

Placement Assessment of Competence- Educational & Developmental (PAC-ED) V1.0 (2024)

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While the eight core competencies are arranged thematically, they are not standalone. The competencies are interconnected, overlap, and cannot be acquired or attained in a linear or isolated manner (PsyBA, 2023).

Competency Domains (PsyBA, 2023)		
Knowledge	1	Applies scientific knowledge of psychology to inform safe and effective practice
Professionalism	2	Practices ethically and professionally as a reflective practitioner
	3	Exercises professional reflexivity, deliberate practice, and self-care
Skills	4	Conducts psychological assessments
	5	Conducts psychological interventions
	6	Communicates and relates to others effectively and appropriately
	7	Demonstrates a health equity and human rights approach when working with Aboriginal and Torres Strait Islander people, families, and communities
	8	Demonstrates a health equity and human rights approach when working with people from diverse groups

PAC-ED Rating Scale

4	Established	<p>The student is performing beyond the expected level for their stage of training and demonstrates advanced skills in this competency domain. Students at this level show a degree of understanding, insight, skill, preparedness, autonomy, and appropriate initiative beyond their peers at the same stage of their training.</p>
3	At expected level	<p>The student demonstrates competence at the expected level for their stage of training in this competency domain. Students at this level demonstrate the anticipated skills and knowledge in this domain area and seek appropriate support and guidance when required. Students at this level demonstrate an appropriate degree of autonomy and insight in their practice and seek supervisory support in more complex situations.</p>
2	Approaching expectations	<p>The student is working towards being at the expected level for their stage of training in this domain and demonstrates good progress. However, there is uneven skill development within domains with some facets not appropriately developed for their stage of training. For example:</p> <ul style="list-style-type: none"> ● Students may demonstrate less independence in their practice and require additional supervisory guidance and support to complete specific/typical tasks to the expected level. ● Students may also show inappropriate independence and practice outside of supervisory oversight. <p>Students at this level may demonstrate insight into their development needs and take ownership of their learning and development. For students at this level, a competency development plan is <i>recommended</i>.</p>
1	Needs further development	<p>The student requires further development in this domain with several facets still needing to be appropriately developed for their stage of training.</p> <p>For example</p> <ul style="list-style-type: none"> ● Students are not yet demonstrating appropriate and safe independence in their practice. Additional supervisory guidance/support has been required for expected/typical tasks, or to ensure client safety, and/or maintain expected levels of service. ● Students may also practice and/or act outside of supervisory oversight or contrary to supervisor guidance. ● Student's rate of progress and development is slower than expected making the placement timeline unfeasible for achieving the level required. <p>Students at this level may demonstrate limited or insufficient insight into their development needs. For students at this level, a competency development plan is <i>required</i>.</p>
0	Unsatisfactory	<p>The student is not deemed competent for their stage of training in this domain. The student's performance indicates major deficiencies in competence and/or professionalism and there are concerns regarding the student's fitness to practice and/or client safety.</p>
N/A		<p>Not applicable at this stage of training, or no opportunity to demonstrate this competency in the setting.</p>

Domain 1: Applies scientific knowledge of psychology to inform safe and effective practice

The student seeks, appraises, and applies current, evidence-based and culturally informed scientific knowledge to enact safe and effective practice within educational and developmental psychology settings and populations. The student demonstrates and applies knowledge and understanding of educational and developmental psychology to their practice with clients across the lifespan across diverse groups.

Overall Domain Rating	0	1	2	3	4
Competency Domain 1.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor feedback	•
Student insights	•

The subdomain ratings (below) are optional unless the overall domain score (above) is rated between 0 and 2. Scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4
1.1 The student demonstrates an understanding of psychological theories, constructs, models and intervention methods and applies this knowledge to client work throughout the lifespan (e.g., during case conceptualisation and when interpreting assessment results).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The student critically evaluates levels of scientific evidence and empirical literature to inform practice while demonstrating an understanding of the foundations and limitations of various scientific methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The student demonstrates a culturally informed application of scientific and empirical literature when selecting evidence-based interventions/practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The student demonstrates the application of their knowledge of educational and developmental psychology to their client work throughout the lifespan (e.g., child and adolescent development,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

transitions, learning processes, curriculum and educational systems, social-emotional functioning, family systems etc).					
Additional Feedback					

