

## **1. konferenca o supervizirani praksi psihologov**

**Ljubljana, 25. – 26. avgust 2017**

Supervizirana praksa je učinkovit način zagotavljanja visoke kakovosti psiholoških storitev. Uspešno zaključena supervizirana praksa, med katero psiholog začetnik razvije vse kompetence, potrebne za opravljanje psihološke dejavnosti, je eden od kriterijev za pridobitev Evropskega certifikata iz psihologije – EuroPsy. V različnih državah so prisotni različni modeli supervizirane prakse, mentoriranje poteka na različne načine, tudi usposabljanja za mentorje se razlikujejo. Namen konference je predstaviti trenutno stanje na področju supervizirane prakse v različnih evropskih državah ter izmenjati znanja in dobre prakse. Cilj konference je tudi ustvariti temelje za nadaljnji razvoj in poenotenje supervizirane prakse psihologov v Evropi.

*Anja Podlesek*  
*predsednica organizacijskega odbora*

## **The 1<sup>st</sup> Conference on Supervised Practice of Psychologists**

**Ljubljana, Slovenia, August 25–26, 2017**

Supervised practice for novice psychologists represents an effective way of ensuring the provision of high quality psychological services. Successfully completed supervised practice during which all the necessary competences are developed is one of the criteria for obtaining the European Certificate in Psychology – EuroPsy. Different models of supervised practice are present in different countries, and there are differences in supervisors' practice and training. The aim of the conference is to present the current state of affairs in supervised practice and to exchange the expertise and good practice between different countries. The conference also aims to set the ground for future developments and harmonization in the field of supervised practice of psychologists in Europe.

*Anja Podlesek*  
*Chair of the Organizing Committee*

*Uredila / Edited by*  
*Anja Podlesek*

## **EuroPsy and supervised practice in the education of European psychologists**

Ingrid Lunt  
Department of Education, University of Oxford, Oxford, UK  
*Former chair of EuroPsy EAC*

Supervised practice is an essential and integral part of the *EuroPsy* standard for education and training of psychologists. This is partly a question of quality, and partly of competence. Psychologists need to provide evidence of their competence to practise, and this requires supervised practice. There are now 21 countries which have approved National Awarding Committees (NACs) and are therefore entitled to award the *EuroPsy* certificate. At the launch of the *EuroPsy* scheme in 2010 there was a diversity of practice in educational requirements across European countries, reflecting different histories, traditions and professional contexts. The majority of countries had no tradition of supervised practice as a requirement for newly qualified psychologists. The *EuroPsy* standard has succeeded in bringing greater convergence in aspirations and expectations of professional education for psychologists. This presentation will present the *EuroPsy* framework and requirements for supervised practice with a particular focus on the competencies framework.

## **Supervised practice in Portugal: Past, present and future challenges**

Sara Bahia  
Faculty of Psychology, University of Lisbon, Lisbon, Portugal;  
Order of the Portuguese Psychologists  
*EuroPsy NAC Portugal*

All Portuguese psychologists have had at least one year of supervised practice and supervisors have at least 5 years of professional experience. This was the first challenge the Order of the Portuguese Psychologists had to face in its beginning in 2010 regarding supervised practice to guarantee that all its members have had it. Once the law was established and implemented, the present and the future challenges now reside in the training of supervisors and the guarantee of quality of continuous professional development for all.

## **Supervised practice of psychologists in France**

Francine Corman  
Association Française des Psychologues de l'Éducation Nationale,  
Montfort-sur-Meu, France  
*EuroPsy NAC France*

For various reasons, the implementation of EuroPsy certifications is difficult in France. However, to date, the training of EuroPsy supervisors has proved to be a great experience, meeting people who are open and engaged. This workshop presents the approach of our national committee, which led to the construction of a specific training of supervisors in France.

