



Scope of Practice for Psychologist and Psychologist Assistant

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1. Definitions and Abbreviations

No.	Term / Abbreviation	Definition
1.1	Psychologist	Licensed healthcare professionals who utilize evidence-based techniques for diagnosing and treating psychological dysfunction and impairment, including emotional and mental health disorders. Psychologists are integral members of interdisciplinary teams, providing comprehensive assessments and psychological treatment interventions.
1.2	Assistant Psychologist	A licensed healthcare professional who supports psychologists in both clinical and administrative tasks. They perform duties at their level of competence and knowledge under the supervision of a licensed psychologist. This title is designated exclusively for UAE nationals.
1.3	Addiction Psychology	It is a specialty field within psychology that involves applying psychological treatments of addiction stemming from the use of alcohol and other psychoactive substances (e.g., nicotine, marijuana, cocaine, heroin) or behavioral addictions (e.g., gambling). The primary goals are cessation or reduction of use and/or the improvement of emotional, behavioral, interpersonal and other problems arising from addictive behaviors.
1.4	Behavior Chaining	It is a widely used technique widely used in Applied Behavior Analysis (ABA) to break down complex skills into smaller, manageable steps. By using this approach, educators can provide learners with a clear roadmap to success, promote independence, and facilitate skill acquisition.
1.5	Counselling Psychology	It is a specialty field within psychology that promotes the personal, social, educational, and career functioning and well-being of individuals, couples, families, groups, organizations, and communities. Counselling psychologists assist people with normal developmental issues and work to prevent and alleviate psychological and mental health disorders ranging from mild to moderate severity
1.6	Clinical Child & Adolescent Psychology	It is a specialty field that involves understanding the basic psychological needs of children and adolescents below the age of 18 years, as well as how family and other social contexts influence their socio-emotional adjustment, developmental processes, mental and behavioral disorders, developmental psychopathology, behavioral adaptation, and overall health.

1.7	Couple & Family Psychology	It is a specialty within professional psychology focused on the emotions, thoughts, and behaviors of individuals, couples, and families in relationships and in the broader environments in which they function. CFP is grounded in the conceptual foundations of Systems Psychology, emphasizing both the understanding of and intervention in systemic relational systems.
1.8	Educational Psychology	It is a specialty field within psychology focused on supporting the holistic development of children and young people (ages 0-25). Educational Psychologists have expertise in all aspects of development, both typical and atypical. This approach places the child or young person within their context and is guided by a systemic perspective emphasizing partnership with stakeholders such as parents, school staff, and allied professionals to ensure utility of assessments and effectiveness of interventions through joint consultation and formulation.
1.9	Forensic Psychology	It is a specialty field that involves the application of psychological principles and techniques to situations involving the civil and criminal legal systems. Functions include assessment and treatment services, advocacy and expert testimony, policy analysis, and research on topics such as eyewitness accounts, offender behavior, interrogations, and investigative practices. This field is also called legal psychology and correctional psychology.
1.10	Modeling Technique	It is theoretical frameworks that guide the development and implementation of criminal justice policies and practices related to the consequences of criminal behavior.
1.11	Neuropsychology	It is a specialty field within psychology dedicated to understanding the relationships between brain and behavior, particularly as they apply to diagnosing brain disorders, assessing cognitive and behavioral functioning, and designing effective treatments.
1.12	Psychometrist	An allied health professional trained to administer standardized psychological and neuropsychological tests to evaluate patients' cognitive, behavioral and emotional functioning. Psychometrists ensure the reliability and validity of these tests and work under the supervision of a licensed psychologist.
1.13	Punishment Procedures	A consequence that happens after a behavior that serves to reduce the likelihood of that behavior happening again in the future.

