) is completed during the students' last semester. During phase 1, students observe the work of experienced psychologists and are familiarized with methods, tools and practices. During phase 2, students are expected to take on cases under supervision. In addition, weekly meetings are scheduled for the presentation and discussion of individual cases.

Each phase is accredited with 30 ECTS. The students' progress and entire work is supervised by professionals in the placement of the practicum. Students are additionally supervised by the coordinator of the practicum who is the instructor of the above seminars.

Graduates of the Master's Program also have the option for applying for entry to the Ph.D Programme.

The Master degree in Cognitive, Developmental, and Educational Psychology is a 2-year theoretical program that requires a Master's thesis but does not offer an option for clinical training. The programs started in 2007.

Due to the fact that this law is only recently in force there are still a lot of unregistered individuals who either have not had the chance to apply for a license, or do not have the qualifications to attain one. Only licensed Psychologists are allowed to practice. Licensed Psychologists are registered in the public list of licensed professionals, updated each 6th month. In Cyprus there is currently no regulation concerning the tasks of Psychologists in education, but the Council for Registration of Professional Psychologists (CRPP) is working on laying down the specific tasks for each applied field of Psychology including that of Education (February 2012).

More Info

Cyprus Psychologists' Association www.cypsa.org.cy

Council of Registered Professional Psychologists - Ministry of Health

Email: ministryofhealth@cytanet.com.cy

Info on national legislation governing professions and the pursuit of profession

Labour Department – Ministry of Labour and Social Insurance, National Contact Point for the Mutual Recognition of Professional Qualifications: <http://www.mlsi.gov.cy/dl>

Contact Person: Ms Marilena Pelekanou – mpelekanou@dl.mlsi.gov.cy or Mr Demetris Michaelides – dmichaelides@dl.mlsi.gov.cy



CZECH REPUBLIC

Graduate studies of Psychology in the Czech Republic are carried out by public and also private universities.

Traditionally, are study programs of psychology (five-years master study programs) offered by Charles University in Prague (Faculty of Arts and Faculty of Education – specialization for Educational psychology), Masaryk University in Brno (Faculty of Arts and Faculty of Social Sciences) and by Palacký University in Olomouc (Faculty of Arts). The study programs have usually general character but the students focus their diploma thesis (extension of at least 80 pages) on his/her future professional bearing (e.g. clinical psychology, educational psychology etc.).

Post graduate studies for Psychologists in the educational system are not compulsory. Training courses need to be accredited by the Ministry of Education. These studies are usually carried out by universities with further educational programs (e.g. the Charles university: 5-semesteral "School Psychologist" training for practitioners intending to extend their qualification and similar training carried out at Palacký university Olomouc) or by school educational facilities accredited by Ministry of Education.

Doctoral studies in Educational Psychology are possible at Charles University, Department of Educational and School Psychology, Faculty of Education and at Palacký University Olomouc- Faculty of Arts, Department of Psychology.

The profession Psychologists working in educational system are defined in the Czech legislative.

The system of educational and psychological counseling consists of: School counseling team (teacher counselor, class teacher, coordinator of prevention, School Psychologist - non compulsory, special educationalist - non compulsory, Educational and Psychological Counseling Centers (Psychologists, special educationalists, social workers), Special Education Centers (special educationalists, Psychologists, social workers). They should receive the methodical support from the side of National institute for education (Národní ústav pro vzdělávání), the Section of educational and psychological counseling.

The schools are allowed to employ a School Psychologist without obligation and to establish so called School counseling centers. The Psychologists as an employee of school is rather rare as the school doesn't receive an extra money for the Psychologists. Some of school psychologists and other school specialists are financed from the source of European projects.

The members of school counseling centers should be:

- a) Educational – career counselor (a teacher with special qualification and teaching obligation, this function is compulsory by law),
- b) Methodist of prevention (a teacher with special qualification and full teaching obligation, this function is compulsory by law),
- c) School Psychologist (no teaching obligation, qualified by a master degree of Psychology, not compulsory by law),
- d) School special educator (Special educational needs teacher with a master degree of Special Education, not compulsory by law except special schools).

School Psychologists (resp. school counseling centers) cooperate with Educational - Psychological counseling centers operated outside the schools.

Psychologist within a School counseling team:

School Psychologists work in approximately 200 – 300 basic or secondary schools in the Czech Republic at present (there are not an more exact estimate and lot of them divides their working time between two or more schools, some of them have only a part – time job). The main objective of the activities of these school staff members is usually seen in reducing the risk of the origin of educative and educational problems in children, i.e. in a primary preventive activity, and, if needed, also in providing educational and psychological care without delay. They cooperate with other professionals in a “school counseling team”, such as school counselor (a teacher with a special training), class teacher, special educationalist and prevention coordinator.

Psychologists in the Educational and Psychological Counseling Centers:

These centers are independent counseling facilities securing psychological and special educational services for the children and youth of the 3-19 years age-range, for their parents, teachers, and for educators in all nursery, primary and secondary schools.

The services are focused on psychological care, counseling, and on professional consultations in the issues of personality and educational development of children and youth.

At present the network of Counseling Centers consists of State facilities with the field of action usually in the framework of the appropriate district, of some private Counseling Centers, and church Counselling Centers. Educational and Psychological Counseling Centers provide care and counseling especially for children and youth with developmental and educative problems and with learning disorders; they secure psychological counseling in the choice of educational and professional career and in difficult life situations and periods. They participate in the prevention of the development of delinquency and problem behaviour of children and youth (they organize and

realize programmes of primary prevention of socially pathological phenomena, work with individuals at risk and with groups of pupils at risk, assist in solving the problems of truancy, bullying, experimenting with drugs, etc.). They render methodological assistance to school counselors and to other teachers in primary and secondary schools, and to teachers in nursery schools.

Psychologists in the Special Education Centers are institutions focused on optimizing the care of children and adolescents with sensory, physical, and mental handicap and of children and youth with speech defects. The Centers have been constituted since 1990, especially as attached to special nursery and primary schools for children and adolescents with sensory, physical, and mental handicap and for children with speech defects. Special Education Centers focus on the counseling activities for children and adolescents with one type of handicap from the earliest age up to the time of finishing school attendance and, as required, for the handicapped individuals of older age brackets as well. They provide services consisting in a systematic, regular, and long-term special educational work with children and with their parents. The work is based on re-education, compensation, and on other forms of special educational treatment. The Centers also render counseling services to schools and education facilities with integrated handicapped children and pupils.

From 2011, the methodical support for psychological and educational school counseling should be provided by National institute for education, the Section of educational and psychological counseling directed by the Ministry of Education, Youth and Sports of the Czech Republic.

In recent years, there have been also realized ESF projects supported school psychology and school counseling such as: SIM: Centers for integration of minorities (Five multi- professional centers focused on searching methods of integration of children from culturally different environment (ethnic minorities, Roma children, asylum seekers), VIP career (Implementation of School Psychologists in elementary and secondary schools), PROPOS (Prevention of dropouts at secondary schools. Piloting of prevention tools for dropouts in four secondary schools, implementation of School Psychologist and special educationalists).

Psychologists in educational system carry out following activities: consultations, counseling, diagnostics, methodological guidance and informational provision. Psychologists work with pupils, teachers and parents. Cooperate with specialized school counseling facilities, namely with Educational-psychological counseling centers, with health and social services, with state organizations and NGO's focused on the care of children and youth.

Diagnostics and detection

1. Diagnostics of school readiness during the school enrolment of pupils for the 1.st grade of elementary school
2. Detection of specific learning disorders
3. Diagnostics of learning and behavioral problems of pupils
4. Detection and diagnostics of gifted children
5. Screening of social climate in the class

Consultations, counseling, intervention

1. Care for integrated pupils (help with preparing individual educational plan)
2. Individual work with pupils with personal problems
3. Crisis intervention
4. Prevention of school failure
5. Career guidance
6. Work with the class or specified groups
7. Coordination of primary prevention programs
8. Support of cooperation between pupils and class teacher
9. Individual consultation with teachers and parents about educational and behavioural problems of children
10. Help with problems following from multicultural characteristics

Methodological and educational activities

1. Participation in preparation of the enrolment program for the 1.st grade of elementary school
2. Methodological help for class teachers
3. Workshops for teachers
4. Participation in school staff meeting (School Psychologists)

5. Coordination of counseling services provided within a school
6. Coordination of counseling services provided outside a school and cooperation with school counseling, social and health facilities
7. Documentation and administration
8. Provision of information

More info

Czech-Moravian Psychologists Society <http://cmps.ecn.cz/>

Ministry of Education, Youth and Sports of the Czech republic <http://www.msmt.cz>



The 16 lander of Germany are autonomous in regard to their educational system. Thus there are different regulations for Psychologists in education across the 16 lander.

BADEN-WUERTTEMBERG

School Psychologists in Freiburg have a master/ diploma degree in Psychology (5 years at least) with a focus on educational Psychology and work- and organizational Psychology.

Legal regulation of tasks of educational counseling :

School Act/ Schulgesetz, E. Ergänzung und Weiterentwicklung des Schulwesens (§§ 19-22), § 19 Bildungsberatung
<http://www.dreigliederung.de/schulfreiheit/bwschulgesetz.html>

Guidelines for educational counseling/ Richtlinien für die Bildungsberatung, Verwaltungsvorschrift vom 13. November 2000 Az.; 64-6402.0/62

<http://lehrerfortbildung-bw.de/qm/psychbildberat/psychschulberat/index.html>

BAVARIA

School Psychologists in Bavaria are as well teachers as Psychologists. School Psychologists in comprehensive schools have a qualification as teacher and a qualification as Psychologist. School Psychologists working in special schools need a double qualification as special educational needs teacher and as Psychologist.

Legal regulations of qualification and tasks of School Psychologists are included in the following laws:

- Bavarian Act on the educational system/ Bayerisches Gesetz über das Erziehungs- und Unterrichtswesen (BayEUG) in der Fassung der Bekanntmachung vom 31. Mai 2000 2230-1-1-UK
 GVBl 2000, S. 414, GVBl 2007, S. 533
http://by.juris.de/by/EUG_BY_2000_rahmen.htm
- Publication of the Bavarian Ministry for Education and Culture/Bekanntmachung des Bayerischen Staatsministeriums für Unterricht und Kultus vom 29. Oktober 2001 Nr. VI/9-S4305-6/40 922 (KWMBL. Teil I Nr. 22/2001 vom 30. November 2001)
<http://www.schulberatung.bayern.de/imperia/md/content/schulberatung/pdf/sbkmbek1.pdf>

BERLIN

- School Act for the country Berlin/Schulgesetz für das Land Berlin (Schulgesetz – SchulG) Vom 26. Januar 2004 (GVBl. S. 26) Zuletzt geändert durch den Artikel V des Gesetzes vom 11. Juli 2006 (GVBl. S. 812)
<http://www.sartre.cidsnet.de/downloads/schulgesetz.pdf>
- Law on the integration of the provincial school administration into the responsible administration of the Berlin senat/ 2230–5 Gesetz über die Eingliederung des Landesschulamtes in die für das Schulwesen zuständige Senatsverwaltung (Landesschulamts-Eingliederungsgesetz – LSAEG) Vom 19. Juli 2002
<http://beck-online.beck.de/copydoc.aspx?docid=67505459>

BRANDENBURG

- School Act in the country Brandenburg/ Gesetz über die Schulen im Land Brandenburg (Brandenburgisches Schulgesetz - BbgSchulG) vom 02.08.2002, GVBl.I/02, [Nr. 08] , S.78, zuletzt geändert durch Artikel 1 des Gesetzes vom 08. Januar 2007 (GVBl.I/07, [Nr. 01] , S. 2)
http://www.bravors.brandenburg.de/sixcms/detail.php?gsid=land_bb_bravors_01.c.47195.de
- Administrative Regulations about school psychological counseling/ Verwaltungsvorschriften über die schulpsychologische Beratung (VV- Schulpsychologische Beratung - VVpsyBer) Vom 28. März 2006
http://www.landesrecht.brandenburg.de/sixcms/detail.php?gsid=land_bb_bravors_01.c.23447.de

BREMEN

- School Act of Bremen/Bremisches Schulgesetz (BremSchulG) Vom 28. Juni 2005 (Brem.GBl. S. 260 - 223-a-5)
<http://www.bildung.bremen.de/fastmedia/13/schulgesetz.pdf>
- Publication of the modified School administration Act of Bremen/ Bekanntmachung der Neufassung des Bremischen Schulverwaltungsgesetzes http://beck-online.beck.de/default.aspx?bcid=Y-100-G-Br_140_2005_0280
- School Administration act of Bremen/ Bremisches Schulverwaltungsgesetz (BremSchVwG)
<http://www.bildung.bremen.de/fastmedia/13/schulvwgesetz.pdf>
- Regulation on the procedure of disciplinary measures in school/ Verordnung über das Verfahren beim Erlass von Ordnungsmaßnahmen in der Schule (Ordnungsmaßnahmenverordnung) Vom 12. Mai 1998 (Brem.GBl. S. 151 - 223-a-6) <http://beck-online.beck.de/?bcid=Y-100-G-BrOMassnVO>

HAMBURG

- Hamburg School Act/ Hamburger Schulgesetz (HmbSG) vom 6. 7. 2006 (letzte Änderung)
<http://www.hamburg.de/contentblob/69526/data/schulgesetz-svs.pdf>

HESSEN

- School Act of Hessen/ Hessisches Schulgesetz (Schulgesetz - HSchG -) in der Fassung vom 14. Juni 2005 (GVBl. I S. 442), zuletzt geändert durch Gesetz vom 13. Juli 2006 (GVBl. I S. 386)
<http://www.rv.hessenrecht.hessen.de/jportal/portal/t/uom/page/bshesprod.psml?doc.hl=1&doc.id=jlrschulGHE2005rahmen%3Ajuris-lr00&documentnumber=1&numberofresults=270&showdoccase=1&doc.part=R¶mfromHL=true>

MECKLENBURG-WESTERN POMERANIA

- Schulgesetz für das Land Mecklenburg-Vorpommern Vom 13. Februar 2006
http://mv.juris.de/mv/SchulG_MV_2006_rahmen.htm

LOWER SAXONY

- School Act of Niedersachsen/ Niedersächsisches Schulgesetz (NSchG)
<http://www.schure.de/nschg/nschg/nschg.htm>

NORTH RHINE-WESTPHALIA

A School Psychologist in Nordrhein-Westfalen needs a diploma/master degree in Psychology (5 years) and a college master degree accredited by administration authorities.

