



SUMMARY

The book *The Development of the Supervised Practice of Psychologists in Slovenia* presents the importance of mentoring and supervision at the beginning of psychologists' working career. It describes the attempts of Slovenian psychologists to establish a system that would enable all psychologist beginners to be included in supervision during the first year of their practice. The ambitions were actualized in a project called *Supervised practice of psychologists: Development of a training program for mentors and a model of supervised practice* – SUPER PSIHOLOG. The project was carried out in the years 2015–2016 within the framework of the Norway Grants 2009–2014 programme.

The book is divided into five parts. The first part is about mentoring and supervision at the beginning of the psychologist career. It presents the current situation in this field in Slovenia and the background and objectives of the SUPER PSIHOLOG project. The second part focuses on the training of supervisors. It describes the components and contents of the training of supervisors developed in the SUPER PSIHOLOG project. The third part of the book presents the development of the system of supervised practice of psychologists and the development of supervision of supervision. It also describes the experiences of the participants in the project. The fourth part describes the evaluation of the developed system of supervised practice and the project, and presents the evaluation results. The fifth part of the book contains the guidelines for the implementation of supervised practice in the future.

The first part of the book that talks about the background of the development of the supervised practice system in Slovenia consists of five chapters. In the first chapter, Vlasta Zabukovec presents the importance of mentoring and supervision at the

beginning of a psychologist career. She emphasizes that there is a diversity of definitions of mentoring and presents the basic characteristics and different models of mentoring. She focuses on the mechanisms that connect mentoring with outcomes relevant for the career and personal life of the individual and for the organization. She describes different types of contemporary mentoring, such as multiple mentoring, team mentoring, and e-mentoring. She explains similarities and differences between mentoring and coaching and between mentoring and supervision. When comparing mentoring and supervision, a model of mentoring relationship is presented which considers the features of transformational mentoring relationship as an upgrade of the supervisory relationship. Such a relationship develops from the originally structured and formal relationship into a reciprocal and collegial relationship. The author introduces the functions of supervision and the competences of supervisors as defined in the *ECVision* project.

In the second chapter, Maša Žvelc focuses on supervision. She presents its definitions and the most important features. Among its purposes and functions she describes the developmental educational function, the supporting function, affect regulation, control function, the development of capacity for reflection, and the development of professional identity. Among supervision models she presents the seven eyed model of supervision, the events-based model of supervision, and the second generation models. She describes the importance of the supervision alliance and the attachment in the supervisory relationship, a parallel process which can be found in supervision, and the conflicts which may harm supervision alliance.

In the third chapter, Vlasta Zabukovec reviews the situation in the area of traineeship for psychologists in Slovenia. The situation in three fields of practice is presented: health, education, and social welfare. The chapter describes the arrangements set out in various laws, orders, and rules in these fields, which prescribe the conditions for practicing independently, the programme and the course of traineeship, mentor tasks, and the implementation of the professional examinations.

In the fourth chapter, Anja Podlesek presents the background of the SUPER PSIHOLOG project. The purpose of the project was to provide high quality psychological services with the introduction of one-year supervision at the beginning of the career of psychologists, which is in accordance with the European standards for the education and training of psychologists. The chapter introduces the European certificate in psychology – *EuroPsy* and the requirements for its acquisition. The supervised practice and the role of supervisors are described as defined by the EFPA *Regulations on EuroPsy*. Previous activities relating to the training of supervisors (mentors of supervised practice) in Slovenia are presented, as well as the present need for additional supervisors to which the SUPER PSIHOLOG project responded with specific activities. These activities are briefly described, so that the reader gets a basic insight into the course of the project.

The fifth chapter, written by Per A. Straumsheim and colleagues, begins with the presentation of the importance of supervision at the beginning of the career, with the emphasis on the importance of supervision for clients and for a psychologist. This is followed by the review of the situation related to supervised practice in Norway and the education of supervisors. The authors also present the beginnings of cooperation between the Slovenian Psychologists' Association and the Norwegian Psychological Association which resulted in a joint proposal of the SUPER PSIHOLOG project, and the motives of the Norwegian Psychological Association to participate in the project.

