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Guidelines for the Implementation of the Supervised Practice of Psychologists

The Supervised Practice and Inclusion of a Novice Psychologist[15] in the Supervisory Relationship

After having concluded a five-year programme of academic studies, a master's degree psychologist is not yet qualified to practice psychology independently, and an early career psychologist must thus perform his/her psychological services under supervision for at least a year. The supervised practice is a form of professional training carried out in a real work setting with the aims of: (i) preparing a psychologist for independent practice; (ii) developing the professional role of a psychologist, including his/her professional judgment, self-awareness, responsiveness, personal integrity and ethical conduct; and (iii) integrating theoretical and practical knowledge. A one-year period of supervised practice is therefore a necessary precondition for independent practice 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.

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15   The terms *novice psychologist* and *supervisee* are used as synonyms.

The implementation of the supervised practice is managed and monitored by the supervised practice administrator (hereafter: the system administrator[16]).

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 a minimum of 20 two-hour sessions (120 minutes), and thus 40 hours of supervision are performed during the supervised practice (for a minimum of 2,400 minutes). Additional longer visits by the supervisor to the supervisee's workplace are recommended, the duration of each such visit being a minimum of 5 hours, or the supervisee can visit the supervisor, if this is more appropriate. In cases when the supervisory dyad does not make a longer visit, an additional five hours of supervision should be implemented. The minimum total supervision period is 45 hours.

The implementation of supervised practice is terminated (frozen) when exceptional circumstances occur (e.g., sick leave, maternity leave, change in employment, and so on). The termination status is agreed among the supervisor, supervisee, and system administrator by a supplement to the Supervision Agreement.

The Establishment of Supervisory Dyads

The novice psychologist selects a suitable supervisor with regard to his/her 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 when the supervised practice is set to begin, 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.

It is important to avoid so-called "double roles" as much as possible. If the supervisor is also the supervisee's superior or has another role in the supervisee's work organization (or elsewhere), this could conflict with their role as supervisor. Moreover, since organizations often find it convenient and more affordable to use an internal supervisor, this situation may often occur. If they cannot be avoided, then doubles roles should be discussed explicitly between the supervisor and supervisee, both at the starting point of their relationship and later.

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

The Structure and Content of Supervision Sessions

During the supervised practice and supervision sessions the contents specified below should be covered, although 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. Here, the supervisor and 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 instruments accessible on the website of the supervised practice can be useful in this context, as well as those on the web platform and other resources that the parties may choose on their own.

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 into direct dialogue, and so exchange their personal experiences. In this context it must be remembered that there are individuals who are reserved and need more time to build a collaborative relationship. The supervisor thus responds to the individual needs of the supervisee, and together 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 paid the fee to enter it. The supervisees can obtain information regarding the agreement at the training or the supervised practice conference. As such, 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 covers the expectations of the supervisor with regard to the supervisee, and vice versa, plus the context and content of supervision, documentation of the supervised practice and session materials, formal regulation of supervision, ways of preventing obstacles during the supervision process, and the evaluation of the Supervision Agreement itself.

The supervisor and supervisee start preparing the Supervision Agreement during their first session. In cases when they do not discuss the entire agreement in the first

session, they agree to prepare suggestions for the specific part of the Agreement in the next session, when they aim to complete the Agreement. *Advice: The supervisory dyad can be assisted in preparing the Supervision Agreement by using instruments for mutual preparation of documents (e.g. Google Drive, Dropbox).*

The second session is when the supervisor and supervisee have to conclude the Supervision Agreement. They communicate with regard to all the aspects of the Agreement (both the general and specific parts), 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, and so on.

The supervisor and supervisee then sign the general section of the Agreement, which is sent by the supervisee to the system administrator, no later than one week after the second session. The specific section of the Supervision Agreement is kept by the supervisor and supervisee.

The plan of the supervised practice is jointly communicated between the supervisor and supervisee. The supervisee writes down the supervised practice plan, and this kind of note-taking regarding the set goals and expectations in the supervised practice course is essential for the work to be successful. Articulating, writing, and clarifying the goals and expected course of the supervised practice enhances both parties' awareness of the related ideas and understanding of the needs and expectations that each have regarding the project. The supervised practice plan is a supplement to the specific section of the Supervision Agreement.

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

3.   Communication with clients

By means of video recordings based on the supervisor's visits to the supervisee's workplace, the supervisory dyad analyses the supervisee's communication with clients, how he/she establishes contacts and working alliances with them, and informs clients of the treatment findings. The supervisee reflects on the situation and the supervisor provides feedback on what has been observed, and then they discuss possible improvements. It is important for the supervisee to become aware in his/her work of what may be unconscious experiences and conduct towards clients and towards himself/herself, and other peculiarities arising from clients and/or the context of the supervised practice. It is also important for the supervisee to, with the help of the supervisor, find more suitable ways of understanding the situation and his/her performance, and to apply new ideas and skills within the framework of the supervision process. The supervisor thus helps the supervisee reflect on the experience, perceive it from a meta-position and so establish critical distance.

4.   Ethical dilemmas[17]

When working to solve any ethical dilemmas that occur when implementing psychological services, as well as any 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. Some instances when such dilemmas can occur in the relationships between the supervisor and supervisee, and that between the supervisee and clients, are as follows:

- 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 with regard to data about the client, supervisee, or supervisor.

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

The supervision sessions treat, among other things, the systematization and characteristics of a novice psychologist's work position and tasks. Moreover, the supervisor brings to the supervisee's awareness important aspects of the relevant legislation, and ensures that the novice follows the law. When talking about the characteristics of the work position, they discuss common ethical dilemmas 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 also at annual conferences on supervised practice.

