



Consultation Paper 12

3 November 2011

Exposure Draft: Guideline for Supervisors and Supervisor Training Providers

Background

This consultation paper has been developed by the Psychology Board of Australia ('the Board') under section 39 of the *Health Practitioner Regulation National Law Act* ('the National Law') as in force in each state and territory of Australia, that allows the Board to develop and approve codes and guidelines to provide guidance to the practitioners it registers and about other matters relevant to the exercise of the Board's functions.

Section 40 of the National Law requires the Board to undertake wide-ranging consultation on proposed registration standards and codes and guidelines. The Board has consulted on a number of registration standards, codes and guidelines. Past and current consultations, including a summary of each consultation and submissions to the Ministerial Council to date, can be viewed on the Board's website at www.psychologyboard.gov.au under *News*. Consultation documents are drafts that are revised to take into account the results of consultation.

The Board has previously consulted on the guideline for approved training programs in psychology supervision in May/June 2010. This consultation paper takes into account previous feedback and the purpose of the exposure draft is to seek final stakeholder feedback on the proposed guideline for Board-approved supervisors of provisional psychologists and registrars. The exposure draft will be available for comment for twelve weeks. Following public consultation, the Board will further review the proposed guidelines, taking into account feedback gathered through the consultation process and the Board's primary role of protecting the public.

This consultation paper has been issued by the Psychology Board of Australia under the authority of Professor Brin Grenyer, Chair, 3 November 2011.

If you wish to provide comments on this paper, please lodge a written submission in electronic form, marked '**Attention: Chair, Supervisor Consultation**' to psychconsultation@ahpra.gov.au by close of business on Friday 27 January 2012.

Please note that your submission will be placed on the Board's website (www.psychologyboard.gov.au) unless you indicate otherwise or the Board determines that the content is unsuitable for publication.

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Introduction

This guideline has been developed by the Psychology Board of Australia (the Board) under section 39 of the *Health Practitioner Regulation National Law Act* ('the National Law') as in force in each state and territory of Australia. The guideline supplements the requirements set out in the Board's:

- *Provisional registration standard*
- *General registration standard*
- *Guidelines for the internship program: provisional psychologists and supervisors*
- *Area of practice endorsements registration standard and*
- *Guidelines on area of practice endorsements.*

The relevant sections of the National Law are set out in [Attachment A](#). The Psychology Board of Australia registration standards and guidelines referred to above can be accessed from the Board's website at: www.psychologyboard.gov.au/Standards-and-Guidelines.aspx.

Scope of guideline

This guideline applies to individuals who are:

- Board-approved, or seeking to become Board-approved, to provide supervision to provisional psychologists undertaking a 4+2 internship program or 5+1 internship program
- provisional (or generally registered) psychologists undertaking a Board-approved APAC accredited higher degree programs, and/or
- psychologists undertaking a registrar program leading to endorsement in an approved area of practice.

This guideline also applies to individuals and organisations seeking Board approval to provide a supervision training program to psychologists.

A Board-approved supervision training program must be successfully completed by registered psychologists to be eligible to provide supervision in the above pathways.

Summary of guideline

Pursuant to s.12 of the National Law, the Ministerial Council has approved the *Provisional registration standard* and the *Area of practice endorsements registration standard* which set out the requirements for a period of approved supervised practice with a Board-approved supervisor in order to become eligible for general registration or an area of practice endorsement.

S. 35(1)(b) of the National Law specifies that a function of a National Board is to decide the requirements for registration or endorsement of registration in the profession, including the arrangements for supervised practice. Under this function, the Board may grant approved supervisor status to a psychologist with knowledge, skills and training in the provision of supervision.

Psychologists, students, employers and members of the public will be able to identify psychologists who are qualified and skilled to provide supervision. The Board has determined the following in regards to supervisors and supervisor training:

- Board-approval is required for a psychologist to provide supervision to provisionally or generally registered psychologists undertaking:
 - the 4+2 internship program
 - the 5+1 internship program
 - a Board-approved APAC accredited higher degree program, or
 - the registrar program leading to endorsement in an approved area of practice.
- Supervision in other settings, such as supervision provided to meet the continuing professional development requirements, does not need to be provided by a Board-approved supervisor, except when directed by the Board.
- All Board-approved supervisors must complete a competency-based supervisor training course approved by the Board.
- The Board will approve a psychologist to provide supervision to provisional psychologists in the 4+2 and 5+1 internship programs, when the supervisor:
 - has held general registration for at least three years before commencing supervision as a principal supervisor or
 - has held general registration for at least two years before commencing as a secondary supervisor, and
 - is a suitable person to be approved as a supervisor.
- The Australian Psychology Accreditation Council (APAC) has standards for supervisors within accredited higher degree professional programs and these should be consulted. The Board is working with APAC to ensure consistency in supervisor standards after 30 June 2013, to ensure all supervisors meet the Board approval standards.
- The Board will approve a psychologist to provide supervision as the principal supervisor for a registrar program, when the supervisor:
 - has held general registration as a psychologist and
 - has held endorsement in the approved area of practice for at least two years before commencing supervision and
 - is a suitable person to be approved as a supervisor.
- The Board will approve a psychologist, who does not hold an endorsement or endorsement in the same area of practice, to provide supervision as a secondary supervisor for a registrar program.
- The Board will provide a public web-list of Board-approved supervisors.
- Board-approved supervisors must demonstrate proficiency in the following 7 competencies:
 1. Knowledge and understanding of the profession
 2. Knowledge of and skills in effective supervision practices
 3. Knowledge of and ability to develop and manage the supervisory alliance
 4. Ability to assess the psychological competencies of the supervisee
 5. Capacity to evaluate the supervisory process
 6. Awareness and attention to diversity
 7. Ability to address the legal and ethical considerations related to the professional practice of psychology

