Revising EuroPsy Standards, Competences and CPD

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1. Tasks: revision of the EuroPsy

WG EuroPsy standards: Group tasks

1. **Revise and update EuroPsy education and training standards** for the *EuroPsy* basic certificate to reflect best practice in EU
   a) Appendix II: Framework and minimal standards for education and training of psychologists
   b) Appendix V: Supervised practice

2. **Revise EuroPsy Competences (Appendix III)** taking account of the International Declaration of Core Competences in Professional Psychology

3. **Elaborate CPD standards (Appendix VI(** and develop guidelines on systems for evaluating CPD

2. Analysis of strengths and weaknesses of the current EuroPsy regulations

EuroPsy Competences: Appendix III

Primary competences

- relating to the psychological content of the professional practice

- unique for the psychological profession in terms of their content and the knowledge and skills required for their performance

- Functional competences categories
  1) Goal specification
  2) Assessment
  3) Development
  4) Intervention
  5) Evaluation
  6) Communication

Enabling competences

- enabling the practitioner to render their services effectively

- shared with other professions and providers of services

  1. Professional strategy
  2. Continuing professional development
  3. Professional relations
  4. Research and development
  5. Marketing & sales
  6. Account management
  7. Practice management
  8. Quality assurance
  9. Self-reflection

Competences are based on (context related) knowledge, understanding, skills and attitudes applied and practiced ethically

EuroPsy Primary Competences:

A) Goal specification
1) Needs Analysis
2) Goal setting

B) Assessment
1) Individual
2) Group
3) Organisational
4) Situational

C) Development
1. Service or product definition & requirements analysis
2. Service or product design
3. Service or product testing
4. Service or product evaluation

D) Intervention
1. Intervention planning
2. Direct person-oriented intervention
3. Direct sitation-oriented intervention
4. Indirect intervention
5. Service or product implementation

E) Evaluation
1. Evaluation planning
2. Evaluation measurement
3. Evaluation analysis

F) Communication
1. Giving feedback
2. Report writing
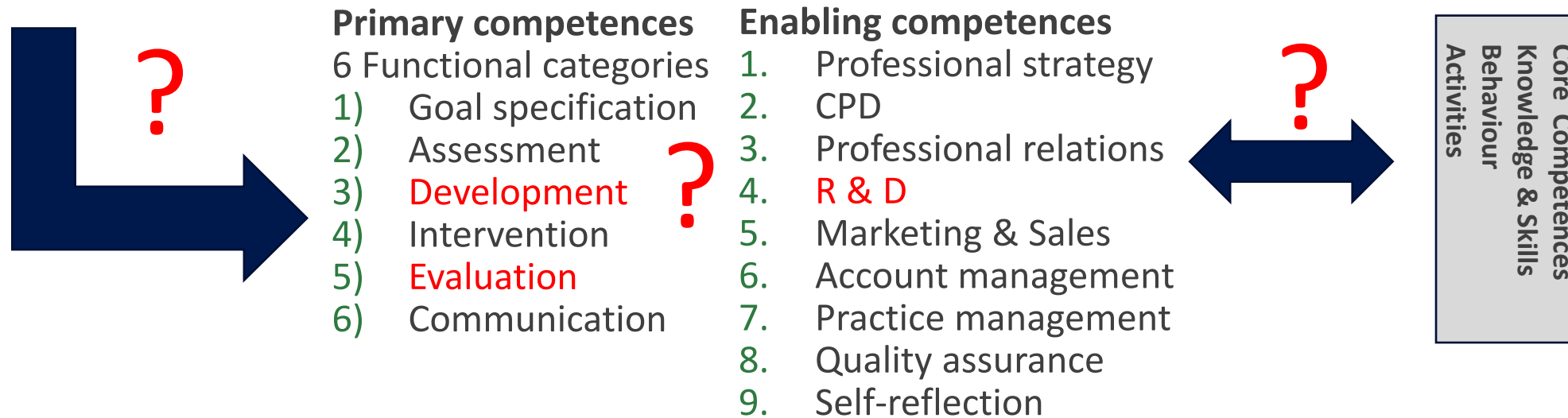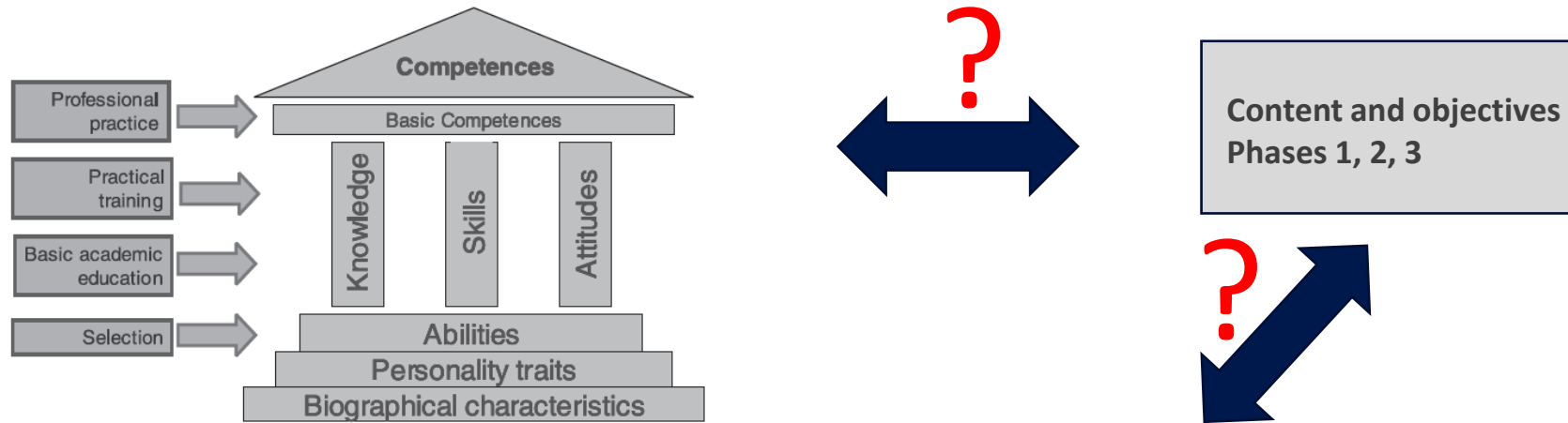
EuroPsy Competences: Strengths

