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Why do we need EuroPsy?

- **Transparency**
 - Openness about education and training pathways
- **Quality**
 - Offers a guarantee of quality
- **Development of the profession**
 - Supports efforts of educators and trainers to improve standards and share best practice



EuroPsy

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Aims and guiding principles of EuroPsy

- Promote availability of psychological services across Europe
- Protect consumers through assurance of quality standards
- Ensure award on basis of a) academic curriculum b) professional competence and c) endorsement of ethical standards
- Ensure fairness
- Guarantee qualification at entry level and beyond
- Endorse commitment to active maintenance of competence
- Respect national regulations/licenses - as EuroPsy is not a licence to practice
- Assist competent authorities in recognizing foreign qualifications



EuroPsy

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Background of EuroPsy

- Established by the European Federation of Psychologists' Associations (EFPA)
- Implemented since 2010 (revised 2023)
- European qualification standard for psychologists
- Supplements national standards and helps the public to identify if a psychologist is competent to practice



EuroPsy

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Governance of EuroPsy

- **EFPA** maintains the register of EuroPsy psychologists and has responsibility for oversight and quality assurance of the EuroPsy Certification system.
- **The European Awarding Committee (EAC)** of EFPA has responsibility for developing and monitoring developments of EuroPsy.
- **The National Awarding Committee (NAC)** takes responsibility for the evaluation and award of individual EuroPsy certificates.
- **The Specialist European Awarding Committee (S-EAC)** ensures that the registration and award of the Specialist EuroPsy occurs in accordance with the regulations.
- **The Specialist National Awarding Committee (S-NAC)** takes responsibility for the evaluation and award of individual EuroPsy specialist certificates.



EuroPsy

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Who is participating in EuroPsy?

There are currently 27 countries participating in the EuroPsy



- Albania
- Austria
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Italy
- Latvia
- Lithuania
- Netherlands
- Norway
- Poland
- Portugal
- Slovenia
- Spain
- Sweden
- Turkey
- Ukraine
- United Kingdom



EuroPsy

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Routes to the EuroPsy

There are two main routes into EuroPsy:

- 1. Individual completes application form and gives evidence of their curriculum and subsequent supervised practice in a specific 'field of practice' (clinical or health, education, work & organisational psychology, sport psychology, and other), the **"regular route"**.
- 2. Psychologists who may have trained at a time when the current requirements did not apply can provide evidence of education and practice via a **"transitional arrangement" route**. This route applies for a limited period of time.



EuroPsy

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Applying for the EuroPsy

- 1) Psychologists must complete an application form (downloadable from the website of the National Awarding Committee or the national psychological association in their country).
- 2) The application must provide information on: the university education, the supervised practice, specifying the professional competences and contexts within which she/he has worked under supervision to qualify for independent practice.
- 3) Applicants should check whether their university and the curricula meet the EuroPsy requirements, as otherwise additional courses may need to be taken.



EuroPsy

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Requirements for Basic Certificate

1. Successful completion of academic university curriculum in psychology (at least 5 years, 300 ECTS, max 25 ECTS non psychology)
 - Undergraduate study (min. orientation internship 4 ECTS, thesis 10 ECTS)
 - Graduate study (3 to 6 months internship and thesis each 15-30 ECTS)
- 2) Supervised practice within a specified field of practice (at least 1 year/1500 hours, 60 ECTS) and satisfactory evaluations of professional competences by at least one accredited supervisor in this field of practice
- 3) Commitment to professional code of ethics (MetaCode of EFPA and code of national association in country of practice)



EuroPsy

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Requirements for renewal

- Renewal necessary after 7 years
- At least 400 hours of practice per year over 4 out of 7 years
- At least 80 hours of CPD per year (of which at least 40 hours must be documented)



EuroPsy

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Impact of the EuroPsy

- Influencing legislation on the regulation of psychology, e.g. Spain, Portugal, Croatia, ...
- Influencing university curricula, e.g. Spain, Portugal, Poland, ...
- Improving transparency for the public
- Promoting best practice (supervision; CPD)
- Bringing together psychologists in Europe

**SERIOUS
IMPACT!**



EuroPsy

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EuroPsy Specialisations

- The EuroPsy Specialised Certificate is an additional qualification and builds on the standard of the EuroPsy.
- Generic requirements
 - EuroPsy Basic certificate
 - at least 90 ECTS of study credits of advanced study or training
 - At least three years of postgraduate practice (post eligibility for EuroPsy Certificate) of which at least 500 hours is supervised practice
 - At least 150 hours of supervision (i.e. on average 50 hours a year)
 - Submission of a log book to evidence the specialism
- At the present time the following Specialist Certificates exist
 - Psychotherapy
 - Work and Organizational Psychology
 - Sport Psychology
 - (as a pilot: Clinical Neuropsychology)



EuroPsy

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2) 2023 Revision of EuroPsy Standards, Competences and CPD



EuroPsy

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Background: WG revising EuroPsy