It is the supervisee's responsibility to be knowledgeable of the related legislation and operate in compliance with the law. The supervisor and supervisee should thus regularly discuss such legislation and related aspects of the psychologist's performance

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17   See also the chapter *Psychology Ethics in Supervision* (Poštuvan, this volume).

in a professional environment. It is important that both the supervisor and the supervisee have these factors in mind during the entire supervised practice and all supervision sessions. Even though the supervisee initially needs structured training in relation to legislation, performing the actual work tasks and solving practical cases with the supervisor's regular support and reflection can help the supervisee master different aspects of the related laws.

6.   The competence model

The novice learns about the *EuroPsy* competence model prior to inclusion in the supervised practice (within his/her academic education and/or in other ways). The development of competences is a constant issue during the supervised practice, and in the supervision sessions the supervisor and supervisee should 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 supervisee should define which competences were used and developed in this. Towards the end of each session they examine which competences have also been developed during the session. The supervisee thus 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, and so on.

7.   Reflective practice and providing feedback

Through receiving the supervisor's feedback the supervisee learns how to give feedback him-/herself to either clients or the supervisor on supervision. The provision of quality feedback is jointly implemented in the supervisory relationship. It is thus important for the supervisor and supervisee to devote enough time to reflection on various levels during the supervision process, in terms of the contents, process, relationship, and recognizing inner experiences.

8.   The supervisory relationship

The supervisor and supervisee should establish a professional supervisory relationship which includes self-disclosure and the exchange of personal contents, as this is vital 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 a vision of the supervisee's development to the supervisory relationship, as well as a vision of his/her own growth and advancement of the supervisory relationship. These factors can influence the supervisor's creation of collaborative relationship with the supervisee. The supervisor's relationship with the supervisee should be distinguished by respect, sincerity, empathy, participation in and support of the supervisee's realization of his/her own powers and resources, and so helping him/her in achieving the set

goals. The supervisory dyad maintains a professional relationship, and reflects on it regularly (e.g. the supervisor and supervisee talk about how they feel while discussing a topic or problem). Constant reflective practice is important for another reason as well – the supervisory relationship is constantly developing and changing. Meta-communication, conversation about the relationship, and reciprocal dialogue-based communication enhance the understanding of what is happening in the relationship over time, and the dyad's agreements can then be adjusted if needed. 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 supervisee conduct an interim evaluation and the final evaluation.

The interim evaluation is important for evaluating what progress has been made towards achieving the set goals, both the supervisor's and supervisee's. 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 supervisee upgrade the developmental plan in compliance with their needs and any 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 approaches. As such, the 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 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 supervised practice, where at least 20 two-hour sessions have been performed (and in some cases after a longer period of time, as if the supervised practice has been terminated/frozen due to extraordinary circumstances then the practice period is prolonged for the length of this). 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 any 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, then the supervisor and supervisee agree on whether they will continue working together – the supervisee can continue the supervised practice with the same supervisor, or select 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 adjusted and updated. In cases when the supervisee continues the supervised practice with a different supervisor, he/she informs the system administrator about this, and in collaboration with all three participants (the supervisor, supervisee, and system administrator) a new Supervision Agreement is concluded.

<u>10.   Bringing the supervisory relationship to an end</u>

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. The last session thus provides enough time to evaluate the achievements and the supervisory relationship, and address any open questions and dilemmas. The supervisor and supervisee examine and celebrate their achievements, and agree on whether they will conclude the relationship or continue collaborating. In the case of the latter, they specify the modality of collaboration.

Modality of Supervision Sessions

Supervision sessions are implemented as meetings in person (face to face sessions), although exceptionally, due to certain circumstances, they can be implemented by means of videoconferencing (e.g. Skype sessions). An individual supervision session is recognized as implemented if it is at least 90 minutes long, is at the time scheduled in advance, and in an appropriate location. The expected length of a supervision session is 120 minutes.

Exchanges of information or consultations via telephone, e-mail, etc. do not count as supervision sessions.

In extreme cases the supervisee can contact the supervisor and they can schedule an extra supervision session. Examples of such emergencies and the related interventions are determined in the Supervision Agreement, and so the boundaries of the relationship are clearly specified. The supervisor empowers the supervisee to act on his/her own and offers information on how and when to do so, and where he/she can find more information if needed.

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 each 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, and occur only in cases of extraordinary circumstances.

The supervisor's responsibility is to find a suitable and permanent location for the supervision sessions. The supervisor can find this on his/her own or in agreement with the supervisee or 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 a suitable room temperature.

Preparation of Materials for Supervision Sessions

It is supervisee's responsibility to come to each session prepared, as they need to have the material which provides the content basis for the work done in this period. The supervisee can bring notes on cases, word-for-word notes on treatments (i.e. verbatim reports which contain the client's and psychologist's words, with accurate notes or transcriptions of audio recordings being recommended), audio recordings, video recordings, and other kinds of material. The choice here depends on the focus and goals of the supervision session. It is thus recommended that the supervisee discusses the format and content of this material with the supervisor in the previous session. The use of case notes is sufficient focusing on the content of the psychologist's work. When the focus is on the psychologist's communication with the client, establishment of the relationship with the client, the emotional responses of both, and so on, then video recordings are more suitable, as these enable more objective insights into the psychologist's verbal and non-verbal responses, and accurate analysis of all parts of the treatment. Here it should be remembered that case notes can only selectively cover parts of the treatment, because the supervisee may not write down all the important aspects of the treatment, even if he/she is aware of them, or sometimes he/she may not notice, write down, or be aware of something that is relevant to the supervision. Video recordings enable (multiple) reviews and analyses of individual sections of the recording. By focusing on various parts of the treatment we can spot its strengths and weaknesses. The supervisee can then more quickly 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 important information is also expressed directly in the session through the quality of the supervisory relationship and ways of communication that are used. The supervisor should also pay

attention to the use of defensive stances, 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 related protocol (location, date, session duration, participants, contents treated) on the web platform of the supervised practice system, no later than one week following the session, or writes down why the session was cancelled.

