



University of Ljubljana
FACULTY OF ARTS



Guidelines for the Implementation of the Supervised Practice of Psychologists

The Guidelines were developed by the SUPER PSIHOLOG project team:

Anja Podlesek, Julija Pelc, Katarina Kocbek, Vlasta Zabukovec, Mateja Štirn, Vita Poštuvan, Tina Pirc, Per A. Straumsheim, Eva Danielsen, Mona Duckert, Bjarte Kyte, Sonja Bučar, Katja Ponikvar



SUPER PSIHOLOG

Supervizirana praksa
psihologov:
Razvoj programa
usposabljanja
mentorjev in modela
supervizirane prakse

Projekt je bil sofinanciran s strani Norveškega finančnega mehanizma 2009–2014 in nacionalnih sredstev RS.



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SLUŽBA VLADE REPUBLIKE SLOVENIJE ZA RAZVOJ
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THE SUPERVISED PRACTICE AND INCLUSION OF A PSYCHOLOGIST BEGINNER¹ IN THE SUPERVISORY RELATIONSHIP

After having concluded a five-year academic studies the master degree psychologist is not yet qualified to independently practice psychology. The early career psychologist must perform his/her psychological services under supervision for at least a year. The supervised practice is a professional training carried out in a real work setting with the aim of: (i) preparing a psychologist for independent practicing; (ii) developing the professional role of psychologist, professional judgment, self-awareness, responsiveness, personal integrity and ethical conduct; and (iii) integrating theoretical and practical knowledge. A one-year supervised practice is therefore a necessary precondition for independent practicing and for providing high-quality psychological services. During this year the newly qualified psychologist will encounter different professional tasks, challenges and issues which will be solved with the support of a supervisor, i.e. a psychologist recognised as being adequately trained for providing supervision in the relevant field of psychology.

The implementation of the supervised practice is managed and monitored by the supervised practice administrator (hereafter: the system administrator²).

1 The terms *psychologist beginner* and *supervisee* are used as synonyms.

2 In Slovenia the system administrator is the Slovenian Psychologists' Association – a member of the European Federation of Psychologists' Associations (EFPA).

The Scope of Supervision Sessions

The supervised practice is at least one year long. Supervision sessions are carried out during the same period of time.

Supervision sessions encompass the minimum of 20 two-hour sessions (120 minutes), that is, 40 hours of supervision performed during the supervised practice (the minimum of 2400 minutes). Additional longer visits by the supervisor in the supervisee's workplace are recommended, the duration of the visit being the minimum of 5 hours; or the supervisee can visit the supervisor. In cases when the supervisory dyad does not implement a longer visitation, additional 5 hours of supervision have to be implemented. Total minimum of supervision period is 45 hours.

The supervised practice implementation is terminated (frozen) when exceptional circumstances occur (sick leave, maternity leave, employment change etc.). The termination status is agreed between the supervisor, the supervisee, and the system administrator by a supplement to the Supervision Agreement.

The Establishment of Supervisory Dyads

The psychologist beginner selects a suitable supervisor with regard to the domain of psychological practice, location etc., from the database of qualified supervisors. They jointly decide on the beginning of the supervised practice. The supervisee informs the system administrator about the selected supervisor and the date of the supervised practice beginning, and pays the fee for entering the supervised practice system. The system administrator prepares everything that is required for monitoring the work of the supervisory dyad.

The Structure and Content of Supervision Sessions

During the supervised practice and supervision sessions the contents specified below are treated, however, not necessarily in the same order. The contents can be regularly included in supervision sessions, or treated in special sessions.

1. Getting to know each other, building rapport and exchanging expectations

The first session is intended for building rapport. The supervisor and the supervisee communicate their expectations, motivation for participating in the

supervised practice system, personal experiences regarding the implementation of psychological services and the supervisory relationship, etc. The tools accessible on the website of the supervised practice can be useful, as well as the tools on the internet platform and other resources by own choice.

Building rapport is very important in establishing a safe and confidential relationship between the supervisor and the supervisee. The quality of their initial contact determines the quality of their further supervisory relationship. Directedness, compassion, and authenticity in the relationship enable them to enter the dialogue directly, and with personal exchange of their experiences. There are individuals who are reserved and need more time to build a collaborative relationship. The supervisor responds to individual needs of the supervisee. During the conversation they jointly explore routes for optimum achievement of the set goals.

2. The supervision agreement

The system administrator sends the Supervision Agreement form to the supervisees already upon their inclusion into the supervised practice system, that is, after they have settled the fee for entering the supervised practice system. The supervisees can obtain the information regarding the agreement at the training or the supervised practice conference. Thus the supervisee can inspect the Supervision Agreement form prior to the first session, consider important topics/contents, and become familiar with his/her rights and duties.

A general section of the Supervision Agreement includes the introduction of the purpose of the supervised practice, its goals, and the aims of supervision, the responsibilities of the supervisor and the supervisee, and general provisions regarding the implementation of supervision. A specific section of the Supervision Agreement encompasses communication of expectations of the supervisor towards the supervisee, expectations of the supervisee towards the supervisor, context and content of supervision, documentation of the supervised practice and session materials, formal regulation of supervision, ways of preventing obstacles occurring during the supervision process, and the evaluation of the Supervision Agreement.

The supervisor and the supervisee start preparing the Supervision Agreement during their first session. In cases when they do not communicate the entire agreement on the first session, they agree to prepare suggestions for the specific part of the Agreement until the next session when they complete the Agreement. *Advice: The supervisory dyad can be assisted in preparing the Supervision Agreement by applying tools for mutual preparation of documents (e.g. Drive, Dropbox).*

The second session is the time when the supervisor and the supervisee have to conclude the Supervision Agreement. They communicate all points of the Agreement (both the general part and specific part) and write down the provisions

of the second section. They clearly specify the roles of supervisor and supervisee while adhering to professional and ethical standards. They accurately define their expectations, methods of documenting the supervised practice and supervision sessions, methods of reflection, evaluation etc.

The supervisor and the supervisee sign the general section of the Agreement. The signed general section of the Supervision Agreement is sent by the supervisee to the system administrator, not later than one week after the second session. The specific section of the Supervision Agreement is kept by the supervisor and the supervisee.

The plan of the supervised practice is jointly communicated between the supervisor and the supervisee. The supervisee writes down the supervised practice plan. Such note taking of set goals and the expectations regarding the supervised practice course is essential for the work to be successful. Articulating, writing, and clarifying their goals and expected course of the supervised practice enhance the awareness of ideas and understanding of needs and expectations regarding the supervised practice. The supervised practice plan is a supplement to the specific section of the Supervision Agreement.

The supervisor and the supervisee regularly monitor how they follow the Supervision Agreement, and upgrade and readjust it as needed.

3. Communication with clients

By means of video recordings or on the basis of the supervisor's visitation in the supervisee's workplace the supervisory dyad analyses the supervisee's communicating with clients, establishing contacts and working alliance with clients, and informing clients on the treatment findings. The supervisee reflects on the situation and the supervisor provides feedback on the observed. They discuss possible future improvements. It is important for the supervisee to become aware in his/her work of possible still unconscious experiencing and conduct towards clients and towards himself/herself, and other peculiarities arising from clients and/or context of the supervised practice implementation. It is important for the supervisee to, with the help of the supervisor, find more suitable ways of understanding the situation and performance, and to apply new ideas and skills within the framework of the supervision process. The supervisor helps the supervisee reflect on the experience, perceive the situation from meta-position and thus establish critical distance.

4. Ethical dilemmas

When solving ethical dilemmas occurring while implementing psychological services and treating and resolving ethical questions relating to the supervisory

relationship, the supervisory dyad adheres to the Code of Professional Ethics of Psychologists and other relevant documents.

The supervisor is advised to constantly bring to his/her and the supervisee's awareness possible ethical dilemmas. Cases when ethical dilemmas can occur in the relationships between the supervisor and the supervisee, and the supervisee and clients, are:

- Intergenerational differences (or the absence of differences when the supervisor and the supervisee are of similar age);
- Friendship and/or other forms of dyadic roles;
- Interpersonal attractiveness/repulsiveness;
- Not clearly defined and specified roles and expectations when both the supervisor and the supervisee are employed in the same work organization, so their work and supervisory relationships interfere;
- Application of different theoretical/practical models and approaches;
- Presenting the supervisor-supervisee session recordings to the supervisor's supervisory group;
- Violation of confidentiality of the data regarding the client, supervisee, or supervisor.

5. A psychologist work position, relevant legislation and legal performance by the psychologist beginner

The supervision sessions treat, among other things, the systematization and characteristics of a psychologist beginner's work position and work tasks. Besides, the supervisor brings to supervisee's awareness important aspects of relevant legislation and assures that the beginner performs legally. When talking about the characteristics of the work position, they discuss frequent ethical dilemmas occurring in the workplace, personal data protection, violence prevention etc.

