

UNDER REVISION: A task force has been formed by the ASPPB Board of Directors to work on the development of a revised set of Supervision Guidelines, with input from the broader psychological community. Those guidelines will be made available as soon as they are developed.

ASPPB SUPERVISION GUIDELINES REVISED 2003

With the exceptions included in this revision for academic and non-HSP psychologists, this is the final report of the ASPPB Task Force on Supervision Guidelines published in January, 1998. Task Force members included: Asher R. Pacht, Ph.D., chairperson and staff, Barbara Leffler, Ph.D., Rodney E. McLaughlin, Ed.D., and Barbara A. Van Horne, Ph.D. Those participating in this limited revision were the following members of the ASPPB Committee on Education, Training and Oral Examinations: Mardi F. Allen, Ph.D., chairperson, Joseph L. French, Ph.D., Martin R. Greenberg, Ph.D., Terez Retfalvi, Ph.D., Arlene B. Schaefer, Ph.D., and Asher R. Pacht, Ph.D., staff.

This report summarizes the recommendations of the Task Force into the following sections: 1) Preamble, 2) Guidelines for Supervision of Doctoral Level Candidates for Licensure, 3) Guidelines for Supervision of Credentialed Non-Doctoral Personnel, 4) Guidelines for Supervision of Uncredentialed Personnel Providing Psychological Services, and 5) Bibliography.

PREAMBLE

The ASPPB charge to the 1996 Task Force on Supervision Guidelines was to: 1) review and develop guidelines for the supervision of credentialed nondoctoral personnel; 2) review and develop guidelines for the supervision of doctoral level candidates for licensure and 3) review the current Guidelines for Supervision of Uncredentialed Personnel and suggest revisions, if necessary. This report offers recommendations for consideration. Given the complexity of the licensure process and the practice of psychology itself, the Task Force recognizes that these recommendations can only serve as a model which must be adapted to suit the context, realities and needs of the jurisdictions in which they will be implemented. In 2002 the ASPPB Board of Directors requested this revision.

Supervision has long been an essential component of predoctoral and postdoctoral training in psychology. Guidelines for accreditation identify supervision as a central ingredient in psychology training programs. Most jurisdictions regulating the practice of psychology, specifically address both predoctoral and postdoctoral supervision in their laws and regulations. Supervised experience is recognized by statute in most jurisdictions as one of the prerequisites for licensure for independent practice as a psychologist. A majority of jurisdictions grant a generic license. ASPPB's Model Act for Licensure of Psychologists (2001) offers a broad definition of the practice of psychology. The description of psychological services is equally inclusive and is understood to include not only clients of Health Service Providers (HSP) but also clients of non HSP's such as industrial/organizational, social, experimental, educational and developmental psychologists as well as postdoctoral psychologists (both HSP and non HSP) who are pursuing a career in an academic setting.

Supervision is regulated for a variety of personnel in a variety of settings. An

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increasing number of psychologists are involved in some form of supervision as a component of their professional practice as a psychologist. Current changes in the delivery of health services, the advent of managed care, the increasing numbers of non-HSP and academic psychologists seeking licensure as well as increased litigiousness provide compelling reasons for attending to the quality and extent of supervision for licensure and regulation of psychologists. Consensus among jurisdictions regarding statutory requirements for supervised experience and practice would enhance efforts to secure reciprocity.

Given the critical role of supervision in the protection of the public and in the training and practice of psychologists, it is surprising that organized psychology, with few exceptions, has failed to establish a requirement for graduate level training in supervision. Few supervisors report having had formal courses on supervision and most rely on their own experience as a supervisee. In addition, the complexity of the supervisory process as well as the reality that supervision itself serves multiple purposes prevents simplistic guidelines. The intent of these Supervision Guidelines is to identify the most salient ethical and legal components of the supervisory process. Concerns for protection of the public and accountability are paramount.