1.14	Reinforcement Strategies	Reinforcement is a central concept in ABA. It involves providing consequences that increase the likelihood of a behavior occurring again in the future. Reinforcement can be positive, where a desirable stimulus is added, or negative, where an aversive stimulus is removed. Positive reinforcement is often used in ABA to motivate individuals and encourage desired behaviors, while negative reinforcement involves removing or avoiding something unpleasant to strengthen a behavior
1.15	Shaping Technique	It is a process of teaching a new behavior by gradually reinforcing successive approximations toward the target behavior
1.16	DSM	Diagnostic and Statistical Manual of Mental Disorders
1.17	ICD	International Classification of Diseases
1.18	CBT	Cognitive-behavioral therapy
1.19	CFP	Couple and family psychology
1.20	DBT	Dialectical Behavioral Therapy
1.21	MMSE	Mini Mental State Examinations

2. SOP Purpose

2.1. The purpose of this document is to:

- 2.1.1. Define the clinical services that may be provided by psychologists, assistant psychologists and psychometrists, along with the required competencies.
- 2.1.2. Outline the professional boundaries, accountabilities, and ethical and legal obligations toward patients and society.
- 2.1.3. Serve as a reference for the healthcare workforce, healthcare providers, healthcare payers and governance bodies.

3. SOP Scope

3.1. This scope of practice applies to DoH licensed psychologists, assistant psychologists and psychometrists who wish to practice in the Emirate of Abu Dhabi, as well as to all healthcare providers offering psychology services.

4. Practice Settings

4.1. Psychologists and assistant psychologists can provide vital services in various healthcare settings, including but not limited to:

- 4.1.1 Hospitals
- 4.1.2 Medical Centers
- 4.1.3 Specialized Medical Clinics
- 4.1.4 Primary Health Care Centers
- 4.1.5 Rehabilitation Center
- 4.1.6 Telehealth Providers
- 4.1.7 Home care service
- 4.1.8 Mobile health unit

5. Standard of Proficiency

5.1 General Proficiencies:

- 5.1.1 Contribute to patient care based on their training, skills, experience, and scope of practice.
- 5.1.2 Adhere to Abu Dhabi and UAE federal laws, ethical principles, standards of professional conduct, clinical practice protocols and guidelines published by national or international professional organizations.
- 5.1.3 Be familiar with mental health laws, and related legislation, and the mandate of Federal Law No. (10) of 2023 concerning mental health.
- 5.1.4 Uphold professionalism by respecting patients' rights and dignity, ensuring privacy, safeguarding confidential information, supporting their autonomy, and honoring their right to consent to or refuse treatment.
- 5.1.5 Recognize and respect differences in culture, gender, race, ethnicity, religion, language, and socioeconomic status when interacting with patients and their families.
- 5.1.6 Adhere to the ethical guidelines and safeguard women, minors, individuals with physical disabilities, and the elderly against misuse of power, ensuring the adherence to relevant ethical boundaries and violations.
- 5.1.7 Provide psychology services in a licensed facility equipped with the necessary resources to ensure safe and high-quality care.
- 5.1.8 Participate in outreach programs to raise awareness and reduce stigma.
- 5.1.9 Apply effective communication skills, build rapport, be sensitive to patients' individual and social needs, and strive to provide comfort and support.
- 5.1.10 Communicate effectively with colleagues and maintain high standards of professional conduct, take accountability for actions, and manage workplace conflicts appropriately.