The system administrator regularly monitors the production of 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 (if there was one), 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 supervisor on the continuation of the supervised practice (e.g. how the supervisee will compensate for the missed sessions, whether the supervised practice should be terminated if the supervisory dyad does not perform the required tasks in due course, or when there are relational difficulties whether or not the supervisee should 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 required documentation (i.e., the *EuroPsy* forms) to the system administrator. The system administrator then awards him/her a certificate on having successfully concluded the supervised practice, and this provides a basis for obtaining the *EuroPsy* Certificate.

Even though after successfully concluding the supervised practice the novice psychologist can now practice psychology independently, it is recommended that he/she continues participating in supervision as this further enhances his/her competences and contributes to the quality of the psychological services provided. The novice psychologist can join various types of supervision (group supervision, individual supervision, intervision, etc.), and can continue working with the same person as in the supervised practice. It is also important for the novice psychologist to regularly attend other activities for continued professional development, with the aim of ensuring the quality of his/her work. Moreover, demonstrating active involvement in continued professional development is a requirement that must be fulfilled in order to keep one's 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 a minimum of 10 sessions of supervision, with each lasting at least three hours (30 hours or 1,800 minutes altogether), implemented during the supervision of the novice psychologists' practice.

The supervision can be terminated when exceptional circumstances occur (sick leave, maternity leave, change in employment, 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, and this should be concluded as soon as possible after the focal event has occurred (and no more than one month later).

Establishing Supervisory Groups

Individuals who want to be qualified as supervisors settle the fee for entering the system of supervised practice, and thus obtain a chance to participate in the training of supervisors, posting their information in the database of supervisors, applying on the web platform, engaging in continued professional development in supervision, and having the possibility of participating in the supervision/intervision of supervision. The fee is intended to cover the administrative expenses for the operation of the supervised practice system.

During the training of supervisors, which lasts for one year, various individuals are included in the supervision. The supervision of a supervisor is usually performed in supervisory groups, although in exceptional cases it is implemented individually. The experience of group supervision is very important for the supervisor, as in this he/she can learn to recognize group dynamics, the different levels of group processes and the various roles that are adopted, thus improving his/her understanding of the related systems and their functioning, with the aim of being able to sensitively and with greater awareness include an understanding of the supervisee's functioning within a particular system or context in the supervision process. Later, after the training to obtain the title *supervisor*, the supervisor can participate in intervision instead of supervision. This intervisory group is not necessarily the same as the group which operated under the guidance of the supervisor during the training. The members of an intervisory group can be individuals who already have the experience of participating in the entire process of the supervision of supervisors, since performing in an intervisory group requires knowledge of the development of the

supervision process, and a certain level of professional autonomy and maturity within this process.

Supervisory groups, as a rule, are comprised of four or five supervisors, and are led by the supervisor of supervisors. An adequate number of supervisors encourages greater dynamics and diversity of the group process, which enriches the supervision. These 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 will operate with systems and groups in his/her workplace and within the supervisory relationship. A group can offer more interactivity and diversity, which also enables the more intense learning of different relational and communication competences, problem-solving skills, etc. Supervisory groups are created by the system administrator with regard to the supervisor's field of practice, location of work, and so on. The system administrator informs future supervisors about the beginning and course of the work in a supervisory group. The system administrator prepares everything required for monitoring the work of a supervisory group (such as instructions and forms, adding the supervisor-in-training to any e-mail lists, 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's contributions).

Supervisory sessions encompass the following contents:

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

The supervisors-in-training and their supervisor present their expectations and discuss the Supervision Agreement in the first session. They clearly define the roles and responsibilities of the supervisor and members of the supervisory group, their expectations, the methods of documenting the supervisory sessions, and ways of intervention in special cases, as agreed on during supervisory sessions. Besides professional contents and the fulfilment of formal obligations in the initial sessions, the supervisor is also responsible for stimulating the process of developing a sense of belonging, safety, identity, goal-orientation and purpose within 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 no 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[18]

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

Common 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 the protection of young and vulnerable groups, etc.

3.   Legislation

The supervisor ensures that the supervisors-in-training become aware of the relevant legislation 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 quality of the supervision competences they are supposed to acquire (level of development, progress, lack of progress, etc.).

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18   See also the chapter *Psychology Ethics in Supervision* (Poštuvan, this volume).

5.   Reflective practice and giving feedback

During supervision of supervision, the supervisors-in-training must reflect on their supervision. Every supervisor is obliged to treat their supervisees' cases in supervision and obtain feedback. In cases when there are problems in developing the supervisee's or supervisor's competences, the supervisor of supervisors and/or the supervisory group help find suitable solutions. Timely resolution of any obstacles occurring during the process of supervision is thus achieved as is the well-timed conclusion of the supervised practice.