- A Board-approved competency-based supervisor training program must consist of preparatory work, direct instruction, evaluation and assessment.
- A revision course must be completed by all Board-approved supervisors within five years of gaining approval.
- At least one trainer or training consultant from an approved consortium to provide supervisor training must hold general registration as a psychologist.
- All trainers must be competent in providing training and supervision.
- The Board may approve trainers from cognate professions where supervision and training skills are exemplary (e.g. trainers with learning and development qualifications).
- Providers of a Board-approved supervisor training program will be required to provide outcome data to the Board annually.

A Competency-based Approach to Supervision

1. Background

The first objective of the national registration and accreditation scheme is to protect the public by ensuring that only practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered. The Psychology Board of Australia establishes the standard of psychological competencies required for registration as a psychologist and for area of practice endorsement, and supervisors play a key role in training and assessing these competencies. Supervision is a critical mechanism in facilitating the provision of high quality education and training and on-going safe practice of psychology.

In order to provide effective supervision, supervisors must have demonstrated proficiency in the areas of professional practice in which the supervisee is engaged, as well as possessing demonstrated skill in the provision of supervision. Board-approved supervision training courses ensure that core supervision competencies are taught and provide a mechanism for assessing the attainment and demonstration of the competencies at the required level.

Over the past two decades, a growing body of expert opinion has argued that supervisor training is necessary for the development of supervisory competence (Borders & Brown, 2005; Bernard & Goodyear, 2004; Falender & Shafranske, 2004; Milne 2009; Watkins, 1997). This position is summarised by Watkins (1997) who points out that 'We would never dream of turning untrained therapists loose on needy patients, so why would we turn those untrained supervisors loose on those untrained therapists who help those needy patients?' (p.604). In response, some professional bodies such as the British Psychological Society (2006) require clinical psychology supervisors to undertake regular supervision training over the course of their career. Such requirements are supported by empirical evidence demonstrating that, for the most part, supervisor training is effective (Barrow & Domingo, 1997; Busari et al., 2006; McMahon & Simons, 2004).

The Board advocates a competency-based approach to supervision, which includes an explicit framework and method of supervision practice, and a consistent evaluative and outcome approach to supervision training. This focus is in accord with increased emphasis on evidence-based practice and the necessity to determine outcomes for supervision training in Australia.

1.1 Prior to National Registration

A number of different supervision models existed across Australia prior to national registration.

1.1.1 Supervision to provisional psychologists undertaking the internship program:

- In New South Wales, Tasmania and Queensland, psychologists providing supervision to provisional or probationary psychologists to meet the requirements for full registration via an internship program were required to complete a State Board-endorsed supervision training workshop and successfully pass the assessment component of the training.
- Victoria and Western Australia required completion of relevant training and professional development in supervision and/or adult learning principles.
- South Australia required supervisors to have post-graduate qualifications in psychology.
- The Northern Territory required eligible supervisors to have held full registration for a specific period.

1.1.2 Psychologists providing supervision to provisional psychologists to meet the requirements for full registration via an APAC accredited higher degree program:

- Supervisor psychologists were required to be *eligible* for membership of the appropriate college of the Australian Psychological Society and have at least two years full-time relevant experience.
- Training in supervision was not specified, however all supervisors in Queensland required training.

In all states and territories supervision was considered psychological practice and thus supervisors fell under the respective state and professional codes of professional conduct and ethics that required psychologists to practise within their competencies. This view is consistent with the APS Code of Ethics Section B1.

1.2 National Registration

The National Board recognises the importance of providing a consistent framework and method of supervision practice across Australia and has established standards for Board-approved supervisor qualifications, Board-approved supervisor competencies, and Board-approved supervisor training (as proposed in this consultation). The objective of the national registration and accreditation scheme is to provide for the protection of the public by ensuring safe and effective psychology practice. Consistent with this, it is proposed that suitably trained psychologists in the practice of supervision will be publically identifiable. Similarly, supervisors who fall below acceptable standards will have their supervisor approval revoked.