EuroPsy Model

- Sets European standards for education in psychology

- Describes important competences for psychologists and independent practice

- Stresses the importance of (context related) knowledge, understanding, skills and attitudes applied and practiced ethically

- Incorporates the idea of problem solving cycles

EuroPsy Competences: Weaknesses

- Theoretical rational and relation to competence models are unclear.
- Primary and enabling competences are too generic, and do not specify psychological knowledge, skills, attitudes (KSA) and learning outcomes
- They overlap (e.g., Development and Research and Development).
- They do not relate to curriculum contents / competences in phase 1-3 (Appendix II, tables 1 and 2).
- Primary competences have an inconsistent structure between and within categories:
  - Either content (e.g., need analysis, goal setting) or level/object of actions (e.g., individual, group assessment)
  - Mix content, level/object and type of interventions (e.g., planning, person, direct, indirect)
  - Only Development & Evaluation follow a problem solving cycle, but overlap (Service/product evaluation)
- Enabling competences:
  - Not needed for all areas of practice and sub-competence (Marketing & Sales; Practice management)
  - Lack important aspects, e.g. ethical, diversity/cultural, technological competences, research, teaching, and advocacy of psychology
- Discrepancies: 25h to 30 h/ECTS x 360 ECTS = 9000h to 10.500h; 30h x 5 year = 9000h

EuroPsy Competences: Weaknesses

EuroPsy Competences: Solutions

- **Adapt Cube Model** as a theoretical rational for EuroPsy competences:
  - **functional competences** as main types of scientifically based activities (what psychologist do), and
  - **foundational competences** main aspects of psychological knowledge, skills and attitudes needed (how they do it).
- Specify **learning outcomes**, and
- **psychological knowledge, skills and attitudes (KSA),** and
- **level of competence** and **evaluation criteria**
- Describe **functional competences** as a consistent **problem solving cycle**: **clarify** needs/goals–> **plan/design** assessments, interventions, services/ products -> **implement** them -> **evaluate** their outcomes ->
- Integrate **core** aspects to **foundational competences** (e.g., mentioned in the international core competence model), e.g., ethical, diversity/cultural, technological competences
- Clarify implications for (integrated) study/training programs with 30 vs 25 hours / ECTS
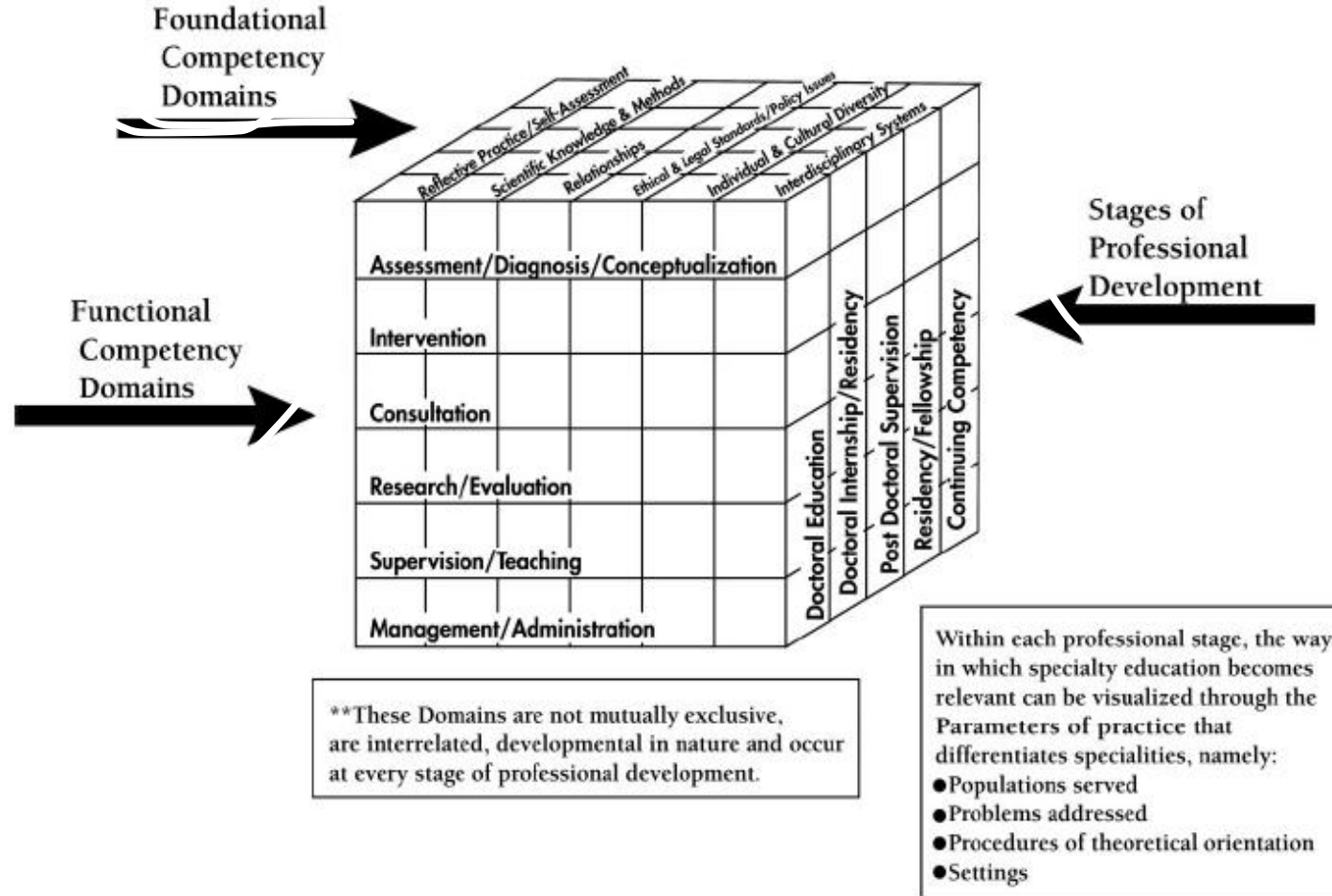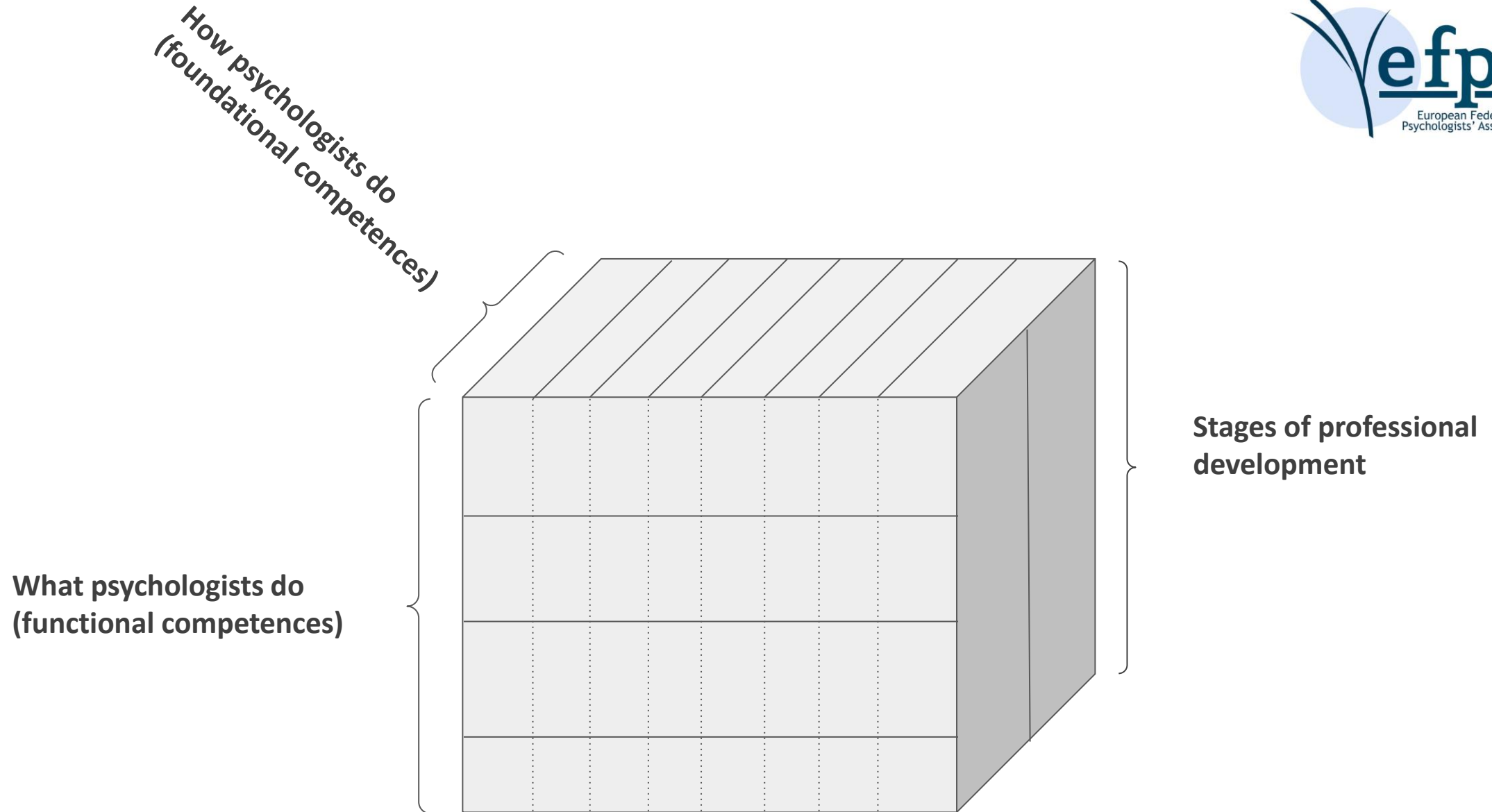
Rodolfa et al. (2005)