Supervision is defined as the relationship focused on the development, enhancement and evaluation of the supervisee's skills, knowledge and behavior in the practice of psychology. A psychologist may supervise a psychology student in a variety of areas, a practicum or extern student, a predoctoral or postdoctoral trainee, individuals trained at the masters or doctoral level in psychology who are not yet licensed, another licensed psychologist, uncredentialed personnel such as a psychological associate, psychometrician, or a student or mental health professional in another specialty area such as psychiatry or social work.

Certain concepts should be kept in mind while reviewing and applying the Guidelines on Supervision. Supervision is neither psychotherapy nor consultation. The ultimate effectiveness and success of supervision depends to a large extent upon the nature and quality of the relationship between the supervisor and supervisee and the characteristics of each. Supervision has a central role in the development of professional identity and commitment to ethical behavior. The intent of these guidelines is to identify those measurable components that are known to be critical in meeting goals of supervision.

The development of the following guidelines is founded on an intensive review of existing statutes and regulations dealing with supervision from eighteen U.S. and Canadian jurisdictions and a summary review from most of the remaining jurisdictions, as well as a review of professional literature on supervision and relevant ASPPB, APA and other organizational documents. (See References and Appendix A and B)

These guidelines are meant to assist jurisdictions and supervisors by providing recommendations for: the supervision setting, supervisor qualifications, the duration

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and frequency of supervisory contact, the conduct of supervision, evaluation, regulation and enforcement issues for the three categories of supervisee. Appendix materials are available to offer information regarding education and training of supervisors and guidelines for the content of supervision. Sample forms for supervisory evaluations, verification of supervised experience and supervisory reports are included along with a bibliography of model statutes and supervision literature.

This revision, while leaving most of the original document intact, adds specific guidelines for the supervision of academic psychologists and I/O or non-HSP psychologists who wish to be licensed. Educational, experimental, social and other non health service providers who want to become licensed as providers of clinical services should complete a post doctoral change of specialty.

GUIDELINES FOR THE SUPERVISION OF DOCTORAL LEVEL CANDIDATES FOR LICENSURE

The following supervision guidelines are applicable to the predoctoral and post doctoral supervised experience required of doctoral level candidates for licensure in psychology. These guidelines apply to predoctoral students in good standing who have satisfied all academic requirements making them eligible for a doctoral internship in psychology and to all postdoctoral candidates for licensure who have completed a doctoral program in psychology at a regionally accredited institution. Thus the individuals being supervised under these guidelines may be referred to by a variety of titles including intern, resident, fellow, trainee, lecturer, assistant professor or some other descriptive title of their professional status.

APA-approved predoctoral or postdoctoral training programs are recognized as meeting the following recommendations regarding the components of supervised experience.

I. Setting of Supervised Experience

A. An acceptable training setting provides ongoing psychological services in a well-defined and established program. Physical components must be available such as office, support staff, and equipment necessary for the supervisee to be successful. The program meets the broad and specialized needs of the supervisee that are congruent with the supervisee's interests, level of training and intended area of practice. Predoctoral settings should offer full spectrum training and provide a foundation for a career in psychology. Postdoctoral experience is intended to focus the training in areas of intended, advanced or specialized practice. The major focus of the setting is on training rather than on generating funds. There is sufficient administrative and financial support to maintain integrity as a training program.

B. Both the predoctoral and postdoctoral programs are organized education and training programs with a planned sequence of supervised experience.

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Postdoctoral programs offer a range of education and training building on the doctoral program and the predoctoral internship. The setting must provide the prospective supervisees with a written document specifying the rules and regulations of the program, as well as the roles, goals and objectives expected from both supervisees and supervisor. At the onset of training, the supervisor will be responsible for developing, along with the supervisees, a written individualized training plan which meets the needs of the supervisees and is consistent with the purpose of the setting. The supervisor is responsible for determining the adequacy of the trainee's preparation for the tasks to be performed. These documents serve as the foundation for quarterly, written evaluations.

C. The program must have a full time licensed psychologist on site who is clearly responsible for the integrity and quality of the program and as many additional psychologists as are necessary to meet the training needs of the supervisees. The program should offer a variety of professional role models and diverse client populations. The predoctoral program has an identifiable group of supervisees who are of sufficient number to insure meaningful peer interaction and support. The postdoctoral program makes every effort to provide meaningful peer interaction and support. The training status of the supervisees must be identified by an appropriate title such as intern, resident, fellow, trainee, etc., such that their training status is clearly identifiable to clients, third party payors as well as other entities.