The Board also recognises that the knowledge and skills required to provide adequate supervision are advanced and complex, and after 30 June 2013, the Board will require all supervisors, including higher degree supervisors, to undertake training in competency-based supervision. The Board will apply limited exemptions based on recent (within 5 years) completion of approved supervisor training, and/or expertise (i.e. peer review publications and involvement in providing approved supervisor training programs), and will provide a limited grace period to allow supervisors to obtain training during the transition after 30 June 2013.

2. Board-approved supervision training

The Board has set out specific requirements for training for supervisors to ensure the development of supervisor competencies.

2.1 Approaches to supervision

Falender and Shafranske speculate that ‘there are probably as many approaches to supervision as there are supervisors’ (2004, p.7). Each of the major theoretical orientations towards psychotherapy has established supervision models that focus on the acquisition and development of the relevant theory and skill in each area. By contrast, developmental approaches to supervision propose that therapists progress through sequential stages. Such approaches have application regardless of the theoretical orientation of the therapist or supervisor. Process-based approaches provide a further dimension focusing on the component roles, tasks and processes within supervision (Bernard & Goodyear, 2004; Falender & Shafranske, 2004). However, what is common to all approaches to supervision is the intention to develop competence in the supervisee (Falender & Shafranske, 2004). Competence in this context is defined as:

the professional’s overall suitability for the profession, which is a reflection of the individual’s knowledge, skills, and attitudes and their integration. Competence is both developmental and incremental in that what is expected of the professional differs depending on the individual’s stage of professional development and subsequent functioning. Additionally, competence is context-dependent, specifically meaning that different competencies, aspects of each competency, and execution of each competency varies depending on the setting. (American Psychological Association, 2006; p.11)

The Board is of the view that the critical competence required of supervisors in credentialing settings is the ability to develop and assess the necessary competence in supervisees for both registration and area of practice endorsement. Although the Board recognises that there may be any amount of other useful material that might be covered, for the Board’s purposes supervisor training must develop discrete abilities that incorporate specific knowledge, skill and values required to perform high quality professional psychology activities.

2.2 Purpose of supervisor training

Board-approved supervisor training is for the purpose of equipping supervisors with the necessary knowledge and skills to provide competency-based supervision to supervisees undertaking a 4+2 internship program, 5+1 internship program, APAC accredited higher degree program and/or registrar program leading to area of practice endorsement. Although the competencies required of supervisees for these tasks differ in scope, the general supervisory competencies required of supervisors apply in all pathways (Gonsalvez & McLeod 2008). Potential supervisors will only be required to complete one Board-approved training course, as well as any revision course required to maintain and update knowledge and skill. The Board expects supervision training to develop core competencies and skills in supervision and shares the view that ‘competence reflects sufficiency of a broad spectrum of personal and professional abilities relative to a given requirement’ (Falender & Shafranske, 2004; p.5).

It is recommended that specific training modules be developed and offered in addition to the core supervision training, to meet the various supervisory requirements. For example, preparatory modules should have options for different types of supervision contexts (e.g. intern programs, registrar programs), to allow supervisors to tailor their preparatory study program prior to undertaking formal supervision workshops.

Supervision in other settings, such as that provided to meet the Board's continuing professional development requirements, does not need to be provided by a Board-approved supervisor, except when directed by the Board (e.g. as a condition on registration following a disciplinary hearing). However, as part of the Board's recognition that supervision is an integral part of continuing professional development, all supervisors will be encouraged to undertake a Board-approved supervisor training program.

3. Structure, length and delivery of supervisor training

3.1 Structure and length

There is significant variation in the length and intensity of supervisor training currently provided both locally and internationally. For example, supervisor training provided under the *Improved Access to Psychological Therapies* program in the United Kingdom is offered over seven days over a number of weeks to encourage participants to transfer their learning to the workplace (Roth & Pilling, 2007). By contrast, an intensive 2 year part-time small group psychotherapy supervision training program offered in Sweden, found training to be effective in developing supervisors' competence (Sundin, Orogen & Boethius, 2008). Three state board-approved training programs that are currently being run in Australia with the interim approval of the National Board are offered over two consecutive days. However, intensive or initial training followed by updated training and systematic assessments was considered to be more effective (Kavanagh et al, 2008; Gonsalvez & Milne, 2010).

As there is currently only very limited research evaluating the optimal length of training required to produce sufficient supervisory competencies, the Board is proposing that Board-approved supervisor training consist of initial training and systematic assessment and revision training.

The Board is proposing that the initial training and systematic assessment consist of:

- approximately seven hours of preparatory work (e.g. reading relevant material, reflection on practice) and passing of self-study modules related to knowledge of relevant Board guidelines and general supervisor readings. This component may be assessed by a multiple-choice test online (or similar) prior to the face to face instruction
- a minimum of 14 hours of direct face to face instruction (e.g. workshop participation) and
- systematic assessments after a period of time has elapsed following the direct instruction focused on competency attainment (e.g. supervision of supervision including direct observation and critical feedback, submission of a videotape of a supervision session, a short test).