At the beginning of the supervisory relationship the supervisory dyad systematically outlines the work position and work tasks of the supervisee, and legislation regulating the domain of psychological work (including ethical conduct). These aspects are introduced at the initial training for implementing the supervised practice and annual conferences on the supervised practice as well.

It is the supervisee's responsibility to be knowledgeable of the legislation and operate in compliance with the law. The supervisor and the supervisee regularly discuss the legislation aspects and the aspects of the psychologist's performance in a professional environment. It is important that both the supervisor and the supervisee have these aspects in mind during the entire supervised practice and all supervision sessions. Even though a structured initial training of the supervisee in the area of legislation is required, performing the actual work tasks and

solving practical cases with the supervisor's regular support and reflection facilitate the supervisee's mastering of different legislation aspects.

6. The competence model

The beginner learns about the *EuroPsy* competence model prior to the inclusion into the supervised practice (within his/her academic education and/or in other ways). Considering the development of competences is constantly present during the supervised practice. During supervision sessions the supervisor and the supervisee talk about which competences the supervisee has been developing in his/her work since the previous session. When, for instance, the supervisee describes the intervention he/she applied, both the supervisor and the supervisee define which competences were used and developed in the performance. Towards the end of each session they examine which competences have also been developed during the session. Thus the supervisee trains his/her sensitivity for and awareness of the application of specific competences in a particular situation and their effects on the quality of the task performed, the relationship etc.

7. Reflective practice and providing feedback

Through receiving the supervisor's feedback the supervisee trains how to give feedback himself/herself to either clients or the supervisor on supervision. Quality provision of feedback is jointly implemented in the supervisory relationship. It is important for the supervisor and the supervisee to devote enough time to reflection on various levels (contents, process, and relationship, recognizing inner experiencing) during the supervision process.

8. The supervisory relationship

The supervisor and the supervisee establish a professional supervisory relationship which includes self-disclosure and exchange of personal contents as this is of key importance in developing a safe and open supervisory relationship. The supervisor enters this relationship on a personal level, with responsibility and a desire to collaborate. The supervisor is aware that he/she brings certain expectations and vision of the supervisee's development into the supervisory relationship, as well as the vision of his/her own growth and the advancement of the supervisory relationship. These aspects can influence the supervisor's creation of collaborative relationship with the supervisee. The supervisor's relationship towards the supervisee is distinguished by respect, sincerity, empathy, participation in and support of the supervisee's realization of own powers and sources helping him/her in achieving the set goals. The supervisory dyad maintains

professional relationship, and reflects on it regularly (e.g. the supervisor and the supervisee talk about how they felt while discussing a particular topic, problem). Constant reflective practice is important for another reason as well – the supervisory relationship is constantly developing and changing. Metacommunication, conversation about the relationship, and reciprocal dialogue-based communication enhance the understanding of what is happening in the relationship through the time, and correspondingly the agreements are readjusted. The quality of the supervised practice process is closely related to the quality of the supervisory relationship which can be managed efficiently only with regular reciprocal and sincere reflection.

9. Evaluation

The supervisor and the supervisee conduct an interim evaluation and the final evaluation.

The interim evaluation is important for evaluating the progress towards achieving the set goals, both the supervisor's goals and the supervisee's goals. The supervisory dyad evaluates the development of the supervisee's competences in the supervision process (the course of their collaboration, supervision work, obstacles occurring during the process, and what the process is supported by). On the basis of accurate analysis of the implementation of the supervision agreement, the goals attained, and recognition of obstacles, the supervisor and the supervisee upgrade the developmental plan in compliance with the needs and new emerging goals. They redefine the supervisory relationship goals and readjust the Supervision Agreement as needed.

The supervisor's responsibility is to regularly treat the supervisee-related cases in his/her supervision of supervision. In cases when the supervisee's progress is too slow, the supervisor and/or supervisory group help the supervisor find suitable solutions. Thus a timely solution of possible obstacles is achieved, the desired progress is enabled, and the timely conclusion of the supervised practice is assured.

The final evaluation is conducted upon the conclusion of the supervised practice. During at least one of the closing sessions the supervisor and the supervisee perform a comprehensive evaluation of the supervisee's continual professional development during the time of their collaboration, and discuss the supervisor's assessment of the supervisee's competences.

The supervisor assesses the supervisee after one year of the implementation of the supervised practice where at least 20 two-hour sessions have been performed (exceptionally after a longer period of time if the supervised practice has been terminated/frozen due to extraordinary circumstances; the supervised practice period is prolonged for the length of termination). The supervisor

submits the evaluation of the supervised practice to the system administrator. The supervisor is obliged to inform the system administrator on the agreement between him/her and the supervisee regarding further participation in the supervised practice.

In cases when after the period of one year (and within this period after the minimum of 20 sessions) the evaluation of supervisee's competences remains negative, the supervisor and the supervisee agree on whether or not they will continue working together – the supervisee can continue the supervised practice with the same supervisor, or selects another one. In cases when the supervisee continues supervision with the same supervisor, the supplement to the existing Supervision Agreement is concluded, or the Supervision Agreement is readjusted and updated. In cases when the supervisee continues the supervised practice with a different supervisor, he/she informs the system administrator about that, and in collaboration between all three participants (the supervisor, the supervisee, and the system administrator) a new Supervision Agreement is concluded.

10. Bringing the supervisory relationship to an end

Closing of the supervisory relationship is carried out gradually by means of regular reflection on the supervisee's achievements and on the goals which will be attained upon the conclusion of the process. The final session presents a concluding dialogue of the final evaluation. It is recommended that the supervisor's assessment of the supervisee's competences and self-assessment by the supervisee is prepared and presented to the supervisee on the previous session. Thus the last session provides enough space to evaluate the achievements and the supervisory relationship, and recognize open questions and dilemmas. The supervisor and the supervisee examine and celebrate the achievements and agree on whether or not they will conclude the relationship or continue collaborating. In case of latter, they specify the modality of collaboration.

Modality of Supervision Sessions

Supervision sessions are implemented as meetings in person (face to face sessions), exceptionally, due to reasoned circumstances, they can be implemented by means of videoconference calls (e.g. Skype sessions). An individual supervision session is recognized as implemented if it is at least 90 minutes long, and is implemented at the time scheduled in advance, and in a proper location. A predicted length of a supervision session is 120 minutes.



An exchange of information/consultation over the phone, e-mail etc. does not count as a supervision session.

In cases of severe situations the supervisee can contact the supervisor and they can schedule an extra supervision session. Examples of emergency and interventions in such cases are determined in the Supervision Agreement; thus the boundaries of the relationship are specified. The supervisor empowers the supervisee to act on his own and offers information on how and when to do so, and where else he/she can find more information etc.

Time Frame and Location Recommendations

The supervisory dyad defines the period of supervision in the Supervision Agreement. They agree on the time frame of sessions – for instance, every first and third Wednesday per month. It is desired that they prepare a schedule of sessions for three months in advance and adjust it regularly. Deviations from the scheduled time frame are exceptional, in cases of extraordinary circumstances.

The supervisor's responsibility is to find a suitable and permanent location for implementing supervision sessions. The supervisor can find the space on his/her own or in agreement with the supervisee or the system administrator. The place has to be suitable for professional implementation of supervision: enabling

privacy, safety, and ethics with regard to the supervisee and the people treated, and the institution of practice. It has to be quiet, without disturbing factors, adequately lighted and with proper room temperature.

Preparation of Materials for Supervision Sessions

It is supervisee's responsibility to come to each supervision session prepared. The supervisee prepares the material presenting a content basis for the session work. The supervisee can bring notes on cases, word-for-word notes on treatments (i.e. verbatim reports which contain word-for-word notes of client's and psychologist's words; accurate notes or transcriptions of audio recordings are recommended), audio recordings, video recordings, and other formats of material. The choice of format depends on the focus and goals of the supervision session. It is recommended that the supervisee discusses the format and content of material with the supervisor on the previous session. For focusing on the content of the psychologist's work, the application of case notes is sufficient. When the focus is on the psychologist's communication with the client, establishment of the relationship with the client, emotional responses by both etc., then video recordings are more suitable. They enable a more objective insight into the psychologist's verbal and non-verbal responses and accurate analysis of all parts of the treatment. Case notes can selectively cover parts of the treatment because the supervisee may not expose all important aspects of the treatment, or sometimes he/she may not notice, write down, or be aware of something in the treatment. Video recordings enable (multiple) review and analysis of individual sections of the recording. By focusing on various parts of the treatment we can spot its strengths and weaknesses. The supervisee can faster recognize inadequate procedures, become aware of them, learn more effectively, and improve his/her performance. It is important for the supervisor to be aware that the material is also expressed directly on the session through the quality of the supervisory relationship and ways of communication, in recognition of defensive stanzas, contact terminations, and parallel processes, which are always an expression of the unconscious, and mirror possible happenings in the work cases presented.