- School Act of / Schulgesetzes für das Land Nordrhein-Westfalen vom 13. Juni 2006 (GV. NRW. S. 270)
http://www.vbe-nrw.de/downloads/PDF%20Dokumente/Schulrechtsanderungsgesetz_2.pdf
- Law regulating tasks, career pathways, qualification and status of School Psychologists: Runderlaß Aufgaben, Laufbahn, Einstellungs Voraussetzungen und Eingruppierung von Schulpsychologinnen und Schulpsychologen
<http://schulpsychologie.nrw.de/cms/upload/dokumente/pdf/erlasssp.pdf>
- Recommendations for school psychological crisis intervention in schools - Empfehlung zur Schulpsychologischen Krisenintervention in Schulen in NRW 10. Mai 2007

http://schulpsychologie.nrw.de/cms/upload/dokumente/pdf/empfehlungen_zur_krisenintervention_nrw.pdf

RHINELAND PALATINATE

- School Act of the country of RHINELAND PALATINATE/ Landesgesetz über die Schulen in Rheinland-Pfalz
<http://www.bildungsserver.de/Rheinland-Pfalz-Schulrecht--748.html>

SAARLAND

- Law regulating school psychological services - Gesetz Nr. 812 zur Ordnung des Schulwesens im Saarland (Schulordnungsgesetz: SchoG) vom 5. Mai 1965 in der Fassung der Bekanntmachung vom 21. August 1996 (Amtsbl. S. 846, ber. 1997 S. 147), zuletzt geändert durch das Gesetz vom 22. November 2000 (Amtsbl. S. 2034) — und vom 9. Juli 2003 (Amtsbl. S. 1990) <http://vdleyen.de/files/schog.pdf>

SAXONY

- School Act of Saxonia/ Schulgesetz für den Freistaat Sachsen (SchulG) i. d. F. d. Bek. vom 16.07.2004 SächsGVBl. Jg. 2004 Bl.-Nr. 15 S. 298 Fsn-Nr.: 710-1 Fassung gültig ab:01.01.2007
<http://www.msweischlitz.de/Gesetz/Sachsen/SchulG-20040930.pdf>

SAXONY-ANHALT

- School Act of the country of Sachsen/- Anhalt/Schulgesetz des Landes Sachsen-Anhalt (SchulG LSA) n der Fassung der Bekanntmachung vom 11. August 2005 Fundstelle: GVBl. LSA 2005, S. 520
http://st.juris.de/st/SchulG_ST_2005_rahmen.htm
- Law regulating organisation and tasks of School Psychologists - Organisation und Aufgaben schulpsychologischer Beratung in Sachsen – Anhalt RdErl. des MK vom 07.07.2004 - 36.2 – 81411
<http://www.mk-intern.bildung-lsa.de/Bildung/er-schulpsychoberatung.pdf>

SCHLESWIG-HOLSTEIN

- School Act of Schleswig-Holstein/ Schulgesetz Schleswig Holstein
<http://www.gesetze-rechtsprechung.sh.juris.de/jportal/?quelle=ilink&query=SchulG+SH&psml=bssshoprod.psml&max=true>

THURINGIA

- School Act of Thüringen/ Thüringer Schulgesetz (ThürSchulG)
<http://www.thueringen.de/de/tmbwk/bildung/schulwesen/gesetze/schulgesetz/>
- Administrative Regulation of the School Act of Thüringen/ Verwaltungsvorschrift vom 13. April 1995 Auf der Grundlage des § 53 des Thüringer Schulgesetzes vom 6.8.1993 (GVBl. S. 445)

More info

Bundesverband Deutscher PsychologInnen - Federation of German Psychologists' Associations

www.bdp-verband.de - <http://www.bdp-verband.de/bdp/verband/englisch.shtml>

Section School Psychology of the Federation of German Psychologists' Associations

<http://www.bdp-schulpsychologie.de/> - <http://www.schulpsychologie.de/>

German Psychological Society <http://www.dgps.de/en/>

Baden-Wuerttemberg

<http://www.kultusportal-bw.de/servlet/PB/-s/1b3b9ew19pbrka1dgibtsqvzo0a1w0pfrl/menu/1191010/index.html?ROOT=1146607>
www.rp.baden-wuerttemberg.de/servlet/PB/menu/1205540/index.html

Bavaria

www.schulberatung.bayern.de/sp.htm
www.lbsp.de/

<http://afl.dillingen.de/projekte/schulpsychologie/zukunftskonferenz/index1.html?T=7>

Berlin

www.berlin.de/sen/bildung/hilfe_und_praevention/schulpsychologie/index.html

Brandenburg

www.schulpsychologie-brandenburg.de/

www.schulaemter.brandenburg.de/sixcms/detail.php/lbm1.c.332388.de

Bremen

www.bdp-bremen.org/aktuell/wegweiser/schulen/zentraler_dienst.html

www.lis.bremen.de/sixcms/detail.php?gsid=bremen56.c.9258.de

Hamburg

<http://www.hamburg.de/rebus/2200116/startseite-neu.html>

Hessen

www.schulpsychologie.de/adressen/hessen.htm

http://verwaltung.hessen.de/irj/HKM_Internet?rid=HKM_15/HKM_Internet/nav/0b1/0b170c89-8666-1a01-e76c-d97ccf4e69f2,347208d0-5024-a611-f3ef-ef91921321b2,22222222-2222-2222-2222-222222222222,22222222-2222-2222-2222-222222222222,11111111-2222-3333-4444-100000005003.htm&uid=0b170c89-8666-1a01-e76c-d97ccf4e69f2

Mecklenburg- Western Pomerania

www.schulpsychologie-mv.de/

<http://195.98.202.4/de/schule/schulpsychologen/>

Lower Saxony

<http://www.uni-hildesheim.de/psychologie/bln/home.htm>

www.kik-niedersachsen.de

North-Rhine Westphalia

http://www.schulpsychologie.nrw.de/cms/front_content.php?idcat=8

Rhineland-Palatine

<http://bildung-rp.de/pl/ueber-uns.html>

http://www.rlpdirekt.de/rheinland-pfalz/lebenslagen/Schulpsychologischer_Dienst

Saarland

<http://www.saarland.de/4651.htm>

Saxony

www.sn.schule.de/~Schulpsychologie/

www.sn.schule.de/~Schulpsychologie/berufsverband/

Saxony-Anhalt

www.sachsen-anhalt.de/LPSA/index.php?id=7250

Schleswig-Holstein

<http://schulpsychologie-sh.lernnetz.de/default.htm>

<http://schulpsychologen-verband-sh.lernnetz.de/default.htm>

<http://www.kiel.de/rathaus/service/leistung.php?id=8965560>

Thuringia

http://www.thueringen.de/de/tmbwk/bildung/einrichtungen/schulpsychologischer_dienst/

www.thueringen.de/de/schulaemter/rudolstadt/spd/



A **Psychologist in the Danish educational system** needs to have completed 5 years of Psychology studies at least at bachelor degree. No specialization is required. Psychologists have a study focus on one of the following areas: pedagogical, clinical, developmental, organizational Psychology.

The local employer offers continuous training for SP's by assuring peer supervision once a week (40 weeks per one school year) in the PPR's (Pedagogical Psychological Advice Centre). Supervision counts for achieving the permission to carry the title of an "authorized Psychologist".

The PPR work is defined under the Law concerning public schools:

- Lovbekendtgørelse nr. 593 af 24/06/2009
<https://www.retsinformation.dk/forms/r0710.aspx?id=133039>
- Bekendtgørelse 356 af 24/4 2006
<https://www.retsinformation.dk/Forms/R0710.aspx?id=25073>

concerning special pedagogical support to minor children and other related "bekendtgørelser" laws.

According to these laws parents and school head masters have a right to ask for pedagogical psychological advice about children having difficulties in schools. According to the law parents have a right to get special pedagogical support for their child if the psychological pedagogical advice says so. This is also the case regarding children who are below the age for school entry.

The Law doesn't define anything about who has the competences to deliver pedagogical psychological advice. It could be anyone, but the standard in Denmark today is, that PPRs employ Psychologists, special consultants and speech/hearing teachers. The task of the employees in the PPR's is to deliver advice they are asked for.

More info

Danish Psychology Association/ Dansk Psykolog Forening <http://www.danskspsykologforening.dk>

Educational Psychology Association/ Pædagogiske Psykologers Forening <http://www.skolepsykolog.dk/>



The regulation of the Ministry of Culture and Education from 1997 stated that there could be one **School Psychologist** per 600 students for the grades 1 through 12.

Most Estonian School Psychologists work in schools. No School Psychologist works in pre-schools.

In 1995 a job description for School Psychologists was issued by the National School Board describing as main activities: individual and group counseling of students, career counseling, consulting teachers and parents in reference to students' problems, and consulting administration in planning school life and development projects. Assessment was not mentioned.

Study specialization in school Psychology (curriculum of 2 years; requirement of 80 CR) is possible at the Tartu University. Further courses of School Psychology are possible at Tallinn university. There is currently no doctorate program for School Psychologists available in Estonia.

Professional standards for School Psychologists (qualification levels III, IV, V) were approved by the Estonian Qualification Center in April, 2003 (regulation 11, Health Care and Social Work Council) <http://www.koolipsyhholoogid.ee/atesteerimine/Kutsestandard.doc>

The accreditation of School Psychologists is carried out by the Union of Estonian Psychologists (the Qualification Awarding Body for school and clinical Psychologists). According to these standards, only people with at least bachelor-level education in Psychology may work in schools as Psychologists. The requirements are the following: Qualification level III: bachelor's degree in Psychology and at least 4 CR school Psychology courses. Qualification

level IV: working in a school setting or school psychological service center for at least 3 years, master's degree in Psychology or bachelor's degree in Psychology and 40 CR in-service training in school Psychology. Qualification level V: master's degree in Psychology, 20 CR in-service training in school Psychology and at least 10 years work experience and having published in a Psychology journal. Thus a School Psychologist in Estonia has whether completed the Master of Psychology curriculum in School Psychology at the Tartu University or has completed a bachelor or master's degree in science or clinical Psychology and has participated in in-service training. Potentially all Psychology students may become School Psychologists if they participate in school Psychology courses during or after their university studies and have practiced sufficiently in schools.

Necessary basic competences of School Psychologists include:

1. Core academic knowledge of Psychology (general, cognitive, developmental, social, personality, organizational, clinical, health, school Psychology, Psychology of individual differences, psychopathology).
2. Biological basis of psychic phenomena (neuroanatomy, psychopharmacology, neuropsychology, neurochemistry, genetics).
3. History of Psychology (theories and practice).
4. Methods and technique of Psychology (data collecting and assessment, constructing and using materials for assessment, experiments, surveys, using and generating the results).
5. The basics of sociology.
6. Education (general didactic, organization of education, and adult education).
7. Health care (organization, general medicine, psychiatry).
8. Ethics of school Psychology.
9. Assessment and research (interviewing, observation, testing).
10. Intervention (consultation, counseling, psychotherapies).
11. Interpersonal skills (establishing trust and rapport, listening and communication skills, motivating clients).
12. Cooperation with other specialists (developing and working in networks).