- 5.1.11 Work as an effective team member and collaborate with other healthcare professionals and non-healthcare professionals (e.g., community organizations, schools) to provide quality multidisciplinary care.
- 5.1.12 Safeguard patient data and maintain comprehensive medical records that are accurate, complete, and timely, in compliance with regulatory and legal requirements.
- 5.1.13 Demonstrate and maintain the knowledge, skills, and expertise necessary for diagnosing and treating mental health issues within the psychologist's scope of practice, ensuring safe and high-quality care.
- 5.1.14 Regularly reflect on personal biases, limitations, and emotional responses, while practicing self-care to prevent burnout.
- 5.1.15 Collaborate closely with the treating psychiatrist and primary physician, regularly sharing information before and during the patient care journey to provide quality mental health care.
- 5.1.16 Collaborate and share insights with the clinical social worker to ensure social and environmental issues are thoroughly addressed.
- 5.1.17 Maintain regular communication with the treating psychiatrist from the start of treatment to develop a complete diagnosis and comprehensive treatment plan and continue communication throughout treatment to allow timely adjustments based on patient progress, medication side effects, or new psychological assessment insight.
- 5.1.18 Be aware of quality standards and patient safety protocols to ensure patient protection and wellbeing.
- 5.1.19 Report cases of physical, sexual, or emotional abuse and neglect involving children and vulnerable individuals to the appropriate authorities, and document findings and responses accordingly.
- 5.1.20 Participate in educational activities that are consistent with the scope of practice and guided by appropriate guidelines.
- 5.1.21 Continuously update knowledge and enhance clinical and interpersonal skills to ensure optimal patient care outcomes.
- 5.1.22 Engage in psychological research and ensure that knowledge of research literature relevant to practice is current and applied in clinical settings.
- 5.1.23 Provide supervision and mentorship to psychology students and trainees.
- 5.1.24 Refer patients to a psychiatrist for additional evaluation, assessment or care when a biological basis for symptoms is suspected.
- 5.1.25 Under the supervision of a licensed psychologist, an assistant psychologist may be delegated to perform the following tasks:
 - 5.1.25.1 Identify patients in need of complex or advanced psychological assessments or interventions and refer them to relevant professionals for appropriate care.
 - 5.1.25.2 Observe, monitor, and assist with therapeutic activities; provide feedback regarding patient

- behavior; and assistance in creating and carrying out treatment plans.
- 5.1.25.3 Complete assigned tasks in accordance with their level of experience, under the supervision of a licensed Psychologist.
 - 5.1.25.4 Administer and score cognitive and psychometric tests and assist in report writing (all formal correspondence must be reviewed and co-signed by a supervisor).
 - 5.1.25.5 Refer patients to a psychiatrist for additional evaluation, assessment or care when a biological basis for symptoms is suspected.

5.2 Core competencies for psychologists:

- 5.2.1 Assess cognitive, personality, emotional, and psychological functions in relation to drug effects or interactions, life challenges, developmental problems, adjustment to chronic illness, and other stressors.
- 5.2.2 Utilize multiple sources to gather information and assess the impact of mental illness on an individual's ability to function, capacity, and/or to effective use of therapeutic interventions.
- 5.2.3 Design, manage, and evaluate programs addressing psychological and psychiatric issues.
- 5.2.4 Conduct individual, family and group psychotherapy.
- 5.2.5 Clinical psychologists establish diagnosis or diagnostic impressions using standardized classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) or the International Classification of Diseases (ICD).
- 5.2.6 Utilize various assessment methods, including clinical interviews, behavioral observations, Mini-Mental State Examinations/MSE, standardized tests, and self-report measures to assess cognitive function.
- 5.2.7 Identify and assess risk factors associated with suicide by utilizing evidence based standardized tools, including assessment of psychiatric disorders (e.g., depression, bipolar disorder).
- 5.2.8 Develop safety plans to patients with substance use disorders, a history of trauma or abuse, chronic medical conditions, recent loss or trauma, social isolation, access to lethal means, or a family history of suicide.
- 5.2.9 Apply diagnostic formulations that consider all relevant predisposing, precipitating, maintaining, and protective factors in the patient's situation to guide differential diagnosis and intervention strategies.
- 5.2.10 Establish goals for psychological interventions that focus on reducing suffering and improving mental health and psychosocial well-being.
- 5.2.11 Incorporate presenting factors (such as cognitive deficits, personality traits, trauma, and/or substance abuse) into intervention planning and adapt therapeutic models based on the patient's cognitive strengths and limitations.
- 5.2.12 Apply psychological interventions for patients with developmental challenges and adjustment problems, including therapeutic counselling interventions to promote and facilitate optimal

learning and development.