Documenting the Supervision Sessions

The supervisee enters basic information regarding the supervision session in compliance with the protocol (location, date, session duration, participants,

contents treated) on the internet platform of the supervised practice system not later than in the period of one week following the session, or writes down why the session has been cancelled.

The system administrator regularly monitors the notes and in cases of delay takes suitable measures. The system administrator checks with the supervisor how the sessions are being implemented, why there was a delay, and what the plan for further work is. In cases when there are unreasoned and irreparable deviations from the prepared plans, the system administrator resigns from monitoring the supervised practice. The system administrator then agrees with the supervisee and the supervisor on the continuation of the supervised practice (e.g. how the supervisee will compensate for the missed sessions, whether or not the supervised practice shall be terminated if the supervisory dyad does not perform the required tasks in due course, or in cases of relational difficulties whether or not the supervisee shall continue supervision with a different supervisor, etc.).

After the Conclusion of the Supervised Practice

After the supervised practice has been concluded, the supervisee sends the documentation required (the *EuroPsy* forms) to the system administrator. The system administrator awards him/her the certificate on the successfully concluded supervised practice. The certificate provides the basis for obtaining the *EuroPsy* Certificate.

Even though after the successfully concluded supervised practice the psychologist can practice psychology independently, it is recommended that he/she continues participating in supervision as this enhances further advancement of competences and contributes to the quality of psychological services. The psychologist can join various types of supervision (group supervision, individual supervision, intervision etc.). The psychologist can continue supervision with the same person as in the supervised practice. It is important for the psychologist to regularly attend other activities of continuous professional development, with the purpose of assuring quality of his/her work. Demonstrating continuous professional development is a requirement that has to be fulfilled in order to keep the certificate/license for practicing psychology.



SUPERVISION OF SUPERVISION

The supervision of supervision is intended for supervisors.

The Scope of Supervision of Supervision

The supervision of supervision is at least one year long, encompassing the minimum of 10 at least three-hour sessions of supervision (30 hours or 1800 minutes altogether), implemented during the supervision of the beginner's practice.

The supervision can be terminated when exceptional circumstances occur (sick leave, maternity leave, employment change, termination of the supervisory relationship requiring the supervisor to participate in the supervision etc.). The termination status is agreed between the supervisors in the supervision group, the supervisor-of-supervisors, and the system administrator by a supplement to the Supervision Agreement concluded as soon as possible after the circumstance has occurred (not later than in the period of one month).

Establishing Supervisory Groups

Individuals who want to be qualified as supervisors settle the fee for entering the system of the supervised practice and thus obtain the possibility for participating in the training of supervisors, posting their information in the database of supervisors, applying the internet platform in supervision, continuous

professional development in supervision, and the possibility of participating in the supervision/intervision of supervision. The fee is intended for covering the administrative expenses of the supervised practice system operation.

During the time of the training of supervisors which lasts one year, individuals are included in the supervision. The supervision of a supervisor is usually performed in supervisory groups, exceptionally it is implemented individually. Experience of group supervision is very important for the supervisor as he/she can learn to recognize the group dynamics, levels of group processes, roles, improves understanding of the systems and their functioning with the aim of being able to sensitively and with greater awareness include in supervision the understanding of the supervisee's functioning within a particular system or context. Later, after the training for obtaining the title *supervisor*, the supervisor can participate in intervision instead of supervision. An intervisory group is not necessarily the same group as the group which under the guidance of the supervisor operated during the training. Members of an intervisory group can be the individuals who already have the experience of participating in the entire process of the supervision of supervisors, since performing in the intervisory group requires the knowledge of the development of the supervision process and a certain level of professional autonomy and maturity within the process.

Supervisory groups, as a rule, are comprised of 4 to 5 supervisors, and are led by the supervisor of supervisors. Adequate number of supervisors encourages greater dynamics and diversity of the group process which enriches the supervision. The groups are formulated at the beginning of each training of supervisors. It is important for the supervisor to be included in a long term supervision process at least once as he/she operates with systems and groups in his/her workplace and within the supervisory relationship. A group can offer more interactivity and diversity which also presents a more intense learning of different relational and communication competences, skills of problem solving etc. Supervisory groups are created by the system administrator with regard to the supervisor's field of practice, location of work etc. The system administrator informs future supervisors about the beginning and the course of the work in a supervisory group. The system administrator prepares everything required for monitoring the work of a supervisory group (instructions, forms, adds the supervisor-in-training to the e-mail list etc.).

The Structure and Contents of Supervisory Sessions

The structure of the supervisory session comprises three levels: introduction, body (case treatment), and closing (analysis, reflection, summary, plan, and findings with regard to the session contributions).

Supervisory sessions encompass the contents as follows:

1. Getting to know each other, building rapport and exchanging expectations, the Supervision Agreement

The supervisors-in-training in their supervisor present their expectations and discuss the Supervision Agreement on the first session. They clearly define the roles and responsibilities of the supervisor and the members of the supervisory group, expectations, the method of documenting the supervisory sessions and ways of interventions in special cases agreed on during supervisory sessions. Beside professional contents and fulfilment of formal obligations of initial sessions the supervisor is responsible for stimulating the process of developing a sense of belonging, safety, identity, goal-orientation and purpose of the group. It is important for the supervisor to devote enough time to building rapport, while he/she skilfully leads the supervision process and establishes conditions for the development of quality relationships, open dialogue, and resolution of possible conflicts.

The supervisor and supervisors-in-training sign the Supervision Agreement. The signed Agreement is sent by the supervisor to the system administrator not later than one week following the second supervisory session (in cases when the Agreement consists of general and specific parts, only the general section of the Agreement is sent to the system administrator).

The supervisor and supervisors-in-training regularly monitor, by means of regular reflection, how well they follow the Supervision Agreement. The Agreement is updated and readjusted as needed.

2. Ethical dilemmas

Sensitivity of questions and dilemmas in the area of ethics is important and special attention needs to be devoted to them. Ethical dilemmas often relate to the value system of a person and his/her beliefs. Maintaining ethical conduct in relationships on all levels improves the quality of work and choice of our behaviours. The supervisor and supervisors-in-training adhere to the guidelines for treating ethical questions when they have to deal with ethical dilemmas resolution.

Cases of ethical dilemmas are related to:

- Intergenerational, intercultural and interpersonal diversity (between supervisors-in-training and between supervisors-in-training and their supervisor);
- Setting of boundaries, friendships between the members of the supervisory group, and/or other forms of dyadic roles;

- Interpersonal attractiveness/repulsiveness;
- Application of different theoretical/practical models and approaches in work and supervision;
- Presenting the supervisor–supervisee session recordings to the supervisory group;
- Violation of data confidentiality regarding the client, supervisee, supervisor, and members of the supervisory group;
- Conduct and intervention in cases of violence and protection of young and vulnerable groups etc.

3. Legislation

The supervisor assures that the supervisors-in-training become aware of the relevant legislation aspects and perform their practice and supervision in compliance with the law. In cases of misconduct the supervisor is expected to adhere to the law and act accordingly.

4. The competence model

The supervisor encourages supervisors-in-training to be continually aware of the acquired supervision competences quality (level of development, progress, lack of progress etc.).

5. Reflective practice and giving feedback

During supervision of supervision, supervisors-in-training reflect on their supervision. Every supervisor is obliged to treat their supervisees' cases in supervision and obtain feedback. In cases when there are drawbacks in developing the supervisee's or supervisor's competences, the supervisor of supervisors and/or the supervisory group help find suitable solutions. Thus timely resolutions of obstacles occurring during the process of supervision and well-timed conclusions of the supervised practice are achieved.

By receiving feedback from their supervisor and other members of the supervisory group, supervisors-in-training become trained to provide comprehensive and quality feedback to psychologist beginners. Giving and receiving feedback is reciprocal in the supervisory relationship. Feedback enhances and enables self-reflection of higher quality. The focus of research and communication is both the professional and the personal area of functioning in the supervisory relationships (relationship supervisor of supervisors – supervisor, and relationship supervisor – supervisee).