Conny Antoni, Sara Bahia, Peeter Pruul, Bjørnhild Stokvik, Claire Tilley, Vlasta Novak Zabukovec



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WG Task: Revising EuroPsy standards

1. **Revise and update EuroPsy education and training standards** for the *EuroPsy* basic certificate to reflect best practice in EU
 - a) Appendix II: Framework and minimal standards for education and training of psychologists
 - b) Appendix V: Supervised practice
2. **Revise EuroPsy Competences (Appendix III)** taking account of the International Declaration of Core Competences in Professional Psychology
3. **Elaborate CPD standards (Appendix VI)** and develop guidelines on systems for evaluating CPD



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EFPA Competence Framework

2010 EuroPsy	2023 EuroPsy Competences	Core Competences
Primary		Professional activities
1) Goal specification		1. Set relevant goals
2) Assessment		2. Psych. Assessments & evaluations
3) Development		3. Psych. interventions
4) Intervention		4. Communicate appropriately
5) Evaluation		
6) Communication		
Enabling		Professional behaviour
1. Professional strategy		1. Practice ethically
2. CPD		2. Act professionally
3. Professional relations		3. Relate appropriately to clients /others
4. R & D		4. Work with diversity and cultural competence
5. Marketing & sales		5. Operate as an evidence-based practitioner
6. Account management		6. Reflect own work
7. Practice management		
8. Quality assurance		
9. Self-reflection		



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Analysis of strengths and weaknesses of the EuroPsy regulations 2010



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EuroPsy Competences: Strengths

EuroPsy Model

- Sets European standards for education in psychology
- Describes important competences for psychologists and independent practice
- Stresses the importance of (context related) knowledge, understanding, skills and attitudes applied and practiced ethically
- Incorporates the idea of problem-solving cycles



EuroPsy

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EuroPsy Competences: Weaknesses

• Primary competences

- Inconsistent structure between and within categories
- Specify content (e.g., need analysis) or level/object of actions (e.g., individual, group assessment)
- Mix content, level/object and type of interventions (e.g., planning, person, direct, indirect)
- Only Development & Evaluation follow a problem-solving cycle, but overlap (Service/product evaluation)

• Enabling competences:

- Not needed for all areas of practice (Marketing & Sales; Practice management)
- Lack important aspects: e.g. ethical, diversity/cultural, technological competences, research, teaching, and advocacy of psychology

• Primary and enabling competences

- Theoretical rationale and relation to competence models are unclear.
- Do not specify psychological knowledge, skills, attitudes (KSA) and learning outcomes
- Overlap (e.g., Development and Research and Development).
- Do not relate to curriculum contents / competences in phase 1-3 (Appendix II, tables 1 and 2).

• Redundancies and lacking clarity in standards



EuroPsy

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Accepted WG Proposal

3) Education and training standards for the EuroPsy basic certificate (Appendix II)



EuroPsy

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EuroPsy Basic Framework

Three phase or integrated curriculum (360 ECTS)

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



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Curriculum framework & minimum standards (ECTs)

- 1st Phase**
 - basic competences
 - preparing for 2nd phase
- 2nd Phase**
 - advanced competences
 - preparing for supervised practice in a specified field of practice or research
- 3rd Phase: Fields of practice**
 - Clinical & Health
 - Education
 - Work & Organisations
 - Sport Psychology and
 - Other

Phase	Component	Total
1st Phase (Bachelor or equivalent)	Basic theoretical courses and practical exercises	Min 120
	Psychological methodology	Min 30
	Introduction to psychological research practice training, guided by practitioners	Min 4
	Research project (thesis)	Min 16
	Non-psychology thesis	Min 15
	Total 1st phase	Min 165
2nd Phase (Masters or equivalent)	Advanced content, seminars, assignments or other formats in selected basic and applied areas of psychology and psychological methodology	Min 60
	Research project (thesis)	Min 15 to max 30
	Total 2nd phase	Min 75 to max 90
3rd Phase	Supervised Practice	Min 60
	Total 3rd phase	Total 165

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Curriculum framework 1st phase

Objectives	Contents
to achieve basic KSA of functional and foundational competences in the following domains	(With respect to individuals, groups and society/systems)
Introduction to psychological science	<ul style="list-style-type: none"> Overview of key areas of psychology History of psychology Basic principles, problems, and methods underlying the science of psychology Ethical codes, research, and professional ethics Collecting information/library & bibliographic skills

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Curriculum framework 1st phase

Objectives	Contents
Basic courses in key fields of basic and applied psychology	Basic fields <ul style="list-style-type: none"> General Psychology (Cognition and Emotion) Psychobiology and Neuropsychology Differential and Personality Psychology Social Psychology Developmental Psychology Applied fields: <ul style="list-style-type: none"> Clinical and Health Psychology Educational psychology Work and Organisational Psychology And further fields such as <ul style="list-style-type: none"> Community Psychology Environmental Psychology Forensic Psychology Sport Psychology Traffic Psychology Etc.