- 5.2.13 Conduct therapeutic interventions focused on psychoeducation, skill acquisition, healthy emotional regulation, coping strategies, behavior modification, cognitive restructuring, building healthy interpersonal relationships, and preventing relapse.
- 5.2.14 Employ various behavior modification techniques to promote positive behavior changes and reduce or eliminate maladaptive behaviors. These may include reinforcement strategies (e.g., positive and negative reinforcement), punishment procedures (e.g., response cost, time-out), shaping, modeling, and behavior chaining. Additionally, provide training in problem-solving, emotion regulation, assertiveness, and social skills.
- 5.2.15 Where indicated, establish a continuity of care plan when discharging or transferring patient to another healthcare professional, facility, or service.

5.3 Counseling psychologist:

- 5.3.1 Assess, diagnose and intervene with patients dealing with life challenges, particularly those experiencing developmental issues, psychological distress, and/or psychopathology.
- 5.3.2 Design, manage, and evaluate programs addressing psychological and psychiatric problems, and make referrals when appropriate.
- 5.3.3 Apply psychological interventions for patients with developmental challenges and adjustment problems; including therapeutic counseling interventions to promote and facilitate optimal learning and development.
- 5.3.4 Train and supervise other counselling psychologists in:
 - 5.3.4.1 Counseling psychology
 - 5.3.4.2 Educational psychology

5.4 Educational psychologist:

- 5.4.1 Apply psychology within educational settings through consultation, assessment, training and interventions from nursery and kindergarten through to college age (0-25), for children and young people as well as for adults involved in their care and education.
- 5.4.2 Apply psychology in specialist school settings and alternative provisions, such as hospital schools, pupil referral units, juvenile justice facilities and clinical settings, providing consultation, assessment, training, and intervention for children, young people and the adults involved in their care and education.
- 5.4.3 In addition to direct work with children and young people, provide consultation, training and intervention to adults (such as parents, teachers, learning support assistants, and shadow teachers) as key stakeholders and mediators in the child's everyday experiences and environment, with a goal of making a positive difference for the children and young people in

their care.

- 5.4.4 Provide specialist assessment of developmental and learning needs in areas such as cognition and learning, social-emotional and mental health, communication and interaction, and physical and sensory needs. Use a range of curriculum-based assessments, dynamic assessments, psychometrics and other appropriate evaluation tools to explore the profile of strengths and needs, as well as their impact on the child and young person's ability to access the curriculum or educational resources.
- 5.4.5 Train and supervise other psychological practitioners in educational psychology.

5.5 Neuropsychology:

- 5.5.1 Assess cognitive, personality, emotional and neuropsychological functions in relation to changes affecting the brain and/or physiological systems contributing to brain function, drug effects or interactions; the integrity of neurologically relevant functional networks; life challenges and developmental issues; and adjustment to chronic illness or other stressors.
- 5.5.2 Apply evidence-based neuropsychological interventions, utilizing knowledge of methods, terminology, and conceptual approaches from clinical medical disciplines allied with neuropsychology, as well as an understanding of common neuropsychological, neurological, neuropsychiatric, and psychological disorders.
- 5.5.3 Apply appropriate models of neurorehabilitation tailored to the patient's specific needs.
- 5.5.4 Develop neuropsychological formulations that incorporate all relevant predisposing, precipitating, maintaining, and protective factors relevant to a patient's presentation; these formulations should guide differential diagnosis and subsequent interventions.

5.6 Addiction psychology:

- 5.6.1 Conduct clinical evaluations, including screening, assessment, and diagnosis of substance use disorders.
- 5.6.2 Apply general counseling theories, principles and methods tailored to the unique requirements and characteristics of individuals battling addiction. Techniques should be specifically adapted to the specialized needs and characteristics of those experiencing persistent, compulsive dependence on a behavior or substance, including mood-altering behaviors or activities.
- 5.6.3 Develop addiction treatment plans for substance abuse addicts, including initial and ongoing care, continuity of care, discharge planning, relapse prevention, and referral to a specialist when additional intervention is required.
- 5.6.4 Provide counseling, therapies, such as DBT, cognitive therapy, trauma-informed care, and

psychoeducation, for individuals, families, and groups affected by substance use disorders to improve emotional regulation and prevent relapse.