Legal regulations concerning the profession of School Psychologists can be found here:

<http://www.koolipsyhholoogid.ee/seadus/seadus.htm>

- Eesti Vabariigi Haridusseadus- Republic of Estonia law on Education Riigi Teataja I 2004,75,524
<https://www.riigiteataja.ee/ert/act.jsp?id=816786>
- Private educational institution Act Erakooliseadus Riigi Teataja I 2005,31,229
<https://www.riigiteataja.ee/ert/act.jsp?id=908848>
- Regulation of learning according to individual learning curriculum, Riigi teataja L 2004, 155, 2329,
<https://www.riigiteataja.ee/ert/act.jsp?id=824971>
- Law on preschool child institutions
<https://www.riigiteataja.ee/ert/act.jsp?id=754369>

Job description of School Psychologists- Regulation of the national school board 1977,1993 Koolipsühholoogi Tegevusjuhend, Riigi Kooliametikäskkiri Kutseadus (Professions Act) Riigi Teataja I 2003, 83, 559
<https://www.riigiteataja.ee/ert/act.jsp?id=690522>

Kutsestandard:koolipsühholoog III, IV,mV (professional standards School Psychologist)
<http://www.kusekoda.ee/default.aspx/3/content/118>

Vocational education act Riigi Teataja I 2005, 31, 229 - <https://www.riigiteataja.ee/ert/act.jsp?id=908863>

Staff Minimum for special education teachers and School Psychologists in nursery, primary schools, basic school and upper secondary school Riigi Teataja I, 2003,4,39 - <https://www.riigiteataja.ee/ert/act.jsp?id=238473>

More Info:

Union of Estonian Psychologists www.epl.org.ee

The Professional Committee in School Psychology of the Union of Estonian Psychologists, Helve Saat, Tallinn University, Dept of Psychology,Narva mnt 25,Tallinn Estonia,F: +372 6406 475

In France, the title “Psychologist” can only be carried by persons, who have completed Psychology studies at master level or who have achieved some specialized certificates

http://dcalin.fr/textoff/psychologues_1990_decret_modifie.html

This obligation has been regulated in France by several laws, e.g.:

- Loi n° 85-772 du 25 juillet 1985, article 1: «L’usage professionnel du titre de psychologue, accompagné ou non d’un qualificatif, est réservé aux titulaires d’un diplôme, certificat ou titre sanctionnant une formation universitaire fondamentale et appliquée de haut niveau en psychologie préparant à la vie professionnelle et figurant sur une liste fixée par décret en Conseil d’Etat ou aux titulaires d’un diplôme étranger reconnu équivalent aux diplômes nationaux exigés. »

<http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=79892CA1B800ED67C8E368C31AC61C64.tpdjo02v1?idArticle=LEGIARTI000021940735&cidTexte=LEGITEXT000006068917&dateTexte=20120326>

- Décret n° 90-255 du 22 mars 1990, article 1: «Ont le droit en application du I de l’article 44 de la loi du 25 juillet 1985 de faire usage professionnel du titre de psychologue en le faisant suivre, le cas échéant, d’un qualificatif les titulaire : 1 - De la licence et de la maîtrise en psychologie qui justifient, en outre, de l’obtention : Soit d’un diplôme d’études supérieures spécialisées en psychologie ;Soit d’un diplôme d’études approfondies en psychologie comportant un stage professionnel dont les modalités sont fixées par arrêté du ministre chargé de l’enseignement (...)... »

<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006075598>

According to this law, also persons with the following certificates are allowed to carry the title Psychologist

« 6° Du diplôme d'Etat de psychologie scolaire (State Diploma of School Psychology) and

9° Du diplôme d'Etat de conseiller d'orientation - psychologue. (State Diploma of a vocational counselor-Psychologist) ».

Décret n° 2005-97 du 3 février 2005 complétant le décret n° 90-255 du 22 mars 1990 fixant la liste des diplômes permettant de faire usage professionnel du titre de psychologue

<http://droit.org/jo/20050210/MENS0500048D.html>

Arrêté du 19 mai 2006 relatif aux modalités d’organisation et de validation du stage professionnel prévu par le décret n° 90-255 du 22 mars 1990 modifié fixant la liste des diplômes permettant de faire usage professionnel du titre de psychologue. <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006053903>

Also the access to the post of a “School Psychologist” has been regulated in France

http://dcalin.fr/textoff/psychologues_2002.html

There are 4 types of Psychologists working in the educational system :

1. French “School Psychologists” are working in the national primary school system. In order to access the profession, they are requested to
 - be a teacher of first grade (contest IUFM) having taught for at least 3 years in a classroom
 - have a license of Psychology
 - having participated in a one year DEPS course (Diplôme d'Etat de Psychologie Scolaire - State Degree in School Psychology) or, if and only if the department academy inspector wishes so,
 - be a teacher of first grade (contest IUFM) and having taught for at least 3 years in a classroom.
 - have a master of Psychology
 - receiving the title by working for at least one year as School Psychologist.

The DEPS course includes 700 hours training during a school year and consists in:

- academic and practical courses (300 hours): Psychology of cognitive and social learning, socio cognitive and child socio emotional development, cognitive, socio cognitive and emotional functioning in situation,
- theories and methods for assessment (psychological exam, observation in a classroom, institutional system),
- school integration, Psychology of handicapped children, Psychopathology of children,
- youths and adults, Psychology and sociology of relationship in groups and organizations, school ergonomics, chronopsychology, ethics...
- working with a School Psychologist and under his/her supervision (240 hours)
- thesis work (160 hours minimum) .

School Psychologists working at primary school level need Psychology studies in the area of pedagogical, clinical, developmental, organization and work psychology.

More than 50% of French School Psychologists have completed education of at least Master 2 in Psychology. French « School Psychologists » have a status of a civil servant in public administration and as a teacher in the educational system .

France has also regulated the tasks of School Psychologists by the Circulaire n° 90-083 du 10 avril 1990 http://dcalin.fr/textoff/psychologues_1990.html and the Note n° 95-0596 du 1er septembre 1995 http://dcalin.fr/textoff/psychologues_1995.html

2. The Vocational Counselor Psychologists (Conseiller d'orientation Psy – COP Psy) are working beside other institutions also at secondary school level and need to have completed at least 3 years of Psychology study at a licence degree. They should have followed Psychology studies in the area of pedagogical, clinical, developmental, organization and work psychology + vocational counseling. They are recruited among teachers or more generally among members of civil administration by a competitive exam. When selected, they have a two years training program (1000 hours) with a part dealing with Psychology (500 hours: cognitive, differential, developmental...) applied to situations of school and vocational orientation but also with sociology, economy, educational sciences (350 hours) and thesis preparation (140 hours). After successful training they obtain the State Degree of Vocational Counselor-Psychologist =“DECOP”. The status and mission of Vocational Counselor Psychologists is regulated by the Décret n° 2011-990 du 23 août

<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000024497437>

The tasks are also indirectly regulated by the Procédure d'orientation des élèves dans les établissements d'enseignement publics <http://eduscol.education.fr/cid47389/procedure-d-orientation-des-eleves-dans-les-etablissements-d-enseignement-publics.html>

3. Psychologists working in private practice need to have completed 5 years of Psychology studies (Master 2 Psy), no further specialization is requested.
4. Psychologists working in the catholic educational system need to have completed 5 years of Psychology studies at Master level. They are recruited by catholic schools or by a psychological service depending on a local catholic education authority. Their profession is regulated according to the French Work Code and the collective convention which has been agreed upon by professional unions and unions of employers (1985).

More info

Fédération Française des Psychologues et de Psychologie www.psychologues-psychologie.net

Association Française des Psychologues du Système de l'Éducation Nationale <http://www.afpen.fr>

Association des conseillers d'orientation-psychologues en France <http://acop.asso.fr/>

SNP - Syndicat National des Psychologues www.psychologues.org

SFP - Société Française de Psychologie www.sfpsy.org/

Association des Enseignants-Chercheurs de Psychologie des Universités <http://www.aepu.fr/>

In Finland, **all Psychologists graduate as masters of Psychology** (6 universities to education Psychologists), and they are qualified to work in all possible fields. Masters' programs are not specialized: all Psychologists have the same basic qualification. For certain specializations, i.e. Neuropsychologist or Psychotherapist, an additional training is requested.

The profession of Psychologist is a legally specified and protected healthcare occupation (see info of Finish Psychology Association <http://www.psyli.fi/inenglish#StatusofPsychologists>)

Psychology studies at master level are requested as well as a license from Valvira (National Supervisory Authority for Welfare and Health <http://www.valvira.fi/>) in order to be allowed to work as a Psychologist in Finland.

When working with clients or patients, also in schools, Psychologists in Finland are regarded as part of health care professions (see Act on health care professions <http://www.psyli.fi/files/48/psyli-english-1.pdf>).

Relevant regulations concerning the work of Psychologists in the Finish educational system are the following: 2008 Child Welfare Act

<http://www.finlex.fi/en/laki/kaannokset/2007/en20070417.pdf>

“Section 9 – Support for schooling

(1) The municipalities must see that schools are provided with Psychologist and social worker services that give sufficient support and guidance concerning schooling for pupils receiving pre-primary, basic and voluntary additional basic education and preparatory instruction within the municipality under the Basic Education Act (628/1998), and with the aim of preventing and eliminating social and psychological difficulties affecting the development of these pupils. These services must also further the development of cooperation between the school and the home.

(2) The education providers referred to in sections 7 and 8 of the Basic Education Act are responsible for providing their pupils with the services referred to in subsection 1 above.”

This law is the legal base of the work of Psychologists in Finnish schools.

According to this law Psychologists are mandatory in preschool and compulsory education in the Finish educational system.

The Regulation is rather general, specific tasks are not regulated in legislation or curricula.

1998/2003 Basic Education Act includes that School Psychologists are working in schools, municipal educational departments, in social and health sector for schools

<http://www.finlex.fi/en/laki/kaannokset/1998/en19980628.pdf>

The Basic Education Act 1998 has been partly revised many times, also in 2010 also, when more detailed regulation on pupil welfare was put into force. At the same time the core curriculum was revised in these terms and for first time Psychologists and others are mentioned.

The Basic Education Act refers to the Child Welfare Act in terms of "support for school" = School Psychologists and social workers.

More info

Finnish Psychological Association <http://www.psyli.fi>



4 years of undergraduate studies in Psychology completed by a licence (at least bachelor degree) are required in Greece in order to be allowed to work as a Psychologist. (laws 1979,1998 278/79; 1331/b/98) Greek Psychologists in education work in public special education schools, in state centers for diagnosis, assessment and support, in Community Mental Health Centres, in national or governmental offices and in private practice. There is no special licence for Psychologists in Education required in Greece. Psychological Services in Greek mainstream schools are not mandatory. A number of private schools have hired School Psychologists. The schools law 1566/85 - regarding the structure and function of primary and secondary education- appointed School Psychologists to public special education schools. Law 2817/2000 of the Ministry of Education addresses special needs education- expanding the provision of school psychological services to compulsory school and Centres of Diagnostics, assessment and support.

More info:

Association of Greek Psychologists <http://www.seps.gr>

Hellenic Psychological Society including the Division of School Psychology

<http://www.elpse.gr/> (Greek); <http://www.elpse.gr/index.php/en.html> (English)

Psychological Society of Northern Greece (PSNG) <http://www.pseve.org> (Greek);

http://www.pseve.org/index_en.asp (English)

Developmental Psychology <http://exeliktiki.elpse.gr/>



Psychologists in Hungary are trained at three universities: the Eotvos Lorand University in Budapest, the Lajos Kossuth University in Debrecen and the Janus Pannonius University in Pecs. They offer a 5-year comprehensive graduate program. The 5-year program leads to an MA degree in Psychology. Basic training is supplemented by PhD programs and by postgraduate courses in four applied areas: clinical and mental health, work and organizational Psychology, Educational Psychology and Counseling. Three institutions are responsible for the postgraduate training: the Imre Haynal University of Health Sciences, the Technical University of Budapest and the Eotvos Lorand University in Budapest.

More info

Hungarian Psychological Association <http://www.mpt.hu>

Info on national legislation governing professions and the pursuit of professions

Mr Gabor Meszaros, Educational Authority, Hungarian Equivalence and Information Centre, H-1054 Budapest, Bathory, u. 10, T: +36 1 331-7331, F: +36 1 332-1932, E: recognition@om.hu, www.professionalrecognition.hu



Info:

Psychological Society of Ireland www.psihq.ie

Division of Educational Psychology of the Psychological Society of Ireland Email: info@psihq.ie

http://www.psihq.org/MEMBERS_SIG_EDUCATIONAL.asp



ITALY

Info:

Ordine Nazionale Psicologi <http://www.psy.it/index.html>

Italian Network of Professional Psychologists Associations INPPA/AUPI <http://www.aupi.it>



LIECHTENSTEIN

The Health Act Art.

7ff <http://www.gesetze.li/Seite1.jsp?LGBL=2008030.xml&Searchstring=Gesundheitsgesetz&showLGBL=true> and the health regulation Art. 66 -68

<http://www.gesetze.li/Seite1.jsp?LGBL=2008039.xml&Searchstring=Gesundheitsverordnung&showLGBL=true> regulate the profession of Psychologists in Liechtenstein. In order to have access to this profession, a master in Psychology and a three year postgraduate training (at least 50% in a clinic, ambulatory or psychosocial institution) under supervision in the according professional field is requested <http://www.llv.li/amtstellen/llv-ag-gesundheitsberufe/llv-ag-gesundheitsberufe-psychologe.htm> There is no university in Liechtenstein to educate Psychologists.