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Curriculum framework 1st phase

Objectives	Contents
Basic psychological research methods	<ul style="list-style-type: none"> Research methods in psychology Training in research methods Quantitative and statistical methods Qualitative methods Psychometrics (data and test theory, test and questionnaire construction training, Evaluation theory) Data analysis and interpretation, understanding research literature
Basic professional competences along the EFPA framework of competences	<ul style="list-style-type: none"> Relating to others Observing Assessing Interviewing and communicating Giving and receiving feedback

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Curriculum framework 1st phase

Objectives	Contents
<i>Non-psychology theories</i>	<ul style="list-style-type: none"> Theoretical and practical courses on topics from other disciplines relevant for professional activity. E.g. medicine, law, business economics, philosophy
<i>Basic research competence</i>	<ul style="list-style-type: none"> RESEARCH PROJECT (THESIS) / Reading / writing project papers
<i>Basic professional competences along the EFPA framework of competences</i>	<ul style="list-style-type: none"> Orientation INTERNSHIP / onsite practice training guided by practitioners



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Curriculum framework 2nd phase

Objectives to achieve KSA of functional and foundational competences in the following domains	Contents (With respect to individuals, groups and society/systems) preparing for supervised practice in a specified field of practice or research
<i>Advanced courses in selected basic and</i>	Advanced courses in basic fields, e.g.: <ul style="list-style-type: none"> General Psychology (Cognition and Emotion) Psychobiology and Neuropsychology Differential and Personality Psychology Social Psychology/Developmental Psychology
<i>applied fields of psychology</i>	Advanced courses in applied fields, e.g.: <ul style="list-style-type: none"> Clinical and Health Psychology Educational Psychology Work and Organisational Psychology And further fields such as <ul style="list-style-type: none"> Community Psychology Environmental Psychology Forensic Psychology Sport Psychology Traffic Psychology, Etc.



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Curriculum framework 2nd phase

Objectives	Contents
<i>Advanced assessment and evaluation methods</i>	<ul style="list-style-type: none"> Advanced quantitative and or qualitative research design (e.g., survey methods, advanced interviewing, EEG, fMRI, eye-tracking) Advanced multivariate statistics and or qualitative methodologies (e.g. data analyses) Advanced assessment and psychometric theory, Field specific assessment and evaluation methods (e.g., work & organisational psychology, educational psychology, clinical psychology, neuropsychology and/or other psychological subdisciplines, such as work analysis, analysis of learning needs, psychopathology assessment, evaluation of intervention outcomes) Skills training in report writing and or expert reports and or diagnostic reports



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Curriculum framework 2nd phase

Objectives	Contents
<i>Advanced interventions methods:</i>	Project based planning and implementing E.g. training in the design of performance rating systems, the design of a training system, the development of a therapeutic plan, psychotherapeutic intervention methods
<i>Ethics</i>	Knowledge of ethical principles and their application Skills training in the application of ethical principles and ethical codes to professional practice
<i>Advanced research Competence</i>	RESEARCH PROJECT (THESIS)
<i>Professional competences along the EFPA frame-work of competences</i>	INTERNSHIP




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EuroPsy Min. and Max Requirements

Phase	Component		Total
1 st Phase: (“Bachelor” or equivalent)	Basic theoretical courses and practical exercises	The curriculum should include orientation to psychology, basic knowledge in key areas of basic and applied psychology and areas of professional activity and train both functional and foundational competences	Min 111
	Psychological methodology		Min 30
	Orientation internship (on-site practice training guided by practitioners)		Min 4
	Research project / thesis		Min 30
	Non-psychology theory		Max 25
			Total 180
2 nd Phase: (Masters or equivalent)	Advanced courses, seminars, assignments or other formats in selected basic and applied fields of psychology and psychological methodology		Min 60
	Internship	Min 15 to max 30	
	Research project / thesis	Min 15 to max 30	Max 60
			Total 120
3 rd Phase	Supervised Practice	Min 60	Total 60
			Total 360

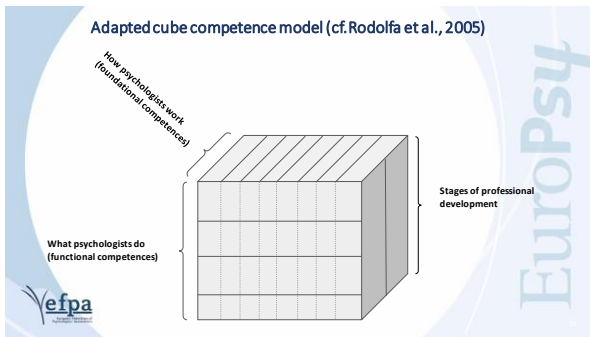
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4) EuroPsy Competence Model (Appendix III)