5.7 Child and Adolescent psychology:

- 5.7.2 Conduct behavioral observations of children and adolescents; interviews with parents and children/adolescents; assessments of academic achievement, intelligence (scholarly accomplishment, knowledge), and other cognitive functions; evaluations of adaptive behavior and personality; and assessments of family dynamics.
- 5.7.3 Apply various therapeutic techniques, such as cognitive-behavioral therapy (CBT), or family therapy, to help children overcome psychological challenges and enhance their overall well-being.
- 5.7.4 Collaborate with other professionals, including teachers and school personnel, pediatricians and family physicians, nurses, social workers, child psychiatrists, and child protection and care workers to develop strategies that support children's development and well-being.
- 5.7.5 Provide psychological treatment to children who have been physically, sexually, or emotionally abused and neglected by caregivers, and report these incidents to the appropriate authorities.

5.8 Forensic psychologist:

- 5.8.1 Provide opinions and testimony supported by sufficient scientific evidence and grounded in valid, reliable, and appropriate principles and methods that have been applied in accordance with the circumstances of the case.
- 5.8.2 Ensure that the professional reports and testimony are presented in a manner that fosters comprehension and avoids deception.
- 5.8.3 Evaluate the research and evidence supporting the usefulness and appropriate application of assessment procedures before using them, ensuring they are applied in a suitable manner and for appropriate purposes.
- 5.8.4 Provide information about professional work in a manner consistent with professional and legal standards, including the disclosure of test data or results, interpretation of data, and the legitimate bases for conclusions.

5.9 Marriage and Family psychologist:

- 5.9.1 Assess, diagnose, and treat mental, emotional, and behavioral disorders by utilizing established principles that recognize the interconnected nature of individual problems and dysfunctions

within family members.

- 5.9.2 Evaluate and treat of mental disorders, whether affective, cognitive, or behavioral, that cause dysfunctional interpersonal relationships within the family, including but not limited to familial, marital/couple, parent-child, and pre-marital relationships.
- 5.9.3 Apply mental health counseling, psychotherapy and therapeutic techniques to evaluate and address marital, relational, and family conflicts.

5.10 Core Competencies for Psychometrist:

- 5.10.1 Evaluate the merits of psychological assessment tools, including but not limited to reliability, validity, bias, equivalence, fairness, and standardization.
- 5.10.2 Design assessment tests to be accessible and easy to understand for the intended group of patients by using appropriate language levels relevant to the patient's context and the defined goals of the assessment.
- 5.10.3 Work under the supervision of psychologists and neuropsychologists to contribute to the development, administration, scoring, reporting, and interpretation of assessment tests results.
- 5.10.4 Contribute to the development of psychometric tests and other assessment tools or techniques taking the UAE Context into consideration.
- 5.10.5 Contact the supervising psychologist or clinical psychologist if the selection of assessment instruments or techniques is inappropriate for a particular patient or situation.

6. Specific Learning Requirement / Privileging Requirement

- 6.1 Psychologists who seek to expand their scope within the field must acquire the necessary training and competencies.

7. Relevant Reference Documents

No.	Reference Date	Reference Name	Relation Explanation / Coding / Publication Links
1	November 2024	Ministerial Resolution No. (1448) of 2017 on Adoption of Code of Ethics and Professional Conduct for Health Professionals	https://mohap.gov.ae/app_content/legislations/php-law-en64/mobile/index.htm
2	November 2024	Article 24 of Federal Law No. (5) of 2019 on Regulating the Practice of Human Medicine and its Executive Regulations	https://mohap.gov.ae/en/aboutus/legal-references
3	November 2024	Ministerial Resolution No. 14 of 2021 on the Patient Rights and Duties Charter	https://uaehpl.demo.fi.ae/en/health-policies-and-legislations-advocacy/health-legislations?itemId=57c4ff8d-648c-4811-8830-5c3724b7fdd6
4	November 2024	Federal Law No. 29 of 2006 In Respect of the Rights of People with Special Needs	https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/United-Arab-Emirates_The-Rights-of-People-with-Special-Needs.pdf
5	November 2024	Healthcare Workforce Bioethics Guidelines	https://www.doh.gov.ae/-/media/26F52980D66C430E9BB831096DB6A2D7.ashx
6	November 2024	Unified Healthcare Professional Qualification Requirements (PQR)	https://www.doh.gov.ae/en/pqr
7	November 2024	DOH Standard for Clinical Privileging Framework	https://www.doh.gov.ae/-/media/87DBE2A3226940E8A5712D3577064672.ashx
8	November 2024	SET of Standards for Healthcare Education and Training	https://www.doh.gov.ae/-/media/E6DD9C5A9DF2478EB4B60B9C835969FC.ashx