Competency Cube**

Foundational Competency Domains

Functional Competency Domains

Stages of Professional Development

Reflective Practice/Self-Assessment
Scientific Knowledge & Methods
Relationships
Ethical & Legal Standards/Policy Issues
Individual & Cultural Diversity
Interdisciplinary Systems

Assessment/Diagnosis/Conceptualization
Intervention
Consultation
Research/Evaluation
Supervision/Teaching
Management/Administration

Doctoral Education
Doctoral Internship/Residency
Post Doctoral Supervision
Residency/Fellowship
Continuing Competency

**These Domains are not mutually exclusive, are interrelated, developmental in nature and occur at every stage of professional development.

Within each professional stage, the ways in which specialty education becomes relevant can be visualized through the Parameters of practice that differentiates specialities, namely:
● Populations served
● Problems addressed
● Procedures of theoretical orientation
● Settings

Figure 1. Cube model describing competency development in professional psychology.

How psychologists do (foundational competences)

What psychologists do (functional competences)

Stages of professional development

Adapted cube competence model (cf. Rodolfa et al., 2005)
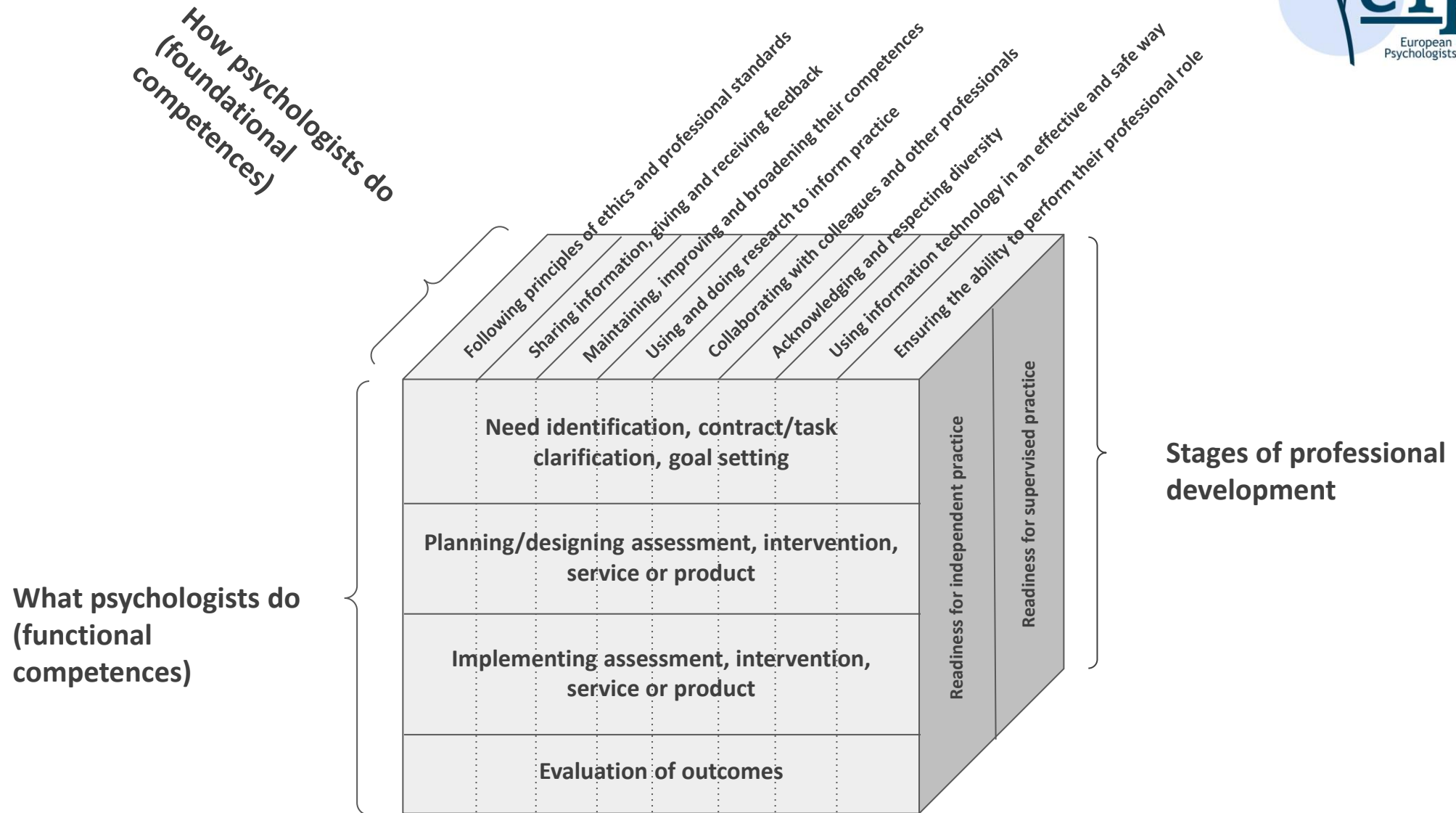
3. Education and training standards for the *EuroPsy* basic certificate (Appendix II)

EuroPsy Basic Framework

Three phase or integrated curriculum (360 ECTS)

- 1st phase   Academic Bachelor or equivalent study
- 2nd phase   Academic Masters or equivalent study
- 3rd phase   Supervised practice

EuroPsy 1ˢᵗ phase

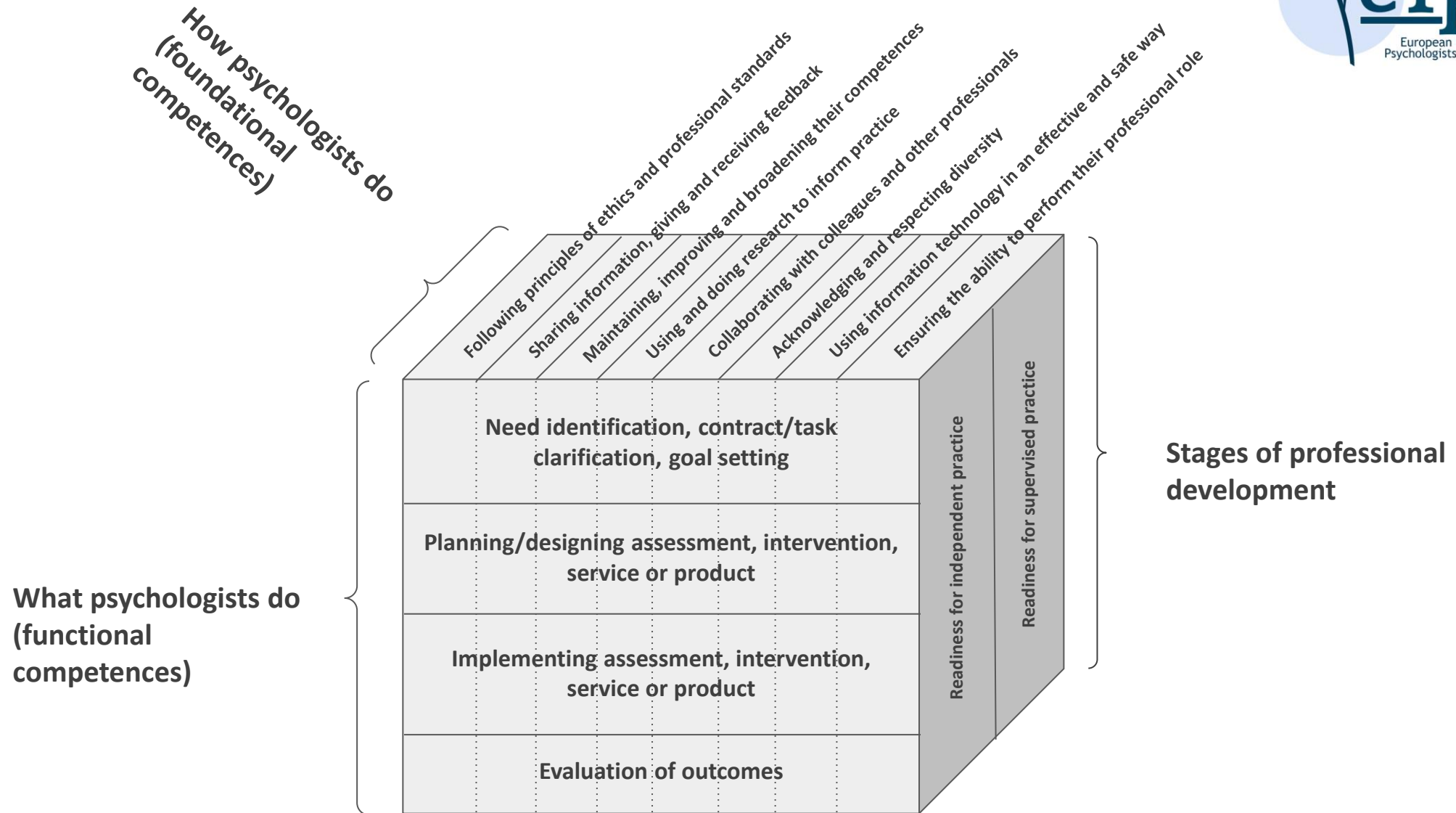| Objectives to achieve basic KSA in the following domains	Contents (With respect to individuals, groups and society/systems)