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 novice psychologists. Giving and receiving feedback is reciprocal in the supervisory relationship, with feedback enhancing and enabling higher quality self-reflection. The focus of research and communication in this context is on both the professional and personal areas of functioning in supervisory relationships (i.e., in the relationship between the supervisor of supervisors and the supervisors, and that between the supervisors and supervisees).

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 the exchange of personal contents, as well as open conversations regarding the supervisee-related contents. Supervisors enter the supervisory group personally, with a desire to collaborate, and with the responsibility for 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. All these mentioned relations are taken into consideration when establishing collaborative relationships in the group. It is important for supervisors to have an attitude towards the group that is indicative of respect, sincerity, presence, empathy, participation and providing support to other members in exploring their own power and resources in relation to accomplishing the set goals. Such professional relationships are maintained and reflected on by the group members in compliance with the guidelines on reflective practice and in relation to their own work and relationships (e.g. they reflect on how they felt during a particular conversation on a particular topic; they monitor what is happening to their relationship over time; they reflect on their satisfaction with their goal attainment, what they would like to change, etc.). The supervisors should then modify their responses as needed, in accordance with the focal relationships and the degree which the competences of interest are developed.

7.   Evaluation

The supervisory group conducts regular evaluations of supervision upon the con-
clusion of each session. This is important for monitoring whether supervisors show
adequate progress, and whether the supervisory relationship is advancing. Regular
evaluations provide essential information on how supervisees experience their su-
pervisor and how this impacts both group functioning and the performance of the
individuals in the group. By means of regular evaluation, self-awareness and the
awareness of group dynamics become more profound. In the middle of the supervi-
sion process special attention should be paid to the interim evaluation, and upon the
conclusion of the process (i.e., after one year of supervision) special focus is put on
the final evaluation, which encompasses the various different levels of the project.

The aim of the interim evaluation is to find out whether the supervisors are pro-
gressing adequately, what supports and what hinders their advancement. The su-
pervisory group evaluates the supervisors' development of supervision competenc-
es, supervisees' competences development, the supervisory group process, and
challenges occurring in the relations among the group members. The interim evalu-
ation can reveal whether any supervisors or supervisees have not seen the expected
advances in their competences, whether there are any difficulties in the supervisory
relationship, and on factors such as the relationships between the group members
and with the supervisor, the learning process, individuals' roles in the group, and
so on. Taking into consideration the interim evaluation results and the predicted
consequences of the established course of the development of supervisors and the
supervisory relationship, the group may then re-define the requirements for build-
ing and developing a higher quality supervisory relationship, and update the Super-
vision Agreement.

In the final session, the supervisors and their supervisor appraise how the super-
visors have developed during the period of the supervision process, and discuss
their supervision competences. The supervisor of supervisors evaluates the qual-
ifications of each supervisor. In cases when a supervisor is seen as being insuffi-
ciently qualified, the supervisor of supervisors should inform the system adminis-
trator of this and all three parties then meet in person to reach agreement on any
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, appraises its achievements and celebrates them. Even before the
final session the group decides whether the group work will be terminated or con-
tinue, and, in the case of the latter, in what form or modality.

Modality of Supervisory Sessions

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

Any information exchanges or consultations that occur via telephone, e-mail, or similar means are not regarded supervisory sessions.

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 each month). It is best if 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 making up for any sessions missed due to extraordinary conditions.

The supervisor of supervisors is responsible for providing a suitable space for supervisory sessions to be implemented. He/she can find the location by him-/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 a 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 should regularly bring materials to the supervisory sessions, as these 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 down if it has been agreed to do so. It is recommended that supervisors-in-training agree with their supervisor with regard to 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).

Various and case-adjusted supervision methods are applied in case treatment during the supervisory sessions, 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 web platform of the supervised practice system, no more than one week after the supervisory session has been concluded, or provides information as to why a session has been cancelled. He/she provides a list of the individuals present. If the group members agree to do so, they can write down their reflections on the supervisory session and then send these texts to other members of the group and the supervisor. Important points from these reflections are then 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 the one-year supervision period, that is, the minimum of 10 sessions. This 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. While these later supervisory/intervisory sessions can be less frequent, it is important that they are continuous. Reflection on supervision can be interlinked with reflection on a supervisor's psychological services. The recommended frequency of the sessions held by supervisory/intervisory groups is at least once every two months.

Training

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 model should be communicated and discussed within practicum implementation, as it is easier for students to envision competences in concrete situations and thus understand what a particular competence encompasses. It is important for the internship to also emphasize the recognition and application of the competence model and development of competences. Consequently, faculty and professional personnel working outside the university should be continually trained to apply and transfer the related 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 Novice Psychologists

The novice psychologists entering the supervised practice must be prepared and taught about the fundamental purpose of the supervised practice and its 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.

Conferences where novices 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 ensure and maintain the quality of supervision. For such conferences, both supervisors and supervisees prepare papers to be posted on the website of the supervised practice.

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

The topics included in the initial training of novice psychologists (or a section intended for potential novices within the conference on the supervised practice) are:
- Importance of the supervised practice and license for work, or *EuroPsy* Certificate, or other confirmations acknowledging qualifications for practicing psychology.
- The competence model.
- Legislation in the areas of psychological practice.
- The traineeship and professional work assessment exam in the areas of psychological practice.
- Learning about the supervised practice and forms/instruments for implementing the supervised practice.
- Role and importance of supervision and mentoring.
- Examples of good practice demonstrating the ideal course of the supervised practice, how to prepare for a supervision session, how to document the supervised practice, and learning about effective utilization of the 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, the novice psychologists should regularly participate in activities of continued professional development.

