



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

SUPER PSIHOLOG

Projekt je financiran s strani Norveškega finančnega mehanizma 2009-2014 in nacionalnih sredstev RS.



REPUBLIKA SLOVENIJA
**SLUŽBA VLADE REPUBLIKE SLOVENIJE ZA RAZVOJ
IN EVROPSKO KOHEZIJSKO POLITIKO**



CURRICULUM OF MODULE 2: DEVELOPING SUPERVISOR COMPETENCE

The module is based on the understanding of supervision as “a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time...”¹.

The aim of the module is thus to create a solid understanding of supervision as a distinct professional practice, to develop clinical supervisor skills and to teach methods of supervision. The primary purpose of supervision is to help the psychologist integrate theoretical knowledge into a practicing professional role and to develop the professional competences of the psychologist (supervisee). In this process supervision fosters development of professional competences through evaluative feedback on described and observed professional behaviour, and the module addresses how to give feedback in a way that facilitates learning. Explorative problem solving and opening new perspectives in complex clinical situations are other important aspects of this process.

Target groups

- 1) First line supervisors/mentors: Trained psychologists with work experience in various fields of psychology, and
- 2) Expert supervisors: Psychologists with long work experience, and with some prior experience of supervision.

The program will be available for 25 first line supervisors/mentors and 5 expert supervisors.

Teachers

Mona Duckert and Bjarte Kyte, expert supervisors
Norwegian Psychological Association

General aims of this module

The objective of this module is to develop the participants' understanding of supervision and of their role and responsibilities as supervisors. This module will also develop practical supervisor skills and raise the conscience on ethical dilemmas in the professional work of the participants and in the supervision process itself.

Expected learning outcomes 1

Psychologists who participate in module 2 can expect to gain greater supervision expertise. They should be able to:

- explain supervision as a developmental process, and have knowledge of different models of supervision;

¹ Guidelines for Clinical Supervision in Health Service Psychology, APA 2014

Kontaktne podatki:
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Nosilec projekta: Univerza v Ljubljani, Filozofska fakulteta
Projektne partnerji: Društvo psihologov Slovenije; Norsk Psykologforening;
Univerza na Primorskem, Inštitut Andrej Marušič; Inštitut za psihološko svetovalne razvojne projekte – ISA institut.



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- negotiate a contract with the supervisee, and know the essential factors for establishing a trustful relationship;
- adjust the working relationship through mutual regular evaluation;
- create a collaborative relationship that makes it safe to talk about experienced difficulties, both in the supervisee's practice and in the supervision relationship;
- identify resources and developmental tasks of the psychologist;
- help the supervisee find a relevant description of their needs and questions;
- help the supervisee understand and resolve the difficulties they meet in their clinical work;
- use role play as a tool for exploration and teaching;
- know different supervision methods, and use the methods in a flexible and well-adjusted manner in supervision practice;
- identify different supervisors roles and focuses;
- give regular evaluative feedback based on concrete descriptions of observed behaviour and explicit criteria of evaluation in a balanced and development oriented manner;
- recognize and reflect on difficult situations in supervision, including ethical dilemmas;
- reflect on how their own behaviour and attitude might contribute to collaborative difficulties in the supervision relationship;
- understand when a 3rd person should be consulted because of a negative development of the supervision relationship.

Expected learning outcomes 2

Expert supervisors who participate in the "teacher workshops" can expect to gain a deeper and more solid supervisor expertise. In addition to the previous mentioned learning outcomes after the module 2, they should be able to:

- lead groups of first line supervisors and use the reflecting team method;
- give "supervision on supervision" individually and in groups.

Learning activities

Courses: For the first line supervisors/mentors: 2 workshops in April and September of 2015, each for two days (for 8 hours/day).

For the expert supervisors an additional 6 days (each of 8 hours) with workshops ("teacher workshops") are offered; pre- and post-workshop days are offered in April and September, and a two-day workshop in January 2016.

Additional learning activities:

For the first line supervisors/mentors;

- Individual supervision with psychologists with no or short work experience.
- Participating in supervision groups where they receive supervision on their supervision work by an expert supervisor.

For the expert supervisors:

- Leading supervision groups; giving supervision on supervision.

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- Participating in their own supervision group led by the Norwegian teachers.
- Bringing their own clinical material to the supervision workshops (“teacher workshops”).
- Taping their own supervision work, showing film clips and receiving feedback in their supervision on supervision group with the Norwegian teachers.
- Preparing the workshops together with the Norwegian teachers.
- Doing teacher supporting tasks in the workshops.
- Communicating with the Norwegian teachers in between the workshops, - helping the adjustment to the needs of the Slovenian psychologists.

Teaching methods

The learning activities consist of short lectures, combined with: demonstrations by video, reflection activities (individually, in groups and plenary), practicing skills in small groups, role-play, reflective team.

Assessment

No formal assessment.

Recommended literature

Guidelines for Clinical Supervision in Health Service Psychology, APA 2014

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