

APPROVED
by Order No V-923 of the Minister of
Education and Science
of the Republic of Lithuania
of 27 August 2015

DESCRIPTOR OF THE STUDY FIELD OF PSYCHOLOGY

CHAPTER I

GENERAL PROVISIONS

1. The Descriptor of the Study Field of Psychology (hereinafter referred to as the “Descriptor”) shall govern the special requirements applied to the study programmes of the study field of Psychology.
2. The Descriptor has been prepared in accordance with the Law on Higher Education and Research of the Republic of Lithuania taking into account Resolution No 535 of the Government of the Republic of Lithuania of 4 May 2010 “On the Approval of the Descriptor of the Lithuanian Qualifications Framework”, Order No V-2212 of the Minister of Education and Science of the Republic of Lithuania of 21 November 2011 “On the Approval of the Descriptor of Study Cycles”, Order No V-501 of the Minister of Education and Science of the Republic of Lithuania of 9 April 2010 “On the Approval of the Descriptor of General Requirements for Degree-Awarding First Cycle and Integrated Study Programmes”, Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010 “On the Approval of the Descriptor of General Requirements for Master’s Study Programmes”, Order No V-2463 of the Minister of Education and Science of the Republic of Lithuania of 15 December 2011 “On the Approval of Recommendations for Developing the Descriptor of a Study Field or Study Fields”, and the Descriptor of the European Certificate in Psychology (*EuroPsy*) developed by the European Federation of Psychologists’ Associations (<http://www.europsy-efpa.eu/>).
3. The Descriptor shall apply to first and second cycle study programmes of the study field of Psychology.
4. The Descriptor aims to:
 - 4.1. Ensure high-quality psychologist training;
 - 4.2. Assist higher education institutions in developing, updating and assessing study programmes;
 - 4.3. Inform students and employers about psychologist training and professional standards;
 - 4.4. Give guidelines to experts who assess study programmes.
5. Psychology studies may be organised on a full-time and part-time basis and only as university studies.
6. The study field of Psychology belongs to the area of Social Sciences.
7. First cycle studies of the study field of Psychology may include study programmes, upon completion whereof graduates are awarded the major qualification degree in Psychology and a secondary degree of the minor field (branch).
8. Distance studies may constitute not more than one-third of the study credit volume of the entire study programme. The development of practical competences and abilities cannot be organised by means of distance education.
9. Psychology study programmes are recommended to be developed and improved in accordance with the general requirements of the Descriptor of the European Certificate in Psychology (*EuroPsy*).
10. Upon completion of the studies of the study field of Psychology, a higher education qualification degree shall be awarded:

10.1. Upon completion of first cycle university studies of Psychology, a Bachelor's degree in Psychology shall be awarded by issuing a Bachelor's diploma by a higher education institution;

10.2. Upon completion of second cycle university studies of Psychology, a Master's degree in Psychology or a Master's degree in the branch of Psychology (clinical, organisational, educational or other) shall be awarded by issuing a Master's diploma by a higher education institution.

11. Persons with at least secondary education shall be enrolled in first cycle study programmes of Psychology in an admission contest, taking into account their learning outcomes, entrance examinations or other criteria established by a higher education institution. Higher education institutions shall establish a list of competitive subjects by field of study and principles for the award of contest points, the lowest possible entrance grade and other criteria, having received the assessment of student representation, and publish them no later than 2 years preceding the start of the school year.

12. Persons who have completed first cycle university major studies in the study field of Psychology and who meet the requirements established by a higher education institution shall be enrolled in second cycle studies of the study field of Psychology. The awarded Bachelor's degree in the minor study field of Psychology shall not be sufficient for enrolment in second cycle studies of the study field of Psychology.

13. The curriculum design shall comply with the general requirements for first and second cycle study programmes.

14. Requirements for first cycle study programmes shall be the following:

14.1. A first cycle study programme of Psychology shall consist of at least 180 study credits;

14.2. At least 125 study credits (including course papers and a Bachelor's final thesis) shall be given to the core subjects of psychology and the studies of key theories of psychology, practicals and development of academic skills. At least 30 study credits shall be given to methodological subjects, and at least 15 study credits to non-psychological subjects.