## **Supervised practice as a key element in the training of health care psychologists in Belgium: Professional internship of psychologists designed on the basis of a profile of professional competences required to meet mental health care needs in the context of a stepped care model**

Nady Van Broeck  
Catholic University of Louvain, Louvain, Belgium; Belgian  
Federation of Psychologists  
*Chair of EuroPsy S-EAC Psychotherapy*

Only very recently the application of scientific psychology in health care in Belgium has been legally regulated. The profession of clinical/ health care psychologist is recognized as a health care profession including a legally regulated title and the requirement of a legal license to practice (Ministry of health, 2016). The minimum training requirement for recognition and practice correspond to the EuroPsy 5+1 training route (Lunt, Peiró, Poortinga & Roe, 2015, *EuroPsy: Standards and quality in education for psychologists*) with a Master's degree in psychological sciences followed by minimum one year of supervised practice in accredited internship institutions. At the moment, academics, professionals and policy makers are in a process of operationalization of the content and the formal parameters of the year of supervised practice. Mental health care needs in the context of a stepped care model are taken as the basis of a model of required competencies that psychologists active in health care need to acquire (Superior health council, 2015, *Advisory report of the Superior Health Council no. 9194: Definition and competency profile of the clinical psychologist in Belgium*). The operationalization of the content and the formal parameters of the supervised practice in the year of professional internship of the clinical/ health care psychologist trainee will be based on this competency profile. In this contribution the mental health care needs, competency profile and preliminary ideas on the supervised practice will be discussed.

## **Supervised practice and supervisor training in Poland**

Beata Krzywosz-Rynkiewicz  
University of Warmia and Mazury in Olsztyn, Olsztyn, Poland;  
Polish Psychological Association  
*EuroPsy NAC Poland*

In Poland psychologists are educated in traditional (5 years) as well as Bologna system. Apart of theoretical program, students are obliged to have an internship as an introductory professional field training during university education. Generally it is one or two months practice organized by university or students themselves in state or state-power institutions. There is not practice program established in advance but students participate in regular institution's activities under supervision. Master degree in psychology is the permission to start the job practicing. One-year supervised practice

is not included as obligatory to have a license for practicing. Generally practice is a part of starting the work in the profession and supervision is rather informal support. It is also not finished with any formal assessment. However the practice under supervision is a part of professional development in different psychological subdisciplines, e.g. education, clinical psychology, psychotherapy. It is structured part of requirement to get specialist permission. Current challenges for Polish Psychological Association is to build a system for one-year practice for basic EuroPsy certificate: (1) to collect and train supervisors, (2) to prepare general structure of the practice and suggested ways of cooperation between supervisor and trainee. The sensitive but important practical problem is to clarify finance issues of the process.

### **Supervised psychologists' practice in Lithuania: recent changes and challenges**

Rytis Pakrošnis  
Psychology Department, Faculty of Social Sciences, Vytautas Magnus University, Kaunas, Lithuania; Lithuanian Psychological Association  
*EuroPsy NAC Lithuania*

The intensive movement towards legal regulation and setting of high standards for psychologists' practice has started in Lithuania, following several important changes: new generation of active members came into governance of the Lithuanian Psychological Association and took an active part in political processes, the EuroPsy NAC of Lithuania was established and EuroPsy diplomas are being awarded since 2014, awareness of the importance of professional psychologists in the development of society has grown on all levels, professionalism of psychologists has become a part of public opinion, several projects of the law of psychologists' professional practice have been prepared and the latest one is under consideration in the Parliament. These developments naturally bring new challenges and responsibilities for the psychologists' community. The establishment of the supervised practice system (which has been lacking in Lithuania), being one of the key elements of the EuroPsy, is one of the strategic objectives for the Lithuanian Psychological Association at the moment. Main issues, such as preparation of professional supervisors, creating the adequate net of supervisors in all regions of the country, making supervisions affordable for young professionals just starting their careers will be discussed in the presentation along with possible solutions and our further steps.

### **Supervised practice and supervisor training in Estonia**

Peeter Pruul  
Union of Estonian Psychologists, Tartu, Estonia  
*EuroPsy NAC Estonia*

The presentation gives a short overview of supervised practice and supervisor training in Estonia and reflects on what is running smoothly, what are the challenges and where further developments are needed.