Novices are expected to be educated in various areas and participate in the activities intended to provide training in the supervised practice and continued professional development, for the minimum scope of 80 hours per year. The activities for the ongoing professional development of novice psychologists are as follows:
1. Initial training (or attending a 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: optional workshops offered by organizations confirmed by the system administrator.
5. Participating in other workshops organized by organizations confirmed by the system administrator (or its relevant bodies) as being suitable for the continued professional development of novices.
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 the continued professional development of novices, including the organization of events such as a conferences on the supervised practice, preparation of online news reports covering the supervised practice, participating in the initial training of novice psychologists, promoting the supervised practice among students, employers, writing tender applications and so on.

Training of Supervisors

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

The criteria for entering the training of supervisors are as follows:
• Five years of experience in psychological practice.
• Regular and documented participation in activities for continued 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 a self-assessment). Those who hold the *EuroPsy* Certificate have already fulfilled this requirement (to obtain the certificate they needed to carry out an evaluation of their professional competences).
• Having been supervised (documented inclusion in supervision for a minimum of 60 hours).
• A written report by the supervisor is optimal, but not essential.

The training is provided in a combination of 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 and live sessions). On-line education should follow the e-learning principles. The participants should regularly provide evidence of the knowledge they have acquired, by means of quizzes, work sheets, tasks performance, reflective practice, submission of required products to the e-classroom, and so on. These products are then examined by the training leaders.

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

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. Failure to carry out this pre-preparation will mean that a supervisor cannot join the related 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 and (self-)reflection.

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

The time frame and outline of contents 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 also be 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. The latter help supervisors develop the skills needed for effective adjustment to change, and provide individuals with information on how to cope with such changes and what they need for more active performance.

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

- Definition of mentoring and supervision, goals of mentoring/supervision, different roles of mentor/supervisor, areas of focus in supervision, models of mentoring/supervision.
- Establishment and development of the mentoring/supervisory relationship, and components of the Supervision Agreement.
- A competence model – recognizing individual competences, planning their development, and assessing competences.
- Ethics and personal data protection – Supervisors are expected to 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 must be prepared for any potential dilemmas and questions which can occur. They need to be able to recognize these and respond in a timely and suitable manner. Supervisors must be aware of the issue of ethical judgment, and need to point to common ethical dilemmas in supervision, regardless of how minor and insignificant they may seem. Supervisors should bring ethical questions occurring in psychological services and the supervisory relationship to their own awareness, and to that of their supervisees.
- Skills in mentoring and supervision, supervision methods, and the development of the skills needed to apply them in practice.
- 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 and evaluation.
- Material formats in the 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).
- Solving difficult cases.
- Care for the mental health of professionals: an experiential workshop focused on the mental health of professionals (exhaustion and burnout, burnout factors in the helping professions, stress management; addiction, depression, suicidal behaviour, counselling in crisis, etc.).
- Types of supervision (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 the supervisors' need to learn about mental health, as obtained by means of inquiry. Possible topics include: burnout, addiction, depression, suicidality, motivational interviewing, crisis counselling, mindfulness, and 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 the supervisors, with a focus on continuing professional development.

An Example of the Training of Supervisors

Workshops are eight hours long. The first five hours are intended for theoretical introduction, panel discussions, and general development of skills. After a lunch break, the remaining three hours can be used to either implement a workshop (i.e., training in practical skills) or work in supervisory groups.

The first and second day of training (e.g., Friday and Saturday) are implemented together. The primary knowledge and skills are presented here, 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, and building rapport between the supervisor and supervisee).

The first day encompasses five hours of workshops and three hours of establishing supervisory groups.

In the morning (five hours):
- Defining and understanding supervision and the different roles of the supervisor (support, evaluation).
- Establishing the supervisory relationship (how to implement negotiations with the novice and conclude the Supervision Agreement).

In the afternoon (three 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 their skills of giving and receiving feedback.
  - It is important to show the recording to the group. The group can then see the value of this approach, i.e., what we can achieve by seeing our own responses and those of others in the video. The recordings can be watched several times and analysed, and offered to the participants' colleagues for more objective reviews.
  - By practicing video recording the group members learn how to prepare and use these, and this can then reduce resistance to using 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 learned and recognized);
- The experiences gained when concluding the Supervision Agreement in the supervisory group can later be transferred by supervisors to concluding the Supervision Agreement with their supervisees.

The second day encompasses five hours of workshops and three 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 third days.

The third day (the same or the following month):
- The competence model – in-depth treatment of one of the competence functional categories:
  - What difficulties can be encountered when developing the competences.
  - What supervisees need for developing the competences.
  - Methods of working with supervisees 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 their 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 safe and empowering feedback when watching a video.
  - Ethics in the supervisory relationship (i.e., it is good to consider whether an ethical issue is involved when talking about problems with the relationship).

Meeting of the supervisory group:
- The 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-depth 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, and 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 perspective 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 one's 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 him/her to study further, and increases his/her self-confidence and desire to improve.
- Reflection on a supervisor's typical supervision style (typical responses in the role of supervisor and in that 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 to qualified supervisors.
- Before the session the supervisory group decides whether or not they will continue implementing supervision of supervision, and if so, 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, and the participants answer the questions).
- Regular evaluations conducted upon the conclusion of each supervision session.
- Estimation of the usefulness of the educational contents, what aspects of the training can be changed in the future, where more attention should be paid, what was good to have been treated in the supervisory group and what was not, etc. These topics are discussed by the participants during the last session within the training, and the final session of the supervisory group.
- Assessment of to what extent the training learning goals have been achieved (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 comparing 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 evaluations of the work with supervisees during the training).
- A questionnaire completed by the supervisors after a period of two months, and which includes a question on how they have transferred the acquired knowledge into practice; respondents can provide self-assessments of their competences.
- Other methods specified in advance.