15. A Bachelor's degree in Psychology shall provide graduates with the opportunity, under supervision of a professional psychologist, to work according to acquired competences, carry out educational activities, apply abilities and knowledge gained during the studies of Psychology at their workplace in the position of an assistant psychologist, continue the studies of Psychology in the second cycle, yet it shall not provide enough competences to engage in an independent professional practice as a psychologist.

16. Second cycle studies aim at preparing persons to engage in an independent professional practice as a psychologist. Second cycle study programmes shall be specialised according to the specific area of psychology:

16.1. Educational (school, pedagogical) psychology;

16.2. Work and organisational psychology;

16.3. Clinical and health psychology;

16.4. Other areas of psychology.

17. Requirements for second cycle study programmes shall be the following:

17.1. A study programme shall consist of at least 120 study credits: at least 60 study credits for theoretical and applied study subjects, 30 study credits for Master's research activities and the Master's final thesis, and 15–30 study credits for professional practical training.

18. The awarded Bachelor's degree in Psychology corresponds to the sixth level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning, whereas a Master's degree corresponds to the seventh level of the Lithuanian Qualifications Framework and the European Qualifications Framework for Lifelong Learning.

CHAPTER II

CONCEPT AND SCOPE OF THE STUDY FIELD

19. Psychologists accumulate research-based and reliable knowledge and apply it in various contexts in order to understand psychological processes and human behaviour. Psychologists

perform a number of roles in various spheres: science, education, health, law, social security, national defence, etc.

20. The overall purpose of practising as a professional psychologist is to apply, based on science and professional ethics, psychological principles, knowledge, models and methods in order to promote the development, well-being and mental health of individuals, groups, organisations and society.

CHAPTER III

GENERAL AND SPECIAL LEARNING OUTCOMES

21. Graduates of first cycle study programmes will have achieved the following learning outcomes:

21.1. Knowledge and its application:

21.1.1. Knowledge of the science of psychology about mental phenomena and processes and ability to use it to explain the consistent patterns of an individual, group or society;

21.1.2. Ability to integrate the ideas of various sciences and the ideas of the science of psychology, understanding of the object of psychology science in the context of other sciences, recognition of the areas of psychology and the main psychologist activity lines.

21.2. Research skills:

21.2.1. Knowledge of the basics of scientific research methodology, ability to analyse scientific research data;

21.2.2. Ability to plan and carry out a scientific research, with teacher's consultations, using the basic quantitative and qualitative data analysis methods, as well as formulate and present research results and conclusions.

21.3. Special abilities:

21.3.1. Understanding of the peculiarities of psychological assessment of an individual, group, organisation or situation, ability to select appropriate psychological assessment means;

21.3.2. Ability to apply specific psychological assessment methods and procedures when assessing an individual, group or organisation, supervised by a professional psychologist in clearly defined situations, without autonomous decision-making regarding the selection of the assessment method or procedure;

21.3.3. Ability to design, develop and implement interventions meeting the needs of an individual, group or organisation, supervised by a professional psychologist, using individual, group or educational activities.

21.4. Social abilities:

21.4.1. Ability to autonomously carry out educational activities in the area of psychology, present the achievements of the science of psychology, the psychologist's profession, activities and results to society;

21.4.2. Ability to efficiently communicate, work in a team and cooperate with representatives of various professions and institutions.

21.5. Personal abilities:

21.5.1. Ability to follow the requirements of professional ethics when performing psychologist's activities;

21.5.2. Ability to assume personal responsibility for performed activities and knowledge of the limits of their competence which activities could be performed autonomously and which under supervision of a professional psychologist;

21.5.3. Ability to update and improve acquired knowledge and abilities.

22. Graduates of second cycle study programmes will have achieved the following learning outcomes:

22.1. Knowledge and its application:

22.1.1. The latest knowledge of psychology and other sciences necessary for work in the specific professional area;

22.1.2. Ability to refer to the knowledge of psychology and other sciences when explaining the peculiarities of an individual, group, organisation or situation.

22.2. Research skills:

22.2.1. Knowledge of psychology research methodology, ability to autonomously plan and conduct scientific research using sophisticated quantitative and qualitative research methods and applying scientific data analysis methods;

22.2.2. Ability to analyse and interpret scientific research data, properly present research results and give practical recommendations.