School psychological services are also regulated, i.e. by

School Act/ Schulgesetz vom 15. Dezember 1971, Art. 75 und Art. 79 (LGBL.1972 Nr. 7) http://www.llv.li/pdf-llv-rk_vernehm1_2008_schulgesetz_beilage3.pdf and <http://www.llv.li/pdf-llv-rdr-2011553.pdf>

Regulation on school entry/ Verordnung vom 19. Januar 1999 über den Eintritt in den Kindergarten und in die Schule (LGBL. 1999 Nr. 16)

Regulation on special school measures, educational-therapeutic measures, special need education and school psychological service/ Verordnung vom 18. Dezember 2001 über die besonderen schulischen Massnahmen, die pädagogisch-therapeutischen Massnahmen, die Sonderschulung sowie den Schulpsychologischen Dienst (LGBL. 2001 Nr. 197), Version 9.4.2010 <http://www.llv.li/pdf-llv-rdr-2010083.pdf>

Tasks of the school psychological service http://www.llv.li/llv-sa-amts-geschaeft-weitere_dienste-schulpsychologischer_dienst, http://www.llv.li/pdf-llv-sa-informationsblatt_spd.pdf

More info

Berufsverband der Psychologinnen und Psychologen Liechtensteins (BPL) www.psychotherapie.li

Competent Authority in Control of Legal or Statutory Regulation

Amt für Gesundheitsdienste, Postgebäude, FL-9494 Schaan, Liechtenstein, T: 00423 236 75 64

Info on national legislation governing professions and the pursuit of professions

Mr Helmut Konrad, Head of Department for Higher Education and of the NARIC Agency, Schulamt, Department of Education, 2 Herrengasse, FL - 9490 VADUZ, T: +423-236.67.58, F: +423.2236.67.71, E: helmut.konrad@sa.llv.li <http://www.firstlink.li/eu/socrates>



Educational Psychologists in Latvia have usually 4 years of Psychology studies in the area of clinical or pedagogical Psychology. The specialized 'Master Educational Psychologist' at the Daugavpils University is still recent. Employed Psychologists in education have regular supervision and regulated access to continued professional development, organized sometimes by the professional organization www.lppapsihologi.lv. Currently there are no laws regulating the professional activities of Psychologists in education. The law of education and regulations of the Cabinet of Ministers define the code of ethics and professional standards of Psychologists.

More info

Competent Authority in Control of Legal or Statutory Regulation for School Psychologists

Ministry of Education and Science www.izm.gov.lv

Info on national legislation governing professions and the pursuit of professions

Academic Information Centre www.aic.lv

Latvia's Professional Psychology Association http://www.lppapsihologi.lv/ru/component/docman/cat_view/22-documenti



General regulations of the education and training of School Psychologists can be found here: Mokyklos psichologo bendrieji pareiginiai nuostatai http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=260357

Lithuanian School Psychologists have a bachelor and master degree in Psychology including 4 month pedagogical practice in a school or psychological organisation. School Psychologists have regulated access to continued professional development of a minimum of 5 days per year (40 hours). Specialized professional training is organized by university, high school, pedagogical psychological institutions, special centers of pedagogy and Psychology or on private initiative. There are part time as well as long time courses, e.g.

- Gestalt psychotherapy teaching program, organized by SPPC (special center of pedagogy and Psychology), duration: 210 academic hours
- Counseling risk group children and adolescents, organized by SPPC (special center of pedagogics and Psychology), duration: 204 academic hours
- Basic course of individual Psychology, duration: 2 years, 216 hours, www.adleris.lt
- Learning to work with WISC – III methods, organized by Vilnius University, 6 days course.

The Law of the Ministry of Education and Science, law Nr. ISAK-1522, from 21st July 2005/ Lietuvos Respublikos Ąvietimo ?statymas regulates the practice of Psychologists in education.

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=302313&p_query=&p_tr2=%20Educatio

More info

Lithuanian Psychological Association www.lps.vu.lt

Info on national legislation governing professions and the pursuit of professions

Lithuanian Labour Market Training Authority, Ministry of Social Security and Labour, Aguonu str. 10, LT - 03213 VILNIUS, T: +370 5 231 0369, F: +370 5 231 0620, E info@ldrmt.lt

Training of Psychologists

While an undergraduate degree in psychology had been offered by the University of Malta since the late 1970s, it was only in 1999 that the first Masters Professional Training (MPsy) was offered by the University of Malta. Previous to that date all Maltese psychologists were trained in other countries.

The Maltese Psychology currently has three specialisations, namely clinical, counselling and educational. These share several common courses. The course programme consists of a total of 120 ECTS units with equivalent weighting for taught units, practicum placement, and research.

The Course is open to applicants who are proficient in the Maltese Language and who are in possession of the following qualifications:

(a) a Bachelor degree in Psychology with at least Second Class Honours (Upper Division), or an equivalent qualification from this or another university or

(b) a Bachelor degree in Psychology or a Bachelor degree with Psychology as a main area of study, in both cases obtained with at least Category IIA or another degree in a related area obtained with at least Second Class (Honours) (Upper Division), provided that all applicants applying in terms of this paragraph would either have obtained 60 ECTS credits in Psychology, as approved by the Board, following the award of their degree, or have obtained a Higher Diploma in Psychology with at least Pass with Merit, which together with their degree are deemed to be comparable to the qualification indicated in paragraph (a).

Applicants are also required to have a minimum of 2400 hours of experience in a clinical or counselling or educational setting. This experience should normally be obtained after applicants have been awarded the Honours degree in psychology.

Access to the Profession

The law regulating the Profession of Psychology in Malta was passed in 2004. It was achieved after 10 years of pressure by the two Malta psychology organisations, namely the Malta Union of Professional Psychologists (MUPP) which has been a member of EFPA since 1993, and the Maltese Psychology Association (MPA). It was significant that in the parliamentary debates, there was a wide appreciation of the growing need for psychological services.

The law protects both the use of the title “Psychologist” as well as “the practice of the profession of psychology” (art. 3(1)).

It established the qualification of psychologist as the “Masters Degree of Psychology conferred by the University of Malta or of another qualification as the Board may deem equivalent,” plus 2 years of supervised practice. It thus fits the requirements of the EuroPsy Diploma, except that it requires 2 years rather than 1 year supervised practice.

The law also provides for the possible future determination of specialisations in psychology beyond the basic qualification: “The warrant ... shall not entitle the holder thereof to exercise the profession of psychology in such areas of specialised psychology as may be prescribed by the Minister as requiring additional qualifications and, or, training ...” (art. 3(2)).

During the parliamentary debate, some politicians argued for the establishment of the grade of ‘assistant psychologist’ because, in the absence of legislation and a shortage of fully trained psychologists, some agencies

had employed graduates in psychology. The MUPP insisted with the politicians that this would go against the aim of the law which was to ensure proper standards. The compromise was an additional function for the Board to make recommendations to the Minister on the role of “persons in possession of an honours degree ... who are working under the supervision of a registered psychologist in such agencies as may be prescribed” (5(1j)).

More info

The Department of Psychology, Faculty for Social Wellbeing, University of Malta
<http://www.um.edu.mt/socialwellbeing/psychology>

The Malta Union of Professional Psychologists (MUPP) <http://www.mupponline.com/default.asp>

The Maltese Psychology Association <http://www.mpaonline.net/>

Contact persons for this regulated profession

Malta Psychology Profession Board

Ministry of the Family and Social Solidarity

Tel: (+356) 2590 3062

Email: customercare.mfss@gov.mt

Competent Authority in Control of Legal or Statutory Regulation

Malta Psychology Profession Board

Bugeja Institute, 469, St. Joseph High Road, Sta. Venera SVR 1012

Tel. Nos: (+356) 22788271/22788363

<http://mfss.gov.mt/en/MJDF/The-Ministry/Pages/MPPB.aspx>

E-Mail: jacqueline.bugeja-douglas@gov.mt

Info on national legislation governing professions and the pursuit of professions

Malta Qualifications Recognition Information Centre – MQRIC

<http://www.ncfhe.org.mt/content/home-about-us-malta-qualifications-recognition-information-centre-mqric/5668870/>



The act of 1973 concerning the authorization of Psychologists authorizes only Clinical Psychologists to work as Psychologists in the educational system of Norway. Psychologists are trained at four universities. It is a clinical education for 6 years including also clinical practice. Having completed education a Psychologist needs to apply for an authorization by the health department to practice as a Psychologist.

In Norway the municipalities have the freedom to organize their services according to their needs. The law states that every municipality shall have a PPT (pedagogical-psychological service). It can be organized as a separate service in the municipalities, together with other services, or even be organized as a part time job for one of the teachers in one school. From 1998 the school-law does not demand any longer any special education for the employment in PPTs. Special teacher is the most common education among those working in the service. In 2007 only ~ 280 of the 2000 employees were Psychologists.

More info

Norsk Psykologforening www.psykologforeningen.no/

Norwegian Registration Authority for Health Professionals Body for authorization of Psychologists (and other health professionals) in Norway: <http://www.safh.no/>



POLAND

Info

Info on national legislation governing professions and the pursuit of professions

Biuro Uznawalności Wykształcenia i Wymiany Międzynarodowej

Bureau for Academic Recognition and International Exchange

Polish ENIC/NARIC

ul. Smolna 13

PL - 00-375 WARSZAWA

Tel. +48 22 826-74-34

Fax: +48 22 826-28-23

E-mail: biuro@buwilm.edu.pl

<http://www.buwilm.edu.pl>

POLSKIE TOWARZYSTWO PSYCHOLOGICZNE ZARZĄD GŁÓWNY <http://www.ptp.org.pl>



PORTUGAL

Info

Competent Authority in Control of Legal or Statutory Regulation - Ordem dos Psicólogos Portugueses

www.ordemdospsicologos.pt

Info on national legislation governing professions and the pursuit of professions

Mme Lúcia Mestre Ministério do Trabalho e da Solidariedade Social

Instituto do Emprego e Formação Profissional Departamento de Formação Profissional

Rua de Xabregas, n° 52, 2

P - 1949-003 LISBOA

Tel: +351-21-861 45 45 / +35 1 21 861 4100

Fax: +351-21-861 46 02

E-mail: lucia.mestre@iefp.pt

Information on accreditation of universities

<http://www.a3es.pt/pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao/ciclos-de-estudos-em-funcionamento>



ROMANIA

In Romania, a Psychologist in the educational system needs a license diploma in Psychology and a master diploma in Educational or School Psychology. The Romanian College of Psychologists is a national institution that regulates the profession of Psychologists, including the profession of "Psychologist in the field of Educational Psychology, School Psychology and Vocational Guidance". The Romanian College of Psychologists (www.copsi.ro) is a professional society which works on the basis of Law 213 that regulates the profession of Psychologists including all the specific areas of Psychology professions (Clinical, Counseling, Psychotherapy, Work Psychology, Traffic Psychology, Educational/School Psychology, Psychology of Services, etc.) having a separate committee for each branch.



A scientific degree is not required in the Russian Federation in order to work as a Psychologist in Education. Psychologists working in Education can be trained in 171 state and 175 private universities in the Russian Federation. Received diplomas can be:

- A bachelor (4 years of studies) or master degree in Psychology (4 + 2 years of studies)
- Psychology Teacher
- Clinical Psychologist/Clinical Psychologist Teacher
- Teacher of Preschool Education and Psychology
- Pedagogics and Psychology
- Special Psychology

Most Psychologists working in Education are specialized in Developmental, Educational or Clinical Psychology. They work mainly in schools or psychological medical social centres. The work of Psychologists in Education is regulated by the:

- Education law of the Russian Federation November 16, 1997 144; clauses 53, 54, 55, 56
- Provision for Practical Psychology Service of the Ministry of Education and Science of the Russian Federation (Order 636, October 22, 1999)
- Provision for Educational Establishments for Children in Need of psycho-educational and medical-social assistance (Decree 867 of the Government of the Russian Federation, July 31, 1998)

More info:

Russian Federation of Psychologists in Education <http://psyinfo.ru/>

Russian Psychological Society <http://www.rpo.sfedu.ru/> and <http://www.rpo.rsu.ru>



To work independently as a Psychologist the Master degree is required. After achieving a master degree, Psychologists are qualified to work in many areas of Psychology, including a/n Educational/School Psychology. There are some subjects that focus primary on the competencies that are needed to work as an Educational Psychologist. These are Educational Psychology 1 (7 ECTS) and Educational Psychology 2 (7 ECTS) on Bachelor degree, and Psychological Counseling in Education (6 ECTS) on Master Degree. All professionals work in Education system have to pass a national professional exam after at least 6 months of working practice under the supervision (<http://pisrs.si/Predpis.aspx?id=PRAV6698&pogled=osnovni>) before starting to work independently. The Slovenian Psychologists Association has accepted the EuroPsy regulation since June 2012. There is no legal regulation in Slovenia concerning the tasks of Psychologists in Education. But there are common professional guidelines for school counseling services in the kindergarten, primary and secondary schools and a legal regulation concerning the tasks of school counseling services.

More info

Slovenian Psychological Association (Drustvo psihologov Slovenije) www.dps.si/domov

Competent authorities for regulated professions

A ministry carries out national professional exams for accessing jobs in public institutions covered by the authority. The following ministry is the competent authority for Psychologists who would like to get employed in educational institutions as counsellors and as Psychology Teachers. Also, this is a competent authority for evaluating and recognizing educational degrees obtained abroad for the purposes of employment and professional work.

Ministry of Health, Štefanova 5, SI-1000 Ljubljana, T:+386 1 478 6001, F:+386 1 478 6058,
E: gp.mz@gov.si, <http://www.mz.gov.si/en/>

School Psychologists in Slovakia work in schools and are employed whether by schools or by counseling centres, where also other professionals work like counseling Psychologists:

CŠPP – Special educational counseling centrum

CPPPaP –Educational psychological counseling centrum

VÚDPaP – Research Institute of Child Psychology and Patho Psychology.