II. Qualifications of Supervisors

A. Supervising psychologists shall be licensed or certified for the practice of psychology and must be aware of and abide by the ethical principles and state statutes pertaining to the practice of psychology in general and to supervision in particular. Supervisors have adequate training, knowledge and skill to render competently any psychological service which their supervisees undertake. In instances when the needed service of a client is beyond the areas of expertise of the supervisor, supervision may be delegated to another psychologist whose competence in the delegated areas has been demonstrated by previous education, training and experience. They shall not permit their supervisees to engage in any psychological practice which they cannot perform competently themselves. The supervisor has the responsibility to interrupt or terminate the supervisee's activities whenever necessary to insure adequate training and the protection of the public. The supervisor has at least three (3) years of post licensure experience and has had training and/or experience in supervision.

B. The supervisor is ethically and legally responsible for all of the professional activities of the supervisees. For those jurisdictions that allow "interim" licensure of a doctoral level psychologist during the postdoctoral supervised experience, both the supervisor and the doctoral level psychologist share legal and ethical responsibilities. The supervisor's overall responsibility for the supervisee's professional practice of psychology is limited by the extent the credentialed supervisee is functioning independently and has been provided with competent and adequate supervision. The level of supervision should be commensurate with the level of competence of

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the supervisees.

C. The supervisor, or a qualified designee who meets the requirements as a supervisor, provides twenty-four (24) hour availability to both supervisees and the supervisee's clients. The supervising psychologist shall have sufficient knowledge of clients, including face-to-face contact when necessary, in order to plan effective service delivery procedures. The supervisor makes reasonable effort to provide for another qualified supervisor in case of any interruption of supervision due to such factors as the supervisor's illness, unavailability, or relocation.

D. Supervisors avoid entering into dual relationships with their supervisees. Psychologists do not exploit or engage in sexual relationships with supervisees. Supervisors attempt to resolve any unforeseen interference which may be potentially harmful to the supervisory relationship with due regard for the best interests of the supervisee and after appropriate consultation.

E. Predoctoral: The individual supervisor shall supervise no more than three (3) supervisees. Postdoctoral: The individual supervisor shall supervise no more than four (4) supervisees.

III. Nature and Duration of Supervisory Contact

A. Predoctoral: The predoctoral supervised internship consists of a minimum of 1500 hours of actual work experience (exclusive of holidays, sick leave, vacations, or other such absences) completed in not less than 48 weeks nor more than 104 weeks. The predoctoral experience averages at least 16 hours but not more than 40 hours a week. During the predoctoral supervision the supervisor shall provide a minimum of two (2) hours per week of face to face supervision and two (2) hours of additional learning activities such as group supervision, seminars, and case conferences regardless of whether the predoctoral internship is completed in one year or two. At least 50% of the predoctoral supervised experience must be in service related activities such as assessment, interviews, report writing, case presentations, treatment and consultation with at least 25% of that time devoted to face to face direct patient/client contact. No more than 25% of time shall be allocated for research.

B. Postdoctoral: The postdoctoral supervised experience consists of a minimum of 1500 hours of actual work experience (exclusive of holidays, sick leave, vacations, or other such absences) completed in not less than 48 weeks nor more than 104 weeks. The postdoctoral doctoral experience averages at least 16 hours but not more than 40 hours a week. The postdoctoral experience shall include one (1) hour of individual supervision and one (1) additional hour of learning activities per week. There may be special circumstances, e.g., geographical or confirmed physical hardship, when a jurisdiction may consider a variance in the frequency of the supervision sessions so that a minimum of four (4) hours per month of one-to-one supervision shall be maintained. The postdoctoral supervised experience shall consist of at least twenty-five (25) percent and not more than sixty (60) percent of the

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time devoted to direct service per week with the majority of work being in the intended area of practice.