The direct face-to-face instruction (e.g. workshop) should focus on the development of supervision skills, appropriate to all pathways, and focused on active practical skills training grounding the competencies (e.g. using active exercises with feedback). The face to face workshops should not be a primary vehicle for knowledge acquisition, which should occur in the preparatory phase.

Specific training modules related to the various pathways may be developed and offered. For example, a program designed for interns will focus on reviewing supervision plans, and may use various learning methods (e.g. workshop exercises) to ensure learning in this area. A program focused on the registrar training may focus on specific areas related to the scope of practice e.g. relevant assessments. Supervision training could importantly also focus on increasing knowledge and skills in the writing, development, and evaluation of case studies, relevant to the various pathways. This is seen by the Board as a particularly valuable skill it requires supervisors to be able to demonstrate.

The Board is proposing that the revision training be approximately 1 day in length and include updated training and systematic assessment.

3.2 Delivery

Board-approved supervisor training programs should engage supervisors in coursework to develop core competencies, including conceptual knowledge, skill acquisition and generalisation of knowledge and skills. Supervisors must also receive supervision of their supervision practice including direct observation, which may include assessment of a supervision session submitted on videotape, and providing critical feedback.

Training may also be broken into distinct modules to provide flexible learning arrangements within the Board's guidelines. This may include supervisor training for the:

- registrar program only
- 4+2 and / or 5+1 internship pathways only
- higher degree programs only
- supervisees only, or
- a combination of the above.

The Board envisions diversity in the number of approved programs, with some focusing on individual States or Territories, and others with a national focus.

The Board has defined two areas for training, based on Workforce and ABS data. These include:

1. **Metropolitan areas** (e.g. metropolitan, major cities, outer suburban and large regional cities), and
2. **Regional areas** (e.g. outlying suburban, regional areas and towns, outer regional and remote areas).

Applications from training providers who demonstrate a commitment to providing supervision training in regional areas will be looked upon favourably by the Board. For a definition of Regional, (ARIA score > .1) consult Mathews, Stokes, Crea, & Grenyer (2010), p. 162.

4. Board-approved supervisor competencies

The required supervisory competencies are drawn from current research and theory in the field of competency-based supervision (American Psychological Association, 2006; Falender & Shafranske, 2004; Milne, 2009; Roth & Pilling, 2007, 2008). The current British position and recent US expert consensus about supervision competence states that supervisors should engage in coursework and practical skills to develop knowledge and expertise, and receive supervision of their supervision including direct observation and critical feedback (Falender et al., 2004).

The Board has set out specific requirements for supervisor training to ensure supervisory aptitude. On successful completion of a Board-approved supervisor training, supervisors should be able to adequately demonstrate understanding of the fundamental principles of competency-based supervision. This includes knowledge of discrete psychological abilities that incorporate specific knowledge, skill and values required to perform high quality professional psychology activities. The seven competencies are:

1. Knowledge and understanding of the profession (Note: these are the 8 competencies approved by the Board for internship and registrar training)
 - a. Knowledge of psychological theories and models, empirical evidence for the theories and models and their application to practice and research
 - b. Knowledge of ethical, legal and professional matters

- c. Knowledge of psychological assessment and measurement relevant to psychological settings and research
 - d. Understanding of the range of intervention strategies available to a variety of client groups, within different settings
 - e. Knowledge of research and evaluation, including the systematic identification, critical appraisal and application of relevant research evidence
 - f. Knowledge of communication and interpersonal relationships, including the ability to communicate in written and oral form from a psychological perspective in a style appropriate to a variety of different audiences, and to interact professionally with a wide range of client groups and other professionals
 - g. Knowledge of working in a cross-cultural context, including demonstrating core capabilities to adequately practise with clients from cultures and lifestyles different from the psychologist's own
 - h. Knowledge of practice across the lifespan, which involves demonstrating the core capabilities with clients in childhood, adolescence, adulthood and late adulthood relevant to the supervisee's supervision plan
2. Knowledge of and skills in effective supervision practices
 - a. Establishing goals and objectives in supervision including agenda setting, monitoring and record keeping
 - b. Knowledge of learning processes in supervision including knowledge of developmental models and methods of supervision
 - c. Techniques for enhancing the development of the supervisee's competencies including observation, modelling, feedback, microskills training, and relationship skills training
3. Knowledge of and ability to develop and manage the supervisory alliance
 - a. Establishing and strengthening supervisory alliance including knowledge of the stages and development of the supervisory relationship
 - b. Demonstrated skills in reflective practice including openness to feedback and capacity to utilise peer consultation and supervision of supervision
 - c. Ability to identify and manage personal factors and self-disclosure that effect the supervisory alliance including addressing problems or ruptures in the supervisory relationship
4. Ability to assess the psychological competencies of the supervisee
 - a. Demonstrated ability to effectively review and evaluate competencies of the supervisee including knowledge of effective evaluation methods
 - b. Demonstrated ability to provide effective feedback to the supervisee including demonstrated skills in communication and critical feedback
 - c. Demonstrated ability to address problems related to competencies including skills in addressing problems related to the supervisee not meeting minimal core competencies
5. Capacity to evaluate the supervisory process
 - a. Knowledge of the supervisory process including skills in identifying expectations and responsibilities of both the supervisor and supervisee
 - b. Demonstrated capacity to respond to supervisee feedback to improve supervisory practice
 - c. Demonstrated skills in reflective practice