6. Supervisory relationship

In a supervisory group there is a professional supervisory relationship between supervisors and the supervisor of supervisors. Such a relationship includes self-disclosure and exchange of personal contents as well as open conversation regarding supervisees-related contents. Supervisors enter the supervisory group personally, in desire to collaborate, and with responsibility of enabling appropriate development of their supervisees and of the supervisory relationship. They are aware of their expectations with regard to supervisees, themselves, the supervision relationship, other supervisors-in-training, the supervisor of supervisors, relationships in the supervisory group, and the supervised practice system administrator. When establishing a collaborative relationship in the group, all the mentioned relations are taken into consideration. It is important for supervisors to be aware of the fact that their attitude towards the group is indicative of respect, sincerity, presence, empathy, participation and providing support to other members of the group in exploring their own power and sources required for accomplishing the set goals. The professional relationship is maintained and reflected on by the group members in compliance with the guidelines on reflective practice with regard to their own work and relationship (e.g. they reflect on how they felt during a particular conversation on a particular topic; they monitor what is happening to their relationship during the course of time; they reflect on their satisfaction with their goal attainment, what they would like to change etc.). As needed, in accordance with the relationship and competences development their responses are adjusted.

7. Evaluation

The supervisory group conducts regular evaluation of supervision upon the conclusion of each session. Regular evaluation practice is important for monitoring whether or not supervisors show adequate progress, and whether or not the supervisory relationship is suitably advancing. It provides essential information how supervisees experience their supervisor and how this impacts the group functioning and individuals' performance in the group. By means of regular evaluation, self-awareness and the awareness of group dynamics become more profound. In the middle of the supervision process special attention is devoted to interim evaluation, and upon the conclusion of the process (after one year of supervision) special focus is on the final evaluation which encompasses different levels.

The aim of interim evaluation is to find out whether or not supervisors progress adequately, what supports and what hinders their advancement. The supervisory group evaluates supervisors' development of supervision competences, supervisees' competences development, the supervisory group process, and challenges occurring in relations between the group members. The interim evaluation clarifies whether there is a supervisor or supervisee who does not exhibit

advancement of competences as it has been desired and expected, whether or not there are difficulties in the supervisory relationship etc., and it focuses on the relationships between the group members and towards the supervisor, the learning process, individuals' role in the group etc. Taking into consideration the interim evaluation results and predicted consequences of the established course of the development of supervisors and the supervisory relationship, the group may re-define the requirements for building and developing a higher quality supervisory relationship and update the Supervision Agreement.

In the final session the supervisors and their supervisor appraise how the supervisors have developed during the period of the supervision process and discuss their supervision competences. The supervisor of supervisors evaluates the qualification of each supervisor. In cases when the supervisor assesses insufficient qualification, he/she informs the system administrator of the fact and all three parties meet on a personal meeting where they reach agreement on further measures.

8. Bringing to a conclusion

Bringing the process to a conclusion takes place through the last sessions, and the entire final session is devoted to a thorough analysis conducted in compliance with professional guidelines. The supervisory group follows the structure agreed by the group members and appraises the achievements and celebrates them. Even before the final session the group decides whether the group work will be terminated or will continue, and in case of latter, in what form or modality.



Modality of Supervisory Sessions

Supervisory sessions are performed solely in person, face to face. A supervisory session is considered as implemented when its duration is at least 120 minutes and is performed during the time and on the location scheduled and agreed in advance. The recommended duration of supervisory session is 180 minutes minimum.

The information/consultation exchanged by means of telephone, e-mail, is not regarded a supervisory session.

Time Frame and Location Recommendations

When concluding the Supervision Agreement, the supervisory group agrees in advance on the time frame of the supervisory sessions (e.g. every first Thursday per month). It is desired that the group members prepare the schedule for three months in advance and readjust the plan as needed. Deviations in dates of scheduled sessions are exceptional and acceptable only in cases when extraordinary circumstances occur. The supervisor-in-training is responsible for regular attendance in supervisory sessions and compensation for the sessions missed due to extraordinary condition.

The supervisor of supervisors is responsible for providing a suitable space for supervisory sessions to be implemented. He/she can find the location by himself/herself, in agreement with the supervisors, or in agreement with the system administrator. The place has to be suitable for professional implementation of supervision: it has to enable privacy, be quiet, suitably lighted, and with proper room temperature.

Case Treatment with Supervision Methods

The supervisors and their supervisor are required to adequately prepare for each supervisory session. Supervisors-in-training regularly bring materials to the supervisory sessions. The materials are the content base for session work and are studied and treated during sessions. The suggested contents are sent to the supervisor of supervisors in advance, and reflections on sessions are written if it has been agreed to do so. It is recommended that supervisors-in-training agree with their supervisor what format and material content to bring to the next session.

As a rule, supervisors-in-training bring video formats of their supervision to the supervisory sessions (or audio recordings if video recordings cannot be obtained).

In supervisory sessions, various and case-adjusted supervision methods are applied in case treatment, including: role-play, reflecting team, evaluative feedback, case analysis and/or other creative techniques.

Documenting Supervisory Sessions

Supervisory sessions are documented by the supervisor of supervisors. He/she writes down basic information regarding the supervisory session (location, date, time, topics treated etc.) on the internet platform of the supervised practice system not later than one week after the supervisory session has been concluded, or informs why the session has been cancelled. He/she provides a list of presence. Following the agreement between the member groups they can write down reflection on the supervisory session and send it in due course to other members of the group and the supervisor. Important points from reflections are briefly treated in the introductory part of the next session.

After the Conclusion of Supervision of Supervision

It is recommended for supervisors to continue participating in supervision of supervision after they have concluded one-year supervision, that is, the minimum of 10 sessions. The continuation can be implemented in different ways: individual supervision, supervision in the same group, supervision in a different group, or participation in an intervisory group. Supervisory/intervisory sessions can later be less frequent; however, it is important that they are continuous. Reflection on supervision can be interlinked with reflection on a supervisor's psychological services. Recommended frequency of sessions by supervisory/intervisory groups is at least once per two months.



TRAININGS

Training of Students

Informing psychology students about competences is carried out in the first phase (by mentioning the competence model and the basic competences) and in the second phase (more complex, in-depth, applied competences) of studies. A competence-based model should be communicated and discussed within practicum implementation, as it is easier for students to envision competences in concrete situations and understand what a particular competence encompasses. It is important for the internship as well to emphasize the recognition and application of the competence model and development of competences. Consequently, faculty and professional personnel outside university should be continually trained to apply and transfer the knowledge. The system administrator can organize a consulting meeting for educational institutions and mentors of the internship programmes who have not participated in the competence model training.

Training of Psychologist Beginners

The beginners entering the supervised practice must be prepared and taught about the fundamental purpose of the supervised practice and basic concepts (e.g. the competence model). Adequate knowledge can be obtained in conferences on the supervised practice or initial training organized by the system administrator or other institutions confirmed by the system administrator.

Case conferences where beginners and supervisors can present cases of good practice are organized once or twice per year by the system administrator.

Participating in conferences is beneficial to supervisors as they can see and show to others how they assure and maintain the quality of supervision. Supervisors and supervisees prepare papers to be posted on the website of the supervised practice.

In order for information to reach a target group, the beginners-to-be (master degree psychology students) are invited to the mentioned conferences. Every case conference consists of a special section intended for the beginners-to-be to gain information regarding various aspects of the supervised practice.

The topics included in the initial training of psychologist beginners (or a section intended for potential beginners within the conference on the supervised practice) are:

- Importance of the supervised practice and license for work, or *EuroPsy* Certificate, or other confirmations acknowledging qualification for practicing psychology;
- The competence model;
- Legislation in areas of psychological practice;
- The traineeship and professional work assessment exam in areas of psychological practice;
- Learning about the supervised practice and forms/tools for implementing the supervised practice;
- Role and importance of supervision and mentoring;
- Examples of good practice demonstrating a course of the supervised practice, how to prepare for a supervision session, how to document the supervised practice, learning about quality utilization of materials prepared for monitoring attainment of the supervised practice goals;
- Case presentation (by means of video or audio formats, or live) with a brief analysis.

During the course of the supervised practice implementation, beginners regularly participate in activities of continuous professional development.

Beginners are expected to be educated in various areas and to participate in the activities intended to provide training in the supervised practice and continuous professional development, in the minimum scope of 80 hours per year. The activities of ongoing professional development of psychologist beginners are as follows:

1. Initial training (or attending conference prior to the supervised practice); this training is a prerequisite for entering the supervised practice;
2. Attending a conference on the supervised practice, between or upon/after the closure of the supervised practice;
3. Training in the area of ethics and personal data protection;
4. Training in the area of mental health: workshops by choice from the offer of the organizations confirmed by the system administrator;

5. Participating in other workshops organized by the organizations confirmed by the system administrator (or its relevant bodies) as being suitable for continuous professional development of beginners;
6. Other work activities within the framework of maintaining the supervised practice system confirmed by the system administrator (or its relevant bodies) as being suitable for continuous professional development of beginners, including organization of events such as a conference on the supervised practice, preparation of e-news covering the supervised practice, participating in initial training of psychologist beginners, promoting the supervised practice among students, employers, tender application writing etc.