Introduction to psychological science	• Overview of key areas of psychology, History of psychology • Basic principles, problems, and methods underlying the science of psychology • Ethical codes, research, and professional ethics • Collecting information/library & bibliographic skills
Basic courses in key areas of basic and applied psychology	• Basic areas: General Psychology (Cognition and Emotion), Psychobiology and Neuropsychology, Differential and Personality Psychology, Social Psychology, Developmental Psychology • Applied areas: Clinical and Health Psychology, Educational psychology, Work and Organisational Psychology • And further fields such as Community Psychology, Environmental Psychology, Forensic Psychology, Sport Psychology, Traffic Psychology, etc.
Basic psychological research methods	• Research methods in psychology, Training in research methods • Quantitative and statistical methods, Qualitative methods, Psychometrics (data and test theory, test and questionnaire construction training, Evaluation theory) • Data analysis and interpretation, understanding research literature • Collecting information, library & bibliographic skills
Basic professional competences	• Relational skills, Observational skills, Assessment skills, Interview and communication skills, Feedback skills
Non-psychology theories	• Theoretical and practical courses on topics from other disciplines relevant for professional activity. E.g. medicine, law, business economics
Basic research competence	• **RESEARCH PROJECT (THESIS) / Reading / writing project papers**
Basic professional competence	• **INTERNSHIP**