6. Awareness and attention to diversity
 - a. Attention to diversity in supervision including the supervisory process and supervisory relationship
 - b. Awareness of the impact of diversity and difference when working with a range of clients in a range of services
7. Ability to address the legal and ethical considerations related to the professional practice of psychology:
 - a. Understanding of how ethical principles and relevant statutory requirements are used to guide professional practice and supervision
 - b. Knowledge of limits of competence and personal limitations that may affect work with supervisees

5. General requirements of supervisors

It is the supervisor's responsibility to:

- Ensure the supervisee has adequate knowledge of relevant research, theory and policy before intervention.
- Ensure the supervisee has access to appropriate intervention models.
- Bring to the supervisee's attention any limitations of competence, ethical difficulty, personal bias or aspect of personal development in the supervisee that the supervisor perceives to be affecting the supervisee's professional development and/or professional application.
- Offer sufficient supervision opportunities to enable evaluation of applications of the core competencies on a regular basis.
- Directly observe supervisee's work as part of the supervision process, this may include observation via video or audio recording.
- View active client files of the supervisee intermittently as part of the supervision process.

6. Specific requirements of supervisors

It is the supervisor's responsibility to meet the specific requirements set out in the relevant guidelines: *Guidelines on Area of Practice Endorsements; 4+2 Internship Program: Guidelines for Provisional Psychologists and Supervisors; 5+1 Internship Program: Guidelines for Provisional Psychologists and Supervisors* (in development) and Board-approved APAC accredited higher degree program requirements.

7. Board-approved supervisor qualifications

7.1 Internship Program 4+2 and 5+1

The Board will approve a psychologist to provide supervision to provisionally registered psychologists in the 4+2 and 5+1 internship program, when the supervisor:

- holds general registration for at least three years before commencing supervision as a principal supervisor, and at least two years before commencing as a secondary supervisor and

- has completed a Board-approved training program in psychology supervision within the last 5 years (note: transitional provisions to enable supervisors to complete an approved training program apply until 30 June 2013) and
- is not a member of the supervisee's immediate family or household and
- does not have any conditions on their registration and
- has not been or be currently engaged in a therapeutic relationship with the supervisee.

7.2 Higher degree program (under development)

The Board will work with the Australian Psychology Accreditation Council to establish supervisor eligibility for accredited higher degree programs after 30 June 2013. The parameters of these guidelines will likely include the following:

- holds general registration as a psychologist for at least three years before commencing supervision and
- holds endorsement in the approved area of practice for at least two years before commencing supervision and continues to be endorsed throughout the period of supervision and
- has completed a Board-approved training program in psychology supervision within the last 5 years (note: transitional provisions to enable supervisors to complete an approved training program apply until 30 June 2013) and
- is not a member of the supervisee's immediate family or household and
- does not have any conditions on their registration and
- has not been or be currently engaged in a therapeutic relationship with the supervisee.

Exemptions from these requirements will likely apply in specific circumstances as agreed with the accreditation agency.

7.3 Registrar program (area of practice endorsement)

The Board will approve a psychologist to provide supervision as the principal supervisor in an approved area of practice endorsement, when the supervisor:

- holds general registration as a psychologist for at least three years before commencing supervision (note: secondary supervisors must have held registration for at least two years) and
- holds endorsement in an approved area of practice for at least two years before commencing supervision and continues to be endorsed throughout the period of supervision (note: principal supervisors and supervisee need to hold matching endorsements, whereas secondary supervisors do not need to hold an endorsement or matching endorsement) and
- has completed a Board-approved training program in psychology supervision within the last 5 years (note: transitional provisions to enable supervisors to complete an approved training program apply until 30 June 2013) and
- is not a member of the supervisee's immediate family or household and
- does not have any conditions on their registration and
- has not been or be currently engaged in a therapeutic relationship with the supervisee.

8. Maintaining approved supervisor status

An approved supervisor will be required to renew their status every 5 years. When applying for renewal, the supervisor is required to provide a declaration about the number of psychologists they have supervised in the preceding five-year period, how their supervised practice and professional development have been maintained, and evidence of completion of a Board-approved supervision revision course within 5 years of gaining Board-approval.

9. Board-approved trainer qualifications

9.1 All trainers

All trainers must:

1. be approved by the Board and
2. hold general registration as a psychologist, OR have exemplary training qualifications and
3. be competent in providing training and supervision – trainers must hold qualifications in training, and/or experience in training, and must demonstrate skills and competence in providing high quality supervision.