Training of Supervisors

The aims of training are to inform supervisors about theoretical background of mentoring and supervision of psychologists at various levels of professional development, to develop supervisors' skills of mentoring and supervision, and to train supervisors to implement and evaluate various aspects of the supervised practice.

Entering prerequisites for the training of supervisors are as follows:

- 5 years of experience in psychological practice;
- Regular and documented participation in the activities of continuous professional development;
- A completed *EuroPsy* competences evaluation form – supervisors must be familiar with the *EuroPsy* competence model before they start the training. They can learn about competences and the *EuroPsy* model by completing the evaluation form (i.e., they define their own competences and conduct self-assessment). Those who hold the *EuroPsy* Certificate have already fulfilled this requirement (to obtain the certificate they needed to carry out evaluation of their professional competences);
- Having been supervised (documented inclusion in supervision in the scope of 60 hours minimum);
- A written report by the supervisor is desired.

Trainings are a combination between interactive workshops and individual e-learning with the help of materials posted on the supervised practice system website, and additional relevant literature.

Materials posted on the website include:

- Theoretical background of supervision;
- Instructions for implementing the supervised practice;
- Instructions for supervision;
- Recommended literature.

Learning should be interactive in all environments (e.g. virtual environment, live sessions). On-line education should follow the e-learning principles. The participants regularly provide evidence of the acquired knowledge, by means of quizzes, work sheets, tasks performance, reflective practice, submission of required products into e-classroom etc. The products are examined by the training leaders.

In interactive workshops the participants develop those skills which are impossible to be developed by e-learning. They exchange experiences (of supervision practice), present practice cases, train skills of mentoring and supervision, integrate experience and theory. It is important that workshops include work in supervisory groups which can temporarily be mixed (comprised of supervisors from different regular supervisory groups). This can enrich experience exchange among supervisors and/or enable recognition of different supervisors' work, and resultantly, supportive, collegial network of professionals, psychologists is strengthened.

The training of supervisors is carried out in Modules. Before entering a Module consisting of several workshops supervisors are required to participate in (web-based) pre-preparation for the Module. Failing to meet the requirement of attending the pre-preparation prevents a supervisor from joining the Module.

Supervisors are required to participate in 10 workshops lasting 5–8 teaching hours. Beside 5–8 hours of live sessions, a typical workshop also consists of approximately 7–10 hours of individual work, i.e. tasks that need to be done before and after training, such as special assignments, (self-)reflection.

Supervisors are obliged to prepare for individual workshops or they cannot participate in them. Preparation may include learning about theoretical background (literature reading), home assignments, challenge resolution, on-line lessons (in e-classroom), chat rooms, video analyses, interactive workshops, becoming familiar with cases of good practice etc.

The time frame and contents outline are announced a year in advance. Workshops are implemented once a month, presumably 10 times per year (as a rule, there is no education in July and August). Workshops can be also implemented by qualified supervisors who thus transfer their experiences and cases of good practice to future supervisors. A number of workshops are reserved for supervisors participating in the training, and other workshops are open to other psychologists and professionals as well. The latter help supervisors develop skills of effective adjustment to changes and provide individuals with information on how to cope with the changes and what they need for a more active performance.

The training of supervisors must encompass contents on competences needed for performing psychological services, mentoring, supervision, ethics of psychological practice, care for mental health of supervisees and supervisors. Special attention is devoted to the following topics:

1. Definition of mentoring and supervision, goals of mentoring/supervision, different roles of mentor/supervisor, areas of focus in supervision, models of mentoring/supervision;
2. Establishment and development of the mentoring/supervisory relationship, components of the Supervision Agreement;
3. A competence model – recognizing individual competences, planning their development, and assessing competences;
4. Ethics and personal data protection – Supervisors are expected to truly internalize these contents and to have them in mind while implementing the supervision process. They are expected to become aware that ethical dilemmas can always be present and that they have to be prepared for potential emerging dilemmas and questions which can occur in reality. They need to be able to recognize them and respond in a timely and suitable manner. Supervisors have to be informed about ethical judgment. They are requested to point to the repetitive ethical dilemmas in supervision, regardless of how minor and less significant they may seem. Supervisors have to bring ethical questions occurring in psychological services and the supervisory relationship to their awareness and to the awareness of their supervisees;
5. Skills of mentoring and supervision, supervision methods, and development of skills of applying them in practice;
6. Communication in the supervisory relationship, recognition of obstacles and defence mechanisms, recognition of supervisees' needs, leading the supervision conversation, reflective practice and techniques for stimulating reflection, giving feedback, evaluation;
7. Materials formats in supervision sessions, various techniques of material analysis, use of video recordings in supervision (how to prepare video recordings, how to select suitable parts for inspection in supervision);
8. Solving difficult cases;
9. Care for mental health of professionals: an experiential workshop focused on mental health of professionals (exhaustion and burnout, burnout factors in helping professions, stress management; addiction, depression, suicidal behaviour, counselling in crisis etc.);
10. Supervision types (metasupervision, intervision, individual supervision, group supervision), inclusion into group supervision, knowledge of leading group supervision and group dynamics, group supervision processes, roles of group members, obstacles etc.

The offer of workshops on mental health topics is prepared according to supervisors' needs for learning about mental health, obtained by means of inquiry. Possible topics include: burnout, addiction, depression, suicidality, motivational interviewing, crisis counselling, mindfulness, responsible self-care. Workshops covering the area of mental health offered by the organization confirmed by the supervised practice system administrator (or its bodies) as being suitable for

participating in supervisors' training are selected by supervisors' choice in the scope of continuous professional development.

An Example of Training of Supervisors

Workshops are 8 hours long. Initial 5 hours are intended for theoretical introduction, panel discussions, general development of skills. After a lunch break, 3 hours can be used for either implementing a workshop (training of practical skills) or working in supervisory groups.

The first and second day of training (e.g., Friday and Saturday) are implemented together. Primary knowledge and skills are presented without which supervisors cannot enter the supervisory relationship (definition of mentoring and supervision, negotiating the Supervision Agreement, skills of specifying goals, mentoring/supervision methods, ethics in the supervisory relationship, building rapport between the supervisor and the supervisee).

The first day encompasses 5 hours of workshops and 3 hours of establishing supervisory groups.

In the morning (5 hours):

- Defining and understanding supervision and different roles of supervisor (support, evaluation);
- Establishing the supervisory relationship (how to implement negotiations with the beginner and conclude the Supervision Agreement).

In the afternoon (3 hours):

- Building rapport in the supervisory group of supervisors;
- Negotiating and concluding the agreement on supervision within the supervisory group, preparing the Supervision Agreement:
 - Group members agree on documenting their supervision performance by means of video/audio recordings;
 - Next, the group records the session, for instance, while role playing the conclusion of the Supervision Agreement. Group members watch the video together. The supervisor of supervisors can hand out the guidelines for observing or leave it to an individual supervisor to extract important observations. The group provides a feedback to a supervisor. The feedback is such as to strengthen and empower the supervisor. In this way the members train giving and receiving feedback;
 - It is important to show the recording to the group. The group can see a contribution of video recording, i.e., what we can achieve by seeing our own responses and responses of others in the video. The

recordings can be watched several times and analysed, and offered to the colleagues for objective review;

- By practicing video recording the group members learn how to prepare and use video recordings and thus reduce resistance to applying recording in sessions.
- Metasupervisory aspects (reflection on what has been implemented in the group, for what purpose and results, how the supervisors felt and what they learnt and recognized);
- Experiences of concluding the Supervision Agreement in the supervisory group can be later transferred by supervisors to concluding the Supervision Agreement with their supervisees.

The second day encompasses 5 hours of workshops and 3 hours of practical work in groups.

- In the morning: general information regarding the competence model.
- In the afternoon:
 - The competence model is transferred to a specific area of psychological services;
 - How to prepare for a supervision session.

A meeting of the supervisory group is implemented between the second and the third day.

The third day (the same or the following month):

- The competence model – in-detail treatment of one of competence functional categories:
 - What difficulties can be encountered when developing the competences;
 - What supervisees need for developing the competences;
 - Methods of working with supervisees in order to encourage the development of the competences (how supervisors can help them/teach them/encourage changes), e.g. how to give supportive or corrective feedback;
 - Participants discuss the topics in groups formed according to the fields of psychological practice.
- Supervision didactics:
 - How to make videos, how to select a recording to be reviewed in a supervisory session (discussion about what material is important to be shared in a supervisory group, what can be used as a supervisory material);
 - What to observe and how to provide a safe and empowering feedback when watching a video;
 - Ethics in the supervisory relationship (when talking about relationship problems it is good to consider whether or not an ethical issue is involved).