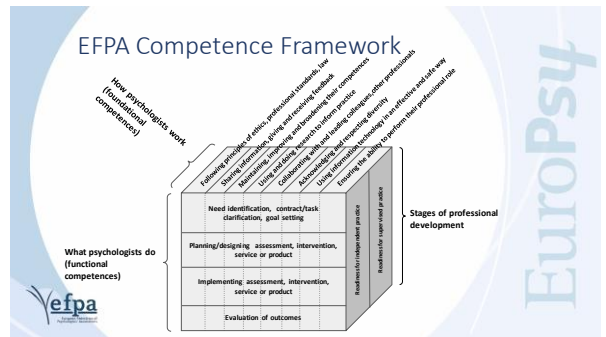


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2010 EuroPsy	2023 EuroPsy Competences Learnings outcomes, KSA	Core Competences
Primary	Functional	Professional activities
1) Goal specification 2) Assessment 3) Development 4) Intervention 5) Evaluation 6) Communication	1. Clarify needs/goals 2. Plan/design assessments, interventions, services/products 3. Implement them 4. Evaluate outcomes	1. Set relevant goals 2. Psych. Assessments & evaluations 3. Psych. interventions 4. Communicate appropriately
Enabling	Foundational	Professional behaviour
1. Professional strategy 2. CPD 3. Professional relations 4. R & D 5. Marketing & sales 6. Account management 7. Practice management 8. Quality assurance 9. Self-reflection	1. Ethics, professional stand., law 2. Communication and relational 3. CPD 4. Science and research 5. Collaboration and leadership 6. Individual and cultural differ. 7. Digital / ICT 8. Self-reflection and self-care	1. Practice ethically 2. Act professionally 3. Relate appropriately to clients/others 4. Work with diversity and cultural competence 5. Operate as an evidence-based practitioner 6. Reflect own work

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Moving from describing content to describing learning outcomes and psychological knowledge, skills and attitudes (KSA) needed for functional and foundational competences

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Table 4. Primary competences of psychologists		Table 4. Functional competences (describing what psychologists do)	
Primary competences	Description	Functional competences	Learning outcome, competences needed
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	1. Need identification, contract/task clarification and Goal setting	Learning outcome: The psychologist can: <ul style="list-style-type: none"> Identify, assess, and analyse clients' needs and risks Gather information about the clients' context to inform action Clarify expectations and contract with clients Set appropriate goals for action (assessment/intervention/service/product) specifying criteria for evaluation Clients can be individuals, groups or organizations, communities or society within different contexts/situations
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken		
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfillment later.		

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Table 4. Primary competences of psychologists		Table 4. Functional competences (describing <u>what</u> psychologists do)	
Primary competences	Description	Functional competences	Learning outcome, competences needed
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	1. Need identification, contract/task clarification and Goal setting	Competences needed are in particular :
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		Knowledge <ul style="list-style-type: none"> • Basic principles, problems and methods underlying the science of psychology • Mental health and wellbeing, normotypical and atypical functioning and development, and their preconditions • Psychopathology and or dysfunctional/maladaptive behaviour (incl. clinical, forensic, occupational and educational settings)
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfillment later.		

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Table 4. Primary competences of psychologists		Table 4. Functional competences (describing <u>what</u> psychologists do)	
Primary competences	Description	Functional competences	Learning outcome, competences needed
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	1. Need identification, contract/task clarification and Goal setting	Competences needed are in particular:
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		Skills <ul style="list-style-type: none"> • Establishing contact with clients in different emotional states • Interviewing, listening, and observing skills • Gathering and understanding additional information (from scientific literature, medical/educational/organisational records, stakeholder analysis and other available documents /sources) • Arranging, structuring and critically evaluating information, drawing conclusions, formulating the problem until it informs next actions (assessment or intervention) • Negotiating tasks/goals with clients and important others
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfillment later.		

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Table 4. Primary competences of psychologists		Table 4. Functional competences (describing <u>what</u> psychologists do)	
Primary competences	Description	Functional competences	Learning outcome, competences needed
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided	1. Need identification, contract/task clarification and goal setting	Competences needed are in particular:
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.		Attitudes <ul style="list-style-type: none"> • Curious – interest leading to inquiry to understand the causes of client's behaviour and interpretation of events • Open – be open to client's needs and goals • Empathic – willingness to understand the client's situation and share client's feelings • Collaborative – display a willingness to work with clients and others in a respectful manner
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfillment later.		