9	November 2024	DOH Standard for Emiratization of the Health Workforce in the Emirate of Abu Dhabi	https://www.doh.gov.ae/-/media/434ED00D6DC9449686271254FF490171.ashx
10	November 2024	Policy On Issuing Waivers Of Healthcare Professionals Licensure Requirements During Emergencies, Crises And Disasters.	https://www.doh.gov.ae/-/media/E56B39C42665429DA4E20D840C06B120.ashx
11	November 2024	Standard for Continuing Professional Development (CPD) for Healthcare Workforce	https://www.doh.gov.ae/-/media/66CD0B4E6BFE45818E20157A8A347773.ashx
12	November 2024	HAAD Standard for First Aid Training	https://www.doh.gov.ae/-/media/767954B8B6AC4A2CA31ACD629B2D7A05.ashx
13	November 2024	Standard for Specialized Mental healthcare Services	https://www.doh.gov.ae/-/media/EB977F268676451E8180B86A06F7254C.ashx
14	November 2024	Child Protection- Brochure- Guidance for Healthcare Providers	https://www.doh.gov.ae/-/media/C7B1C557C04949928BE12DB853DD683E.ashx
15	November 2024	Child Protection - Brochure - Guidance for Healthcare Providers	https://www.doh.gov.ae/-/media/1F4945731CAC4D21A108E07B5A019FE5.ashx
16	November 2024	Mandatory reporting through Abu Dhabi Disease Registry Platform – Mental Health Registry	https://www.doh.gov.ae/-/media/2962D206DEA14719B2014714918518B5.ashx
17	November 2024	Abu Dhabi Healthcare Information and Cyber Security Workforce Guideline	https://www.doh.gov.ae/-/media/888301C191B542CF8C0862EC1DECC3B4.ashx
18	November 2024	Tawteen Initiative and Health Workforce Sustainability	https://www.doh.gov.ae/-/media/6237DAEA0AAE40B999B123C574D49554.ashx
19	November 2024	Temporary Secondment of Health Workforce	https://www.doh.gov.ae/-/media/8F278E6EAF74E8CA459B4E861B00301.ashx

20	November 2024	DOH Standard on Tele-Medicine	https://www.doh.gov.ae/-/media/0272CB2B824D41D6B4A2A5C78EBD94F9.ashx
21	November 2024	Launching of Kawader- Smart Platform for Health workforce in Abu Dhabi	https://www.doh.gov.ae/-/media/BCA0349B7DBF4F6E93A07616683D0664.ashx
22	November 2024	Licensing National Trainees in Healthcare & Pharmaceutical Facilities	https://www.doh.gov.ae/-/media/A125BFC5870F45C3B43E3CDD415B5C3B.ashx
23	November 2024	Licensed Healthcare Professionals Rotations between Licensed Healthcare Facilities in the Emirate of Abu Dhabi.	https://www.doh.gov.ae/-/media/9A9BA6CA5BFA43AEA8382CEE4891FBD.ashx
24	November 2024	Update on Licensing Procedures for Healthcare Professionals in Nurseries Clinics	https://www.doh.gov.ae/-/media/4A47EA40EC5549E7938EBFC11BE2406C.ashx
25	November 2024	Cancellation of Healthcare Professional Licenses	https://www.doh.gov.ae/-/media/310CFD9262624D3BB32401DB0594992F.ashx
26	November 2024	Case of Healthcare Staff in UAE, Well-being of residents in training programs of Abu Dhabi health services	http://www.semanticscholar.org/paper/Workplace-Stress-and-Employee-Wellbeing%3A-Case-of-in-Khan-Khurshid/9c397ac26e25710773b403a65b3d89f057767258#:~:text=T
27	November 2024	The Professional Board for Psychology	https://hpcs.co.za/Uploads/professional_boards/psb/examinations/PSBExam-Guidelines-CounsellingPsychologyJanuary2020Final.pdf
28	November 2024	The Professional Board for Psychology	https://www.hpcs.co.za/?contentId=0&menuSubId=47&actionName=Professional%20Boa
29	November 2024	American Psychological Association- Neuropsychology	https://www.apa.org/pubs/journals/neu
30	November 2024	American Psychological Association- Educational Psychology	https://www.apa.org/about/division/div15