5 years of Psychology studies with a master degree of Psychology are requested with a focus on the area of pedagogical, clinical, developmental, organizational or School Psychology; there are forms of accredited continued education by educational centres or universities;

The professional development of School Psychologists is regulated in the so-called career system. In the career system, the School Psychologist is classified into career ranks and is given career position. Career ranks for the School Psychologist are:

novice employee,
employee working independently,
employee with first attestation,
employee with second attestation.

The Law determines that continued education can be provided by:

schools or school institutions
university
organization established by a ministry
educational organization of other central authority
the Church or Religious Society or other legal entity which has „education“ in its mission.

This Law distinguishes the following forms of continued education:

adaptive education
updating education
innovative education
speciality education
functional education
vocational education.

Credits are given for

successful passing the accredited programs of continuing education
professional competencies acquired by performing of pedagogical activities,
vocational activities or self-study
creative activities, e.g. autorship or co-authorship of approved or recommended
teaching materials including computer programs, textbooks, study materials,
methodical materials and workbooks

The competencies of school employees, acquired through continued education, self-education and performing of vocational activities, are verified by means of an attestation. Since October 2012 the Faculty of Psychology of the Paneuropean University can organize and realize Continued Education for Supervisors “Supervisors for School Psychologists in the Schools” (100 lessons, 4 modules, 35 credits) with the accreditation of the Ministry of Education.

- The Law of the Slovak National Council No. 279/1993 Collection of Laws on School Institutions
- The Regulation of the Ministry of Education of Slovakia No. 43/1996 Collection of laws on educational counseling and counseling institutions
- The concept of psychological consulting system approved by the government of the Slovakia on the 21th of March, 2007
- The Law of the National Council of Slovakia on education and instruction, adopted on the 22nd of May, 2008 (school law)
- National program for children and youth care in Slovakia in the years 2008 – 2015 (21.3.2008) Ministry of Health of the Slovakia
- The Law of the National Council of Slovakia on pedagogical and vocational employees, adopted on the 24th of June, 2009
- The concept of psychological consulting system approved by the government of Slovakia on the 21th of March, 2007

The government of Slovakia passed a resolution which defines that School Psychologists are part of the psychological consulting system. The concept of their work is specified in the Annexe No. 3 „School Psychologist“. The concept says that the School Psychologist works in schools and school institutions where he provides his psychological advice to children, legal guardians and pedagogical employees during the process of solving educational problems.

(1) The concept of School Psychologist's work is divided into the following parts: kindergartens, elementary schools, universities. For example, the part of the concept regarding elementary schools says that a School Psychologist:

works with pupils who are creative and talented. Together with their teachers, he prepares some special and differentiated teaching methods to be applied for their instruction and education.

works with pupils who have bad school marks and who do not make enough effort in studying, he proposes direct and indirect interventions into the education and instruction process and special programs for pupils' education and development and helps putting them into practice

works with pupils who have behaviour disorders. In cooperation with the class teachers, the School Psychologist takes part in designing intervention programs to change undesirable conduct of pupils and he helps implementing these programs.

helps pupils and teachers to overcome stress and to cope with emotionally difficult situations in the school environment. He tries to ensure stressless conditions for learning, teaching and working in school and suggests ways for overcoming feelings of overburdening and exhaustion

uses diagnostic method. School Psychologists help pupils and students of secondary schools to decide on their future profession and to choose an appropriate secondary school or university. He/she offers consultation and counseling services to students and their parents.

prepares for students self-study training programs, programs for development of emotional intelligence and social competencies, anti-stress programs, premarital and marital education programs, anti-drug prevention programs and other programs that help students to prepare for their professional, family, partnership and private life.

works with children who come from disadvantaged social and cultural background and prepares special development programs for them.

The Law of the National Council of Slovakia on pedagogical and vocational employees, adopted on the 24th of June, 2009 regulates that School Psychologists perform activities regarding psychological diagnostics, individual, group or large groups psychological counseling, psychotherapy, prevention and intervention care of children and pupils, with strong focus on the process of education and instruction in schools and school institutions. They also offer psychological counseling services regarding family, partnership and other social relationships. School Psychologists offer psychological counseling and consultations to legal guardians of children and to pedagogical employees working in schools or school institutions. They prepare basic material for vocational employees of counseling centres. Slovakia has prepared The Standards for School Psychologist Work with 4 dimensions:

1. normative and strategic dimension
2. educational and psychological support and treatment dimension
3. children and pupils dimension
4. self development of School Psychologist dimension.

More info

Competent authorities for regulated professions, Psychológia - zdravotnícky pracovník v kategórii iný zdravotnícky pracovník,

Psychology - Medical Worker In The Category Other Health Professional (EN)

Ministerstvo školstva SR, Stredisko na uznávanie dokladov o vzdelaní (Ministry of Education of Slovakia), Stromová 1, 813 30 Bratislava 1,T: +421 2 654 26521,F: +421 2 654 26521,E: hrabinska@uips.sk, www.minedu.sk and Ministerstvo zdravotníctva, Sekcia zdravotnej starostlivosti, Odbor vzdelávania, siete a licencií, Limbová 2, 837 52 Bratislava,T: +421 1 593 73171,F: +421 2 593 73400,E : kvetoslava.benusova@health.gov.sk, www.health.gov.sk



SPAIN

Relevant regulations for the work of Psychologists in the Spanish educational system are the following:

Career counselling http://www.investigacion-psicopedagogica.org/revista/articulos/11/espanol/Art_11_157.pdf
C.O.P.(1998) Perfiles profesionales del psicólogo. Madrid. C.O.P.

The specific nationwide legislative framework for special and compensatory education comprises the following regulations:

- The 1982 Ley de Integración Social de los Minusválidos, LISMI (Act on the Social Integration of Disabled People).
- March 6 Royal Decree 334/1985, on the regulation of special education, which develops the principles established in the LISMI.
- January 30 1986 Order, in compliance with the first final regulation of the 6 March Royal Decree 334/1985 on the organisation of special education, on the establishment of the ratio of staff/pupils within this type of education.
- Ministerio de Educación y Ciencia (1990 a) Ley Orgánica de Ordenación General del Sistema Educativo. Madrid, Servicio de Publicaciones
- Ministerio de Educación y Ciencia (1990 b) La orientación y la intervención psicopedagógica. Madrid, Servicio de Publicaciones
- Ministerio de Educación y Ciencia 1992 Orientación y tutorial. Educación secundaria ; Equipos y Departamentos de Orientación
- February 28 Royal Decree 229/1996, on the regulation of the actions directed to the compensation of inequalities in education.
- November 25 Order ECD/2974/2002 on the modification of the regulations adopted by the February 7 Order ECD/235/2002 establishing the Forum for the Educational Attention of Disabled People, its powers, organisation and rules of operation.
- Vocational Training and Qualifications Act (2002)
- July 18 Royal Decree 943/2003 regulating the conditions to make more flexible the duration of the different levels and stages of the education system for highly gifted pupils.
- December 2 Act 51/2003 on equal opportunities, non-discrimination and universal accessibility for disabled people. It complements the LISMI and uses new means to achieve an already established objective: to guarantee and acknowledge the right of disabled people to equal opportunities in all areas of economic, cultural, social and political life.
- September 6 Royal Decree 1865/2004 on the regulation of the National Council on Disability modified by November 2 Royal Decree 1468/2007 as regards Articles 2, 5, 7, 9 and 10.
- Ley Orgánica de Educación May 3 2006 LOE (Act on Education) establishing the concept of 'pupils with the specific need of educational support' which includes, among others, pupils with special educational needs, highly

gifted pupils and pupils who were incorporated late into the Spanish education system.
http://www.madrid.org/dat_capital/loe/pdf/loe_boe.pdf;
<http://www.mec.es/mecd/jsp/plantilla.jsp?id=31area=estadistica>

- Borrador del Estatuto del funcionario docente no universitario (2007) Propuesta de enmiendas relativas a la especialidad de orientación educativa y a los servicios de apoyo educativo
http://firgoa.usc.es/drupal/files/Borrador_estatuto.pdf
- Real Decreto 1834/2008 por el que se definen las condiciones de formación para el ejercicio de la docencia en la educación secundaria obligatoria, el bachillerato, la formación profesional y las enseñanzas de régimen especial y se establecen las especialidades de los cuerpos docentes de enseñanza secundaria.
<http://www.boe.es/boe/dias/2008/11/28/pdfs/A47586-47591.pdf>

The Organic Law of Education(L.O.G.S.E.) of 1990, establishing the guidance teams (General and Primary Education, de Atención Temprana and child education and special needs of disabled students), and Guidance Departments in Secondary and Adult education (L.O.C.E. article 45), the 1990 Organic Law of General Regulation of the Educational System(LOGSE art 45), the 1995 Law on Participation, Evaluation and Administration of Educational Institutions (LOPEG), the 2002 Law on the Quality of Education and the 2006 Organic Law on Education now in effect reveal a trend towards an inclusive education. The Organic Law of Education (LOE) tries to simplify the complex legislative framework, repealed the previous acts (LOGSE, LOPEG and LOCE) and was established as the basic legislation regulating the general organisation of the non-university levels of the Spanish education system. This law draws on the equity principle, in order to guarantee educational inclusion. Therefore, regulations are based on and supported by the concepts: equity in education, inclusion and attention to diversity.

A series of actions and decisions that require specialised staff to support and complement the teachers' task is necessary for the identification of specific educational needs, as well as the decisions regarding schooling and the intervention with these pupils.

Therefore, the following services have been set up:

- Early Care Teams (EAT) help pre-primary education pupils, in particular those with special educational needs or at a socio-cultural disadvantage. Their aim is the early detection of difficulties and the development of an educational response to keep these difficulties at a minimum through the early stimulation, the provision of specific or adapted resources and the counselling and support provided to the families.
- Sector Teams, known as Educational and Psychopedagogical Counselling Teams (EOEP), not only carry out a diagnostic function, but also give advice to educational institutions on the most suitable measures to cater for pupils' educational needs. Within the sector under their responsibility, the guidance teams carry out functions such as the psycho-pedagogical assessment and preparation of the schooling report for those pupils who require it; the cooperation and collaboration with other institutions; and the drawing up and dissemination of psycho-pedagogical materials as well as any useful guidance experience. The sector guidance teams generally include psycho-pedagogues, Psychologists or pedagogues and social workers.
- Specific Teams (EE) give assistance to pupils with special educational needs, carry out tasks related to the assessment of needs, the implementation of organisational and curricular measures addressed at attention to diversity, the monitoring of the teaching-learning process or the support to teachers and families, as well as the specific advice on educational resources or measures. The education authorities of the Autonomous Communities must provide public institutions with human and material resources necessary to compensate for the situation of pupils who have particular difficulties achieving the objectives of compulsory education. Likewise, most Autonomous Communities have set up specialised teams in guidance and educational care to respond specifically to the needs of pupils with specific disabilities.

Counseling Teams have a multidisciplinary and very similar composition nationwide. They normally include Psychologists, pedagogues, speech therapists and social workers. Over the last years, Counseling Units have been set up, either to work together with the teams or to replace them. These units are services internal to pre-primary and primary education institutions and consist of teachers specialized in Educational Guidance (Psychology and

Pedagogy). They are responsible for the drawing up, development and assessment of the school's attention to diversity plan; the identification and prevention of learning difficulties; the implementation of psycho-pedagogical assessments and the proposal of different types of educational provision for the pupils. In general, priority is given to diagnosis and intervention as well as to counseling teacher and cooperation in school plans.

Counseling Departments are the most widespread counseling services in secondary education, although certain Autonomous Communities prefer single services based on the figure of the school counselor. As regards attention to diversity they are mainly responsible for the prevention, diagnosis, treatment and monitoring of specific needs that demand educational support, teacher counseling, the development of psycho-pedagogical assessments and the drawing up of the schooling report for the pupils who require one.

The most significant guidance roles refer to the integration of the pupil into the group of classmates, the adaptation to school, the prevention of learning difficulties and the academic and professional guidance. In order to carry out their duties, class teachers have the support of a school counselor. Regarding the second level, and as far as schools are concerned, the school counselor, who is part of a guidance team or department, supports schools in the drawing up, the development, the assessment and the revision of the educational project. They also support schools in the personalized attention to pupils; the psycho-pedagogical assessment for the identification of learning difficulties; the adoption of measures for attention to diversity and curricular adjustment; and activities aimed at promoting cooperation between schools and families..

Each of the 19 regions in Spain have autonomous regulations in their educational system. Over the last few years the Autonomous Communities have proceeded to regulate and adapt the organisation of special education within their territories by means of the enactment of decrees, orders and resolutions that are complementary to general legislation.

One example given is CATALONIA

As well as teachers in secondary education as psycho-pedagogues as educational Psychologists can access the job of an "Educational Counselor- Orientador Educativo" in the Spanish school system. In 2005/2006 educational policy changed the functions of the specialist in guidance. Teachers specialized in "Psychology and pedagogy" were requested to dedicate 50% of their work time to teaching common and flexible parts of the curriculum and 50% to support students with special educational needs and to provide technical support for teachers.