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Table 5. Enabling competences		Table 5. Foundational competences (describing <u>how</u> psychologists do)	
Enabling competences	Definition	Foundational competences	Learning outcome, competences needed
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	1. Competences related to ethics, professional standards, and law	Learning outcome: The psychologist can <ul style="list-style-type: none"> • Apply relevant ethical principles and adheres to relevant laws, codes and rules in one's practice and conduct. • Recognize, record and solve ethical dilemmas and deviation of professional standards in one's professional practice and research using an appropriate decision making and quality management approach • Recognize the relevance and importance of ethical codes and professional standards as a basis of professional conduct, research and practice • Give support/advice/consultation for colleagues on matters of ethics
			Clients can be individuals, groups or organizations, communities or society within different contexts/situations

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Table 5. Enabling competences		Table 5. Foundational competences (describing how psychologists do)	
Enabling competences	Definition	Foundational competences	Learning outcome, competences needed
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	1. Competences related to ethics, professional standards, and law	<p>Competences needed are in particular:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • EFPA ethical meta-code, relevant international conventions, international and national laws and professional standards pertaining to one's professional practice and research • Relevant laws and regulations in one's professional practice and research <p>Skills</p> <ul style="list-style-type: none"> • Applies relevant ethical codes and professional standards into one's professional practice, research and conduct • Recognizes and solves ethical dilemmas and deviation of professional standards in one's professional practice and research using an appropriate decision making and quality management approach • Consults with colleagues/supervisors and seeks for additional viewpoints from relevant literature

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Table 5. Enabling competences		Table 5. Foundational competences (describing how psychologists do)	
Enabling competences	Definition	Foundational competences	Learning outcome, competences needed
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.	1. Competences related to ethics, professional standards, and law	<p>Attitudes</p> <ul style="list-style-type: none"> • Responsible – acts in a responsible manner and in line with relevant ethical, conduct and legal frameworks • Respectful – demonstrates respect when engaging with clients • Honest – acts with integrity and honesty • Conscientious – demonstrates attention to detail and a thorough approach • Reflective – willingness to think and reflect critically and hypothesis-oriented, and apply reasoning in decision making processes

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Functional competences	Learning outcome, competences needed
<p>2. Planning /designing relevant assessment and intervention or product/service</p>	<p>Learning outcome: The psychologist can plan/design or consider and choose among relevant assessments and interventions or services/products according to the clients' needs and context/situations and the goals agreed upon. (<i>Intervention is defined here in general terms: it may include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.</i>)</p> <p>Competences needed are in particular: Knowledge</p> <ol style="list-style-type: none"> 1. Psychometrics 2. Theories of individual/team/organisational behaviour and change/modification/development 3. Constructs that are measured (by quantitative and qualitative methods) or intervened (e.g., personality, emotions, cognitive functions, actions, team/ organizational processes etc) 4. Specific assessment/intervention methods, their procedures and their attributes/qualities

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Functional competences	Competences needed are in particular:
<p>2. Planning /designing relevant assessment and intervention or product/service</p>	<p>Skills</p> <ol style="list-style-type: none"> 1. Choosing methods and their implementation strategies, taking into consideration the goals of assessment/intervention, clients' (mental) status, their context and individual/group/organisational differences 2. Analysing the options available and formulating hypotheses about the possible outcomes of the choices and the evaluation criteria for testing these hypotheses <p>Attitudes</p> <ol style="list-style-type: none"> 1. Caring – displays kindness and concern for others, considering a client's emotional state 2. Responsible – being aware of one's own responsibility 3. Flexible – displays a flexible approach and mindset 4. Critical and hypothesis-oriented thinking – display willingness to reflect critically on own actions

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Functional competences


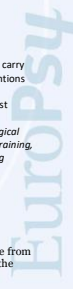
3. Implementing psychological assessments or interventions or services/products

Learning outcome: The psychologist can appropriately carry out psychological assessments and implement interventions or services/products with/for clients in different contexts/situations. This can include pilot studies to test psychological assessments and interventions or services/products. *(Interventions can include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.)*

Competences needed are in particular:

Knowledge

1. Procedures of specific assessment/intervention methods or services
2. Possible difficulties and problems that may come from method/service itself, clients' specificity etc., and the ways of overcoming these difficulties

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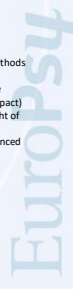
Functional competences

3. Implementing psychological assessments or interventions or services/products

Competences needed are in particular:

Skills

1. Can implement specific assessment/intervention methods under different conditions and with different clients
2. Can recognise, articulate and manage/accommodate unexpected / possible (side)effects (consequences, impact) during the assessment/intervention without losing sight of the agreed goal
3. Can test the apriori formulated hypotheses for evidenced based decisions

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Functional competences

3. Implementing psychological assessments or interventions or services/products

Competences needed are in particular:

Attitudes

1. Conscientious – accurate with attention to details of situations, interpretations, and feelings of clients
2. Empathic – willingness to understand and share the feelings of clients and others and one's own reactions, and reflect their consequences with respect to the applied assessment and intervention
3. Flexible – willingness to adapt one's assessment and intervention approach
4. Open – be open to new experience, assessment and intervention knowledge, research, and practice
5. Patient – demonstrates tolerance of delay, problems or suffering caused by assessments and interventions without becoming annoyed or anxious


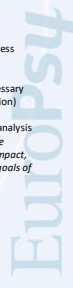



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Functional competences

4. Evaluation

Learning outcome: The psychologist can evaluate process characteristics, and outcomes, outputs, and impact of psychological assessments and/or interventions or services/products and to revise the procedures if necessary during the implementation process (formative evaluation) and at the end (summative evaluation).
If needed, it may mean going back to section 1 (need analysis and goal setting) and start the process again. *(Outcome measures may include reliability, validity, usefulness, impact, gain, effectiveness etc. depending on the context and goals of the evaluation)*