Domain 2: Practices ethically and professionally as a reflective practitioner

The student practices ethically and professionally, proactively managing ethical dilemmas while seeking supervision appropriately. The student creates and maintains appropriate boundaries with clients and associated parties. The student understands and applies evidence-based practice while complying with ethical and professional standards, and relevant legislation. The student maintains adequate record-keeping processes and communication with stakeholders is enacted in a timely and professional manner. The student undertakes independent learning activities responsively in line with their development needs.

Overall Domain Rating	0	1	2	3	4
Competency Domain 2.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor feedback	•
Student insights	•

The subdomain ratings (below) are optional but are compulsory if the overall domain score (above) is rated between 0 and 2. Domain scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4
2.1 Demonstrates adequate knowledge and application of evidence-based practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Demonstrates insight, adequate knowledge, personal responsibility, and adherence to accepted ethical and professional standards, relevant legislation, and organisational and regulatory requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Demonstrates an understanding of the boundaries of their professional competence at their current stage of development, including proactive use of supervision, and consultation, and refers appropriately when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Demonstrates commitment to developing and maintaining their own professional competence and professional identity through reflection, independent learning, and seeking appropriate professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Demonstrates proactive identification, assessment, and management of ethical dilemmas/issues, including: i) clearly explaining obligations and decision-making to others as required, and ii) reasonably foreseeing the outcomes of their decision/conduct, and iii) utilising sound and methodical ethical decision-making, risk management, and conflict resolution processes when required to minimise negative impacts on all concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Demonstrates a rigorous approach to professional practice policies and procedures including: i) timely and adequate record-keeping (e.g., case notes, and placement logbook), reports, and email communications. ii) managing referrals ethically and collaborating professionally with others iii) regular consultation with supervisor/s and/or other relevant sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Demonstrates an ability to be willing and open to engage collaboratively during supervision, including i) sharing reflections on challenges and successes, ii) actively seeking supervisor advice, feedback, and direct observation as part of the supervisory process, iii) engaging in regular consultation with peers and other relevant sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Feedback:					

Domain 3: Exercises professional reflexivity, deliberate practice, and self-care

The student actively pursues self-awareness of personal limitations, deficits, biases and questioning one's attitudes, values, motivations, and prejudices. The student demonstrates the ability to reflectively examine themselves to understand their impact on and interactions with others (i.e., professional reflexivity). The student actively seeks consultation and feedback from supervisors and relevant colleagues and reflects upon client feedback to identify learning goals for their learning and development. The student undertakes mindful and deliberate practice to promote skill-building, and professional learning to develop skills and improve performance. The student also demonstrates active monitoring and management of their self-care to promote professional well-being.

Overall Domain Rating	0	1	2	3	4
Competency Domain 3.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student self-rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor feedback	•
Student insights	•

The subdomain ratings (below) are optional but are compulsory if the overall domain score (above) is rated between 0 and 2. Domain scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4
3.1 The student monitors and manages self-care responsively to sustain professional functioning and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The student demonstrates an ability to reflect on their strengths and weaknesses as a practitioner, actively seeks feedback from supervisor/client feedback, demonstrates openness to these perspectives, and is willing to implement changes or enact self-development if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 The student implements scientific and deliberate ways to understand the effectiveness and outcomes of their practice and is willing to implement changes if required or seek appropriate professional development as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The student demonstrates a pursuit to understand and reflect on the impact of one's own culture, values, beliefs, and biases, and takes action to ensure practice is responsive and adaptive to the client, context, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional feedback:					

Domain 4: Conducts psychological assessments

The student demonstrates the ability to undertake all aspects of psychological assessment for a range of client presentations that are appropriate for their stage of training. It is expected that by the conclusion of their program of study, a student capably selects, plans, administers, scores, and interprets relevant psychological tests using correct standardised procedures to inform a comprehensive client assessment. The student writes professional, clear, and accurate psychological reports with independence, uses diagnostic models correctly to inform diagnoses (if relevant), with consideration of differential diagnoses, and makes appropriate recommendations based on assessment outcomes.