Meeting of the supervisory group:

- Optimum structure of session (group synchronization, introductory relief and connecting, case analysis and inference by means of reflection on individuals and the group as a whole (how learning was carried out, what recognitions and experiences they arrived at, what the relationships in the group were like, what was empowering and what was hindering, satisfaction with one's own activity and contribution etc.);
- Some session time is devoted to discussing ethical dilemmas in supervisory relationships.

The fourth day:

- The competence model – in-detail treatment of one of competence functional categories;
- Supervision methods, such as: reflecting team, other forms of individual supervision; training of giving feedback in relation to recordings;
- Assessment of the supervision session and supervisory relationship: defining a quality session and relationship, application of assessment scales, developing skills of (self-)reflection;
- Ethics in the supervisory relationship.

The fifth, sixth, seventh days of training and the meeting of supervisory groups:

- Learning about different perspectives on supervision: learning about supervision characteristics within specific therapeutic orientations, different supervision models, discussing the similarities between various supervision models, confrontation and evaluation of different models;
- Different views of leading groups (leadership, group work from the point of different supervision models);
- Research into psychological practice and supervision and their efficacy;
- Supervision methods:
 - Different aspects of video analysis (e.g. conceptualization/focus on a supervisor – what he/she felt, what he/she was thinking in a particular moment – and conceptualization on a supervisee);
 - Analysis of recordings of own performance in the role of psychologist, and showing the recordings to another group with the aim of building trust;
- Difficult issues and how to provide (corrective) feedback, i.e. information that is at the same time both critical and empowering for a person, and that encourages the person to study further, increase self-confidence and desire to improve;
- Reflection on a supervisor's typical supervision style (typical responses in the role of supervisor and in the role of supervisory group member; recognizing what makes a person special, his/her qualities, how to creatively

develop his/her sources of power for autonomous but not self-sufficient implementing of supervision, etc.).

The eighth day of training:

- Evaluation of the training;
- Celebration of efforts and achievements;
- Awarding certificates on qualification of supervisors;
- Already before the session the supervisory group decides whether or not they will continue implementing supervision of supervision, and in what form;

Training effectiveness and goal accomplishment are determined by:

- Satisfaction with the training, and reflection on the training immediately after the conclusion of a workshop (a standard questionnaire is prepared by the system administrator, participants answer the questions);
- Regular evaluations conducted upon the conclusion of each supervision session;
- Estimation of usefulness of the education contents in the education process, what aspects of the training can be changed in the future, where should more attention be paid, what was good to have been treated in the supervisory group and what was not, etc. These topics are discussed by participants during the last session within the training, and the final session of the supervisory group;



- Assessment of the training learning goals attainment (performed by the training programme leaders and the supervisor of supervisors);
- Assessment of supervision competences (comparison of supervision competences before and after the training, e.g. by means of comparison of video recordings made at the beginning and end of the training process, assessment provided by the supervisor of supervisors, self-assessment of supervisors);
- Portfolios (monthly reflections and evaluation of the work with supervisees during the training);
- A questionnaire completed by supervisors after the period of two months and which includes a question on how they have transferred the acquired knowledge into practice; respondents can provide self-assessment of their competences;
- Other methods specified in advance.

The training programme includes tools for assessing learning outcomes and minimum standards. A person who has not attended more than 20% of training, or has missed any of the supervisory group sessions without previous permission by the supervisor of supervisors, or does not demonstrate minimum standards of qualification for supervision, does not obtain the Certificate of qualification for a supervisor and cannot supervise psychologist beginners. The missed parts of the training can be substituted in the next round of education provided a supervisor-to-be has made an agreement with the system administrator. Absence from a supervisory group session can be substituted solely by inclusion into a new supervision process (i.e. entire supervision with a new group), or in a manner stipulated in the Supervision Agreement.

Supervision practice within the training

During the training a supervisor acquires direct experience in supervising a psychologist beginner. Supervision practice is comprised of 45 hours of supervision (usually 40 hours of regular supervision sessions and one longer, 5-hour session) and activities outside of supervision, e.g. preparation for a session, reflection on sessions, assessment of beginners' competences etc.

During the period of training to become a supervisor, a person can charge a half of the recommended fee for his/her supervision.

Inclusion of supervisors into a supervisory group

Each supervisor participates in a supervisory group during the time of training. The inclusion into the group is obligatory. Supervisory groups can be comprised of psychologists who perform their services in the same field of

practice, or they can be mixed, i.e. comprised of psychologists from different areas of practice. An individual is expected to remain in the same supervisory group through the entire course of training. Changing of groups is an exception due to extraordinary circumstances. Permanent composition of groups enables higher safety and trust, supports the group development and quality of work. Supervisors who are employers of the same organization are recommended not to be in the same group.

During the period of the training of supervisors the supervisory sessions for supervisors are scheduled once per month.

In particular cases a supervisor-in-training can, in agreement with the system administrator, participate in individual supervision of supervision, for instance, when supervision requires advanced knowledge of individual supervision and the supervisor has the need to gain specific personal experience in individual supervision, or when the supervisor is preoccupied with supervision and estimates that additional intense support and preparation are needed in the process of supervision.

Training Supervisors of Supervisors

Inclusion prerequisites:

- A person is a qualified supervisor;
- He/she regularly participates in continuous professional development in the topics important for implementing supervision, and provides corresponding documentation;
- He/she has undergone supervision of his/her supervision for minimum of two years, or has been included in another supervision process. In cases when a person has concluded a different type of training for implementing supervision instead of the training of supervisors/mentors of the supervised practice, he/she is obliged to fulfil differential requirements of developing the competences of leading the supervised practice of psychologists. Differential requirements are defined by the system administrator. The system administrator examines the programmes of the person's concluded trainings, defines differential requirements, so that the person after fulfilling the requirements, demonstrates all competences of supervising/mentoring the supervised practice;
- He/she has experienced inclusion in supervision (and can provide evidence for at least 100-hour inclusion). It is recommended that he/she has participated in supervision under two different supervisors, and each supervisory relationship has lasted two years minimum;
- He/she has experiences in implementing mentoring and supervision;
- A written report by a supervisor is requested.

Contents of the training for supervisors of supervisors encompass:

1. In-depth knowledge of group work, group dynamics, leading groups, roles in a group, the group process;
2. Recognition and understanding of the supervisor's/supervisee's responsibility;
3. Supervision models based on different types of therapy (specific supervisions, e.g. supervision of analytic psychotherapy, developmental-educational supervision model, process models of supervision);
4. The supervision-of-supervision process (a course of the supervision process through 10 sessions of a supervisory group composed of supervisors);
5. The supervisory relationship: developing the relationship, establishing the supervisory alliance, communication in the supervisory relationship, managing emotions, how to cope with ruptures in the alliance, self-disclosure, (non-)disclosure in supervision and typical topics which remain concealed, parallel and unconscious processes in supervision, transference, counter-transference, resistance, shame and other emotions connected with relationships, closeness, distance, boundaries, managing silence etc.);
6. Supervision-of-supervision methods and techniques;
7. Creating an effective learning environment;
8. Critical events in supervision of supervision;
9. Concrete questions asked by the supervisor of supervisors (training of asking, formulating questions);
10. Ethical aspects in the supervisory relationship and supervision of supervision;
11. Evaluation in supervision of supervision;
12. Bringing the supervisory relationship to a closure;
13. Metasupervision, one's own inclusion into supervision (and eventually in personal therapy) and the development of a personal supervisory style.

Scope of the training:

The curriculum of the training for supervisors of supervisors is multilevel so that the supervisors can gradually build their knowledge in supervision. The first level can be the training of supervisors. The next level can be the training for supervisors of supervisors. The title awarded after the conclusion of the training is a *psychologist supervisor*.

The supervisor of supervisors has to assure regular supervision of his/her supervision work (by means of intervision, metasupervision). He/she has to care for continuous professional development. In the area of supervision he/she regularly updates the knowledge and skills. He/she conducts evaluation of own supervision work. The acquired knowledge and experiences of supervision are shared with others, by lecturing, implementing introductory workshops, writing professional papers etc.