C. Payment for supervisory services by the predoctoral supervisee is not acceptable. If payment is required for supervision for postdoctoral experience, supervisors should pay particular attention to the impact of the financial arrangements on the supervisory relationship.

D. The supervisory process addresses legal, ethical, social, and cultural dimensions that impact not only the professional practice of psychology but also the supervisory relationship. Issues of confidentiality, professional practice, and protection of the public are central.

IV. Written and Oral Evaluation

A. Evaluations provide objective assessment and direct feedback about the supervisee's competence in order to facilitate skill acquisition and professional growth. They are necessary to ensure that supervisees achieve identified objectives. At the outset of the supervisory period each supervisor together with the supervisee shall establish a written contract which specifies: a) the competencies to be evaluated and the goals to be attained; b) the standards for measuring performance; and c) the time frame for goal attainment. Direct feedback should be ongoing with written evaluations provided at least quarterly. Written evaluation of the supervisor by the supervisee should be provided at the end of the training program.

V. Regulation and Enforcement Issues

A. In order to assure quality supervision, supervisors must register with the jurisdiction. Registrants shall submit: academic credentials, applied training and experience, as well as formal and informal training in supervision. Based on those materials, the jurisdiction will evaluate the supervisor's qualifications for providing supervision.

B. Boards should make available detailed information specifying supervisory responsibilities, supervision guidelines, and sample supervisee evaluation forms. All evaluations, both of the supervisor and supervisee, shall be maintained for a minimum of five (5) years and should be made available to the Board if requested.

C. Reports of successful completion of predoctoral and postdoctoral supervised experience will be forwarded to the licensing board as required by the individual jurisdictions. Jurisdiction's complaint and grievance procedures shall be followed where appropriate.

VI. Exceptions for academic and non-HSP psychologists seeking licensure.

A. As noted, the majority of licensure laws for psychologists are generic while regulations are often written focused on the training and supervision required for practice as a health service provider. These rules on supervision are most effective when written in a way that allows any doctoral level psychologist to meet the

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requirements for their intended area of practice. An increasing number of academics and non-HSP, especially I/O, psychologists seeking licensure find it difficult, if not impossible, to meet requirements that appear to be specific to HSP psychologists. Since the services offered by academic and non-HSP psychologists are included in the definition of the scope of practice in ASPPB's Model Act for Licensure of Psychologists (2001), it is appropriate that those services would be relevant as supervised experience. Given that the major concern of licensure is to protect the consumer of psychological services, regulations that focus on the training and supervision requisite for the specific intended area of practice affords greater consumer protection. It is recommended that the following exceptions be included in licensing regulations.

B. Many of the difficulties academics face when seeking licensure would be alleviated if regulations insured that the definition of practice included teaching and research and the definition of clients included students and research subjects. These modifications would provide access to licensure for any psychologist whose intended area of practice is teaching and research. With the exceptions noted below, academics are expected to meet all other recommended predoctoral and postdoctoral supervision requirements for licensure.

L.P. Rehm (personal communication, April 10, 2002) writing about a specific area of psychology notes, "Many psychologists trained in professional psychology and health service delivery go into academic positions directly after internship and completion of their doctorate. Licensure or registration is desirable for these psychologists because they will educate, train and supervise students in health service delivery and may engage in health service practice in educational, research, consultative and professional service situations. An impediment to licensure or registration is the interpretation of the requirement of a year of postdoctoral supervised practice. At issue is whether the activities of an academic psychologist fulfill the definition of supervised practice." These concerns have been expressed repeatedly by academic psychologists. An informal check of regulations finds that the potential use of postdoctoral teaching to meet the required year of postdoctoral supervision is not addressed in the regulations of most jurisdictions.

It is recommended that the following exceptions for academic psychologists be included in licensing regulations:

Psychologists whose intended area of practice is research and teaching in an HSP program may substitute up to 80% of the 1500 hours of required postdoctoral experience with supervised experience as a researcher and teacher in an HSP program. At least 20% of the required hours of postdoctoral supervised experience would be providing direct clinical services to clients and/or supervision of the clinical work of students in the HSP program.

