

## Preface and Acknowledgements

In the period from 2015 to 2016, within the framework of the Norwegian financial mechanism 2009-2014, we obtained an opportunity with the project “Supervised Practice of Psychologists: Development of a Training Programme of Mentors and a Model of the Supervised Practice – SUPER PSIHOLOG” to establish conditions for young psychologists to start their professional careers by participating in supervised practice. Along these lines, an opportunity to develop a sustainable culture of inclusion among Slovenian psychologists in supervision has emerged. This book, which we created within the SUPER PSIHOLOG project, is intended for and dedicated to all psychologists, in particular novice psychologists, supervisors, and supervisors-of-supervisors. It clarifies why mentoring and supervision are important, and demonstrates how to implement supervised practice, with the creators of the supervised practice system in Slovenia sharing the experiences acquired during the implementation of the project. The aim of the book is thus to present the development of supervised practice in Slovenia, and it will enhance understanding of why we developed such a system and how this may be helpful to professionals working in related fields, or fellow psychologists in other countries, in their attempts to develop a similar system in their profession or environment. As this project was quite comprehensive, we hope that our colleagues will feel free to use whatever parts of our experiences and solutions that may be relevant, feasible and possible in their national contexts with the resources that are available.

Psychologists who have concluded their studies and started practicing psychology cannot be left to themselves, but should have the opportunity of participating in supervised practice to help them provide high quality services. Due to their responsibilities to their clients, society, the profession, and themselves, they are obliged to do this, and society is obliged to provide them with the opportunity to receive such supervision. Since psychologists in Slovenia practice in many different areas of psychology, we wanted to design a supervision model which would be useful in all these areas, and would provide suitable support to all novice psychologists. We thus decided to combine the approaches of mentoring and supervision, and within supervision to include the elements of clinical supervision, a developmental-educative model of supervision, and other models.

The first part of the book deals with the importance of mentoring and supervision early in psychologists’ careers, and presents the theoretical background of mentoring and supervision, as well as the starting points of the SUPER PSIHOLOG project. The definitions, functions, and models of both mentoring and supervision are presented, and the mentoring and supervision relationships are described. The book gives details of the current situation in the area of supervised practice in Slovenia, and explains the course of the traineeship in the three areas of psychological practice in Slovenia where this is regulated (in the fields of health care, education, and social

welfare). The aim of the SUPER PSIHOLOG project was to offer all novice psychologists, regardless of their specific field, the opportunity to participate in supervised training in the first year of their practice. The chapter dealing with the starting points of the project and its related activities is followed by an outline of the situation regarding supervision in Norway, which is rather different to that in Slovenia. With the help of our Norwegian colleagues, we wanted to transfer elements of the systemic arrangement of supervised practice in Norway to Slovenia, as an example of good practice. The Norwegian Psychological Association also wanted to transfer the new experiences gained in the project, and thus develop supervised practice in Norway.

Of course, qualified supervisors are needed for the system of supervised practice to function. The second part of the book thus communicates why it is important for supervisors to be properly trained and qualified to implement mentoring and supervision, and which contents should be included in the training programme for supervisors. The training programme developed within the framework of the SUPER PSIHOLOG project is presented, along with the curricula of its modules. The first module gives a competence-based approach to supervised practice and the supervisory relationship. The second module deals with the development of the supervisory relationship, the role of the supervisor, supervision methods, and skills of supervision. The third module emphasizes young psychologists' self-care practices, and the care of professionals for their own mental health.

The third part of the book includes an in-depth description of how the supervised practice system has been developed, from planning to pilot implementation. We also describe how we simultaneously implemented the supervision of supervisors, which is considered an obligatory part of supervisor training and subsequent supervision. Cases of the internship (study practice), supervised practice and supervision of supervisors are introduced to show how the supervised practice was experienced by various participants in the project, what they thought were the positive aspects of their inclusion, and what obstacles they encountered.

Evaluations produced by individual project participants are supplemented in the fourth part of the book by a general evaluation of project activities: the training programme for supervisors, the supervised practice system that was developed, and the supervision of supervisors. An evaluation of the project as a whole is also given. By means of survey research and the analysis of the reports submitted by supervisors and supervisees, we tried to evaluate the outcomes of various project activities and assess the efficacy of particular interventions. The evaluation results helped us design the guidelines for establishing the supervised practice system and its implementation, and these are presented in the last part of the book.

We hope that the guidelines for implementing supervised practice, together with the developed SUPER PSIHOLOG web platform, will make a difference and support supervisors and psychologists receiving supervision as part of their professional

development. We hope that every example of supervised practice will bring valuable insights, enable the greatest advances in professional competences, strengthen the professional identities of the participants, and become a memorable experience for all those involved.

In the end, we would like to thank all the participants in the SUPER PSIHOLOG project for their invaluable contributions: the supervisors, novice psychologists, supervisors of supervisors, other participants of project workshops and conferences, and collaborators from project partner institutions. Our institutions are greatly acknowledged for their constant financial, technical and moral support of the project. We thank Urša Mars Bitenc, Črt Bitenc and Vesna Mlinarič Lešnik for their help in preparing the application for the Norway Grants call. Thanks to Polona Matjan Štuhec, Brigita Rupar, Tomaž Vec, Sonja Žorga, and Maša Žvelc for their ideas on possible further development of supervisor training. We warmly thank Robert Masten and Sonja Čotar Konrad for their review of the book and Sissel Reichelt and Carol A. Falender for writing the foreword. We also acknowledge Jure Preglau and Matevž Rudolf from Ljubljana University Press, Faculty of Arts, for their help in designing and publishing this book.

The SUPER PSIHOLOG Project Team