In 2009/2010, as a result of the implementation of the Royal Decree 1834/2008 (Real Decreto 1834/2008 <http://www.boe.es/boe/dias/2008/11/28/pdfs/A47586-47591.pdf>) , laying down the conditions for teaching in secondary education (secondary school, vocational training, special educational needs), specialists in secondary education were redefined: the specialty of "Psychology and Pedagogy" was named "Educational Counselor" ("orientador educativo"); teaching tasks and other specific tasks of counselors were defined. In Annex III of this law, the work of the educational counselor has not been assigned to any subject of the secondary education. More specifically, the Article 3.4 of the decree reads: "Officials of the team of professors and secondary school teachers in secondary education with the specialty 'educational guidance' must carry out guidance tasks and also can teach in application of what is said in the Article 5". Article 5 reads: "Allocation of elective subjects and modules required for initial professional qualification programs". Obviously, elective subjects of the specialty are study techniques, health education, counseling, school and career guidance, social skills, etc.

Thus the instructions 2009/2010 defining the tasks of the specialist in educational orientation read instead of "... teaching in the common and elective curriculum ..." as "... prioritize teaching students with difficulties in order to achieve basic skills...". Since the post of "psycho-pedagogues" has been introduced to the educational system, teaching tasks are part of the job of specialists in guidance, e.g. a legal text reads "Likewise, on the basis of service needs and availability of teaching staff, the management of every center can attribute to teachers subjects, modules or credits different than those assigned to their specialty, always verifying that the teacher has the qualifications, training or sufficient teaching experience (having taught a minimum of two or more academic

courses the academic curricula appropriate in this case, and always counting on the acceptance by the interested) to provide the teaching that they want to assign him/her.”

More Info

Colegio Oficial de Psicólogos <http://www.cop.es>

<http://www.cop-alava.org>

<http://www.cop.es/colegiados/M-02744/#DEFINICI%C3%93N>

<http://www.cop.es/perfiles/contenido/educativa.htm>

Legislation on Psychologists in health: [http:// www.congreso.es/public_oficiales/L9/](http://www.congreso.es/public_oficiales/L9/);

law: <http://www.infocoponline.es/pdf/enmiendadefinitiva.pdf>

Competent authorities for regulated professions

Ministerio de Educación y Ciencia (Subdirección General de Títulos, Convalidaciones y homologaciones), Paseo del Prado nº 28, 28071 MADRID,T : +34 902 21 85 00,F: +34 91 506 57 06,E: informacion@mepsyd.es

Info on national legislation governing professions and the pursuit of professions

Mrs Josefa Meseguer, Ministerio de Educación, Política Social y Deporte, Subdirección General de Títulos, Convalidaciones y Homologaciones, Consejería Técnica de Títulos de la UE, Paseo del Prado, 28, 28014 MADRID,T: + 34 91 506 56 36,F: + 34 91 506 57 06,E: josefa.meseguer@mepsyd.es, <http://www.mepsyd.es>



In Sweden, the title “Psychologist” is protected by law and may only be used by a person who is licensed or is undergoing the prescribed practical internship. The Psychology program in Sweden is based on broad experimental science. Specialists courses school Psychology:

<http://www.psykologforbundet.se/Utbildning/Specialistutbildning1/Kurskatalog%20Gteborg/Handledning%20och%20konsultation%20p%C3%A5%20dynamisk%20grund%20f%C3%B6r%20skolpsykologer.pdf>

The first-cycle program (Masters degree) takes 5 years of fulltime study and 300 credits. The Psychology program is a professional education and training program with a fixed study path. The dominant study field is Psychology, but it also includes elements from pedagogics and sociology. After the completion of Psychology studies with a Master of Science in Psychology degree, twelve months of practical internship in Psychology work (PTP) under the supervision of an experienced Psychologist is required before it is possible to apply for a Psychologist license from the National Board of Health and Welfare

<http://www.socialstyrelsen.se/applicationforswedishlicencetopractiseeea/Psychologist> .

The internship has to involve 1/3 of treatment, 1/3 of assessment and 1/3 of organisational work. The Psychology program qualifies the individual to participate in a third-cycle study program. The Psychologist can specialize in work and organizational Psychology, clinical and health Psychology, developmental Psychology or educational Psychology. Many Psychologists continue their education and complete their studies with a degree in psychotherapy. In order to work as an educational Psychologist, no specialization is required. SP have regulated access to CPD, which is organized by the IHPU (Institute of higher psychological education

<http://www.ihpu.se/www/>).

The Education Act is one of Sweden's most extensive laws, covering all education from pre-school to adult education. It has not been modernised since 1985. The amendments proposed by the Government in the new Education Act aim to reflect the conditions existing in the modern schools of today. The current Education Act of 1985 has become out of date and does not reflect actual conditions in the school sector, above all as regards the position of independent schools. The legislation has accordingly undergone a comprehensive review aimed at drawing up a new and modern law that better reflects the conditions in the school sector.

The new Act is also better adapted to a management by objectives approach in the school system and to the current division of responsibilities between central and local government.

The new School Law -proposal of government at

<http://www.regeringen.se/content/1/c6/14/23/68/25bd4959.pdf>;<http://www.regeringen.se/content/1/c6/14/23/68/7d552419.pdf>; <http://www.regeringen.se/content/1/c6/14/23/68/cdb6760d.pdf>

has a clear and simple structure with rules that as far as possible are common to all types of schools and bodies responsible for schools. The new Education Act also means that regulations currently in different Acts and Ordinances are collected in one place. More uniform and coherent regulation also aims to make the Act easier to apply. The municipalities were commissioned by the government to combine school health service, student welfare and the field of remedial teaching in order to establish a new section, the department of students' health.

The School Psychologist is as of 2011-07-01 mandatory in Swedish schools. The consolidated legislation of the new Education Act is to provide a foundation for knowledge, choice and security in all forms of education and other activities covered by the Education Act.

For more info

Sveriges Psykologförbund <http://www.psykologforbundet.se>

The Swedish National Committee for Psychological Sciences: <http://sncfp.Psychology.su.se/eng/>

The National Board of Health and Welfare/Socialstyrelsen (for accreditation of professional Psychologists):
<http://www.socialstyrelsen.se/English>



In order to work as a Psychologist in the Swiss educational system a Psychologist needs to have completed studies (Lizenziat or Master) with the major Psychology at a university in Switzerland or abroad or a diploma at the Hochschule für Angewandte Psychologie (HAP). Furthermore the studies' internships have to be done in the field of child- or youth Psychology. There is no specialized title „School Psychologist“ or „Educational Psychologist“ in Switzerland, but well a specialized certificate of

- Professional Psychologist for career development and human resources/ Fachpsychologin für Laufbahn- und Personalpsychologie FSP/ psychologue spécialiste en développement de carrière et en ressources humaines FSP/ Psicologo/Psicologa specialista nello sviluppo della carriera e in risorse umane FSP and
- Professional Psychologist for child and adolescent Psychology/ Fachpsychologin für Kinder und Jugendpsychologie

Swiss Psychologists working in education carry frequently those titles, which request postgraduate studies of 3-4 years in the according area.

There is a special Swiss certificate (kind of mixture between a Psychologist in education and a professional career counselor) :the professional, academic and career counselor

[http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=de,](http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=de)

[http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=fr,](http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=fr)

<http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=it>

This counselor supports young people and adults in their career and study choices as well as in designing their professional careers through information and individual counseling. Professional, academic and career counselors have a specialized education recognized by the Federal State (Vocational Education Act, Article 50).
<http://www.admin.ch/ch/f/rs/4/412.10.fr.pdf> Recognized qualifications are

- «Master of Advanced Studies in Psychology of Career Counseling and Human Resources Management MASP-CC&HRM by the University of Bern and Fribourg»
- «Diploma of Advanced Studies in Psychology of Career Counseling and Human Resources Management DASP-CC&HRM by the University of Fribourg»
- «Master of Science in Psychology with a major in counselling and guidance» of the University Lausanne
- «Master of Advanced Studies ZFH in professional, academic and career counseling» of the University for Applied Sciences Zürich

Validation of prior learning

The Vocational Education Act offers adults the opportunity to obtain a degree without formal education if they can prove that they have the necessary competences. Admitted to the procedure for professional, academic and career counselors and consultants are people who have a diploma in tertiary education A (or an equivalent diploma) and who can prove professional experience of at least five years of, including three in the field of professional -, study and career guidance.

<http://www.sdbb.ch/dyn/2446.asp> F

<http://www.sdbb.ch/dyn/2046.asp> D

<http://www.sdbb.ch/dyn/2246.asp> IT

Educational basis

The OFFT (L'Office fédéral de la formation professionnelle et de la technologie <http://www.bbt.admin.ch/>) has developed a profile of qualifications and conditions for success in collaboration with partners in vocational education in the field of career guidance.

The qualification profile includes a profile of the profession, operational competences and the level of requirements

http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=fr&download=NHZlpZeg7t,lnp6lONTU042l2Z6ln1ae2lZn4Z2qZpnO2YUq2Z6gpJCDeYB,fGym162epYbg2c_JjKbNoKSn6A--

The conditions for success indicate how the competences should be assessed.

http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=fr&download=NHZlpZeg7t,lnp6lONTU042l2Z6ln1ae2lZn4Z2qZpnO2YUq2Z6gpJCDeYB,e2ym162epYbg2c_JjKbNoKSn6A--

Working Group "qualification of professional, academic and career counselors "

The OFFT called for experts in the field of professional, educational and career guidance for the implementation of legal bases. The composition and duties of the commission are determined in writing.

http://www.bbt.admin.ch/themen/berufsbildung/00106/01242/index.html?lang=fr&download=NHZlpZeg7t,lnp6lONTU042l2Z6ln1ae2lZn4Z2qZpnO2YUq2Z6gpJCDeYB,fWym162epYbg2c_JjKbNoKSn6A--

Contact: berufsbildung@bbt.admin.ch

The Educational Psychological Service has no legal basis at federal level and is therefore, in most of the 20 cantons and 6 half cantons, regulated through cantonal laws and ordinances.

AARGAU

School Law <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Schulgesetz.pdf>

Decree about school services <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Dekret-ueber-die-Schuldienste.pdf>

Regulation on the inclusive education of children and young people with disabilities, on special education and special education and support measures (V special education)/Verordnung über die integrative Schulung von Kindern und Jugendlichen mit Behinderungen, die Sonderschulung sowie die besonderen Förder- und Stützmassnahmen (V Sonderschulung)

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung-Sonderschulung-.pdf>

Regulation on school services

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung-ueber-die-Schuldienste.pdf>

APPENZEL INNERRHODEN

School Psychological Services <http://www.ai.ch/de/bildung/beratungsdienstred/schulpsychdienstpass/>

Decision of Provincial School Commission on School Law 2005/Landesschulkommissionsbeschluss zum Schulgesetz 2005 <http://www.ai.ch/dl.php/de/4efddc3b6ae06/411.012.pdf>

School Law/Schulgesetz (SchG) 25. April 2004 <http://www.ai.ch/dl.php/de/4d2041806855c/411.000.pdf>

APPENZEL AUSSERRHODEN

Centre for School Psychology and Therapy Services/ Zentrum für Schulpsychologie und Therapeutische Dienste (ZEPT) <http://www.ar.ch/departemente/departement-bildung/amt-fuer-volksschule-und-sport/zentrum-fuer-schulpsychologie-und-therapeutische-dienste-zept/>

School and Education Law/Gesetz über Schule und Bildung (Schulgesetz) 24.09.2000 (Stand 01.08.2009) <http://www.bgs.ar.ch/frontend/versions/333>

Regulation concerning the school and education law/Verordnung zum Gesetz über Schule und Bildung (Schulverordnung) 26.03.2001 <http://www.bgs.ar.ch/frontend/versions/332>

Regulation of special education offers in communities/Verordnung zu den Förderangeboten in den Gemeinden <http://www.bgs.ar.ch/frontend/versions/326>

BERN

Compulsory Education act of the canton Bern/Volksschulgesetz des Kantons Bern

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Volksschulgesetz-des-Kantons-Bern.doc>

Regulation on educational counseling/ Verordnung über die Erziehungsberatung

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/EBV.pdf>

BASEL LANDSCHAFT

Education Act canton Basel Landscape/ Bildungsgesetz Kanton Basel-Landschaft 6. Juni 2002

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/BL-Gesetz .pdf>

Regulation on the school psychological service/ Verordnung über den Schulpsychologischen Dienst 22. April 2008

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/BL-Verordnung.pdf>

BASEL STADT

<http://www.ed-bs.ch/bildung/paedagogische-dienste/schulpsychologischer-dienst>

FRIBOURG/Freiburg

The Institute for Special Educational Needs also offers school psychological counseling <http://www.unifr.ch/spedu/> ; <http://www.unifr.ch/rectorat/reglements/pdf/44220.pdf>

Cantonal School Services on Tasks and Structures of School Psychology

http://www.fr.ch/sesam/files/doc1/sas_document_commun_de.doc

GENÈVE/Genf

Since September 2001, the profession of Psychologist is part of the list of professions governed by the Geneva Health Act (Act 05 K3). This means that since then the practice of Psychology in the field of health is protected. Now, Psychologists practicing in the area of health in the canton of Geneva must be in possession of a legal permission to practice. Psychologists that are subject to this law practice are:

- Art. 61 Psychologists specializing in psychotherapy
- Art. 61A Psychologists specializing in Clinical Psychology
- Art. 61B Psychologists specializing in neuroPsychology

There are different rights to practice:

- The right to practice as employee

The Psychologist works under supervision of a Psychologist who has the right to practice independently in private practice or in institutions. The Psychologist for the benefit of this right to practice is considered as being in training. The duration of this right to practice as employed Psychologist in training is limited to 5 years. Interruptions will be considered.