Psychologists whose intended area of practice is research and teaching in non-HSP programs may substitute supervised research and teaching in an academic

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setting as meeting the post doctoral supervision requirement. Certificates or letters of satisfactory completion of postdoctoral supervised training shall clearly state areas of expertise.

Any licensed psychology faculty member, who meets the general requirements for supervisors in these guidelines, may serve as a supervisor.

C. The current supervision requirements in most licensure regulations makes it virtually impossible for many I/O and other non-HSP psychologists to be licensed without undergoing some degree of retraining. While these suggested changes will focus on the regulatory requirements for the licensure of I/O psychologists, they should be equally applicable to many other non-HSP providers.

There are two major challenges to licensure of I/O psychologists: 1) current regulations require that supervisors be licensed which is a major problem since few I/O psychologists are currently licensed and available to serve as supervisors; and, 2) the absence of any APA or APPIC accredited programs that offer predoctoral or postdoctoral training related to their intended area of practice. Most other areas of concern can be, with minor changes, subsumed under the existing Supervision Guidelines. With the exceptions noted below, I/O and non-HSP psychologists are expected to meet all other recommended predoctoral and postdoctoral supervision requirements for licensure.

Some jurisdictions have made changes in their regulations to allow greater flexibility in the requirement for I/O psychologists. Texas regulations require two full years of experience but exempt individuals enrolled in an Industrial/Organizational doctoral degree program from the formal internship requirement (Rules and Regulations, Texas, 2002). Georgia regulations present detailed specifications for the licensure of I/O psychologists including requirements for supervisors who are not licensed and the criteria that must be met by a non-APA approved internship (Rules and Regulations, Georgia, 1998.)

It is recommended that the following exceptions for I/O and other non-HSP psychologists be included in licensing regulations:

Psychologists whose intended area of practice is in Industrial/Organizational psychology or other non-HSP psychologists who face similar problems, are exempted from the requirement that supervisors be licensed psychologists. When it can be demonstrated that a sufficient pool of licensed psychologists is available for supervision but no longer than three (3) years from the date of adoption by the jurisdiction, the licensure requirement should be reinstated. During this initial period, supervisors will be psychologists as identified by earned degrees, positions, memberships in professional organizations, publications, etc., I/O and other non-HSP psychologists may meet the 3000 hours of supervised experience required for licensure in settings that provide training that is consistent with the supervisee intended area of practice. At least 1500 hours must be completed after the granting of the doctoral degree. Training programs must be tailored to follow the general

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guidelines used in traditional internships and postdoctoral settings.

GUIDELINES FOR SUPERVISION OF CREDENTIALLED NON-DOCTORAL PERSONNEL PROVIDING PSYCHOLOGICAL SERVICES

These guidelines apply to personnel providing psychological supervision to those who have a statutory license, registration, or certificate in psychology or in another mental health discipline and who must by statute or rules of employment provide psychological services under the direct supervision of a licensed psychologist as terms of their employment.

I. Setting of Supervised Experience

A. An acceptable employment setting provides ongoing psychological services in a well defined and established program. Physical components must be available such as office space, support staff, and equipment necessary for the supervisee to be successful. The setting meets the broad and specialized needs of the supervisee that are congruent with the supervisee's job description.

B. The work setting must provide the employee with a written document specifying the administrative policies as well as the roles, goals and objectives of the position. At the onset of employment, the supervisor will be responsible for developing, along with the supervisee, a written individualized job description that is consistent with the qualifications of the supervisee and needs of the setting. The supervisor is responsible for determining the adequacy of the employee's preparation for the tasks to be performed. The level of supervision should be commensurate with the level of competence of the supervisee. These documents serve as the foundation for written evaluations.

C. The setting must have a licensed psychologist who is legally and ethically responsible for oversight of the integrity and quality of the services as well as other resources necessary to meet the employment needs of the supervisee.

D. The status of the supervisee must be identified by an appropriate title such as psychological assistant such that their status is clearly identifiable to clients and third party payors, as well as other entities.