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Functional competences

4. Evaluation

Competences needed are in particular:

Knowledge

1. Psychometrics
2. Quantitative and qualitative research methods to gather, analyse and interpret data

Skills

1. Develop and apply appropriate evaluation designs
2. Gathering, analysing, and interpreting evaluation data with respect to quality and ethical criteria and evaluation goals, considering cultural competences
3. Detecting/scrutinising noteworthy details, critically reflecting and adapting assessment/evaluation accordingly to ensure quality

Attitudes

1. Honest – willingness to accept evaluation results that are not expected and act with integrity
2. Flexible – willingness to probe different interpretations of evaluation outcomes and own biases
3. High quality mindset – strives for continuous improvement of one's problem-solving approach



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Foundational competences

2. Communication and relational competences

Learning outcome:

1. Establish a working alliance
2. Take others' perspective and acknowledge others experience, etc.
3. Express his/her thoughts, professional contributions and share information with clients, other professionals and public.
4. Manage professional and personal boundaries appropriately

Competences needed are in particular:

Knowledge

1. Communication theory/models
2. Theories on social relations / interactions




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Foundational competences

2. Communication and relational competences

Competences needed are in particular: Skills

1. Interpersonal skills (e.g. – verbal fluency, emotional and affective expression, persuasiveness, warmth/positive regard, hopefulness, empathy, alliance bond capacity, and alliance-rupture-repair responsiveness; perspective taking; consistency)
2. Obtain informed consent, sharing information, professional contributions with clients and important others taking into account the status/condition of the client and important others (e.g. parents)
3. Negotiate the needs, goals, process, and results of assessment/intervention and resolving conflicts with clients and important others
4. Give and receive constructive feedback, writing structured reports and presenting oral reports adequate for different audiences
5. Share information and check understanding using clear language and appropriate, written materials, making reasonable adjustments where appropriate to optimise people's understanding.
6. Present and clarify the relevance of the psychologist's professional contributions



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Foundational competences

2. Communication and relational competences

Competences needed are in particular: Attitudes

1. Open – applies an open minded and enquiring client specific approach to communication and relationship building
2. Honest – when obtaining informed consent, developing contract, reporting the findings
3. Positive – supportive and positive in approach in communication and feedback
4. Respectful – accepts others as equal in professional interactions



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Foundational competences



3. Continuing Professional Development – CPD competences

Learning outcome:

Psychologists have the responsibility of developing their professional qualities and maintaining, improving, and broadening their knowledge, expertise and multi-faceted competences. This requires that they are able to use the functional competences to develop their own professional competences in a career long process: analysis of training needs, goal setting, planning the training, implementing the training, evaluating the training.

The psychologist can:

1. Maintain professional competences
2. Overcome gaps in knowledge and skills
3. Respond to the challenges of the rapidly growing knowledge base and technological developments by upskilling
4. Change practice requirements when needed
5. Commit to continuous lifelong learning
6. Engage in supervision
7. Share and learn from collaboration with other psychologists and professionals

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Foundational competences

3. Continuing Professional Development – CPD competences



Competences needed are in particular:

Knowledge

1. Recent/novel evidence-based research, methodological and theoretical psychological perspectives in specific fields of practice
2. Multicultural perspectives of psychology and diversity
3. Interprofessional collaborative practices
4. Professionalism/Ethics

Skills

1. Updating knowledge in line with current evidence bases
2. Identifying needs and areas for development
3. Exploring knowledge
4. Examining and analysing information from a range of sources and different mediums
5. Questioning and using critical thinking
6. Self-actualising, self-reflecting and learning

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Foundational competences

3. Continuing Professional Development – CPD competences

Competences needed are in particular:

Attitudes

1. Open – be open to challenge, change and development
2. Curious – interest leading to inquiry, be interested in the causes of behaviour and events
3. Collaborative – display a willingness to work with others in a respectful manner, to share knowledge and experiences
4. Goal oriented – set goals and evaluate progress on a regular basis
5. Innovative – explore new ways of working
6. Proactive – identify professional development activities




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Foundational competences

4. Science and research competences

Learning outcome: Psychological practice requires a constant critical reflection that is informed by knowledge, practice and research and the ability to use and do research to inform practice and understand of the process of research.

The psychologist can:

1. Engage in evidence-based decision making, critical reasoning, and integrating best available scientific and contextual expertise into practice
2. Use informed and scientifically established assessment, intervention, supervision and consultation tools and strategies
3. Informs oneself critically and reflectively about advances in psychological science, other sciences in general and own subject area.