A precondition for establishing the supervised practice system is that there are enough trained supervisors. The second part of the book therefore presents a comprehensive training programme for supervisors. In the sixth chapter Anja Podlesek first shows why it is important to have supervisors trained for supervision. This is followed by a condensed presentation of the content of the training programme, as it has been developed and implemented within the framework of the SUPER PSIHOLOG project. The program has consisted of three modules. The first focused on mentoring, development of a mentoring relationship, and the *EuroPsy* competence model. The second focused on supervision, development of a supervisory relationship, and methods and skills of supervision. The third focused on taking care of mental health of supervisees and ethical conduct of psychologists. Curricula of the three modules are presented in different chapters related to the contents of the modules, and can be found in special coloured boxes.

The seventh and eighth chapter communicate the content of the first module of the developed training programme for supervisors. In the seventh chapter Anja Podlesek describes the competence-based approach to supervised practice. After the definition of *competences* is provided, the key parts of the *EuroPsy* competence model are presented. This is not the only model of competences of psychologists, but currently the use of this model is the most widespread in Europe. The author presents the valuableness of the model and its use in supervision.

In the eighth chapter Vlasta Zabukovec explains how to develop a mentoring relationship. She presents the various stages of mentoring, identified by different researchers. She also shows features of transformational learning and adult learning, which need to be taken into account in the mentoring process. In the last part of the chapter she describes the particularities of mentoring when the mentor and the mentee come from different cultures or different generations.

Chapter nine presents the contents of the second module of training of supervisors. Bjarte Kyte and Mona Duckert focus on developing skills of supervision. These are based on knowledge about the characteristics of supervisory relationship development and about various methods of supervision, such as reflective team, role play, and analysis of video-recordings of the supervisee's sessions with clients. The

training programme also raises awareness of different roles of supervisor and different focuses of supervision, and provides knowledge and skills to solve problems occurring in supervision.

The tenth and the eleventh chapter present the content of the third module of the supervisor training. In the tenth chapter Vita Poštuvan discusses psychological ethics in supervision, which is a key aspect in the supervisor's conduct. In psychological practice many ethical dilemmas occur, and so do they in supervision. They need to be constantly raised to the awareness and resolved. The author presents a few situations in supervision in which ethical dilemmas can occur, as well as the basic principles and steps in the resolution process.

In the eleventh chapter Vita Poštuvan describes supervision as a way to care for the physical and mental health of the supervisee. Self-care is the ethical imperative for psychologists because stressful situations which psychologists are faced with in their work may have a number of negative consequences. Supervision can help supervisees in tackling stressful situations, recognising their adverse effects in time, and using appropriate strategies of self-care. In the third module of the training, supervisors deepened their knowledge on a variety of mental health topics and trained their skills to recognize the difficulties and intervene appropriately. They learnt about ways of promoting self-care in supervisees. The author presents the key contents of the workshops carried out within the third module and competences developed by individual workshops.

The third part of the book describes the development of the supervised practice system within the SUPER PSIHOLOG project. The first two chapters present the preparation and trial implementation of the supervision of psychologist beginners and the supervision of supervision. The next three chapters present personal experiences of participants in the project.

In the twelfth chapter Anja Podlesek and Katarina Kocbek present the development of the supervised practice system. They first describe how the system development plan has been prepared. They highlight the importance of informing psychologist beginners, qualified psychologists, supervisors, employers and others about supervised practice. On the basis of the experiences gained in the SUPER PSIHOLOG project they present how the system administrator can maintain the system operation and form supervisory pairs. They present the supervision agreement and a variety of instruments for monitoring and developing a supervisory relationship that have been developed in the project, including a web platform for documenting the activities of supervisory pairs. They also describe how the supervisory pairs reported about their work upon the conclusion of supervised practice.

In the thirteenth chapter Julija Pelc shows how supervision of supervision was developed within the SUPER PSIHOLOG project. After an introductory presentation of the purpose of supervision of supervision, she describes the groups of supervisors and

presents their reports on benefits of supervision of supervision. She also presents a group of supervisors of supervisors and their functions. She describes the process of work in supervisory groups: the creation of groups and the preparatory phase, the first meeting, the process of learning in supervision, methods and techniques used in supervision, giving feedback, reflection and self-reflection, and evaluation of supervision. The chapter also describes the parallel supervision process in the group of supervisors of supervisors who were being trained by two Norwegian colleagues, experienced supervisors.