EuroPsy 2ⁿᵈ phase

Objectives to achieve KSA in the following domains	Contents (With respect to individuals, groups and society/systems)
Advanced courses in basic and selected applied areas of psychology	Advanced courses on, e.g. General Psychology (Cognition and Emotion), Psychobiology and Neuro-psychology , Differential and Personality Psychology, Social Psychology, Developmental Psychology
	Advanced courses on e.g. Applied areas: Clinical and Health Psychology, Educational psychology, Work and organisational psychology And further fields such as Community Psychology, Environmental Psychology, Forensic Psychology, Sport Psychology, Traffic Psychology, Etc.
Advanced assessment and evaluation methods	Advanced quantitative/qualitative research design (e.g., survey methods, interviewing, EEG, fMRI, eye-tracking) Advanced multivariate statistics and or qualitative methodologies (e.g. data analyses) Advanced assessment and psychometric theory
	Field specific assessment and evaluation methods (e.g., work & organisational psychology, educational psychology, clinical psychology, neuropsychology and/or other psychological subdisciplines, such as work analysis, analysis of learning needs, psychopathology assessment, evaluation of intervention outcomes) Skills training in report writing and or expert reports and or diagnostic reports
Advanced interventions methods:	Project based planning and implementing E.g. training in the design of performance rating systems, the design of a training system, the development of a therapeutic plan, psychotherapeutic intervention methods
Ethics	Knowledge of ethical principles and their application Skills training in the application of ethical principles and ethical codes to professional practice
Advanced research competence	RESEARCH PROJECT (THESIS)
Professional competence	INTERNSHIP

EuroPsy Min. and Max Requirements
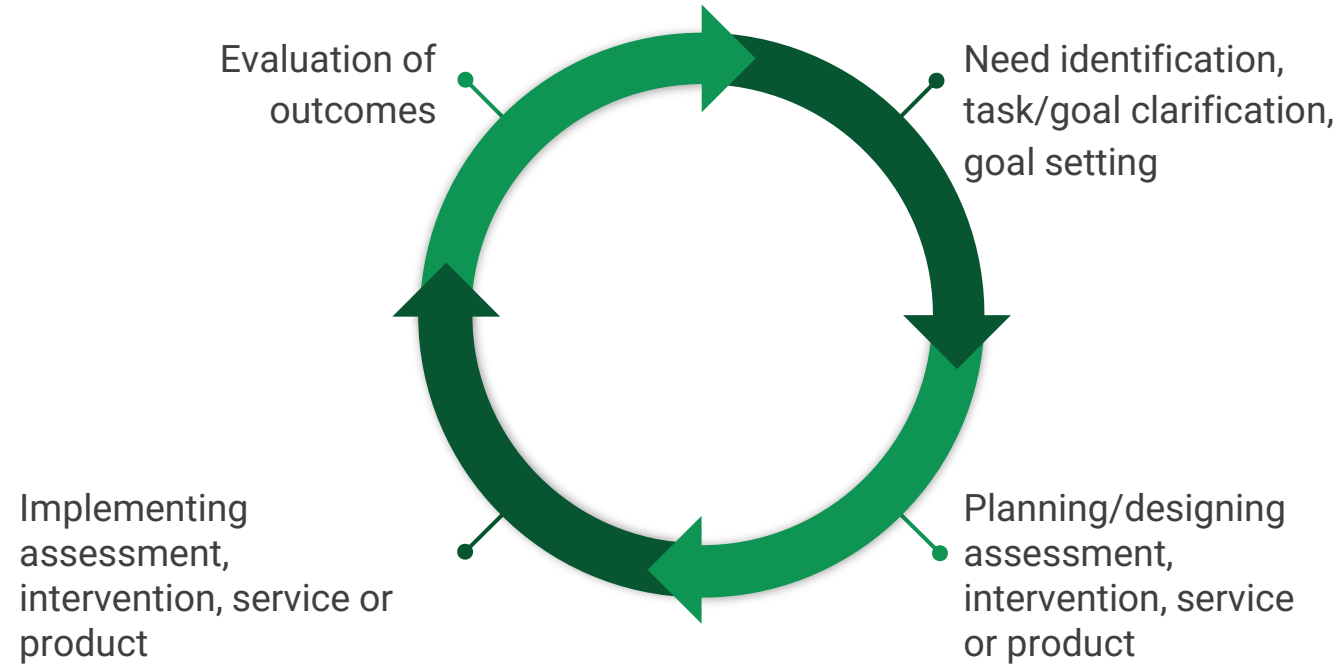
Phase	Component				Total
1st Phase: ("Bachelor" or equivalent)	Basic theoretical courses and practical exercises	The curriculum should include orientation to psychology, basic knowledge in key areas of basic and applied psychology and areas of professional activity and train both functional and foundational competences			Min 111
	Psychological methodology				Min 30
	Orientational Internship				Min 4
	Research project / thesis				Min 10
	Non-psychology theory				Max 25
					Total 180
2nd Phase: (Masters or equivalent)	Advanced courses, seminars, assignments or other formats in selected basic and applied areas of psychology and psychological methodology.				Min 60
	Internship	Min 15-30			
	Research project / thesis	Min 15-30			Max 60
					Total 120
3rd Phase	Supervised Practice	Min 60			Total 60
					Total 360