22.3. Special abilities:

22.3.1. Ability to ascertain the client's problem and needs and consult the client employing appropriate counselling methods (strategies);

22.3.2. Ability to autonomously carry out the psychological assessment of an individual, group or organisation, knowledge and skills necessary for the application of psychological assessment measures, ability to interpret psychological assessment results, autonomously draw conclusions and give recommendations;

22.3.3. Ability to design, develop and implement psychological interventions meeting the needs of an individual, group or organisation and corresponding to their defined goals, necessary in their professional area employing research-based methods;

22.3.4. Ability to evaluate effectiveness of their practice, employing science-based methods.

22.4. Social abilities:

22.4.1. Ability to communicate with clients, provide information about psychological assessment and/or intervention results, and present the achievements of the science of psychology;

22.4.2. Ability to analyse the demand for psychological services, design and develop psychological services;

22.4.3. Ability to work in a team of different professionals, cooperate with representatives of different professions and institutions, exchange information and share experience;

22.4.4. Ability to fluently write articles and/or reports to clients and various institutions.

22.5. Personal abilities:

22.5.1. Knowledge and understanding of legal acts and other documents regulating psychological practice in the specific professional area, ability to keep to the requirements of professional psychologist ethics in their professional practice, and constantly develop their professional competences;

22.5.2. Ability to search, critically evaluate and analyse information, using different sources of information;

22.5.3. Ability to autonomously improve and develop their knowledge and abilities.

CHAPTER IV

TEACHING, LEARNING AND ASSESSMENT

23. Selection of teaching methods and study activities shall take account of:

23.1. Study aims and learning outcomes: what the programme aims at (a teacher's perspective) and what graduates will acquire (students' perspective);

23.2. Subject content.

24. Psychology study programmes shall take into account changes in higher education, which provide that teaching methods have to develop cognition, experience and/or cooperation using student-oriented study methods.

25. Teaching methods shall be selected with regard to a study cycle, student's preparation and the intended learning outcomes.

26. Bachelor studies shall be oriented towards provision of the basic knowledge of psychology and create conditions to acquire understanding about psychology as a theoretical and practical discipline. These studies shall cover the main theories of psychology, the contexts of application of psychology knowledge and methods, and shall develop basic practical skills. Psychology study programmes shall apply, *inter alia*, study methods that provide the opportunity to develop the key competences necessary for a psychologist:

26.1. Methods based on observation and introspection;

26.2. Critical analysis and assessment;

26.3. Investigation and experimentation methods;

26.4. Methods of the development of interpersonal skills.

27. Teaching of a Master's study programme of Psychology shall be focused on preparation for independent professional practice. Regardless of the specifics of the branch, second cycle studies shall apply, *inter alia*, the following methods:

27.1. Case study methods revealing the explanatory and technological potential of psychology theories at the level of an individual, group, situation or society;

27.2. Psychological assessment and counselling practicals demonstrating the benefit of knowledge and understanding for modelling of the most appropriate psychological intervention strategy;

27.3. Learning in the location of supervised practice, which helps to integrate theoretical and practical knowledge and strengthen the ability to reason a professional decision when available information is non-exhaustive or contradictory, form the skill to manage contingencies occurring when applying psychological knowledge and abilities, design, develop and implement interventions that correspond to goals. Second cycle studies of Psychology shall establish a scientific approach to solving research problems; teachers shall consolidate Master students' ability to reason the chosen strategy and implement it from raised assumptions to a result of practical value.

28. Independent tasks shall be given with time indication for each specific independent study activity.

29. Assessment shall be well-founded (related to study aims), reliable (independent of the assessor's subjectivity), clear (equally understood by all study participants), useful (positively evaluated by the assessed) and fair (no advantage is given to any assessed group).

30. Modes of assessment shall be in line with teaching and learning methods. Psychology study programmes employ various assessment methods used to check coherence of acquired knowledge and flexibility of application of abilities, e.g. reflection, reports of psychological assessment, case study, presentation of reports, practical training task reports and journals, etc. Criterion-based assessment is recommended to be used in the studies of Psychology.

31. Cumulative assessment best defines students' progress among all types of assessment. Its components shall enable checking the level of achievement of the learning outcomes of a study subject or module. The examination usually constitutes only part of cumulative assessment, while other parts may cover an essay, written research report, individual or group project, etc. During studies teachers shall provide students with feedback on the progress achieved and efforts exerted.