The fourteenth chapter presents the experience of Mojca Poredoš who concluded her internship under the supervision of a school psychologist who was trained for supervision within the project. The chapter shows the activities and development of the supervisee during the short time of the internship, and discloses the key benefits of supervision offered by a qualified supervisor compared to other mentoring experiences.

In the fifteenth chapter Nastja Salmič Tisovec, Tina Podlogar and Nuša Zadravec Šedivy share their experience with supervised practice. After an introductory presentation of the supervisor and the supervisees, the supervised practice process is described and reflected upon. The authors also define some of the advantages and disadvantages of their supervised practice.

In the sixteenth chapter Julija Pelc presents her experience of being the supervisor of supervisors. She describes the process of work in her supervisory group and what the members of the group have discovered and learnt during this process, as well as what obstacles they have encountered. Description in the form of a personal story exposes the subtle and less evident aspects of the supervision and the issues that arise in relation to supervisor's role and performance.

The fourth part of the book is composed of six chapters presenting the results of the evaluation of the individual project activities and project as a whole. In the seventeenth chapter Tina Pirc and her co-workers present an evaluation of the training programme for supervisors. Project participants expressed their opinions about individual modules of the training and their contribution to the competences of mentoring and supervision, as well as to competences of risk assessment and management and competences of interventions in the field of mental health.

In the eighteenth chapter Simona Painkret and co-workers present the results of an evaluation of a one-month internship carried out within the first module of training of supervisors. The evaluation includes an overview of the students' competences after completion of the internship, supervisors' competences of supervision, an overview of the reflections on the internship in the submitted reports, ethical dilemmas encountered during the internship, and proposals for changes.

In the nineteenth chapter Katarina Kocbek and co-authors present the results of an evaluation of a one-year supervised practice based on a review of the supervisors'

and supervisees' reports. Supervisory pairs assessed the organisational aspects of supervised practice, benefits of concluding the supervision agreement, forms and methods of work, the course of supervised practice, and its outcomes. They reported on their satisfaction with the supervised practice implementation. They also listed different dilemmas and obstacles encountered during the practice and gave suggestions for improvements. A review of the assessments of supervisees' competences at the end of supervised practice and changes in the self-assessed supervisors' competences showed an appropriate progress of both the supervisors and the supervisees during supervised practice.

In the twentieth chapter Anja Podlesek and co-authors present the research in which they compared the effectiveness of supervised practice with the effectiveness of other forms of training of psychologist beginners. The study focused on comparing the quality of mentoring/supervisory relationship, satisfaction with the training and the development of competences during the training. The results of the research indicated that a specific training of supervisors in mentoring and supervision is required for the good results of the training of psychologists at the beginning of their career.

In the twenty-first chapter Mateja Štirn and co-authors present the evaluation of supervision of supervision. The inclusion into supervisory groups has proven to be an important aspect of the training of supervisors and the development of their competences of mentoring and supervision.

In the twenty-second chapter Julija Škarabot Plesničar presents the evaluation of the SUPER PSIHOLOG project as a whole, namely its relevance, efficiency, effectiveness, impact, and sustainability of its results. According to the participants of the project, the project developed a good model of supervised practice that will contribute significantly to the development and strengthening of the position of the profession of psychology in Slovenia.

The fifth part of the book with the last chapter gazes into the future and directs attention from the SUPER PSIHOLOG project to the implementation of the supervised practice system after project completion. This section includes *Guidelines for the Implementation of the Supervised Practice of Psychologists*, developed by the project team. The Guidelines are concrete recommendations for the implementation of supervised practice and supervision of supervision, training of psychologist beginners, supervisors and supervisors of supervisors, the creation of web platform for documenting supervised practice, the financing of the system, and the promotion of supervised practice. The Guidelines will help supervisory pairs, supervisors of supervisors, educators in supervisor training, and the system administrator in organizing and implementing supervised practice.