31	November 2024	The Professional Board for Psychology- Minimum standards for the training of Counselling Psychology	https://www.hpcs.co.za/Content/upload/psb/guidelines/Minimum_standards_for_the_training_of_Counselling_Psychology.pdf
32	November 2024	The Professional Board for Psychology- Minimum standards for the training of Neuropsychology	https://www.hpcs.co.za/Content/upload/professional_boards/psb/guidelines/NEUROPSYCHOLOGY_Minimum_Standards_20022024.pdf
33	November 2024	The Professional Board for Psychology- Minimum standards for the training of Clinical Psychology	https://www.hpcs.co.za/Content/upload/psb/guidelines/Minimum_standards_for_the_training_of_Clinical_Psychology.pdf
34	November 2024	The Professional Board for Psychology- Minimum standards for the training of Educational Psychology	https://www.hpcs.co.za/Content/upload/psb/guidelines/Minimum_standards_for_the_training_of_Educational_Psychology.pdf
35	November 2024	Boundaries and Multiple Relationships in Psychotherapy	https://societyforpsychotherapy.org/boundaries-and-multiple-relationships-in-psychotherapy-recommendations-for-ethical-practice/
36	November 2024	Scopes of Practice & Career Ladder for Substance Use Disorder Counseling	https://atforum.com/documents/PEP11-SCOPES.pdf
37	November 2024	American Psychological Association - Forensic Psychology	https://www.apa.org/practice/guidelines/forensic-psychology
38	November 2024	American Psychological Association- Clinical Child and Adolescent Psychology	https://www.apa.org/ed/graduate/specialize/child-clinical
39	November 2024	New York Education Department- Marriage and Family Therapist	https://www.op.nysed.gov/sites/op/files/2021-10/mftapa.pdf
40	November 2024	Ministry of Public Health State of Qatar	https://dhp.moph.gov.qa/en/Documents/Psychology%20Scopes.pdf
41	November 2024	The Association of State and Provincial Psychology Boards	https://www.asppb.net/

42	November 2024	World Health Organization-Mental Health	https://www.who.int/health-topics/mental-health#tab=tab_1
43	November 2024	Psychological interventions implementation manual	https://iris.who.int/bitstream/handle/10665/376208/9789240087149-eng.pdf
44	November 2024	School Policy on Inclusion-Department of Education and Knowledge	https://www.adek.gov.ae/-/media/Project/TAMM/ADEK/Policies/School-Policies/Teaching-and-Learning/ADEK_S_Inclusion-
45	November 2024	Substance Use Disorders (SUDs) Treatment and Rehabilitation	https://www.doh.gov.ae/-/media/C9414B3C5FBD40ED8FAAF8D6FAE6A97E.ashx
46	November 2024	Applied Behavioral Analysis for Autism Spectrum Disorder Guidelines	https://www.doh.gov.ae/-/media/256D066B50884B79ADF51238FABF2032.ashx
47	November 2024	DoH regulations on patient consent and patient rights and responsibilities	https://www.doh.gov.ae/en/standards https://www.doh.gov.ae/en/resources