CHAPTER V

REQUIREMENTS FOR THE IMPLEMENTATION OF STUDY PROGRAMMES

32. Higher education institutions shall ensure composition and qualification of teachers of Psychology study programmes sufficient to achieve the intended learning outcomes. Teachers' competence shall be evaluated according to their pedagogical, scientific and practical work experience: participation in scientific research and project activities, recognition in professional, scientific societies, ability to communicate in foreign languages, participation in professional development programmes, conferences, seminars, etc., application of advanced teaching methods, professional insight and personal interest in students' problems. A teacher shall know, understand

and keep to the criteria used to assess study programmes, be able to prepare and implement a subject description which is in line with the respective study programme of Psychology.

33. Teachers of psychology subjects shall have scientific research and/or practical activity experience. Instructional or professional practical training supervisors in a higher education institution and practical training supervisors in an organisation shall hold at least a Master's degree in Psychology or an equivalent higher education qualification and have at least two years' professional activity experience over recent three years.

34. The Final Thesis Defence Commission of first and second cycle study programmes of Psychology shall consist of at least three scientists of the study field of Psychology. The Defence Commission shall also invite representatives of social partners or practising professionals of the specific area. The Chairman of the Commission shall be from a different higher education institution.

35. At least 60 per cent of first cycle and at least 80 per cent of second cycle subjects shall be taught by scientists. Teachers of applied subjects of psychology shall have professional activity experience.

36. At least 20 per cent of study subjects of the second cycle study programme shall be taught by teachers holding a professor's position.

37. The field of scientific or practical activity of teachers of at least 40 per cent of first cycle study subjects and 60 per cent of second cycle study subjects shall correspond to the subjects they teach.

38. A structural unit that organises Bachelor and Master studies of Psychology shall have sufficient academic and auxiliary staff, as well as facilities, learning and information resources to implement a high quality study programme. Successful implementation of a study programme shall require:

38.1. Premises the layout, equipment and capacity whereof meets hygiene and occupational safety requirements and which have the equipment and demonstration tools necessary for the study process;

38.2. A sufficient number of computers meeting students' needs. All computers shall have standard software for processing texts as well as quantitative and qualitative data, Internet access, and other software if necessary;

38.3. Laboratory and other equipment or materials necessary for study subjects, which provide students with the opportunity to learn to use different equipment, which is important for both scientific and practical work, and to apply various methods when performing measurements. Psychological assessment studies shall have a sufficient number of study aids: instruments and protocols;

38.4. A special laboratory equipment and software necessary for performing psychological practical or laboratory assignments of respective subjects;

38.5. Premises adapted for the monitoring of the study process and provision of feedback, as well as for observation, questioning, counselling or other training;

38.6. Special premises suitable for group work when developing communication or other skills;

38.7. A library with sufficient stock of literature of psychology fields necessary to ensure a study process: at least one copy of textbooks or other scientific literature of every subject, methodological publications, scientific journals, books of the scientific field of psychology, access to specialised publication databases, sufficient number of computers with Internet access and adequate software.

39. Information related to studies shall be published on the website of a higher education institution.

40. The curriculum design of both cycle study programmes shall ensure the opportunity for students to choose study subjects.

41. First and second cycle studies shall be completed with a final thesis (project) which evaluates the competences acquired by graduates. With the final thesis (project) a student shall

demonstrate the level of knowledge, abilities and understanding acquired during studies, the ability to analyse the chosen topic, evaluate the research and works performed by other persons and researchers, autonomously learn and conduct empirical research on the chosen topic, analyse primary or secondary data, describe their own research work, clearly and reasonably formulate conclusions. Final thesis requirements shall be described in the final thesis regulations of higher education institutions and students shall be acquainted with them. The thesis shall be defended in a public meeting of the Final Thesis Commission and reviewed according to the criteria that are communicated to students in advance.