Trainers from cognate professions will be considered by the Board for approval, where supervision and training skills are exemplary (e.g. trainers hold learning and development qualifications). All trainers must also be competent in providing training and supervision. At least one member of a training consortium must be a psychologist.

10. Approval of national supervisor training providers

The Board will invite applications from psychologists or suitably qualified individuals or organisations to provide supervision training to psychologists in Australia (following the end of the consultation on this exposure draft - see Attachment B - *Sample application to provide competency-based supervision training (excerpt)*).

Training providers from cognate professions will be considered by the Board for approval, where supervision and training skills are exemplary (e.g. trainers hold learning and development qualifications). However, at least one trainer or training consultant approved by the Board must hold general registration as a psychologist and act as a co-facilitator, assessor or advisor. All trainers must also be competent in providing training and supervision.

The Board has set out a number of requirements, which must be addressed in order to be considered for Board-approval. See for example Attachment B - *Sample application to provide competency-based supervision training (excerpt)*. Training providers (e.g. organisations) and trainers (e.g. individual trainers) can also be assessed separately for Board-approval.

11. Evaluation and review

Supervisor training is a developing field requiring more research to establish a substantial evidence base (Milne, 2009). Providers of Board-approved supervisor training programs will be required to submit outcome data to the Board annually.

11.1 Assessment of supervisors

Thorough assessment of supervisory competence is necessary to ensure supervisors are adequately equipped to provide supervision in a credentialing environment. Prior to national registration, prospective supervisors in New South Wales completed a short written knowledge test that related specifically to the administrative requirements of the internship program. In Queensland, prospective supervisors submitted a videotape of a supervision session for assessment. Given the role of supervision, the Board is of the view that potential supervisors must be assessed across a number of domains using a range of techniques:

- a. knowledge of supervision principles is to be measured through either multiple choice, short answer examination, or interview or exercises prior to the workshops and
- b. decision-making skills in the supervisory context is to be measured through responses to case studies and vignettes and
- c. supervisory performance is to be measured through assessment of an actual supervision session submitted on videotape or equivalent and/or
- d. potential supervisors must receive supervision of their supervision including direct observation and critical feedback.

The training providers will be responsible for the administration and scoring of the assessment to a standard approved by the Board. Forms of assessment that may be used to assess supervisor competence include a short-answer test, a multiple-choice test, case studies and submission of supervision sessions via videotape.

Results of all individual assessments and submitted test and taped materials should be retained by training providers for 5 years and be made available upon audit or request by the Board.

11.2 Evaluation of Board-approved training programs

Supervisor training programs are supported by empirical evidence demonstrating that for the most part supervisor training is effective (Barrow & Domingo, 1997; Busari et al., 2006; McMahon & Simons, 2004). However, it is noted that this area is poorly researched in Australia.

Training providers will be expected to collect data on the development of supervisors' competence and provide data to the Board annually. This data may be collected through a short-answer test, a multiple-choice test, case studies, and submission of supervision sessions via videotape.

The Board is expecting to evaluate all training programs to investigate consistency of standards and to further research outcomes, and may commission research into this area. The Board will review the proposed supervisor training structure and make recommendations based on its evaluation in 3 years. The Board will also endeavour to commission research evaluating the supervisor training programs following its 3 year review.

12. Revoking Board-approved supervisor training status

12.1 Revoking Board-approved training status

In the event that an individual or organisation fails to provide training in accordance with the guidelines and standards, the Board can revoke Board-approved status and remove the trainer or training provider from the website. The Board is responsible for formulating and approving these requirements and AHPRA is responsible for ensuring that the requirements are implemented and effectively managed.

Board-approved trainers and Board-approved training providers (e.g. organisations) must:

1. meet professional registration standards (or have Board-approval for exemption) and
2. facilitate learning in each of the core competencies and
3. provide training in metropolitan and / or regional areas, as agreed with the Board and
4. collect and submit outcome data to the Board every 12 months and
5. provide initial training and systematic assessment, and revision training and systematic assessment, as set out in these guidelines and
6. meet any other requirements as set by the Board.

The training status of an individual Board-approved trainer may be revoked if the trainer has a notification against them. However, a training organisation will not necessarily have their approval revoked if one trainer within the organisation has a notification. Determinations will be made by a Board or committee of the Psychology Board of Australia in accordance with the National Law.

12.2 Revoking Board-approved supervisor status

In the event that a psychologist fails to meet the requirements and standards set out in the guidelines, the Board can revoke Board-approved supervisor status and remove the supervisor from the website. The Board is responsible for formulating and approving these requirements and AHPRA is responsible for ensuring that the requirements are implemented and effectively managed.

Board-approved supervisors must:

1. meet the professional registration standards and
2. demonstrate learning in each of the core competencies, as assessed by the training provider and
3. pass the evaluation and assessment component of the training and
4. show evidence of passing the assessment component of the training to the Board and
5. complete the revision training and assessment in timeframes required by the Board and
6. meet the requirements of Board-approved supervisor status as set out in the Fact Sheet for Supervisors and other Board guidelines and documents and
7. provide information regarding their supervisees in a professional, competent and timely fashion, as required by the Board and
8. meet any other requirements as set by the Board.