The training programme includes instruments for assessing learning outcomes and minimum standards. A person who has not attended at least 20% of the training, or has missed any of the supervisory group sessions without previous permission by the supervisor of supervisors, or does not demonstrate the minimum standards of qualification for supervision, does not obtain the certificate of qualification for a supervisor and cannot supervise novice psychologists. 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 addressed only by inclusion into a new supervision process (i.e. the 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 novice psychologist. Supervision practice is comprised of 45 hours of supervision (usually 40 hours of regular supervision sessions and one longer, five-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 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, and inclusion into a 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, and changing groups is only possible due to extraordinary circumstances. The permanent composition of groups enables greater safety and trust, supports the group development and quality of work. Supervisors who employed by the same organization are not recommended to be in the same group.

During 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. This could be when supervision requires advanced knowledge of individual supervision and the supervisor needs 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

The inclusion criteria are as follows:
- A person is a qualified supervisor.
- He/she regularly participates in continuing professional development in the topics important for implementing supervision, and provides corresponding documentation.
- He/she has undergone supervision of his/her supervision for a 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 with regard to developing the competences of leading the supervised practice of psychologists. These requirements are defined by the system administrator. The system administrator examines the programmes included in the training the person has completed, and then defines the different requirements. As such, when the person has fulfilled these they will have demonstrated all the competences needed for supervising/mentoring the supervised practice.
- He/she has experienced inclusion in supervision (and can provide evidence of at least 100 hours of inclusion). It is recommended that he/she has participated in supervision under two different supervisors, and each supervisory relationship has lasted a minimum of two years.

- He/she has experiences in implementing mentoring and supervision.
- The supervisor needs to provide a written report.

Contents of the training for supervisors of supervisors encompass:
- In-depth knowledge of group work, group dynamics, leading groups, roles in a group, the group process.
- Recognition and understanding of the supervisor's/supervisee's responsibility.
- Supervision models based on different types of therapy (specific supervisions, e.g. supervision of analytic psychotherapy, developmental-educational supervision model, process models of supervision).
- The supervision-of-supervision process (a course of the supervision process through 10 sessions of a supervisory group composed of supervisors).
- 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.).
- Supervision-of-supervision methods and techniques.
- Creating an effective learning environment.
- Critical events in the supervision of supervision.
- Concrete questions asked by the supervisor of supervisors (training in asking, formulating questions).
- Ethical aspects in the supervisory relationship and supervision of supervision.
- Evaluation in supervision of supervision.
- Bringing the supervisory relationship to closure.
- 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 of supervision. The first level can be the training of supervisors. The next 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 ensure regular supervision of his/her supervision work (by means of intervision, metasupervision), must care for continued professional development, and so updates his/her knowledge and skills in the area of supervision. He/she conducts evaluations of his/her own supervision work. The acquired knowledge and experience of supervision are then shared with others, by lecturing, implementing introductory workshops, writing professional papers, and so on.

Web Platform

The web platform developed and maintained by the system administrator includes the following information and materials:
- 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 crisis support).
- 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.
  - Instruments 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 training.
- Data base of novices, supervisors, and supervisors of supervisors.
- Literature library.
- Entrance into the e-classroom, with video lessons, pre-preparations for workshops, discussions on workshop topics.
- Forum or networking support.
- Entrance into an online 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 then 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, checklists and so on. It provides information regarding individual supervision sessions, such as:
- Session date.
- Session location.
- Session content (a brief description of the main content, e.g. in a title).
- 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 training, quality assessment, and an assessment of the 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 and so on immediately after the training, but also to obtain assessment values two months after the conclusion of the training.

Novices database

The database of novices is a list of novice psychologists who have entered the system of 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 novice which he/she wants to keep there.

Supervisors database

The supervisors database is a list of psychologists who can supervise novice psychologists and have joined the system of supervised practice. The following data about supervisors can be found in the database:
- Contact information so that he/she can be accessed by novice psychologists, 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).
- Places available (yes/no) for supervision, or the number of places, the number of places taken, and the period when a particular place is occupied (from when until when).
- Fulfilment of some of the following criteria for implementing supervision, with the details provided in the related database:
    - A minimum of five years' experience independently practicing psychology.
    - A minimum of four years' experience in a particular field of psychological practice.
    - Concluded specialization in the area of practice (e.g. specialization in clinical psychology).
    - Two years of supervision in the field of practice where supervision is offered.

- 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 supervised practice.
- Qualification for a mentor of the supervised practice, i.e. has concluded Module 1 of the training of supervisors (training in a competence-based approach on supervision, basics of mentoring).
- *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 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).
• Places available (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 the following requirements for implementing supervision:
- Concluded specialization in the area of practice where supervision of supervision is offered (e.g. specialization in clinical psychology).
- Two years of supervision in the area of practice where supervision of supervision is offered.
- Qualification for a supervisor, i.e. concluded the 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).
- *EuroPsy* Certificate.
- Minimum of 10 years of practicing psychology independently in the field where supervision of supervision is offered.
- Concluded training for supervisors of supervisors.
- 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 only 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 only has access to the information that users have specifically allowed to be published in this way.