### **Finnish supervised practice for psychologists**

Juha Holma  
University of Jyväskylä, Jyväskylä, Finland  
*EuroPsy NAC Finland*

Finland has a long tradition of supervision. This presentation will outline experiences of training psychologists in Finland and the regulation of the profession as well as will inform the development of supervised practice as an integral part of training and ongoing professional development.

### **Supervised practice and supervisor training in Sweden**

Bengt A. Persson  
Linnaeus University, Växjö, Sweden; Swedish Psychological Association  
*EuroPsy NAC Sweden*

In Sweden, psychologist students learn basic psychotherapy and have clients, under supervision of authorized supervisors, 60–120 hours in groups of four. In organizational psychology and psychological assessment, most universities have practical elements, under supervision. After completing the psychologists programme (MSc), there is a mandatory supervised year of practice, Practical Services for Psychologists, PSP, after which authorization is given by the National Board of Health and Welfare. Many public employers have designated PSP-appointments; others arrange temporary appointments to fill in vacancies. PSP supervision requirements are 1 h/week given by an authorized supervisor with a minimum of 3 years fulltime work in the PSP field after authorization. Most employers have ambitious programmes for PSP. The Swedish Psychological Association, SPA, and some universities provide non-mandatory training for supervisors. In psychotherapy, after authorization, there are three-year, 90 credits programmes that give authorization as psychotherapists, and one-year, 30 credits formal supervisor programmes. There are no formal supervisor educations in other domains of psychology, however. SPA provides a five-year, 45 credits programme for specializing in all fields of psychology. This includes mentorship and in some fields supervised practice is mandatory. For those who do not specialize, many employers provide supervision in clinical work; this is not mandatory, however. In conclusion, there is a lack of supervisor training programmes, and no interest from authorities and universities, in most fields of psychology.

### **Supervised practice of psychologists in Italy: a shared ethical obligation and an opportunity for building a strong professional identity**

Alessandro De Carlo  
LUMSA University of Rome, Rome, Italy; Venetian Chamber of Psychologists, Italian Chamber of Psychologists  
*EuroPsy NAC Italy*

In Italy, with the exception of a mandatory supervised one-year internship at the end of the studies, supervised practice

is not a legal obligation for psychologists. In fact, Italian law focuses mostly on the requisites for entering the Chamber of Psychologists. Nevertheless, supervised practice, especially in the clinical area, is common, mostly among psychotherapists. Supervision is mentioned in the Ethical Code of the Italian Federation of Psychotherapists' Associations, which, however, is not mandatory as those associations are private entities. In the Ethical Code of Italian Psychologists, which, instead, is mandatory by law, is present the concept of "knowledge and conscience": the law gives to every psychologist the freedom to choose how to practice, but they are expected to understand when they are not able to perform a task and/or when they need help, and they can be subsequently judged by the Chamber if they fail in this evaluation. The legislator also showed to be in favor of supporting supervised practice as it can be part (both as supervisor and as supervised) of the mandatory yearly training. Given the Italian legal system and tradition it is important to actively promote supervised practice among clinical psychologists and psychotherapists as well as among those in other fields in which supervision is not as widespread yet. This not just in order to improve the quality of the performances offered and the health and well-being of psychologists but, as recent literature highlights, also to increase personal responsibility, which directly affects work engagement and job satisfaction.

### **Supervision in Malta**

Benjamin Gatt  
Malta Chamber of Psychologists, Gzira, Malta

Supervision in Malta has developed vastly in the past decades but it still faces its challenges. This presentation will take a look at the current situation of supervision in Malta. It will first start off with the presenter's personal experience of being both a supervisee but also a supervisor to undergraduate students on placements. Then it will expand on the situation in Malta by explaining in detail the present situation and the challenges for the future.