- The right to independent practice

The Psychologist having the right to practice in private practice works on his own responsibility. The Psychologist for the benefit of this practice is considered to be educated and trained.

To obtain the right to practice an application for a license to practice Psychology has to be introduced at the Department of Economy and Health, Directorate General for Health (DGS), Unit Rights of Practice. The application is reviewed by the Advisory Committee for the Right to Practice in Psychology, appointed by the Council of State, which gives notice. It is the cantonal medical doctor who decides to deliver or not the right to practice. There is a single register of Psychologists, but the law mentions three specializations:

Psychotherapy

Clinical Psychology

NeuroPsychology

There is the possibility to register for 1, 2 or 3 specializations if the applicant meets the criteria.

Additional information

- A specialist title of Psychologist-psychotherapist, obtained from the FSP, provides ipso facto the right to private practice for psychotherapy in Geneva.
- Other titles of specialization of the FSP are also recognized (e.g. Psychologue spécialiste en psychologie de l'enfance et de l'adolescence FSP, Psychologue spécialiste en développement de carrière et en ressources

humaines FSP.). The title of specialization FSP certifies the competence to exercise in private practice in the specific area of expertise. It certifies a completed post-graduate training. Legally protected, FSP specialized titles are a kind of quality label to the public. From a legal perspective, a specialist title is not a pre-condition to exercise professional activities in private practice.

- A right to practice obtained in a Swiss Canton is recognized in other Swiss cantons.
- Persons not meeting the criteria of the law to practice Psychology may apply for registration in the register of complementary practices (e.g., non-Psychologist psychotherapist, and non-physician therapist, art therapist not Psychologists, etc.).

More information on the right to practice as Psychologist at <http://ge.ch/dares/unite-droits-pratique/accueil.html>

Psychologues au cycle d'orientation / Psychologists in career counseling

By constant presence in every setting of career counseling, the Psychologist of the medical-educational office is available to students, their parents and teachers. An adolescent might have developmental problems or psychological problems: adaptation problems to academic learning, sleep and food disorders, personality problems, aggression, passivity, sadness, fears, difficulties in socializing, etc..During confidential consultations, the Psychologist evaluates the potential and difficulties of the adolescent, gives advice and guidance and proposes preventive or therapeutic intervention. Psychological support is to ensure the adolescent a better mental balance and to mobilize personal resources in order to enable a better investment in academic learning and harmonious development.

Par sa présence constante dans chaque établissement du Cycle d'orientation, le ou la psychologue de l'Office médico-pédagogique est à disposition des élèves de leurs parents et des enseignants.

Un-e adolescent-e peut avoir des problèmes de développement ou des difficultés d'ordre psychologique: difficultés d'adaptation ou d'apprentissages scolaires, troubles du sommeil et de l'alimentation, problèmes de caractère, agressivité, passivité, tristesse, craintes et peurs, difficultés de socialisation, etc.

Lors des consultations confidentielles, le ou la psychologue évalue les potentialités et les difficultés de l'adolescent-e, donne un avis, des conseils et il-elle propose des mesures préventives ou une intervention thérapeutique.

Une aide psychologique vise à assurer à l'adolescent-e un meilleur équilibre psychique et à mobiliser ses ressources personnelles, afin de permettre un meilleur investissement des apprentissages scolaires et un développement harmonieux.

Department of public education/ DIP département de l'instruction publique <http://www.ge.ch/dip/welcome.asp>

Medical-Educational Office/ OMP Office Médico-Pédagogique <http://www.ge.ch/omp/>; psychologues au cycle d'orientation http://www.ge.ch/sante_enfants_jeunes/psychologues_co.asp

Loi (9865) sur l'intégration des enfants et des jeunes à besoins éducatifs particuliers ou handicapés C 112 LIJBEP /2008 http://www.ge.ch/legislation/rsg/f/s/rsg_C1_12.html ;

<http://www.ge.ch/grandconseil/data/loisvotee/L09865.pdf>

Loi (10176) modifiant la loi sur l'instruction publique (C 1 10) (Un cycle d'orientation exigeant et formateur pour tous) (Contreprojet à l'IN 134) <http://www.ge.ch/grandconseil/data/loisvotee/L10176.pdf>

GLARUS

Regulation on the organisation of the governmental council and administration 2006/Verordnung über die Organisation des Regierungsrates und der Verwaltung 2006

http://gs.gl.ch/pdf/ii/gs_II_a_3_3.pdf#search=%22psychologischer%20Dienst%22

Regulation on compulsory school/ Verordnung über die Volksschule 23. December 2009

http://gs.gl.ch/pdf/iv/gs_iv_b_31_1.pdf

GRAUBÜNDEN

Regulation on School Psychological Service in canton Graubünden/ Verordnung über den Schulpsychologischen Dienst im Kanton Graubünden

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung.doc>

JURA

School and Career Counseling and school Psychology/ Orientation scolaire et professionnelle et psychologie scolaire (COSP) <http://www.jura.ch/DFCS/Orientation-scolaire-et-professionnelle-et-psychologie-scolaire-COSP.html>

Decree on the organisation of the government and the administration of the canton/Décret d'organisation du Gouvernement et de l'administration cantonale du 25 octobre 1990

<http://www.jura.ch/Htdocs/Files/Departements/DEE/PCH/pdf/PDFDOGA25102009172111.pdf>

LUZERN

Regulation about special needs education/ Verordnung über die Sonderschulung, 11. Dezember 2007, Nr. 409 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung-%C3%BCber-die-Sonderschulung.pdf>

Regulation about school services/ Verordnung über die Schuldienste Nr. 408, 21. Dezember 1999 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung-%C3%BCber-die-Schuldienste-Ergaenzungen.pdf>

NEUCHÂTEL

Cantonal office for school and career counseling/ Office cantonal de l'orientation scolaire et professionnelle <http://www.ne.ch/neat/site/jsp/rubrique/rubrique.jsp?StyleType=bleu&DocId=43941>

Counseling for students aged 5-15 years/ Orientation pour les élèves de 5- 15 ans <http://www.ne.ch/neat/site/jsp/rubrique/rubrique.jsp?StyleType=bleu&DocId=14851>

Counseling for young people aged 16-20 years/ Orientation pour les jeunes de 16-20 ans <http://www.ne.ch/neat/site/jsp/rubrique/rubrique.jsp?StyleType=bleu&DocId=14766>

Counseling for adults/ Orientation pour les adultes : <http://www.ne.ch/neat/site/jsp/rubrique/rubrique.jsp?StyleType=bleu&DocId=14767> Guidance and prevention Centre for school staff/ Centre d'accompagnement et de prévention pour les professionnels des établissements scolaires <http://www.cappes.ch>

NIDWALDEN

Law of compulsory school/ Gesetz über die Volksschule (Volksschulgesetz, VSG), 17. April 2002 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/NW-Schulgesetz-312.1.pdf>

Executive Regulation concerning the law of compulsory school/ Vollzugsverordnung zum Gesetz über die Volksschule (Volksschulverordnung, VSV) 1. Juli 2003 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/NW-Verordnung-312.11.pdf>

OBWALDEN

Education Act of the canton Obwalden/ Bildungsgesetz des Kantons Obwalden 1.8.2006 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SPD-Bildungsgesetz.pdf>

Executive Regulations/ Ausführungsbestimmungen <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SPD-Ausf%C3%BChrungsbestimmungen.pdf>

School Psychological Service of the canton Obwalden/ Schulpsychologischer Dienst des Kantons Obwalden <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SPD-Auftrag-Angebot.pdf>

ST. GALLEN

Compulsory School Act/ 213.1 Volksschulgesetz, 13. Januar 1983 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SG-Gesetz.pdf>

Regulation of teaching in compulsory school/ 213.12 Verordnung über den Volksschulunterricht, 11. Juni 1996 <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SG-Verordnung.pdf>

Mandate of the School Psychology Service of the Canton of St. Gallen's by the Education Department /Leistungsauftrag des Erziehungsdepartements für den Schulpsychologischen Dienst des Kantons St. Gallens als Abklärungsstelle, 19.9.2007

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SG-Leistungsauftrag-Kanton1.pdf>

Statutes of the school psychological service St. Gallen/Statuten des Schulpsychologischen Dienstes St. Gallen, 26.6.1998

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SG-StatutenSPD.pdf>

School Psychological Service/Schulpsychologischer Dienst St. Gallen <http://www.schulpsychologie-sg.ch/>

SCHAFFHAUSEN

Model/Leitbild <http://www.sh.ch/Leitbild.1174.0.html>

crisis intervention/,Krisenintervention

<http://www.sh.ch/Kriseninterventionsgruppe->

[KIG.800.0.html?&no_cache=1&sword_list\[0\]=schulpsychologischer&sword_list\[1\]=dienst](http://www.sh.ch/Kriseninterventionsgruppe-KIG.800.0.html?&no_cache=1&sword_list[0]=schulpsychologischer&sword_list[1]=dienst)

SOLOTHURN

Compusory School Act/413.111 Volksschulgesetz 14.9.1969 http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SO_Volksschulgesetz.pdf,

Regulation of the school psychological service/413.151Verordnung über den schulpsychologischen Dienst Vom 12. September 1980 http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SO_Verordnung.pdf,

Modification of the regulation of the school psychological service/ Änderung der Verordnung über den schulpsychologischen Dienst RRB Nr. 2006/1787 vom 26. September 2006

http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/SO_Verordnung_Aenderung.pdf

TESSIN

Law proposal for the establishment of a school psychological service/ PROPOSTA DI LEGGE d'iniziativa del deputato DI STANISLAO Istituzione del servizio di psicologia scolastica Presentata il 20 ottobre 2009 <http://parlamento.openpolis.it/atto/documento/id/37167>

Guidelines on the recognition of clinical practice in the view of obtaining the permission to work as PSYCHOLOGIST AND PSICOTERAPEUT/ DIRETTIVE CONCERNENTI LE CONDIZIONI PER IL RICONOSCIMENTO DELLA PRATICA CLINICA IN VISTA DELL'OTTENIMENTO DEL PERMESSO D'ESERCIZIO DELLE PROFESSIONI DI PSICOLOGO E PSICOTERAPEUTA http://www4.ti.ch/fileadmin/DSS/DSP/US/PDF/LiberoEsOpSan/1_direttive_psic_psicot.pdf

School Act/ Legge della scuola del 2 ottobre 1996, della Repubblica e Cantone del Ticino

<http://www3.ti.ch/CAN/rl/program/contentbg.htm>

THURGAU

Manual for School Administration in the Cantone Thurgau – School Psychology and School Counseling/ Handbuch für Schulbehörden/Recht für Schulen im Kanton Thurgau 3. Kantonale Behörden 3.2.2.2 Schulpsychologie und Schulberatung <http://dek.hsb.tg.ch/html/0007198A-D09F-104E-951495E3C341D036.html>

School Psychology/Schulpsychologie Thurgau

http://www.av.tg.ch/xml_40/internet/de/application/d7581/d7591/f7580.cfm

<http://av.formular.tg.ch/online/display.cfm?select=564&open=564,526,566,390,-1&Level=2>

SCHWYZ

Regulation on special cantonal services of the compulsory school/ Reglement über die kantonalen Spezialdienste der Volksschule April 2011 http://www.sz.ch/documents/Vorlage_ReglementSpezialdienste.pdf

URI

School and Education Act/ Gesetz über Schule und Bildung <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Schulgesetz2.pdf>

6. Kapitel Schuldienste,§ 36 Schulpsychologischer Dienst

Der Kanton führt einen schulpsychologischen Dienst, der den Schulbehörden,Lehrpersonen, Eltern und Schülerinnen und Schülern zur Verfügung steht.

Regulation concerning School Act/ Verordnung zum Schulgesetz

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung1.pdf>

CANTON DE VAUD

<http://www.vd.ch/fr/autorites/departements/dfjc/sesaf/ops/>

<http://www.vd.ch/autorites/departements/dfjc/sesaf/ocosp/missions-de-locosp/>

<http://www.vd.ch/fr/themes/formation/orientation/liens/orientation-scolaire-et-professionnelle-sur-internet/>

<http://www.vd.ch/autorites/departements/dfjc/sesaf/unite-psps/>

<http://www.vd.ch/fr/themes/formation/sante-a-lecole/grafic/>

<http://www.vd.ch/fr/themes/formation/sante-a-lecole/mediateurs-scolaires/>

<http://www.vd.ch/fr/themes/formation/sante-a-lecole/mediateurs-scolaires/textes-de-reference/>

WALLIS

Youth Act/ Jugendgesetz <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/VS-Jugendgesetz.pdf>,

Regulation concerning various institutions for youth/ Verordnung betreffend verschiedene Einrichtungen für die Jugend <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/VS-Reglement.pdf>, Reglement betreffend verschiedene Einrichtungen der Jugend <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/VS-Verordnung.pdf>,

Decision on finances of cantones services for youth/ Beschluss über die Festlegung der Gebühren der kantonalen Dienststelle für die Jugend http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/VS-Gebuehren_Beschluss.pdf

In the Canton Wallis the according professional organisation is called „Zentrum für Entwicklung und Therapie des Kindes und Jugendlichen (ZET)/ Centre for development and therapy of the child and adolescent“. The documents relate to this centre.