Prior to entrance of information into the database, the users must 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 that must be paid to be included in the supervised practice system.

Prior to the first public publishing of users' information, the user has to sign a permission form 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 web platform administrator.

Financing of the Supervised Practice System

The resources that are presumed to be available for the system of supervised practice include the following:
- Fee for registering in the supervised practice system.
- Tuition fees paid by novice psychologists for supervision sessions.
- Tuition fees paid by supervisors for supervision sessions.
- Tuition fees paid by novice psychologists, supervisors, supervisors of supervisors, and other psychologists paid for training (in relation to topics which are included in the training 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 training are announced on the supervised practice website.

System registration fee

Every person who wants to be included in the supervised practice system must pay a registration fee to the system administrator. This allows them to participate in the supervised practice system, publish their data in the databases of novices, supervisors, and supervisors of supervisors, and have the opportunity to use the web platform to monitor the supervised practice and continue their professional development.

The fee is intended to cove the administrative expenses and for developing and maintenance of the supervised practice system – developing and maintaining the databases of qualified supervisors and supervisors of supervisors, website of the supervised practice, and web platform; organizing the training of novice psychologists, supervisors, and supervisors of supervisors; awarding all three groups of participants their certificates or other forms of acknowledgement; and other activities related to supervised practice.

Payment for supervision sessions

Novice psychologists can pay for every supervision session or for several sessions in advance. The session fees of novices may be paid by the organizations where they are employed or which they cooperate with.

Payment for supervision-of-supervision sessions

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

Methods of payment

Novice psychologists (or their work organizations) can pay for the supervision sessions individually or in clusters.

Members of the psychological association which is financially supporting the supervised practice system administrator can be offered discounts for the training fees.

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

Resources intended for the training

The training fees paid by the supervisors, supervisors-in-training, novice psychologists and other psychologists are utilized for implementing the training. Any surplus is used to implement the supervised practice (e.g. for paying any related taxes and social security contributions). Fees paid by any "external participants" attending workshops on mental health are utilized solely for the purpose of implementing the supervised practice.

Efforts to obtain other financial resources

The system administrator strives to minimize the financial burden of the participants in the supervised practice. The system administrator thus 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, then those users included in the supervised practice system can face a lower financial burden.

<u>Resources for the development and maintenance of the supervised practice system</u>

A person should be chosen by the system administrator to maintain the supervised practice system and its administrative procedures (i.e. the keeping of agreements, checking the information entered into the web platform, and monitoring the fulfilment of responsibilities by those who are included in the system). This individual must follow the related regulations and legislation with regard to data protection, and respect the Code of Professional Ethics of Psychologists, as stated in an agreement that they sign with the system administrator. Financial matters related to the supervised practice system (i.e. accounts, invoices, expenses incurred by organizing the training of supervisors and novice psychologists, conferences, etc.) are dealt with by an accountant of the system administrator, whose conduct is carried out in accord with the related legislation, and who also signs an agreement with the system administrator.

Promotion of Supervised Practice

The supervised practice has to be promoted among the following groups:
- Employers – their understanding of the importance and goals of the supervised practice should be increased, as well as the support they provide for the supervised practice.
- The wider public – promoting the supervised practice can contribute to increased recognition of psychologists in society. It should be emphasized that the supervised practice empowers novice psychologists, and thus the users of their services will receive better quality care, even in early years of a psychologist's career. In this way, the entire society benefits from the implementation of supervised practice.
- Academic institutions – the staff and students of such institutions must become familiar with cases of good practice and the benefits of the supervised practice for individuals, the profession, employers, and society as a whole.

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 supervised practice for their professional development, and that it will be part of their further work. They must thus be taught about the *EuroPsy* competence model, and need to comprehend and internalize its principles. The development of all professional competences needs to be emphasized when promoting the

supervised practice, as well as the importance of the *EuroPsy* Certificate or licenses for practicing psychology. Students should be prepared to participate in supervision after the conclusion of their studies to increase quality of their work. To this end, it is important to increase students' awareness of how important quality work with clients is, and how important it is to participate in supervision not only in early in their careers, but also later and throughout their professional lives. Inclusion of students into practical work during their studies is important for their development of a sense of competency, identification with the psychologist profession, proper attitude towards profession, and adherence to ethical conduct. Students must thus understand the benefits that accrue to a person who has concluded the training, in terms of both personal and career fulfilment, and in the better quality of the services he/she is able to offer.

During annual meetings, the representatives of different departments of psychology are informed about the *EuroPsy* Certificate by those responsible for the supervised practice. They receive additional information regarding the supervised practice, new developments in relation to it, and cases of good practice, and consequently learn about the importance of being included into the supervised practice project. On the other hand, the representatives of psychology departments can provide information to those responsible for the supervised practice on how students develop competences in different fields of practice, how they prepare for work, and how their studies connect with practice. They can give details on concrete ways of including students into the internship, and about the network of supervisors and supervision institutions that departments are using for their students' internship. The participants in such meetings can discuss the importance of the supervised practice and the connections between students' academic studies and practice. They thus prepare a strategy for introducing a culture of supervision and the *EuroPsy* Certificate standards into academic life. They can discuss how to increase the quality of study programmes (in terms of better complying with the *EuroPsy* standards), and should reach an agreement on how the promotion of the supervised practice will be included in the study programmes. To achieve this, they also need to discuss different ways of including the internship into study programmes, the creation of learning centres, the cycling of students through different fields of practice during the period of internship, and other issues.