### **Supervised practice in the education and training of psychologists in the UK**

Ingrid Lunt  
Department of Education, University of Oxford, Oxford, UK  
*Former chair of EuroPsy EAC*

The education and training for professional psychologists in the UK is an example of early 'specialisation' or differentiation. The requirement for Chartered status (qualification to work as a psychologist) is six years, normally in a "3+3" format (3 years Bachelor plus 3 years doctorate or Masters plus supervised practice/experience). At the end of the 6 years, psychologists are qualified to work in one field, as a clinical, educational, occupational etc psychologist (there are seven recognised and protected titles). For clinical psychologists the

education and training route is 3 years Bachelor degree, followed by 3 year DClin Psy doctorate degree which integrates supervised practice with university study and research. All supervisors receive training, provided by the university, and also by the British Psychological Society. This presentation will describe the arrangements for clinical psychology.

### **Supervised practice of psychologists in Croatia**

Ivanka Živčić-Bečirević  
University of Rijeka, Rijeka, Croatia  
*EuroPsy NAC Croatia*

The presentation will describe the organization of the supervised practice of psychologists in Croatia, as well as the organization of the written and oral exam that all the supervisees need to pass after one year practice and before getting licenced by Croatian Psychological Chamber. The written exam includes the knowledge about the Law of Psychology and Psychological Code of Ethics. At the oral exam the basic competences in the field where they have practiced are assessed. The presentation will also include the results of the evaluation of supervised practice. After they pass the exam, the supervisees evaluate their satisfaction with their mentors, as well as the importance and achieved level of basic psychological competences. The problems faced in the organization of the supervised practice, e.g. motivation and education of supervisors, will be described. Plans for future improvement will also be discussed, e.g. organization of the supervision of supervisors, meetings with supervisees to exchange their experiences. There is a plan to conduct a survey for mentors to investigate their needs. The results will be used in the development of the training program for supervisors, besides the experience of good practice from other countries.

### **Supervised practice and supervisor training in Czech Republic**

Lenka Šulová  
Katedra psychologie, Filozofická fakulta Univerzity Karlovy,  
Praga, Czech Republic  
*EuroPsy NAC Czech Republic*

The author will briefly introduce to the audience the preparation of a group of mentors that was formed within the frame of EuroPsy. She will explain the difference between mentor and supervisor in the Czech Republic. The collaboration between the NAC Czech Republic committee with this expert group of mentors and the current questions and problems concerning their work will be described. She will then introduce the listeners to the history of supervision in the Czech Republic and with the current state of supervisor work in the areas of healthcare, social service and prison service. In the conclusion of the presentation, she will introduce a concrete example of obtaining necessary education in the field of psychotherapy.

## **Supervised practice and supervisor training in Norway: Building a tradition for supervision**

Eva Danielsen

Norwegian Psychological Association, Oslo, Norway

The Norwegian Psychological Association has about 9,000 members. The coverage of psychologists in Norway is good. Our members have at least 6 years university education and training in psychology. Integrated in these 6 years is about one year of supervised practice. The supervised practice takes place both in university clinics and in hospitals. In 1959 the Norwegian Psychological Association decided to have a specialist education program. And from the start, supervision and supervised practice was recognised as important in the education of specialists. Today you have to have 240 hours of supervision during 5 years of practice to become a specialist. The program and the supervision are, as a rule, financed by the psychologist's employer. Our supervision tradition underlines empowering, reflection, support and development of the psychologist. In addition to our develop-focused tradition, the supervisors in our specialist training have in recent years got the responsibility to assess the psychologists' competences, against the learning objectives for the relevant specialization. This is an area where supervisors have expressed a need for more support. The Norwegian Psychological Association is now planning short courses around the country to help supervisors in assessment and competence planning.