4. Competences required for the EuroPsy (Appendix III)

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Adapted cube competence model (cf. Rodolfa et al., 2005)

Functional competences as a problem-solving cycle

Evaluation of outcomes

Need identification, task/goal clarification, goal setting

Planning/designing assessment, intervention, service or product

Implementing assessment, intervention, service or product

Moving from describing content to describing learning outcomes and competences needed

Table 4. Primary competences of psychologists		Table 4. Functional competences (describing <u>what</u> psychologists do)	
Primary competences	**Description**	**Functional competences**	**Learning outcome, competences needed**
A. Goal specification 1. Needs analysis 2. Goal setting	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken. Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment later.	*A. Need identification, contract/task clarification and Goal setting*	**Learning outcome:** The psychologist can: • Identify, assess, and analyse clients' needs and risks • Gather information about the clients' context to inform action • Clarify expectations and contract with clients • Set appropriate goals for action (assessment/intervention/service/product) specifying criteria for evaluation **Clients can be individuals, groups or organizations, communities or society within different contexts/situations**

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Primary competences	**Description**	**Functional competences**	**Learning outcome, competences needed**
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	*A. Need identification, contract/task clarification and Goal setting*	**Competences needed are:** **Knowledge** • Basic principles, problems and methods underlying the science of psychology • Mental health and wellbeing, normotypical and atypical functioning and development, and their preconditions • Psychopathology and or dysfunctional/maladaptive behaviour (incl. clinical, forensic, occupational and educational settings)
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment later.		

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A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	***A. Need identification, contract/task clarification and Goal setting***	**Competences needed are:** **Skills** • Establishing contact with clients in different emotional states • Interviewing, listening, and observing skills • Gathering and understanding additional information (from scientific literature, medical/educational/organisational records, stakeholder analysis and other available documents /sources) • Arranging, structuring and critically evaluating information, drawing conclusions, formulating the problem until it informs next actions (assessment or intervention) • Negotiating tasks/goals with clients and important others
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment later.		

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A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	**A. Need identification, contract/task clarification and goal setting**	**Competences needed are:** **Attitudes** • Curious – interest leading to inquiry to understand the causes of client's behaviour and interpretation of events • Open – be open to client's needs and goals • Empathic – willingness to understand the client's situation and share client's feelings • Collaborative – display a willingness to work with clients and others in a respectful manner
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment later.		

Table 4. Primary competences of psychologists	Table 4. Functional competences (describing <u>what</u> psychologists do)
Primary competences	**Functional competences**
B. Assessment 3. Individual assessment 4. Group assessment 5. Organisational assessment 6. Situational assessment *C. Development* 7. Service or product definition & requirements analysis 8. Service or product design 9. Service or product testing	**B. Planning /designing relevant assessment and intervention or product/service** **Learning outcome** The psychologist can plan/design or consider and choose among relevant assessments and interventions or services/products according to the clients' needs and context/situations and the goals agreed upon. *(Intervention is defined here in general terms: it may include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.)* **Knowledge, skills, attitudes**

Table 4. Primary competences of psychologists	Table 4. Functional competences (describing <u>what</u> psychologists do)
Primary competences	**Functional competences**
B. Assessment	**C. Implementing psychological assessments and/or interventions**
3. Individual assessment 4. Group assessment 5. Organisational assessment 6. Situational assessment	**Learning outcome** The psychologist can appropriately carry out psychological assessments and implement interventions or services/products with/for clients in different contexts/situations. This can include pilot studies to test psychological assessments and interventions or services/products.
C. Development 7. Service or product definition & requirements analysis 8. Service or product design 9. Service or product testing	*(Interventions can include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.)* **Knowledge, skills, attitudes**

Table 4. Primary competences of psychologists	Table 4. Functional competences (describing <u>what</u> psychologists do)
Primary competences	**Functional competences**
D. Intervention 11. Intervention planning 12. Direct person- oriented intervention 13. Direct situation- oriented Intervention 14. Indirect intervention 15. Service or product implementation	**B. Planning /designing relevant assessment and intervention or product/service** **C. Implementing psychological assessments and/or interventions**

Table 4. Primary competences of psychologists	Table 4. Functional competences (describing <u>what</u> psychologists do)
Primary competences	**Functional competences**
C. Development 11. Service or product evaluation **E. Evaluation** 16. Evaluation planning 17. Evaluation measurement 18. Evaluation analysis **F. Communication** 19. Giving feedback 20.Report writing	**D. Evaluation** **Learning outcome** The psychologist can evaluate the characteristics/outcomes of psychological **assessments** and/or **interventions** or **services/products** and to revise the procedures if necessary. If needed, it may mean going back to section 1 (need analysis and goal setting) and start the process again. *(Outcome measures may include reliability, validity, usefulness, impact, gain, effectiveness etc, depending on the context and goals of evaluation.)* **Knowledge, skills, attitudes**

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
1. Professional strategy	1. Competences related to ethics, law, professional standards
2. Continuing professional development	2. Communication and relational competences
3. Professional relations	3. Continuing Professional Development – CPD competences
4. Research and development	4. Science and research competence
5. Marketing & sales	5. Collaboration competences
6. Account management	6. Individual and cultural differences competences
7. Practice management	7. Information/communication technology competences
8. Quality assurance	8. Self-reflection and self-care competences
9. Self-reflection	

Table 5. Enabling competences		Table 5. Foundational competences (describing how psychologists do)	
Enabling competences	**Definition**	**Foundational competences**	**Learning outcome, competences needed**
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	**1. Competences related to ethics, law, professional standards**	**Learning outcome:** The psychologist can • Apply relevant ethical principles and adheres to relevant laws, codes and rules in one's practice and conduct. • Resolve ethical dilemmas in one's professional practice and conduct using an appropriate approach. • Recognize the relevance and importance of ethical codes and professional standards as a basis of professional conduct, research and practice • Give support/advice/consultation for colleagues on matters of ethics **Clients can be individuals, groups or organizations, communities or society within different contexts/situations**