42. The Bachelor's final thesis (project) shall be independent, written under supervision of the final thesis supervisor and based on empirical data and available knowledge. With the Bachelor's final thesis (project) a student shall demonstrate the ability to plan, carry out and describe a research on the chosen topic of psychology and its results, be able to summarise obtained results, reasonably formulate conclusions, and keep to professional ethics. Students cannot autonomously investigate samples of vulnerable social groups (e.g. minors, disabled persons, people with mental disorders, confined persons, etc.) in the Bachelor's final theses (projects), yet they can use and analyse the research data accumulated by other researchers, if these data are related to the topic of their final thesis. The preparation and defence of the final thesis shall be given at least 12 study credits. The Master's final thesis (project) shall be analytical, based on independent scientific investigative or applied research and application of knowledge or prepared as a project revealing the abilities corresponding to programme aims. With the final thesis (project) a Master student shall demonstrate the ability to exhaustively and with focus analyse the chosen topic, evaluate the works on the chosen topic previously performed by other persons, autonomously learn and conduct research of the chosen psychological topic or field, choosing adequate methods and instruments, statistical methods or qualitative analysis, describe their research, present research results and their interpretations, clearly and reasonably formulate research conclusions. The Master's final thesis should be organised in a consistent manner starting with the first semester. The preparation and defence of the final thesis shall be given 30 study credits.

43. Practical training shall be an integral part of first cycle studies and mandatory part of second cycle studies.

44. Practical training of the studies of Psychology shall be organised in accordance with the procedure for the organisation of practical training prepared by a higher education institution and regulations that define the requirements for practical training, specific practical training tasks, the system of assessment of achievements, student support during practical training, criteria used to assess the skills acquired by students and performed tasks during practical training.

45. A higher education institution shall provide students with a list of possible practical training locations with which cooperation contracts have been concluded. Practical training of both study cycles is usually carried out in institutions with which a higher education institution has signed contracts regarding practical training. Practical training may also be carried out in a location proposed by a student, if the Study Programme Committee approves suitability of this location.

46. Practical training of up to 15 study credits may be carried out in the first study cycle. Higher education institutions may organise one cognitive practical training or both cognitive and instructional practical training. The purpose of cognitive practical training is to acquaint students with the specifics of psychological practice as well as professional requirements established in various institutions (education, health care, staff selection and training in companies, non-governmental organisations, etc.). During practical training students shall become acquainted with psychological services provided in educational, clinical, organisational and other areas of psychology.

47. The volume of second cycle professional practical training shall be 15–30 study credits. The description of the procedure for the organisation of practical training prepared by a higher education institution shall indicate time allocated for individual or group reflections or supervisions (counselling). The purpose of supervisions is counselling regarding professional practical training, focusing on practical situations with regard to relational dynamics, professional dynamics, and

organisational dynamics. The content of practical training shall be specialised and correspond to the aims of the study programme, and practical training shall serve as a tool for developing psychological assessment, counselling and other competences. The reflective nature of practical training tasks (journal writing, reflective analysis of experience acquired in practical training revealed in a practical training report, etc.) is recommended.

48. Practical training supervisors in institutions or organisations shall be involved in the process of improvement of the content of practical training tasks and organisation of practical training.

49. Practical training results shall be discussed in the presence of students and representatives of a higher education institution and a host organisation.

50. Requirements for first cycle study programme content shall be the following:

50.1. Knowledge and understanding shall be provided with regard to the level of an individual, group and society;

50.2. Studies shall provide the basic knowledge of a psychologist necessary for all psychology specialisations, yet studies shall not provide competences necessary for independent professional activities of a psychologist. Study programmes shall integrate the theoretical and applied aspects of psychology; students shall be acquainted with the main theories of psychology and their application when performing psychological assessment and counselling;

50.3. Each study programme shall include the core subjects of psychology, the studies of the main theories and methods of psychology, the studies of methodological subjects and the studies of professional ethics. The study programme shall also allocate time for the development of academic skills and studies of non-psychology subjects. Studies shall be completed with the defence of the Bachelor's final thesis;

50.4. The core subjects of psychology shall focus on the overview of psychology specialisations and areas, the main psychology methods, and acquaint with the history of psychology;

50.5. The studies of the main psychology theories and methods shall cover biological, cognitive and emotional bases of behaviour, the aspects of human behaviour in groups and society, and form skills to apply observation, questioning, testing, interviewing and other methods. The studies of methodological subjects shall develop research competences and form academic skills.

50.6. Every study programme shall also include non-psychology subjects.

51. Requirements for second cycle study programme content shall be the following:

51.1. The programme shall be specialised, thus theoretical and applied subjects shall be oriented towards the specialised area;

51.2. The requirement for the graduate of the study programme to be able to conduct research shall be met;

51.3. Studies shall focus on the formation of methodological and academic skills;

51.4. The study programme shall cover the issues of research methodology and deepen the skills of statistical analysis;

51.5. The programme shall be balanced in order to ensure sufficient focus on the studies of an individual, group and society.