## **Supervised practice and supervisor training in Slovenia**

Vlasta Zabukovec

Department of Library and Information Science and Book Studies, University of Ljubljana, Ljubljana, Slovenia; Department of Psychology, University of Primorska, Koper, Slovenia  
*EuroPsy EAC*

The supervised practice in Slovenia is not implemented yet. From year 2009 there were some attempts with the aim to test how could supervised practice fit in several areas of psychological work. These tests confirmed that there is interest among Slovenian psychologists to establish supervised path for novice psychologists. Psychologists who we engaged in the mentioned projects realized that supervised practice is a perfect opportunity to raise the standards of professional work. It is important to mention that in Slovenia only three fields of practice are regulated with a traineeship period: health care, education, and social welfare. So, the major challenge is an implementation of supervised practice in all fields of practice and to develop a sustainable system. Precise guidelines were developed to manage the main aspects of supervised practice: the supervisory relationship in supervised practice, supervision of supervision, trainings, web platform, financing, and promotion of supervised practice. The implementation of the system is in a beginning phase.

## **Supervised practice: The door to begin successful professional career**

Monishankar Singha

Psihološke storitve, Monishankar Singha s.p., Ljubljana, Slovenia

During the studies at the university, psychologists do not get enough practical knowledge for their future career. Their head is full with all or different kinds of theories, but they do not have a lot of practical knowledge and skills and are not prepared well for work with clients. In the job market, this represents an obstacle for them when trying to get a proper job. Many times, they lose their touch in their own field of study as they search for the job and the time goes by. They may not even search for the job they were dreaming about any more. In this point, supervised practice opens an opportunity for a new career starter to start working in his/her preferred field of study. Therefore supervised practice is a new door for a beginner.

## **Four guiding principles for the supervisory relationship**

Aisling McMahon

School of Nursing and Human Sciences, Dublin City University, Dublin, Ireland

While supervision has always been a core part of psychology training, the value of post-qualification, career-long supervision is gaining increasing recognition within the psychology profession. This is welcome as the regular consultative and reflective space offered by supervision has a key role in supporting psychologists' continued personal and professional development, in facilitating greater professional competence and resilience over the long term, and ultimately promoting better client welfare. While there is limited evidence to date of direct benefits for clients, supervisees report many professional benefits from engaging in supervision. However, the quality of the supervisory relationship is important for practitioner development, supervisees reporting difficult supervisory relationships and significant levels of concealment regarding their work within poor supervisory alliances. This indicates the importance of close consideration of this collegial relationship, and its particular ethical and professional complexities. Based on a reflective analysis of the author's supervisory practice, and also drawing from theory and research, four guiding principles are presented for the supervisory relationship. These are: offering emotional presence and sensitivity; valuing both vulnerability and competence; offering knowledge and experience with humility; and developing a relationship to support continued personal and professional growth. In conclusion, the importance of supervisor training is highlighted, to develop specific competence in supervisory practice.

## Use of experiential learning for adding new methods for supervised practice

Vlasta Zabukovec

Department of Library and Information Science and Book Studies, University of Ljubljana, Ljubljana, Slovenia; Department of Psychology, University of Primorska, Koper, Slovenia  
*EuroPsy EAC*

Experiential learning is a way of learning with a transformation of individual experience, where specific transactions between person and environment occur. Experiential learning is a holistic and continuous process which requires the resolution between dialectically opposed modes of adaptation to the world. The spiral of experiential learning leads through different, but interconnected steps. Two of them – concrete experience and abstract conceptualization – belong to the dimension of receiving information. The other two – reflective observation and active experimentation – are those which are related to transformation of information. Experiencing, reflecting, integrating and implementing are the main activities in a process of creating knowledge. Different learning methods could be applied into each learning activity, like role-playing, analyzing, planning, reflecting, reading, imagining, deciding, etc. Supervised practice is one big learning activity, with several specific and process oriented learning activities, where individual experience should be transformed into knowledge. Supervised practice is a context where different methods of experiential learning could be implemented with the aim to stimulate individuals' cognitive and affective processes.