Table 5. Enabling competences		Table 5. Foundational competences (describing how psychologists do)	
Enabling competences	**Definition**	**Foundational competences**	**Learning outcome, competences needed**
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	**1. Ethics, law, professional standards - competences**	**Knowledge** • EFPA ethical meta-code, relevant international conventions, international and national laws and professional standards pertaining to one's professional practice and research • Relevant laws and regulations in one's professional practice and research **Skills** • Applies relevant ethical codes into one's professional practice, research and conduct • Recognizes and solves ethical dilemmas in one's professional practice and research using an appropriate – decision making- approach • Consults with colleagues/supervisors and seeks for additional viewpoints from relevant literature

Table 5. Enabling competences		Table 5. Foundational competences (describing how psychologists do)	
Enabling competences	**Definition**	**Foundational competences**	**Learning outcome, competences needed**
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	**1. Ethics, law, professional standards - competences**	**Attitudes** • Responsible – acts in a responsible manner and in line with relevant ethical, conduct and legal frameworks • Respectful – demonstrates respect when engaging with clients • Honest – acts with integrity and honesty • Conscientious – demonstrates attention to detail and a thorough approach • Reflective – willingness to think and reflect critically and hypothesis-oriented, and apply reasoning in decision making processes

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. Continuing professional development	**2. Communication and relational competences**
3. Professional relations	**Learning outcome:**
4. Research and development	The psychologist can:
5. Marketing & sales	• Establish a working alliance • Take others' perspective and acknowledge others experience, etc. • Express his/her thoughts, professional contributions and share information with clients, other professionals and public.
6. Account management	• Manage professional and personal boundaries appropriately
7. Practice management	
8. Quality assurance	**Knowledge, skills, attitudes**
9. Self-reflection	

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. Continuing professional development	**3. Continuing Professional Development – CPD competences**
3. Professional relations	**Learning outcome:**
4. Research and development	Psychologists have the responsibility of developing their professional qualities and maintaining, improving, and broadening their knowledge, expertise and multi-faceted competences. This requires using the functional competences on their own: analysis of training needs, goal setting, planning the training, implementing the training, evaluating the training.
5. Marketing & sales	
6. Account management	The psychologist can:
7. Practice management	• Maintain professional competences • Overcome gaps in knowledge and skills • Respond to the challenges of the rapidly growing knowledge base and technological developments by upskilling
8. Quality assurance	• Change practice requirements when needed • Commit to continuous lifelong learning • Engage in supervision
9. Self-reflection	• Share and learn from collaboration with other psychologists and professionals
	Knowledge, skills, attitudes

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. Continuing professional development **3. Professional relations** **4. Research and development** **5. Marketing & sales** **6. Account management** **7. Practice management** **8. Quality assurance** **9. Self-reflection**	**4. Science and research competence** **Learning outcome:** Psychological practice requires a constant critical reflection that is informed by knowledge, practice and research and the ability to use and do research to inform practice and understand of the process of research. The psychologist can: • Engage in evidence-based decision making, critical reasoning, and integrating best available scientific and contextual expertise into practice • Use informed and scientifically established assessment, intervention, supervision and consultation tools and strategies • Informs oneself critically and reflectively about advances in psychological science, other sciences in general and own subject area. **Knowledge, skills, attitudes**

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. **Continuing professional development** 3. **Professional relations** 4. **Research and development** 5. **Marketing & sales** 6. **Account management** 7. **Practice management** 8. **Quality assurance** 9. **Self-reflection**	**5. Collaboration competences** **Learning outcome:** The psychologist can work effectively with and consult colleagues/other professionals to provide safe, high-quality client-centred services. **Knowledge, skills, attitudes**

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. Continuing professional development 3. Professional relations 4. Research and development 5. Marketing & sales 6. Account management 7. Practice management 8. Quality assurance 9. Self-reflection	**6. Individual and cultural differences competences** **Learning outcome:** The psychologist can: • Identify, acknowledge and respect diversity • Recognize one's own's values, beliefs and experiences on one's professional behavior with clients and relevant others • Work and communicate effectively with all forms of diversity in clients, colleagues and others and the impact on others • Inclusive in all forms of diversity in working with clients, colleagues, and others Awareness of own biases helps to avoid stereotyping individuals belonging to different groups. The psychologist can consider that sociocultural factors such as gender, gender identity, culture, ethnicity, age, family context, religion, sexual orientation, majority / minority affiliation etc. are included in the assessment of factors which affect personality, values, worldview, relationships, psychopathology, and attitudes to treatment, and can make individual adjustments to the client's needs based on this. **Knowledge, skills, attitudes**

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. **Continuing professional development** 3. **Professional relations** 4. **Research and development** 5. **Marketing & sales** 6. **Account management** 7. **Practice management** 8. **Quality assurance** 9. **Self-reflection**	7. **Information/communication technology competences** **Learning outcome:** The psychologist can use information /communication technology in an effective and safe way considering clients' needs, data protection, online privacy and cybersecurity for need analysis and goal setting, assessment, intervention and evaluation. Knowledge about the possibilities and limitation of information/communication technology and the skills to apply the technology in an effective and safe way. **Knowledge, skills, attitudes**

Table 5. Enabling competences	Table 5. Foundational competences (describing how psychologists do)
Enabling competences	**Foundational competences**
2. Continuing professional development **3. Professional relations** **4. Research and development** **5. Marketing & sales** **6. Account management** **7. Practice management** **8. Quality assurance** **9. Self-reflection**	**8. Self-reflection and self-care** **Learning outcome:** To promote their own wellbeing and ensure the ability to perform their professional role, psychologists have the responsibility of self-awareness, self-reflection, and self-care. This includes psychologists balancing their professional and personal lives. Psychological practice entails exposure to potentially distressing situations that may create a risk for the psychologist`s and may affect the client's wellbeing. The psychologist can: • Acknowledge that the well-being of clients depends on his/her own self-awareness and self-regulation • Acknowledge own thoughts, behaviours, attitudes and prejudices • Identify and analyse own needs and risks through an unbiased and unattached perspective • Recognize and correct errors • Engage in physical, psychological, spiritual or support activities described as the components of self-care **Knowledge, skills, attitudes**

EuroPsy Competences	WG Competence Proposal	Core Competences
Primary	**Functional**	**Professional activities**
1) Goal specification 2) Assessment 3) Development 4) Intervention 5) Evaluation 6) Communication	1. Clarify needs/goals 2. Plan/design assessments, interventions, services/ products 3. Implement them 4. Evaluate outcomes	1. Set relevant goals 2. Psych. Assessments & evaluations 3. Psych. interventions 4. Communicate appropriately
Enabling	**Foundational**	**Professional behaviour**
1. Professional strategy 2. CPD 3. Professional relations 4. R & D 5. Marketing & sales 6. Account management 7. Practice management 8. Quality assurance 9. Self-reflection	1. Ethics, law, professional stand. 2. Communication and relational 3. CPD 4. Science and research 5. Collaboration 6. Individual and cultural differ. 7. ICT 8. Self-reflection and self-care	1. Practice ethically 2. Act professionally 3. Relate appropriately to clients /others 4. Work with diversity and cultural competence 5. Operate as an evidence-based practitioner 6. Reflect own work

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5. Standards for supervised practice the EuroPsy basic certificate (Appendix II & V)

Supervised Practice (SP)

Why Change?