13. Transition period

13.1 Board-approved supervisors between 2010 and June 2013

There is a transition provision for Board approved supervisors until 30 June 2013. This gives supervisors time to adjust to the new system before the full requirements to maintain Board-approved supervisor status need to be met.

Any psychologist who on 30 June 2010 (or 17 October 2010 in Western Australia) was approved as a supervisor by a previous state or territory board has transitioned to the Psychology Board of Australia interim list of approved supervisors, can continue to be a supervisor and has until 30 June 2013 to meet the new requirements.

Psychologists who did not transition to the Psychology Board of Australia interim list of approved supervisors but who now want to be a supervisor can apply to the Board to be added to the interim list using [Form ABAS-10](#).

Psychologists who provide supervision for higher degree placements only (not 4+2 programs), and who did not transition to the interim list of approved supervisors because higher degree supervisors did not previously need board approval in that state or territory, can continue to provide that supervision without the Psychology Board's approval until the end of the transition period.

Any psychologist who is approved by a higher degree institution to act as a supervisor for higher degree placements can continue to provide that supervision without Board approval until 30 June 2013.

13.2 Application for Board-approved supervisors due 30 June 2013

At the end of the transition period all Board-approved supervisors must re-apply for approval and meet all the new requirements for Board-approved supervisor status. This applies both to supervisors who transitioned from the old scheme with approved supervisor status and supervisors who have applied to the Board for approved supervisor status since the commencement of the National Scheme.

All supervisors will have to complete a Board-approved supervisor training program and re-apply for supervisor status before 30 June 2013. When a person reapplies for their supervisor status they must provide evidence they have completed approved supervisor training within the last 5 years that could be:

1. the Psychology Board of Australia supervisor training program that is currently being developed and will be open to enrolment in the future or
2. training completed between 1 July 2008 and 30 June 2010 that was approved by the relevant state board at that time or
3. training completed between 1 July 2010 and 30 June 2013 that was previously approved by the relevant state or territory board and has interim approval from the Psychology Board of Australia (see section 14 below).

An application form will be made available to psychologists prior to 30 June 2013. **It is anticipated that supervisors will have a limited grace period until 30 December 2013 to submit evidence of completion of an approved supervisor training program (as part of the application form), in order to maintain their supervisor status.** For further information see *Fact Sheet for Supervisors*.

13.3 Board-approved supervisors after 30 June 2013

Psychologists who complete the application form prior to 30 June 2013 and are approved by the Board to provide supervision can act as a Board-approved supervisor if they have completed the supervision course. All Board-approved supervisors must complete a revision course within 5 years of gaining Board-approval in order to maintain their Board-approved supervisor status.

Psychologists undertaking the supervision training under the National Scheme must meet the relevant requirements as set out in these guidelines.

14. Current Supervisor training programs

The Board agreed to provide interim approval until 30 June 2013 for existing supervisor training programs originating in Queensland and NSW. These programs may be offered in any State or Territory. The programs with interim approval are:

- the Supervisor Training and Accreditation Program (STAP) - originating in Queensland and
- the NSW Psychologists Registration Board's supervision workshops - originating in NSW and also offered in Tasmania at the time of transition (30 June 2010).

Definitions

In these guidelines, unless inconsistent with the context or subject matter:

Area of Practice Endorsement is a mechanism provided for by s. 98 of the National Law through which additional qualifications and supervised practice recognised by the Board can be identified to the public, employers, and other users of the public online register of practitioners. Practitioners with an area of practice endorsement have that area of practice notated on the public register, and can use the title associated with that area of practice.

Board means the Psychology Board of Australia established under s. 31 of the *Health Practitioner Regulation National Law Act* as in force in each state and territory of Australia.

Board-approved APAC accredited higher degree program refers to ss. 48 & 49 of the *Health Practitioner Regulation National Law Act* (the National Law), which require that a course be accredited by the accreditation authority for the profession (APAC) and subsequently approved by the Psychology Board of Australia before it can be accepted as a qualification suitable for the purpose of registration as a psychologist. Courses approved by the Board are listed on the Board's website (www.psychologyboard.gov.au/Accreditation.aspx). Under s. 50 of the National Law, APAC is required to monitor the program to ensure the relevant courses and the AOU continue to meet APAC's accreditation standards.

Board-approved supervisor means a supervisor approved by the Board to provide supervision to provisional psychologists in the 4+2 internship program, provisional psychologists in the 5+1 internship program, provisional and/or general psychologists in APAC accredited higher degree programs, and general psychologists undertaking registrar programs leading to an approved area of practice endorsement.

Competency-based supervision means an explicit framework and method of supervision practice, and a consistent evaluative and outcome approach to supervision training.