CHAPTER VI

DESCRIPTOR OF LEVELS OF ACHIEVED LEARNING OUTCOMES

52. The levels of knowledge and abilities of the first study cycle (Bachelor) shall be the following:

52.1. Excellent achievement level. Knowledge of the science of psychology and related practical abilities fully correspond with or exceed the intended learning outcomes of the study programme. Reference to the latest scientific literature when analysing the psychological consistent patterns of an individual, groups or society, demonstration of original thinking, excellent knowledge of the analysed area, ability to clearly convey available knowledge. Ability to easily and quickly

acquire new knowledge and abilities and integrate them with available knowledge and abilities. Critical scientific thinking revealed through the ability to autonomously identify and name problems, plan and carry out original empirical research, as well as interpret obtained results. Ability to implement certain psychological assessment and psychological interventions under supervision of a professional psychologist. Excellent understanding of the limits of their competences and adherence to the code of professional ethics in their practice. Students of this level are recommended to continue their studies in the second cycle;

52.2. Typical achievement level. Knowledge of the science of psychology and related practical abilities mainly correspond with the intended learning outcomes of the study programme. Reference to the theories of the science of psychology and empirical research results when analysing the psychological consistent patterns of an individual, groups or society, ability to convey available knowledge yet reasoning cannot be characterised by originality and autonomy. Ability to autonomously acquire new knowledge and abilities. Ability to conduct empirical research, yet limited ability to independently formulate the relevant research problem, plan research and analyse obtained results. Ability to implement, under supervision of a professional psychologist, only those psychological assessment and psychological interventions that are indicated by a professional psychologist. Understanding of the limits of their competences and adherence to the code of professional ethics in their practice. Students of this level are recommended to continue their studies in the second cycle;

52.3. Threshold achievement level. Knowledge of the science of psychology and related practical abilities correspond with the intended learning outcomes of the study programme to the minimum extent. Non-systematic knowledge, ability to refer to the specific theories of the science of psychology when analysing the psychological consistent patterns of an individual, groups or society, yet lack of ability to integrate different theoretical approaches. Ability to contribute to empirical research by performing specific tasks. Understanding of the limits of their competences and adherence to the code of professional ethics in their practice.

53. The levels of knowledge and abilities of the second study cycle (Master) shall be the following:

53.1. Excellent achievement level. Knowledge of the science of psychology and related practical abilities fully correspond with or exceed the intended learning outcomes of the study programme. Reference to the latest scientific literature when analysing the psychological consistent patterns of an individual, groups, organisations or society, demonstration of excellent knowledge of the analysed area, ability to clearly and comprehensively convey available knowledge to others. Critical scientific thinking revealed through the ability to autonomously raise relevant problems, plan and conduct original empirical research using sophisticated quantitative and qualitative research methods, interpret obtained results and give practical recommendations. Ability to ascertain client's needs, define adequate working goals and consult clients using proper counselling methods. Ability to implement psychological assessment and psychological interventions necessary in their professional area, design measures necessary for these interventions (assessment instruments, intervention programmes), prepare a report, evaluate effectiveness of these activities using science-based methods. Adherence to the requirements of professional psychologist ethics in their practice, excellent understanding of legal acts and other documents regulating psychological practice in the specific professional area, constant development of their professional competences, ability to cooperate with professionals of different areas, professions and institutions, share experience, create and develop necessary services;

53.2. Typical achievement level. Knowledge of the science of psychology and related practical abilities mainly correspond with the intended learning outcomes of the study programme. Reference to the theories of the science of psychology and empirical research results when analysing the psychological consistent patterns of an individual, groups, organisations or society, ability to convey available knowledge to others yet in a more narrative rather than analytical manner. Ability to plan and conduct empirical research, interpret obtained results and give practical recommendations, yet research could be characterised by methodological inaccuracies and the

results and recommendations cannot be characterised by a high degree of summary and insight, Ability to ascertain client's needs, define adequate working goals and consult clients. Ability to implement psychological assessment and psychological interventions necessary in their professional area, prepare a report, yet limited abilities to design measures necessary for the activities and evaluate their effectiveness. Adherence to the requirements of professional psychologist ethics in their practice, knowledge of the main legal acts and other documents regulating psychological practice in the specific professional area, ability to cooperate with professionals of other areas, professions and institutions.