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Foundational competences

4. Science and research competences


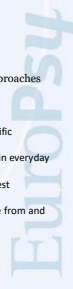
Competences needed are in particular:

Knowledge

1. Scientific decision-making processes
2. Hypothesis testing and research problem solving approaches
3. Qualitative and quantitative methods

Skills

1. Search for, critically read, understand and evaluate scientific psychological literature
2. Be able to formulate hypotheses and research questions in everyday psychological practice
3. Collect and analyse qualitative and quantitative data to test hypotheses or explore research questions
4. Use qualitative and quantitative research data to theorise from and improve practice

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Foundational competences

4. Science and research competences

Competences needed are in particular:

Attitudes

1. Critical and hypothesis-oriented thinking – display willingness to reflect critically and formulate hypothesis for further actions
2. Curious – interest leading to inquiry, be interested in scientific knowledge
3. Open – willingness to consider different perspectives
4. Conscientious – willingness to respect scientific findings, make thorough data analysis and pursue the integrity of research

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Foundational competences

5. Collaboration and leadership competences



Learning outcome:

Learning outcome: The psychologist can work effectively with and consult colleagues/other professionals in the same and other disciplines to provide safe, high-quality client-centred services. He/she is able to perceive in which task and context he/she has expertise and is expected to assume leadership functions.

Competences needed are in particular:

Knowledge

1. Roles and methods of related professions
2. Models and formats of supervision/ intervention
3. Theories on (inter-, multi-, trans-)disciplinary teamwork/cooperation/collaboration/group dynamics and leadership
4. Systemic theories

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Foundational competences

5. Collaboration and leadership competences



Competences needed are in particular:

Skills

1. Shared decision-making and leadership
2. Perspective taking
3. Resolving conflict
4. Managing and leading change

Attitudes

1. Trustful – willingness to create an environment of confidence
2. Open – be open to new experience, knowledge, research, and practice
3. Collaborative - display a willingness to work with other people in a respectful manner
4. Responsible – willingness to take on responsibility

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Foundational competences



6. Individual and cultural differences competences

Learning outcome:

The psychologist can:

1. Identify, acknowledge, and respect diversity and minority issues
2. Recognise one's own values, beliefs, and experiences on one's professional behaviour with clients and others and the impact on others
3. Work and communicate effectively with all forms of diversity in clients, colleagues, and others
4. Be inclusive in all forms of diversity in working with clients, colleagues, and others

Awareness of own biases helps to avoid stereotyping individuals belonging to different groups. The psychologist can consider that sociocultural factors such as gender, gender identity, culture, ethnicity, age, family context, religion, sexual orientation, majority / minority affiliation etc. are included in the assessment of factors which affect personality, values, worldview, relationships, psychopathology, and attitudes to treatment, and can make individual adjustments to the client's needs based on this.

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Foundational competences

6. Individual and cultural differences competences

Competences needed are in particular:

Knowledge

1. Diversity theories
2. Intercultural theories
3. Personality theories
4. Adaptation and inclusion theories

Skills

1. Perspective taking
2. Self-reflection
3. Identify differences
4. Manage diversity
5. Advocate for others

Attitudes

1. Open – be open to new experience, values, knowledge
2. Empathic – willingness to understand and share the feelings of others
3. Curious – interest leading to inquiry of others
4. Respectful to other experiences, values, knowledge
5. Proactive toward improving the situation for others and self






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Foundational competences

7. Digital/information and communication technology competences

Learning outcome:

- The psychologist can use digital technologies, in particular information /communication technologies in an effective and safe way considering clients' needs, data protection, online privacy and cybersecurity for need analysis and goal setting, assessment, intervention, and evaluation.
- Knowledge about the possibilities and limitation of digital technologies, in particular information/communication technologies and the skills to apply the technology in an effective and safe way.

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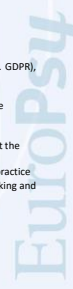
Foundational competences

7. Digital/information and communication technology competences

Competences needed are in particular:

Knowledge

1. Ethical practice, legal and security requirements (e.g. GDPR), specific to electronic/remote practice
2. Professional boundary issues
3. Range of digital technologies (e.g. Self Help or Online Blended Learning/Therapy)
4. The role of apps in psychological assessments and interventions and other platforms available to support the delivery of psychological interventions
5. Communication processes which may affect digital practice across individual, system and group work (e.g. turn taking and use of non-verbal information)

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Foundational competences

7. Digital/information and communication technology competences


Competences needed are in particular:

Skills

1. Adequately apply data protection principles (including risk and safety) to all aspects of remote/online or in person work.
2. Recognise one's own competences, training and supervision needs in relation to the context of digital practice
3. Recognise needs and culture-specific requirements of clients and provide suitable digital modalities
4. Manage boundaries if working remotely (e.g. conducting a consultation session via video chat from home)
5. Critically appraise digital tools and interventions and use the evidence base to inform selection of these for practical and research purposes

Attitudes

1. Responsible – works in an ethical, safe, and effective way attending to professional and clinical boundary issues specific to online/remote practice
2. Flexible – displays a flexible approach and mindset

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Foundational competences

8. Self-reflection, and self-care competences

Learning outcome:

To promote their own wellbeing and ensure the ability to perform their professional role, psychologists have the responsibility of self-awareness, self-reflection, and self-care. This includes psychologists balancing their professional and personal lives. Psychological practice entails exposure to potentially distressing situations that may create a risk for the psychologist's and may affect the client's wellbeing. The psychologist can:

1. Acknowledge that the well-being of clients depends on his/her own self-awareness and self-regulation
2. Acknowledge own thoughts, behaviours, attitudes and prejudices
3. Identify and analyse own needs and risks through an unbiased and unattached perspective
4. Recognise and correct errors, such as losing professional distance or impartiality
5. Engage in physical, psychological, spiritual or support activities described as the components of self-care

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Foundational competences

8. Self-reflection, and self-care competences

Competences needed are in particular:

Knowledge

1. Awareness of occupational risks and how to mitigate and manage them
2. Mental health and career satisfaction indicators
3. Deontology and professional values

Skills

1. Self-observe, -analyse, -reflect and -evaluate (attending to signs of distress)
2. Seek interpersonal support, or professional, if needed
3. Balance personal and professional requirements
4. Resilience and coping strategies

Attitudes

1. Attentive – attuned to own emotional state and willingness to recognise one's own thoughts and feelings
2. Open - Willingness to change

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

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Supervised Practice (SP)

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

- with a direct interaction with real clients in a real work setting
- during one year of fulltime practice or its equivalent with a minimum of 1500 hours (each 60 minutes)
- after phase I- and II of a 5 year BA- and MA- /equivalent study or integrated in a 6-year programme
- regular meetings about every two weeks with a NAC recognized, trained supervisor (in total min 50 h)
- supervisor makes formative and summative assessments of the functional and foundational competences (sufficiently/insufficiently developed for basic independent practice) and gives feedback

Aims to

- prepare a psychologist for independent practice
- develop the professional role of a psychologist
- integrate theoretical and practical knowledge



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Supervised Practice (SP)

Supervisory and self assessment of functional and foundational competences distinguishes between the two levels of competence


<p>Not yet competent Competence insufficiently developed Need of further development and requiring guidance and supervision</p>	<p>Competent Competence sufficiently developed Performing tasks without guidance at the basic level of <i>EuroPsy</i></p>
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Supervised Practice (SP)


Formative assessment Description of the relevant task which is supervised:	Supervisory Assessment	Self assessment	To do to reach learning goals
<p>Functional Competences</p> <ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes
1. Need identification, contract/task clarification, goal setting			
2. Planning/designing assessment, intervention, service, or product			
3. Implementing assessment, intervention, service, or product			
4. Evaluation			



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Supervised Practice (SP)

Formative assessment Foundational Competences	Supervisory Assessment	Self assessment	To do to reach learning goals
<ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes 	<ul style="list-style-type: none"> Knowledge Skills Attitudes
1. Ethics, law, professional standards - competences			
2. Communication and relational competences			
3. Continuing Professional Development – CPD competences			
4. Science and research competence			
5. Collaboration competences			
6. Individual and cultural differences competences			
7. Digital/information/communication technology competences			
8. Self-reflection, and self-care competences			



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Supervised Practice (SP)

Summative Assessment Fields of Practice	Clinical & Health	Education	Work & Organisation	Sport Psychology	Other (specify)
Functional Competences					
1. Need identification, contract/task clarification, goal setting	X				
2. Planning/designing assessment, intervention, service, or product	X		X		
3. Implementing assessment, intervention, service, or product	X				
4. Evaluation	X		X		

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Supervised Practice (SP)

Example of summative assessment of foundational competences

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

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

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Continuing Professional Development (CPD)

Professional work experience

- In addition to their ongoing professional work (at least 400 hours per year for at least 4 years during the 7 year revalidation period), psychologists need to update and broaden their professional knowledge and skills through a range of professional development activities.
- To maintain their competences, psychologists are expected to provide explicit evidence of at least 40 hours of CPD activities per year (all together 160 hours).
- However, a minimum of 80 hours per year are recommended. CPD is recommended to be distributed at least over four years. Evidence of a variety of activities is required.
- E.g. Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (max. 60%) / Certified attendance in supervision / intervision meetings (max. 30%) / Teaching (max. 20%)

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Types of CPD, e.g.

- Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (max. 60%).
- Certified attendance at a professional or scientific conference (max. 20%)
- Development of specific new skills through practice at work (max. 20%)
- Certified attendance in intervision meetings (e.g., quality circles) (max. 30%)
- Certified attendance in supervision (max. 30%)
- Certified work as a supervisor (max. 20%)
- Teaching psychology courses as a professional practitioner (max. 20%)
- (Co-)authorship and/or editing of publications on research and/or professional issues (max. 30%).
- Editorial work on journals and books in psychology (max. 20%)

For the purpose of revalidation the sum of the last four categories above cannot exceed 60%.



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Please refer to the website for any additional information and updates



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Thank you!

Any questions?



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