Overall Domain Rating	0	1	2	3	4	N/A
Competency Domain 4.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established	Not applicable / No opportunity
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the assessments the student has undertaken in the current setting:

- cognitive assessment
- academic achievement
- vocational attainment/career assessment
- social-emotional and/or adaptive behaviour assessment
- diagnostic assessment for psychological functioning
- risk assessment (harm to self and/or others).
 - Simulated assessment
 - Real-world experience
- parental and/or family functioning

Supervisor feedback	•
Student insights	•

The subdomain ratings (below) are optional but are compulsory if the overall domain score (above) is rated between 0 and 2. Domain scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4	N/A
4.1 The student manages and selects an appropriate assessment battery tailored to client needs, goals, and referral questions across the lifespan, taking into account ethical considerations, strengths and limitations of methods of assessments/tests and modes of delivery coupled with client factors including age, development, culture, and context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The student competently administers and scores a variety of assessment tools in a culturally safe manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The student conducts intakes, interviews, and observations with a range of clients. The student independently gathers data, clarifies issues, and generates hypotheses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The student competently, meaningfully, sensitively and independently interprets and integrates assessment results and data to inform a clear case formulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 The student capably uses and refers to appropriate diagnostic models (e.g., DSM-5-TR) to inform diagnoses (including differential diagnosis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 The student makes appropriate and targeted recommendations based on assessment outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional feedback:						

**Domain 5: Conducts psychological interventions
(Level 3 & 4 APAC)**

The student can consider relevant psychological theories to develop a clear case formulation for intervention for a range of diagnoses and presenting issues. Student is familiar with and able to effectively deliver a range of intervention strategies that includes (but is not limited to); implementation of different therapeutic skills, strength-based practice, monitoring and evaluation of intervention outcomes, culturally safe strategies, effective management of risk, evidence-based recommendations, effectively manage group-level intervention, working systemically, and providing consultation to stakeholders.

Overall Domain Rating	0	1	2	3	4	N/A
Competency Domain 5.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established	Not applicable / No opportunity
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor feedback	•
Student insights	•

Please indicate the intervention types the student has undertaken in the current setting:

- Individual
- Groups
- Couples
- Systemic (Community)
- Systemic (Family)
- Systemic (Organisational)

Modes

- In-person intervention
- Telehealth intervention
- Simulated interventions

development for other professionals and stakeholders.						
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Additional feedback:

Domain 6: Communicates and relates to others effectively and appropriately

The student creates safe and respectful relationships with others and communicates effectively and appropriately. This includes verbal/written communication with clients, colleagues, supervisor/s, and stakeholders across the lifespan. The student can select the most appropriate form and style of communication (including tone) ensuring information is shared in a timely manner with the relevant individuals/organisations. The student works collaboratively with others and consults with their supervisor appropriately and proactively.

Overall Domain Rating	0	1	2	3	4
Competency Domain 6.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor feedback	•
Student insights	•

The subdomain ratings (below) are optional but are compulsory if the overall domain score (above) is rated between 0 and 2. Domain scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4
6.1 The student's verbal communication is professional, sensitive, and effective with clients (individual and group), colleagues, supervisor/s, and stakeholders across the lifespan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 The student's written communication is professional, sensitive, and effective with clients, colleagues, supervisor/s, and stakeholders across the lifespan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 The student delivers clear and timely feedback and information to clients, associated parties, and supervisors using the most appropriate type and style of communication (for example, using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

email and phone calls appropriately, and providing timely deliverables (e.g., progress updates, and formal reports).					
6.4 The student manages safe, appropriate, and respectful relationships with clients, colleagues, supervisors, the agency and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 The student demonstrates an awareness of the limits of their current professional competence and consults when required, including seeking supervision proactively and making appropriate referrals when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 The student works collaboratively to effectively, sensitively and professionally communicate with clients, colleagues and stakeholders and can articulate the psychologist's role and purpose in the context of providing educational and developmental psychology services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Feedback:					