WEB PLATFORM

The internet platform developed and maintained by the system administrator includes information and materials as follows:

- Data regarding the supervised practice system administrator (contact information, system presentation, its evolution and development, presentation of the supervised practice and its goals, basic information regarding the *EuroPsy* Certificate, frequently asked questions – FAQ);
- Emergency call number (contact of administrative support, contact in cases when mental health related aid is needed, or support in crisis);
 - All materials required for implementing the supervised practice, supervision, and supervision of supervision:
 - Instructions about the course of the supervised practice;
 - Guidelines for implementing supervision sessions;
 - Tools for implementing individual supervision sessions (check lists, questionnaires, forms for supervisor and supervisee assessment of individual supervision sessions etc.);
 - A form for monitoring the supervised practice;
- A form for evaluation of trainings;
- Data base of beginners, supervisors, and supervisors of supervisors;
- Literature library;
- (Entrance into) e-classroom with video lessons, pre-preparations for workshops, discussions on workshop topics;
- Forum or networking support;
- (Entrance into) on-line communication (application for videoconferencing);
- Other information relevant for implementing the supervised practice.

Session form

A new session form is created after each supervision session by the supervisee. The form is completed with information regarding a session and saved. In this way the supervisory dyad and the system administrator monitor how the supervised practice is being implemented and how supervision sessions are performed.

The form is short and simple. It may include tables, lists etc. It provides information regarding individual supervision session:

- Session date;
- Session location;
- Session content (a brief description of the main content, e.g. in a title form);
- Structured reflection on the session;
- Competences treated during the session;
- Session evaluation.

Training evaluation forms

A user can provide assessment scores of his/her satisfaction with trainings, quality assessment, and assessment of usefulness and applicability of the training contents. Not only it is important to take notes on the participants' satisfaction with the training, quality assessment, and applicability of training etc. immediately after the training, but also to obtain assessment values two months after the conclusion of the training.

Beginners database

Database of beginners is a list of psychologist beginners who have entered the system of the supervised practice. The following data about the beginners are in the database:

- Contact information;
- Work organization where the supervised practice is being carried out;
- Description of the field of practice;
- Work experience (references);
- A chosen supervisor;
- The database includes all other data about the beginner which he/she wants to keep there.

Supervisors database

The database of supervisors is a list of psychologists who can supervise psychologist beginners and have joined the system of the supervised practice. The following data about supervisors can be found in the database:

- Contact information so that he/she can be accessed by psychologist beginners, except in cases when the supervisor explicitly states that the first contact is to be carried out by the system administrator;
- Work organization;
- Description of the field of practice;
- Work experience (references);
- Available places (yes/no) for supervision, or the number of places, the number of taken places, and the period when a particular place is occupied (from when until when);
- Fulfilment of different requirements for implementing supervision:
 - a = the minimum of 5 years of experience in practicing psychology independently;
 - b = the minimum of 4 years of experience in a particular field of psychological practice;
 - c = concluded specialization in the area of practice (e.g. specialization in clinical psychology);
 - d = two years of supervision in the field of practice where supervision is offered;
 - e = qualification for a supervisor, i.e. concluded training of supervisors (has concluded a training programme for supervisors as described above (see *Training of Supervisors*), has participated in supervision of supervision, reads professional literature on supervision/mentoring, collaborates in conferences on the supervised practice;
 - f = qualification for a mentor of the supervised practice, i.e. concluded Module 1 of the training of supervisors (training in a competence-based approach on supervision, basics of mentoring);
 - g = *EuroPsy* Certificate.
- The database includes all other data about the supervisor which he/she wants to keep there.

Supervisors-of-supervisors database

The supervisors-of-supervisors database is a list of psychologists who can implement supervision of supervision and have joined the system of the supervised practice. The following data about these supervisors can be found in the database:

- Contact information;
- Work organization;
- Description of the field of practice;
- Work experience (references);
- Available places (yes/no) for supervision, or the number of places, the number of taken places, and the period when a particular place is occupied (from when until when);

- Fulfilment of different requirements for implementing supervision:
 - c = concluded specialization in the area of practice (e.g. specialization in clinical psychology);
 - d = two years of supervision in the area of practice where supervision of supervision is offered;
 - e = qualification for a supervisor, i.e. concluded training of supervisors (has concluded a training programme for supervisors as described above (see *Training of Supervisors*), has participated in supervision of supervision, reads professional literature on supervision/mentoring, collaborates in conferences on the supervised practice;
 - qualification for a mentor of the supervised practice, i.e. concluded Module 1 of the training of supervisors (training in a competence-based approach on supervision, basics of mentoring);
 - g = *EuroPsy* Certificate;
 - h = minimum of 10 years of practicing psychology independently in the field where supervision of supervision is offered;
 - i = concluded training for supervisors of supervisors;
 - j = fulfilment of other criteria for implementing supervision.
- The database includes all other data about the supervisor which he/she wants to keep there.

Personal data protection

The information in databases is private and accessible solely to a user and the platform administrator (the system administrator or a person confirmed by the system administrator and responsible for the web platform operation and for monitoring the supervised practice implementation). The public has access to the information specifically allowed by users to be published.

Prior to entrance of information into the database, the users have to sign permission for their data to be gathered in the database. The keeping of the data of individuals participating in the system, in a suitable form and for the period of time agreed, is financially covered by the registration fee settled to be included in the supervised practice system.

Prior to the first public publishing of users' information, the user has to sign a permission allowing the information he/she has marked to be published publicly and allowing other information to be seen by the person responsible for monitoring the supervised practice and the internet platform administrator.



FINANCING OF SUPERVISED PRACTICE SYSTEM

Resources presumed for the system of the supervised practice:

- Fee for registering in the supervised practice system;
- Tuition fees settled by psychologist beginners for supervision sessions;
- Tuition fees settled by supervisors for supervisory sessions;
- Tuition fees settled by psychologist beginners, supervisors, supervisors of supervisors, and other psychologists paid for trainings (in relation to topics which are included in the trainings of beginners, supervisors, and supervisors of supervisors);
- Other resources: contributions by employers, state institutions, donations, project and tender resources etc.

Fees for system registration, sessions, and trainings are announced on the supervised practice website.

System registration fee

Every person who wants to be included in the supervised practice system has to settle a registration fee to the system administrator. This allows them to participate in the supervised practice system, publish their data in the databases of beginners, supervisors, and supervisors of supervisors, and the possibility of using the web platform to monitor the supervised practice and continuous professional development.

The fee is intended for covering the administrative expenses and for developing and maintaining the supervised practice system – developing and maintaining databases of qualified supervisors and supervisors of supervisors, website of the supervised practice, and web platform; organizing the trainings of psychologist

beginners, supervisors, and supervisors of supervisors; awarding all three groups of participants; and other supervision practice related activities.

Investment for supervision sessions' implementation

Psychologist beginners pay for every supervision session. They can settle payments for several sessions in advance. Session fees of beginners can be settled by organizations where the beginners are employed or which they cooperate with.

Investment for supervision-of-supervision sessions

Supervisors can pay each session separately or settle payments for several sessions in advance. Supervision-of-supervision sessions can be settled by organizations where supervisors are employed or which they collaborate with.

Methods of payment

Psychologist beginners (or their work organizations) are offered different methods of payment for supervision sessions (e.g. individually or for clusters of sessions).

The members of the psychological association which is (financially supporting) the supervised practice system administrator can be offered discounts of training fees (the amount achieved by the difference in members' and non-members' fees is used to cover the expenses incurred by implementing the supervised practice).

The system administrator concludes contracts with supervisors and supervisors of supervisors (or corresponding contracts with independent entrepreneurs and private enterprises). Supervision sessions are paid periodically (or, as agreed), e.g. once per three months for the implemented sessions.

Resources intended for the trainings

Training fees settled by supervisors, supervisors-in-training, psychologist beginners and other psychologists are utilized for implementing the trainings. Possible surplus is intended for the supervised practice implementation (e.g. tax and contributions). Fees by "external participants" attending workshops on mental health are utilized solely for the purpose of implementing the supervised practice.

Care for seeking other financial resources

The system administrator strives to minimize financial burden of the members of the supervised practice. The system administrator regularly examines public

tenders, and informs competent authorities, other institutions, and employers of psychologists about the importance of the supervised practice. In cases when the system administrator succeeds in obtaining financial resources, the users included in the supervised practice system can be financially disburdened.

Resources for the development and maintenance of the supervised practice system

There is a person confirmed by the system administrator who cares for maintaining the supervised practice system and for administrative procedures (keeping of agreements, checking the information entered into the web platform, fulfilment of responsibilities by those who are included in the system). The person adheres to legal conduct, personal data protection, and respect for the Code of Professional Ethics of Psychologists, and concludes an agreement with the system administrator. Financial matters of the supervised practice system (accounts, invoices, expenses incurred by organizing the trainings of supervisors and psychologist beginners, conferences etc.) are dealt with by an accountant of the system administrator whose conduct is carried out in accord with legislation, and who concludes an agreement with the system administrator.