ZUG

School Act/Schulgesetz <http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Schulgesetz1.pdf>, Verordnung zum Schulgesetz

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/Verordnung.pdf>

ZÜRICH

Legal foundations of school Psychology/ Rechtsgrundlagen der Schulpsychologie

<http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/rechtsgrundlagen.pdf>

Draft services of school Psychology/ Entwurf Leistungen Schulpsychologie

http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/entwurf_leistungen.pdf

10 thesis for the development of school Psychology/ 10 Thesen zur Entwicklung der Schulpsychologie

http://www.schulpsychologie.ch/wordpress/wp-content/uploads/2011/12/thesen_entwicklung.pdf

More info on school Psychology in Switzerland

Federation of Swiss Psychologists/Föderation der Schweizer Psychologinnen und Psychologen (FSP)/ la Fédération Suisse des Psychologues/ Federazione Svizzera delle Psicologhe e degli Psicologi <http://www.psychologie.ch>

Swiss Federation for Child and Adolescence Psychology/ Die Schweizerische Vereinigung für Kinder- und Jugendpsychologie/ ASPEA L'Association Suisse de Psychologie de l'Enfance et de l'Adolescence/Associazione Svizzera di Psicologia dell'Età Evolutiva <http://www.skjp.ch/>

Swiss Professional Association of Applied Psychology/Schweizerischer Berufsverband für Angewandte Psychologie/ Association Professionnelle Suisse de Psychologie Appliquée/ Associazione Professionale Svizzera della Psicologia Applicata <http://www.sbap.ch/>

InForMPsy, platform of information on education and training and professions of Psychology/ la plateforme d'Informations pour la Formation et les Métiers de la Psychologie <http://informpsy.unige.ch/>

Information platform on cantonal school psychological services and educational counseling services/ Informationsplattform der kantonalen schulpsychologischen Dienste und Erziehungsberatungsstellen <http://www.schulpsychologie.ch/>

Portal for professional and educational choices/ Das Portal für Berufswahl, Studium und Laufbahnfragen /Le Portail Suisse de l'orientation scolaire et professionnelle/ Il portale svizzero dell'orientamento scolastico e professionale <http://www.orientation.ch/dyn/1046.aspx>

Intercantonal Association of heads of cantonal school psychological services and educational counseling services/ Interkantonale Vereinigung der Leiterinnen und Leiter der kantonalen schulpsychologischen Dienste und Erziehungsberatungsstellen IVL-SPD / AIR-SPS http://www.schulpsychologie.ch/?page_id=10

Cantonal Federation Zürich of School Psychologists <http://www.zuepp.ch/schulpsychologie/>



TURKEY

There is no special job title for Psychologists in Turkish education as well as no educational standards or any formal requirements for professional certification. In Turkey Psychologists in education work mainly in schools or Guidance and Research Centres.

The Decree of the Ministry of National Education 2011 T.C. Milli Egitim Bakanligi, Tebligler dergisi 24376 and 2524, declares that psychological services for Turkish schools are mainly performed by the guidance and psychological counseling offices in primary and secondary schools and the Guidance and Research Centres of the Ministry of National Education.

More information

Turkish Psychological Association P.K. www.psikolog.org.tr

Turkish Psychological Counseling and Guidance Association <https://www.pdr.org.tr>



UNITED KINGDOM

In order to use the title **Educational Psychologist**, you will need to be registered with the Health Professions Council HPC <http://www.hpc-uk.org/>.

In order to work as an educational psychologist in UK you need to have completed a bachelor degree and three years of a so-called doctorate training, which includes a 2 years master degree and one year training under supervision after your graduation from university.

Currently the title “**Practitioner Psychologist**” is regulated including also the protected title as ‘**Educational Psychologist**.’

See **Standards of Education and Training**

<http://www.hpc-uk.org/assets/documents/1000295EStandardsofeducationandtraining-fromSeptember2009.pdf>

and **Standards of Proficiency**

http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_Psychologists.pdf

and **Standards of Education and Training Guidance**

<http://www.hpc-uk.org/assets/documents/1000295FStandardsofeducationandtrainingguidance-fromSeptember2009.pdf>

Registrant practitioner Psychologists must:

1a.1 be able to practise within the legal and ethical boundaries of their profession

- understand the need to act in the best interests of service users at all times
- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing
- be aware of current UK legislation applicable to the work of their profession
- understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients

Educational Psychologists only

- understand the power imbalance between practitioners and service users and how this can be managed appropriately

1a.2 be able to practise in a non-discriminatory manner

1a.3 understand the importance of and be able to maintain confidentiality

1a.4 understand the importance of and be able to obtain informed consent

1a.5 be able to exercise a professional duty of care

1a.6 be able to practise as an autonomous professional, exercising their own professional judgement

- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- know the limits of their practice and when to seek advice or refer to another professional
- recognise that they are personally responsible for and must be able to justify their decisions

1a.7 recognise the need for effective self-management of workload and resources and be able to practice accordingly

1a.8 understand the obligation to maintain fitness to practise

- understand the need to practise safely and effectively within their scope of practice
- understand the need to maintain high standards of personal conduct
- understand the importance of maintaining their own health
- understand both the need to keep skills and knowledge up to date and the importance of career-long learning
- be able to manage the physical, psychological and emotional impact of their practice

1b Professional relationships

Registrant practitioner Psychologists must:

1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers

- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- be able to make appropriate referrals

1b.2 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers

- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability – be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions – understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to select the appropriate means for communicating feedback to clients
- be able to provide psychological opinion and advice in formal settings, as appropriate
- be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- be able to explain the nature and purpose of specific psychological techniques to clients
- be able to summarise and present complex ideas in an appropriate form

Educational Psychologists only

- be able to plan, design and deliver teaching and training which takes into account the needs and goals of participants
- be able to support the learning of others in the application of psychological skills, knowledge, practices and procedures

1b.4 Understand the need for effective communication throughout the care of the service user

- recognise the need to use interpersonal skills to encourage the active participation of service users
- be able to initiate, develop and end a client – practitioner relationship

The skills required for the application of practice

2a Identification and assessment of health and social care needs

Registrant practitioner Psychologists must:

2a.1 be able to gather appropriate information

2a.2 be able to select and use appropriate assessment techniques

- be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
- be able to choose and use a broad range of psychological assessment methods, appropriate to the client, environment and the type of intervention likely to be required

Educational Psychologists only

- be able to critically evaluate the need for, and be competent in, a range of methods that contribute to psychological assessments and inform interventions

2a.3 be able to undertake or arrange investigations as appropriate

2a.4 be able to analyse and critically evaluate the information collected

Educational Psychologists only

- be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
- be able to critically evaluate risks and their implications

2b Formulation and delivery of plans and strategies for meeting health and social care needs

Registrant practitioner Psychologists must:

2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice
- be able to initiate, design, develop and conduct psychological research, understand a variety of research designs
- be able to understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches
- understand research ethics and be able to apply them

Educational Psychologists only

- be able to carry out and analyse large-scale data gathering, including questionnaire surveys
- be able to work with key partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support evidence-based research

2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements

- be able to change their practice as needed to take account of new developments
- be able to demonstrate a level of skill in the use of information technology appropriate to their practice
- be able to apply Psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks, and psychological paradigms
- be able to use professional and research skills in work with clients based on a scientist-practitioner and reflective-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation

- be able to make informed judgements on complex issues in the absence of complete information
- be able to work effectively whilst holding alternative competing explanations in mind
- be able to recognise when (further) intervention is inappropriate, or unlikely to be helpful
- be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations
- be able to decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients and/or service systems

Educational Psychologists only

- be able to formulate interventions that focus on applying knowledge, skills and expertise to support local and national initiatives
- be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors

Educational Psychologists only

- be able to use formulations to assist multi-professional communication and the understanding, development and learning of service users
- understand the need to implement interventions and plans in partnership with service users, other professionals and parents / carers

2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully

- understand the need to maintain the safety of both service users and those involved in their care
- be able to conduct consultancy

Educational Psychologists only

- be able to implement interventions and plans through and with other professions and / or with parents / carers
- be able to adopt a proactive and preventative approach in order to promote the psychological wellbeing of clients
- be able to choose and use a broad range of psychological interventions, appropriate to the client's needs and setting
- be able to direct the implementation of applications and interventions carried out by others

2b.5 be able to maintain records appropriately

- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology in making records

2c Critical evaluation of the impact of, or response to, the registrant's actions

Registrant practitioner Psychologists must:

2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
- be able to revise formulations in the light of ongoing intervention
- and when necessary reformulating the problem

2c.2 be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review
- understand models of supervision and their contribution to practice

Knowledge, understanding and skills

3a Knowledge, understanding and skills

Registrant practitioner Psychologists must:

3a.1 know and understand the key concepts of the bodies of knowledge which are relevant to their profession specific practice

- understand the structure and function of the human body, relevant to their practice, together with knowledge of health, disease, disorder and dysfunction
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- recognise the role of other professions in health and social care
- understand the theoretical basis of, and the variety of approaches to, assessment and intervention
- understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing

Educational Psychologists only

- understand the role of the educational Psychologist across a range of settings and services
- understand psychological theories of, and research evidence in, child and adolescent development relevant to educational Psychology
- understand the structures and systems of a wide range of settings in which education and care are delivered for children and adolescents
- understand psychological models related to the influence of school ethos and culture, educational curricula, communication systems, management and leadership styles on the cognitive, behavioural, emotional and social development of children and adolescents
- understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups
- understand theories and evidence underlying psychological intervention with children and adolescents, their parents / carers, and education and other professionals
- understand psychological models related to the influence on development of children and adolescents from family structures and processes; cultural and community contexts; and organisations and systems
- understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational Psychology

3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities

3a.3 understand the need to establish and maintain a safe a practice environment

- be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force in the workplace, such as incident reporting, and be able to act in accordance with these
- be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
- be able to select appropriate protective equipment and use it correctly

- be able to establish safe environments for practice, which minimize risks to service users, those treating them, and others, including the use of hazard control and particularly infection control.”

Alongside legal regulations there are professional practice guidelines for educational Psychologists by BPS 2002
http://www.bps.org.uk/sites/default/files/documents/professional_practice_guidelines_-_division_of_educational_and_child_Psychology.pdf

Quality standards for educational Psychology services by BPS 2006
[http://decip.bps.org.uk//document-download-area/document-download\\$.cfm?restart=true&file_uuid=D2F2BF1F-1143-DFD0-7EDB-9FF1F6E9E755](http://decip.bps.org.uk//document-download-area/document-download$.cfm?restart=true&file_uuid=D2F2BF1F-1143-DFD0-7EDB-9FF1F6E9E755)

Core Competencies - Educational Psychology (Scotland) - A Guide by BPS 2008
http://www.bps.org.uk/sites/default/files/images/award_in_ed_psychol_scot_regs_hbook_2008.pdf

Doctoral programmes in educational Psychology in England, Northern Ireland and Wales: required competencies mapping document by BPS
http://www.bps.org.uk/system/files/documents/pact_required_competencies_-_educational_psychology_eniw.doc

Guidance for Education of Scottish educational Psychologists by BPS 2010
http://www.bps.org.uk/sites/default/files/images/scot_educational_accred2010_web.pdf

Guidance for educational Psychology programs in England, Wales and Northern Ireland by BPS 2010
http://www.bps.org.uk/sites/default/files/documents/educational_accred2010_web.pdf

Professional Supervision: Guidelines for practice educational Psychologists by BPS 2010
<http://www.ucl.ac.uk/educational-Psychology/resources/DECP%20Supervision%20report%20Nov%202010.pdf>

More information

British Psychological Society (BPS), Division of Educational and Child Psychology

<http://www.bps.org.uk/networks-communities/member-networks/divisions/division-education-and-child-Psychology/division-educ>

Association of Educational Psychologists www.aep.org.uk/

National Association of Principal Educational Psychologists (NAPEP) <http://www.napep.org/>

Association of Scottish Principal Educational Psychologists <http://www.aspep.org.uk/>

The Scottish Division of Educational Psychology: The British Psychological Society

<http://www.bps.org.uk/sdep/careers/the-role-of-educational-Psychologists-in-scotland.cfm>

Part 2 :

The **second part** is an internet based information tool on universities across Europe with special offers in the area of Psychology in education, as specialized curricula, research projects, research centers, specialized staff, and relevant related information. The data base can be downloaded by EFPA members only on www.community.efpa.eu.

This information tool has merely been created to facilitate contact across Europe among Psychologists working in education, educators of Psychologists in education, researchers in the field of Psychology in education and relevant other branches of Psychology in relation to Psychology in education. The description of issues on Psychology in education in each country has been made available by the national representatives of the EFPA Standing Committee on Psychology in Education - N.E.P.E.S-. Universities have been asked to check the provided information. Checked information by universities is marked by **green coloured fields** in the universities list.

Download part 2 of the Guide here

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