-       increase consistency

-       reduce redundancy

-       make standards more clear

Supervised Practice (SP)

SP is a form of professional training of a psychologist-in-training

- with a direct interaction with real clients in a real work setting

- during one year of fulltime practice or its equivalent with a minimum of 1500 hours

- starts after phase I- and II of a five-year Bachelor- and Master- or equivalent study or is integrated in a six-year university programme

Aims to

- prepare a psychologist for independent practice

- develop the professional role of a psychologist

- integrate theoretical and practical knowledge

Supervised Practice (SP)

- implies regular meetings between the psychologist-in-training and the supervisor

- about every two weeks with predefined protected time for meeting (in total at least 50 hours)

- supervision session will usually last one or two hours

- either in group or individual supervision (min. 12 hours individual supervision)

- max. 50% of individual or group supervision could be digital, after starting face to face

Supervised Practice (SP)

Supervisors

- Need to be recognised by the National Awarding Committee or National Association

- Must have a minimum of two years (or its equivalent of at least 3000 hours) of independent practice in the field of psychology in which they will supervise

- In countries where supervision is well established we recommend that the supervisor has at least five years of full-time independent practice

- The supervisor has received training in supervision, including training courses, case studies, supervised practice of supervision (including observation, video or audio presentations), and the development of theoretical and empirical knowledge on supervision

Supervised Practice (SP)

Supervisors have developed competences such as to:

- Prepare a competence development plan

- Facilitate collaboration and relationship

- Supervise in accordance with ethical principles / laws

- Contribute to the development of foundational and functional competences

- Evaluate the psychologist's-in-training learning process and competence level according to the plan and give regular and specific evaluative feedback

- Use guidance models and methods be aware of the dynamics of the supervision relationship and react appropriately

- Take appropriate actions when they become aware of lack of development of competences and/or inappropriate professional behaviour

SP Assessment

The supervisor is required
- to supervise the psychologist-in-training, and
- to make formative assessments
- to give feedback on which competences already have been developed and which competences still need to be developed
- to teach how to carry out self-reflection and self-assessment
- to give final summative assessments of the achievements of the psychologists-in training with respect to the functional and foundational competences

For each main task of supervised practice, the psychologist-in-training and supervisor should agree on the:
- Field of practice and client group(s) is covered
- Role(s) the psychologist-in-training may take
- Competences the task will develop
- Complete an assessment and provide feedback

SP Assessment categories

Starting point - EuroPsy model

1	2	3	4
Basic knowledge and skill present,	Competence for performing tasks	Competence for performing basic	Competence for performing complex
but competence insufficiently developed	**but requiring guidance and supervision**	tasks **without guidance or supervision**	tasks **without guidance or supervision**

Training is needed

Independent practice

SP Assessment categories

Cube model?

1. **Readiness for practicum** – readiness to carry out applied practical exercises as part of academic curriculum subject (during studies)

2. **Readiness for internship** (supervised practice)

3. **Readiness for entry to practice** as a psychologist after completing supervised practice (independent practice)

SP Assessment categories

Proposal for formative and summative assessments with respect to the functional and foundational competences

NOT YET COMPETENT	COMPETENT
Competence insufficiently developed	**Competence sufficiently developed**
Need of further development and requiring guidance and supervision	Performing basic task without guidance

SP Assessment results

Fields of Practice	Clinical & Health	Education	Work & Organisations	Other (specify)
Functional Competences				
A. Need identification, contract/task clarification, goal setting	X			
B. Planning/designing assessment, intervention, service, or product	X		X	
C. Implementing assessment, intervention, service, or product	X			
D. Evaluation	X		X	

SP Assessment results

Foundational competences	
1. Ethics, law, professional standards - competences	X
2. Communication and relational competences	X
3. Continuing Professional Development – CPD competences	X
4. Science and research competence	X
5. Collaboration competences	X
6. Individual and cultural differences competences	X
7. Information/communication technology competences	X
8. Self-reflection, and self-care competences	X

6. Continuous professional development (CPD) standards (Appendix VI)

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Continuing Professional Development (CPD)

Professional work experience

- The applicant should show evidence of professional work as a psychologist within the last seven years (revalidation period) before the application for renewal.

- To maintain their competences, the psychologists are expected to work at least four years during the revalidation period, on average at least 400 hours per year.

- Acceptable evidence includes, for example: employment contracts accompanied by a job description, project contracts, or statements of income for tax authorities (in the case of psychologists in independent practice.).

Continuing Professional Development (CPD)

Professional development activities

- In addition to their ongoing professional work (at least four years during the seven year revalidation period as described above), psychologists need to update and broaden their professional knowledge and skills through a range of professional development activities listed below.

- To maintain their competences, psychologists are expected to provide explicit evidence of at least 40 hours of CPD activities per year within these four years during the revalidation period (all together 160 hours).

- However, a minimum of 80 hours per year are recommended. CPD is recommended to be distributed at least over four years. Evidence of a variety of activities is required.

Continuing Professional Development (CPD)

Types of CPD activities (not exhaustive)

- Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (60%).

- Certified attendance at a professional or scientific conference (20%)

- Development of specific new skills through practice at work (20%)

- Certified attendance in intervision meetings (e.g., quality circles) (30%)

- Certified attendance in supervision (30%)

- Certified work as a supervisor (20%)

- Teaching psychology courses as a professional practitioner (20%)

- Presentations to professional audiences (20%).

- (Co-)authorship and/or editing of publications on research and/or professional issues (30%).

- Editorial work on journals and books in psychology (20%)