Source: STA/SVRK



PROMOTION OF SUPERVISED PRACTICE

The supervised practice has to be promoted among:

- Employers – their understanding of the importance and goals of the supervised practice has to be increased, as well as their support of the supervised practice;
- Wider public – this contributes to increased recognition of psychologists in the society. It is emphasized that the supervised practice empowers psychologist beginners and resultantly the users receive psychological services of higher quality already in the early career of psychologists. In this way the entire society experiences benefits;
- Academic institutions – the staff and students have to become familiar with the cases of good practice and benefits of the supervised practice for individuals, profession, employers etc.

Promotion of Supervised Practice within the Framework of Academic Studies

From the beginning of their studies students need to be informed about the importance of the supervised practice for their professional development and that the supervised practice is part of their further work. They have to be taught about the *EuroPsy* competence model. They need to comprehend it and internalize it. When promoting the supervised practice, the development of all professional competences needs to be emphasized, as well as the importance of the *EuroPsy* Certificate or licenses for practicing psychology. Students have to be prepared to participate in supervision after conclusion of their studies to

increase quality of their work. It is important to constantly increase students' awareness of how important quality work with clients is and how important it is to participate in supervision not only in early career but later as well. Inclusion of students into practical work during the studies is important for their development of a sense of competency, identification with psychologist profession, proper attitude towards profession, and adherence to ethical conduct. Students must understand the benefits of recognition of the quality of services offered by a person who has concluded the training.

During annual meetings representatives of different departments of psychology are informed about the *EuroPsy* certificate by the people responsible for the supervised practice. They receive additional information regarding the supervised practice, novelties in the area of supervised practice, cases of good practice, and consequently learn about the importance of including the departments into the supervised practice project. Representatives of psychology departments provide information how students develop competences in different fields of practice, how they prepare for work, and how studies connect with practice. They inform about concrete ways of including students into the internship and about the utilized network of supervisors and supervision institutions. The participants discuss the importance of the supervised practice and connection between the studies and practice. They prepare the strategy of introducing supervision culture and *EuroPsy* Certificate standards into academic studies. They talk about ways of increasing the quality of study programmes (also in a sense of complying with the *EuroPsy* standards). They agree on how the promotion of the supervised practice will be included in the study programme. They discuss varieties of including the internship into study programmes, creation of learning centres, circling of students through different fields of practice during the period of internship, etc.

The importance of the supervised practice and *EuroPsy* standards are presented to the employees at the Departments of Psychology in the country. The aims are for the employees to identify with the vision of quality development of competences of young psychologists, to establish the *EuroPsy* standards, and to regularly promote the supervised practice among students in order to help develop the culture of inclusion of psychologists in supervision and increase the quality of psychological services.

Promotion of Supervised Practice among Employers

The system administrator regularly informs employers about the tasks and professional roles of the psychologist and about the importance of the supervised practice. The system administrator introduces them to the supervised practice,

invites them to the conference on the supervised practice (special time during the conference programme or outside of the programme can be devoted to a meeting between the people responsible for the supervised practice and employers), and meets them regularly on annual meetings.

The system administrator's activities in annual meetings with employers encompass:

- Presenting a current topic and explaining how psychologists can contribute to its resolution, providing arguments why it is important to support psychologists in their further professional training and participation in supervision. It is of key importance that employers can feel the benefits of including psychologists into supervision, and of including young psychologists into the supervised practice;
- Clarifying that employers support quality psychologist work when they include them in the supervised practice and thus enable their organizations to benefit from assuring quality services and developing human potential.

When annual meetings are attended by more employers including those whose psychologists have had experiences in supervision and/or the supervised practice, employers can learn about cases of good practice and benefits of supporting psychologists in supervision.

Promotion of Supervised Practice among Wider Public

A wider public is informed about qualified psychologists, supervisors, and supervisors of supervisors by having access to the database with the lists. The supervised practice is announced in the media by articles, promotion is carried out by public presentations. The contents are added to the existing social media networks through the channels of the system administrator and other relevant organizations.

Promotion of Supervised Practice among Professionals

Professional public is informed about the supervised practice system in professional meetings. The conference on the supervised practice is regularly organized. E-news covering the implementation of the supervised practice, trainings, and novelties in the area of the supervised practice is sent to the members of the supervised practice system and the members of interested professional associations. Introduction videos on the supervised practice are prepared. The system administrator's awarding of certificates and acknowledgements is a part of promotion of the supervised practice system.

Conferences on the supervised practice

The system administrator annually organizes at least one conference on the supervised practice. Every psychologist beginner therefore has an opportunity to attend three conferences: before the beginning of the supervised practice, during the supervised practice, and after the supervised practice.

Each conference comprises three parallel foci (e.g. parallel sections, where each individual participates in a section by his/her choice):

- The first focus: psychology students or the psychologists before starting psychological services. The participants learn about the requirements of the supervised practice, the course of the supervised practice, the competence model (in workshops) etc. Potential supervisors are introduced, as well as the leaders of the supervised practice and administrative support; employers can present their needs. This part of the conference is very important for the first contact of the participants (in particular psychologist beginners) with the supervised practice and the supervised practice system, and plays a key role in their pre-preparation for inclusion into the supervised practice system;
- The second focus: psychologist beginners participating in the supervised practice. This part of the conference includes presentations of cases treated during supervision, and cases of good practice (cases of the supervised practice, supervisory relationship etc.). The topics which need to be covered by every supervised practice are studied. Round tables are intended for discussing what needs to be developed in supervisees, what the needs of supervisors are, etc.;
- The third focus: bringing the supervised practice to a conclusion. Special achievements and cases of good practice are presented in this part of the conference. The topics required for practicing psychology independently are discussed; representative cases of psychological services are presented, as well as interventions in various situations, cases of supervision etc. The participants are directed towards considering participation in regular supervision and supervision of future psychologist beginners.

The conference proceeding with cases of good practice, discussions, and opinions by distinguished psychologists is issued in every conference. Informing on conference can be carried out by means of e-news, notes on the web platform, posts on Facebook, etc.

E-news covering the supervised practice

Simple, clear, and well-structured electronic news is issued once per month. In e-news a person can quickly find what he/she needs. The news can include cases of good practice, a list of available supervisors, demand after supervisors, introductions of psychologists beginners, information regarding various trainings

within continuous professional development, conferences etc., instructions for implementing the supervised practice and its monthly activities, reminders to supervisors and supervisees with regard to their obligations in a particular period of the supervised practice, and focus on specific professional questions, topics. The news can be intended for supervisors and supervisors of supervisors to train skills of reflection and analysis of own work, present certain concepts, topics and ethical questions, dilemmas, which are central to their current performance or professional development.

Awarding certificates and acknowledgements

The system administrator awards the following certificates:

- After the supervised practice successful conclusion, a psychologist beginner is given a certificate of participation in the supervised practice system and one-year performance within the framework of the system;
- An employer is awarded a certificate of one year participation of a psychologist beginner in the supervised practice system and employer's support in this period (an acknowledgment is prepared individually with regard to the manner of employer's inclusion in the implementation of the supervised practice);
- After the training of supervisors successful conclusion, a psychologist is awarded a certificate of qualification for a supervisor of psychologist beginners;
- After the supervision of the supervised practice successful conclusion, a supervisor is awarded a certificate of supervising the supervised practice of a psychologist beginner;
- After the successful conclusion of the training for supervisors of supervisors implemented under the umbrella of the system administrator, a psychologist is awarded a certificate of qualification for a psychologist supervisor;
- After the supervision-of-supervision cycle successful conclusion, a supervisor is awarded a certificate of having implemented supervision of supervisors.

Special acknowledgements are awarded by the system administrator to:

- Successful and distinguished psychologist beginners nominated by their supervisors;
- Successful and distinguished supervisors nominated by their supervisees or their supervisor;
- Successful supervisors of supervisors nominated by their supervisees and/or other psychologists;
- Employers who extremely encourage and support the supervised practice of psychologists;
- Other relevant persons or organizations who significantly contribute to the development and maintenance of the supervised practice system.

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NORWEGIAN FINANCIAL MECHANISM – NORWAY GRANTS

Through the Norway Grants and EEA Grants, Norway contributes to reducing social and economic disparities and to strengthening bilateral relations with the beneficiary countries in Europe. Norway cooperates closely with the EU through the Agreement on the European Economic Area (EEA). For the period 2009–14, Norway's contribution is €1.7 billion. Grants are available for NGOs, research and academic institutions, and the public and private sectors in the 12 newest EU member states, Greece, Portugal and Spain. There is broad cooperation with Norwegian entities, and activities may be implemented until 2016. Key areas of support are environmental protection and climate change, research and scholarships, civil society, health and children, gender equality, justice and cultural heritage.