## What to develop and what to assess in supervision?

Per Atle Straumsheim

Norwegian Psychological Association, Oslo, Norway  
*EuroPsy S-EAC Work & Organisational Psychology*

Supervised practice was early implemented in the training program for psychologists in Norway, regardless of the area of practice. Inherited from psychotherapeutic training, supervision has traditionally focused on personal development and relational aspects of the psychologist's work. In later years, there has been put more emphasis on the role of the supervisor as an assessor of professional development, according to the learning objectives of the educational program. The Norwegian Psychological Association (NPA) has the responsibility for psychologists' specialist education in Norway. To investigate how supervisors have taken on the new role of assessing professional development, we performed a survey targeting all those recognized as supervisors. A representative sample ( $N = 1432$ ) completed the survey. We found that the supervisors had limited knowledge regarding the learning objectives of the specialisation in which they supervised. This means that their ability to assess the supervisee's professional development is limited. We also found that direct observation or observation by video, sound-recording, was used only to a

small degree. This gives reason to question the foundation on which supervision and assessment of professional development is based. We discuss the plans NPA have for supporting supervisors and enabling them to make reasonable assessment of the supervisee's professional development, and, how they together can plan on how to reach the learning objectives of the training program.

## Supervision at a distance: How to evaluate the supervisee

Matic Kadliček<sup>1</sup> and Brigita Vončina<sup>2</sup>

<sup>1</sup>Trgotur, d.o.o., Velenje, Slovenia; Video center, d.o.o., Ljubljana, Slovenia

<sup>2</sup>Zavod RS za zaposlovanje, Ljubljana, Slovenia

Swift and substantial changes in the labour market increasingly call for supervision not only at the beginning of a career, but also during a person's later career transitions. This holds especially true for complex jobs, where skills alone do not suffice and a congruent professional identity and behaviour are needed. Supervision is beneficial as it steepens the learning curve, while the supervisor provides the proximal learning zone for the supervisee. This invites active development and planning of the supervising process with a curriculum that enables self-regulation and metacognition on the part of the supervisee, rather than the supervisor teaching a subject in a top-down manner. The present paper touches upon increasingly frequent instances where the supervisor and supervisee come from different organizations and where solutions for supervision at a distance are needed. This configuration has a positive potential of sharing a wider range of experiences across both organizations and the possibility of a wider application and faster revision of the competence model used. Potential downsides of this could be issues regarding business secrets and sensitive personal information. In summary, 18 different approaches to supervising at a distance are proposed, together with some examples and the possible advantages and disadvantages of each.

## Filling the gap – competence based assessment and development in supervision

Ingvild Stjernén Tisløv

The Norwegian Directorate for Children, Youth and Family Affairs, Tønsberg, Norway

Based on my background as a therapist, supervisor and consultant in the family and community based treatment program Multisystemic therapy (MST) I will talk about skill focused supervision. I will show how highly structured frames, an instructive and active form of supervision and use of continuous feedback set the stage for individual development in clinical skills. I will show examples from my own practice on how supervisors can identify skill gaps in therapists, use deliberate practice to improve skills, and how to assess progress. The workshop consists of lecture, individual exercises and plenum discussions.

## **Incorporating supervised practice placements within educational training programmes**

Rosaleen McElvaney  
School of Nursing and Human Sciences, Dublin City University,  
Dublin, Ireland  
*Chair of EuroPsy EAC*

This presentation will provide an overview of how supervised practice is managed in Ireland in training programmes in clinical, counselling and educational psychology. In Ireland, supervised practice is embedded within postgraduate university training programmes, involving close collaboration between universities and public services (both governmental and non-governmental) and are referred to as 'placements'. Funding for training varies, depending on the specialty (clinical psychology trainees are salaried employees of the national health authority). The training of psychologists is considered to be a shared responsibility between the national professional body, The Psychological Society of Ireland (PSI), academic institutions, and service agencies. A minimum number of and duration of placements are required in order to meet accreditation requirements set down by the national professional body. Supervised practice is undertaken by the psychologist-in-training in a range of settings that provide opportunities for working with diverse client groups with a range of presenting difficulties. This presentation will outline case examples of placement settings, how placements are organised and reviewed, the structures and processes of supervision, and how the individual psychologist's competencies are evaluated.