E. Titles of employees must clearly indicate their supervised status. Work assignments shall be commensurate with the skills of the uncredentialed person. All procedures shall be planned in consultation with the supervisor.

II. Qualifications of Supervisors

A. Supervising psychologists shall be licensed or certified for the practice of psychology and must be aware of and abide by the ethical principles and state statutes pertaining to the practice of psychology in general and to supervision in particular. The supervisor has at least three (3) years of post licensure experience and has had training and/or experience in supervision. Both the supervisor and the credentialed nondoctoral supervisee share legal and ethical responsibilities. The

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supervisor's overall responsibility for the supervisee's professional practice is limited by the extent the credentialed supervisee is functioning independently and has been provided with competent and adequate supervision.

B. Supervisors have adequate training, knowledge and skill to render competently or have available consultation for any psychological service which their supervisee undertakes. They shall not permit their supervisee to engage in any psychological practice which they cannot perform competently. The supervisor has the responsibility to interrupt or terminate the supervisee activities whenever necessary to insure adequate development of skills and the protection of the public.

C. The supervisor, or a qualified designee who meets the requirements as a supervisor, provides twenty-four (24) hour availability to both supervisee and the supervisee's clients for emergency consultation and intervention. The supervisor makes reasonable effort to provide supervision by another qualified supervisor in case of any interruption of supervision due to such factors as the supervisor's illness, unavailability, or relocation.

D. Supervisors avoid entering into dual relationships with their supervisees. They do not exploit or engage in sexual relationships with supervisees. Supervisors attempt to resolve any unforeseen interference which may be potentially harmful to the supervisory relationship with due regard for the best interests of the supervisee and after appropriate consultation.

E. No supervisor shall supervise more than four (4) supervisees.

III. Nature and Duration of Supervisory Contact

A. The supervisor should not be the employee of the supervisee. Supervisors should pay particular attention to the impact of the financial arrangements on the supervisory relationship.

B. The supervisory process addresses legal, ethical, social, and cultural dimensions that impact not only the professional practice of psychology but also the supervisory relationship. Issues of confidentiality, professional practice, and protection of the public are central.

IV. Written and Oral Evaluation.

A. Based on the job description, written and oral evaluation is necessary to ensure that supervisors achieve identified employment objectives. Evaluations provide objective assessment and direct feedback about the supervisee's competence in meeting the needs of the employment setting.

B. Direct feedback should be ongoing with written evaluations provided at least semiannually. At the outset of the supervisory period each supervisor together with the supervisee shall establish a written contract which specifies: 1) the competencies to be evaluated as well as the goals to be attained; 2) the standards for measuring

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performance; and 3) the job description.

V. Regulation and Enforcement Issues

A. In order to assure quality supervision, supervisors must register with the jurisdiction and shall submit: academic credentials, applied training and experience, as well as formal and informal training in supervision. Based on those materials, the jurisdiction will evaluate the supervisor's qualifications for providing supervision.

B. Boards should make available detailed information specifying supervisory responsibilities, supervision guidelines, and sample supervisee evaluation forms. The jurisdiction's complaint and grievance procedures shall be followed where appropriate.

GUIDELINES FOR SUPERVISION OF UNCREDENTIALLED PERSONNEL PROVIDING PSYCHOLOGICAL SERVICES

These guidelines apply to personnel providing psychological services who do not have a statutory license, registration, or certificate in psychology or in another mental health discipline and who must provide psychological services under the direct supervision of a licensed psychologist as terms of their employment.

I. Setting of Supervised Experience

A. An acceptable employment setting provides ongoing psychological services in a well defined and established program. Physical components must be available such as office space, support staff, and equipment necessary for the supervisee to be successful. The setting meets the broad and specialized needs of the supervisee that are congruent with the supervisee's job description.

B. The work setting must provide the employee with a written document specifying the administrative policies as well as the roles, goals and objectives of the position. At the onset of employment, the supervisor will be responsible for developing, along with the supervisee, a written individualized job description that is consistent with the qualifications of the supervisee and needs of the setting. The supervisor is responsible for determining the adequacy of the employee's preparation for the tasks to be performed. These documents serve as the foundation for written evaluations.