Domain 7: Demonstrates a health equity and human rights approach when working with Aboriginal and Torres Strait Islander people, families, and communities

When working with Aboriginal and Torres Strait Islander people, families, and communities, the student actively:

- works towards overcoming client obstacles to health and health care by adopting practices that respect diversity, and avoiding bias, discrimination and racism (i.e., health equity).
- works towards tackling inequities by providing clients with safe and high-quality health care and ensuring clients are informed and included in decision-making (i.e., human rights approach).

Overall Domain Rating	0	1	2	3	4	N/A
Competency Domain 7.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established	Not applicable / No opportunity
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> If N/A please rate 7.1 only
Student rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: For students who have relevant client experience in this domain, both sub-domain ratings are compulsory.

If the student has not had the opportunity to demonstrate this competency through their client work, please rate item 7.1 only.

Subdomain competencies	0	1	2	3	4
7.1 The student demonstrates knowledge and understanding of the following: i) historical, political, social and cultural context of Aboriginal and Torres Strait Islander Peoples, families and communities, including the ongoing impacts of colonisation and racism. ii) the importance of self-determined decision-making for Aboriginal and Torres Strait Islander Peoples, families, and communities, and works in partnership to achieve health outcomes within an Aboriginal Health frame of reference. iii) culturally responsive healthcare that considers the diversity of Aboriginal and Torres Strait Islander Peoples, families, and communities (e.g. there are different Nations, language groups, clans, and cultures) and that there are intersecting forms of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 In their work with Aboriginal and Torres Strait Islander Peoples the student: i) Demonstrates the ability to reflect on and learn from Aboriginal and Torres Strait Islander cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and Aboriginal knowledges.
ii) Applies principles of culturally safe care to psychological practice
iii) Applies principles of trauma-aware and healing-informed care.
iv) Consults with Aboriginal and Torres Strait Islander Peoples, families, communities, and organisations to support collaboration in achieving health outcomes.

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Additional feedback:

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Domain 8: Demonstrates a health equity and human rights approach when working with people from diverse groups

When working with people from diverse groups*, the student actively:

- works towards overcoming client obstacles to health and health care by adopting practices that promote inclusion, respect diversity, and avoid bias, discrimination and racism (i.e., health equity).
- works towards tackling inequities by providing clients with safe and high-quality health care and ensuring clients are informed and included in decision-making (i.e., human rights approach).

* The term “diverse” encompasses (but is not limited to): age, race, ethnicity, language, culture, immigration status, gender, gender identity and expression, sexual orientation, physical attributes, ability, disability, cognitive capacity, social, and/or economic status, geographic location, educational attainment, religious, and/or spiritual orientation (AHPRA, 2023, pg 15).

Overall Domain Rating	0	1	2	3	4
Competency Domain 8.0	Unsatisfactory	Needs further development	Approaching expectations	At expected level	Established
Supervisor rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisee rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor feedback	•				
Student insights	•				

The subdomain ratings (below) are optional but are compulsory if the overall domain score (above) is rated between 0 and 2. Domain scores of 3+ indicate that all subdomains are demonstrated at the expected level at a minimum.

Subdomain competencies	0	1	2	3	4
8.1 The student utilises a human rights and health equity approach by practising in a non-discriminatory, inclusive, sensitive, and respectful manner. The student demonstrates an understanding of intersecting forms of diversity and an awareness of the history of psychological practice and its impact on diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 The student enacts an ongoing commitment to culturally responsive practice and recognises and reflects upon their own values, beliefs, and positionality including how these may impact the client. The student learns from clients/relevant others and their unique experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Integrates knowledge of client diversity and adapts psychological practice to effectively engage with clients from diverse social identity groups, and understands the impact of cultural identity, values, beliefs and experiences on psychological well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Demonstrates knowledge of appropriate referral pathways and specialised supports and/or effectively collaborates with service providers supporting diverse client groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional feedback:					