Internship means a supervised practice program for a provisional psychologist approved by the Board.

National Law means the *Health Practitioner Regulation National Law Act* as in force in each state and territory of Australia and as amended from time to time.

Principal supervisor means a supervisor who has been approved by the Board, pursuant to s. 9 of the guidelines to supervise provisional psychologists or registrars and to be responsible for the training undertaken in that program.

Provisional psychologist means a person registered as a provisional psychologist pursuant to s. 62 of the National Law.

Psychologist means a person who holds general registration as a psychologist pursuant to s. 52 of the National Law.

Secondary supervisor means a supervisor who has had at least two years of experience practising as a generally registered psychologist and has completed a Board-approved training program in psychology supervision prior to applying to act as a Board-approved supervisor. The secondary supervisor fulfils a component of the supervision of the internship program as agreed with the Board, the principal supervisor, and the provisional psychologist, and is responsible to the principal supervisor.

Supervised practice program is a training and supervision plan approved by the Board consisting of supervised psychological work and professional development activities designed to enable a provisional psychologist holding an accredited four year sequence of study to develop the psychological capabilities required for general registration.

Supervisee refers to a registered provisional psychologist undertaking the 4+2 internship program or 5+1 internship program or a general psychologist undertaking the registrar program as outlined in the relevant guidelines, or a provisional or general psychologist undertaking an accredited higher degree.

Supervisor refers to a registered general psychologist approved by the Board to act as a principal or secondary supervisor (see s. 9 for requirements).

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Attachment A:

Extract of relevant sections from the National Law¹

12 Approval of registration standards

- (1) The Ministerial Council may approve a registration standard about—
 - (a) the registration, or renewal of registration, of persons in a health profession; or
 - (b) the endorsement, or renewal of the endorsement, of the registration of registered health practitioners.

35 Functions of National Boards

- (1) The functions of a National Board established for a health profession are as follows—
 - (a) to register suitably qualified and competent persons in the health profession and, if necessary, to impose conditions on the registration of persons in the profession;
 - (b) to decide the requirements for registration or endorsement of registration in the health profession, including the arrangements for supervised practice in the profession;

39 Codes and guidelines

- A National Board may develop and approve codes and guidelines—
- (a) to provide guidance to the health practitioners it registers; and
 - (b) about other matters relevant to the exercise of its functions.

¹ The *Health Practitioner Regulation National Law Act* as in force in each state and territory of Australia and as amended from time to time.

Attachment B:

The Psychology Board of Australia is not yet accepting applications to become a provider of competency-based supervisor training programs to psychologists in Australia. The Board is currently seeking feedback on the development of the application process to become a provider of competency-based supervisor training programs and below is an excerpt (request for quotes) from the draft application to become a provider competency-based supervisor training programs. The excerpt is included here for comment as an example of the kinds of information the Board may require in an application.

DRAFT

Application to provide competency-based supervision training **excerpt (request for quotes)**

The Psychology Board of Australia is inviting applications from individuals, groups and organisations to provide competency-based supervisor training programs to psychologists in Australia.

Eligible training providers should refer to the *Guidelines for Supervisors and Supervisor Training Providers*, and address the following criteria:

- Demonstrated understanding of the purpose of supervisor training, within the Australian context
- Demonstrated knowledge of a competency-based approach to supervision and how this will be developed and delivered
- Demonstrated skills in the provision of training and supervision
- High level skills in evaluating learning goals and in the assessment of competence
- Excellent organisational skills and capacity to submit data to the Board within specific timeframes

Training Proposal

The Board requires applicants to submit a training proposal. The proposal must address the following:

Section A

- Modules your training program will offer (e.g. supervisor training for registrars only; supervisor training for the 4+2 and/or 5+1 internship program only; supervisor training for higher degree programs only; supervisor training for supervisees only; or a combination of training for all psychologists).
- A description of the content of the training, including timelines and method of delivery of:
 - Preparatory reading
 - Direct face-to face instruction
 - Assessment of supervisor competencies
- A description of the content for the revision training, including:
 - Updated training content
 - Assessment of supervisor competencies

- An outline of how each of the 7 competencies will be delivered and assessed
- Board-approved training providers will also be required develop supervisor knowledge and skills in the writing, development and evaluation of case studies, relevant to the various pathways. Please describe how your program will achieve this.
- A statement (or plan) about how your program will be delivered, including areas training will be offered. Note that applications that show a commitment to providing supervisor training in regional areas will be looked upon favourably.

Section B

- Qualifications of individual trainers for consideration by the Board. Please note, at least one trainer or training consultant must be a generally registered psychologist with demonstrated competencies in providing training and supervision.
- Costs of delivering the program, including estimated fee's for psychologists to undertake the training
- Confirmation of CPD, provision of CPD certificates and types of CPD undertaken within the training program

Successful training providers will be required to deliver outcome data to the Board annually.

Training providers will also be required to enter into an agreed contract with the Board regarding the nature, content and delivery of the training program.