C. The setting must have a licensed psychologist who is legally and ethically responsible for oversight of the integrity and quality of the services as well as other resources necessary to meet the employment needs of the supervisee.

D. The status of the supervisee must be identified by an appropriate title such as psychological assistant, psychometrician, etc., such that their supervised status is clearly identifiable to clients and third party payors, as well as other entities. Clients shall be informed of the possibility of periodic meetings with the supervising psychologist at their, the service provider's, or the supervisor's request.

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E. Work assignments shall be commensurate with the skills of the uncredentialed person. All procedures shall be planned in consultation with the supervisor.

F. Public announcement of services and fees as well as contact with the lay or professional community shall be offered only by or in the name of the supervising psychologist.

II. Qualifications of Supervisors

A. Supervising psychologists shall be licensed or certified for the practice of psychology and must be aware of and abide by the ethical principles and state statutes pertaining to the practice of psychology in general and to supervision in particular. The supervisor has at least 3 years of post licensure experience and has had training and/or experience in supervision. The supervisor is ethically and legally responsible for all of the professional activities of the supervisee

B. Supervisors have adequate training, knowledge and skill to render competently any psychological service which their supervisee undertakes. They shall not permit their supervisee to engage in any psychological practice which they cannot perform competently themselves. The supervisor has the responsibility to interrupt or terminate the supervisee activities whenever necessary to insure adequate development of skills and the protection of the public. All written reports and communications shall be countersigned as "Reviewed and Approved" by the supervising psychologist.

C. The supervisor, or a qualified designee who meets the requirements as a supervisor, provides twenty-four (24) hour availability to both supervisee and the supervisee's clients for emergency consultation and intervention. The supervisor shall have sufficient knowledge of all clients, including face-to-face contact when necessary, in order to plan effective delivery procedures. The supervisor makes reasonable effort to provide for another qualified supervisor in case of any interruption of supervision due to such factors as the supervisor's illness, unavailability, or relocation.

D. Supervisors avoid entering into dual relationships with their supervisees. They do not exploit or engage in sexual relationships with supervisees. Supervisors attempt to resolve any unforeseen interference which may be potentially harmful to the supervisory relationship with due regard for the best interests of both the client and the supervisee and after appropriate consultation.

E. No supervisor shall supervise more than three (3) supervisees.

III. Nature and Duration of Supervisory Contact

A. The supervisor should not be the employee of the supervisee. Supervisors should pay particular attention to the impact of the financial arrangements on the supervisory relationship.

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B. The supervisory process addresses legal, ethical, social, and cultural dimensions that impact not only the professional practice of psychology but also the supervisory relationship. Issues of confidentiality, professional practice, and protection of the public are central.

IV. Written and Oral Evaluation.

A. Based on the job description, written and oral evaluation is necessary to ensure that supervisors achieve identified employment objectives. Evaluations provide objective assessment and direct feedback about the supervisee's competence in meeting the needs of the employment setting.

B. Direct feedback should be ongoing with written evaluations provided at least quarterly. At the outset of the supervisory period each supervisor together with the supervisee shall establish a written contract which specifies: 1) the competencies to be evaluated as well as the goals to be attained; 2) the standards for measuring performance; and 3) the job description.

V. Regulation and Enforcement Issues

A. In order to assure quality supervision, supervisors must register with the jurisdiction and shall submit: academic credentials, applied training and experience, as well as formal and informal training in supervision. Based on those materials, the jurisdiction will evaluate the supervisor's qualifications for providing supervision.

B. The supervising psychologist must register with the Board: 1) the name of the supervised employee rendering the service; 2) the nature of the services rendered; 3) the qualifying academic training and experience of the person; and 4) the nature of the continuing supervision provided to the uncredentialed employee.

C. Boards should make available detailed information specifying supervisory responsibilities, supervision guidelines, and sample supervisee evaluation forms. The jurisdiction's complaint and grievance procedures shall be followed where appropriate.

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