The importance of the supervised practice and *EuroPsy* standards should be presented to staff at departments of psychology in the relevant country. The aim of this is for these individuals to identify with the goal of developing the competences of novice psychologists, to establish the *EuroPsy* standards, and to regularly promote the supervised practice among students. This is done to establish a culture of including psychologists in supervision, and so increase the quality of the services they provide.

Promotion of Supervised Practice among Employers

The system administrator regularly informs employers about the tasks and professional roles of psychologists, and about the importance of the supervised practice. The system administrator introduces representatives of employers to the supervised practice, invites them to related conferences (with time set aside to encourage meetings with those responsible for implementing the supervised practice), and meets them regularly at annual meetings.

The system administrator's activities in annual meetings with employers include the following:
• Presenting a current problem 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 vital that employers can feel the benefits of including psychologists into supervision, and of including novice psychologists into the supervised practice.
• Making it clear that employers support quality psychologist work when they include them in the supervised practice, thus enabling their organizations to benefit from the providing of better quality services and developing the human potential of their staff and clients.

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

Promotion of Supervised Practice among the Wider Public

The wider public is informed about qualified psychologists, supervisors, and supervisors of supervisors by having access to the database with lists of these individuals and details of their characteristics. The supervised practice should be promoted in the media with the publication of related articles, as well as by public presentations. The contents that are created in these efforts should be added to existing social media networks through the channels used by the system administrator and other relevant organizations.

It is vital to inform the competent authorities about the supervised practice, as if they can recognize its value and the fact that psychologists as a profession are taking responsibility to enhance the quality of the services provided, then this may increase the support they offer in this context, as well as in relation to legislation on professional standards and regulation of the profession.

Promotion of Supervised Practice among Professionals

The professional public should be informed about the supervised practice system in professional meetings. To this end, regular conferences on supervised practice

should be organized, and news related to the implementation of the supervised practice, training, and new ideas in this field should be distributed online to members of the supervised practice system and those of interested professional associations. Videos that introduce the supervised practice should thus be prepared to help in these efforts. The awarding of certificates by the system administrator, and acknowledgement of the achievements of this projects and the individuals involved, are also part of promotion of the supervised practice system.

<u>Conferences on the supervised practice</u>

The system administrator should organize at least one conference on the supervised practice each year. Every novice psychologist would thus have an opportunity to attend three conferences: before the beginning of the supervised practice, during the supervised practice, and after the supervised practice.

Each conference has three parallel foci (e.g. parallel sections, where each individual participates in a section that he/she has chosen):
• The first focus: psychology students or novice psychologists before starting to provide psychological services. The participants learn about the requirements of the supervised practice, the course of the supervised practice, the competence model (in workshops), and so on. Potential supervisors are introduced, as well as the leaders of the supervised practice and administrative support, while employers can also present their needs at this stage. This part of the conference is very important for enabling first contact of the participants (and in particular the novice psychologists) 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: novice psychologists 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 relationships, and so on). The topics which need to be covered by every supervised practice are also studied here. Round tables are held, and these are intended for discussing what needs to be developed in supervisees, what the needs of supervisors are, and so on.
• 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 characteristics required for practicing psychology independently are discussed; representative cases of psychological services are presented, as well as interventions in various situations, cases of supervision, and so on. The participants are directed towards considering participation in regular supervision, and the supervision of future novice psychologists.

Conference proceedings containing cases of good practice, discussions, and opinions by distinguished psychologists are issued for every conference. Promoting

conference and the results can be carried out by means of online news releases, notes on the web platform, posts on Facebook, and the like.

E-newsletters covering the supervised practice

Simple, clear, and well-structured electronic newsletters should be issued once per month. These can include cases of good practice, a list of available supervisors, calls for new supervisors, introductions of novice psychologists, information regarding various training programmes within the context of continued professional development, conferences and other meetings, instructions for implementing the supervised practice and any related monthly activities, reminders to supervisors and supervisees with regard to their obligations in a particular period of the supervised practice, as well as specific professional questions and related issues. Such newsletters can help both supervisors and supervisors of supervisors to train their skills of reflection and analysis in relation to their own work, presenting certain concepts, topics and ethical questions 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 has been successfully concluded, a novice psychologist is given a certificate of participation in the supervised practice system, and a record of his/her one-year performance within the framework of the system.
- An employer is awarded a certificate for the one-year participation of a novice psychologist in the supervised practice system, with acknowledgment of the employer's support during this period (these are prepared individually with regard to the manner of the employer's inclusion in the implementation of the supervised practice).
- After the training of supervisors has successfully concluded, a psychologist is awarded a certificate showing his/her qualification to serve as a supervisor of novice psychologists.
- After the supervision of the supervised practice has successfully concluded, a supervisor is awarded a certificate showing he/she supervised a novice psychologist.
- After the successful conclusion of the training for supervisors of supervisors, as implemented under the umbrella of the system administrator, a psychologist is awarded a certificate showing his/her qualification as a supervisor of supervisors.
- After the supervision-of-supervision cycle has been successfully concluded, a supervisor of supervisors is awarded a certificate showing that he/she implemented this part of the process.

Special acknowledgements are awarded by the system administrator to the following individuals:

- Outstanding novice psychologists, as nominated by their supervisors.
- Outstanding supervisors, as nominated by their supervisees or their supervisor.
- Outstanding supervisors of supervisors, as nominated by their supervisees and/or other psychologists.
- Employers who make significant efforts to encourage and support the supervised practice of psychologists.
- Other relevant persons or organizations who contribute significantly to the development and maintenance of the supervised practice system.