

**Authorisation Scheme for Psychologists**

**Guidelines for the practical training programme**

**December 2002, amended in May 2014**

 **Contents**

[Chapter 1: Purpose of the practical training programme 3](#_TOC_250009)

[Chapter 2: Scope and contents of the programme 4](#_TOC_250008)

[Duration of the programme 4](#_TOC_250007)

[Contents of the programme - assignments 5](#_TOC_250006)

Chapter 3: Supervision/expert guidance 6

[Purpose of supervision - responsibilities and obligations 6](#_TOC_250005)

[The supervisor’s professional qualifications 7](#_TOC_250004)

[Scope of the supervision 8](#_TOC_250003)

[Chapter 4: Documentation for the practical training programme 9](#_TOC_250002)

[Chapter 5: Special circumstances 10](#_TOC_250001)

[Chapter 6: Entry into force and transition scheme 11](#_TOC_250000)

**Annexes: Main areas of practice and Target groups** 12

I: Main areas of practice 12

Assessment 12

Intervention 12

II: Target groups 13

Individual 13

Group 13

Organisation 14

**Authorisation Scheme for Psychologists**

**Guidelines for the practical training programme**

The right to obtain authorisation as a psychologist is conditional upon the psychologist having obtained a master’s degree in psychology or an equivalent degree and that the psychologist has subsequently undergone a supplemental practical training programme for a period of at least two years.

As stated in Section 2(1)(ii) of the Danish Act on Psychologists, etc., the Danish Supervisory Board of Psychological Practice establishes guidelines for the practical training programme which forms the basis for authorisation.

# Chapter 1. Purpose of the practical training programme

The programme which forms the basis for becoming an authorised psychologist is a practical further education and training programme aimed at ensuring that the public receives qualified services from psychologists.

The aim of the programme is to qualify the psychologist to independently take on a variety of tasks relating to assessment and intervention. This is done by training the psychologist in putting theoretical knowledge into practice, thus enabling the psychologist to provide the reasoning behind their psychological measures on the basis of theoretical and methodological considerations.

In relation to assessment, this means that:

* The psychologist can provide the reasoning for relevant forms of assessment in relation to the task,
* The psychologist can conduct assessments that are realistic and feasible,
* The psychologist can conduct assessments with relevancy and precision, i.e.
	+ that the methods used are relevant in relation to the object of assessment,
	+ that the procedures and/or tests used are employed as intended,
	+ that the assessment is sufficiently comprehensive for the psychologist to draw reliable conclusions,

**-** that on the basis of the assessment, the psychologist can provide justifications for interventions and/or perform the necessary classification.

* The psychologist can provide a written or verbal report of the assessment which provides an answer to the purpose of the investigation.

In relation to intervention, this means that:

* The psychologist can provide reasoning for relevant forms of intervention in relation to the assessment and/or assignment
* The psychologist can utilise different methods and forms of intervention,
* The psychologist can set out goals for the intervention which are realistic and can be evaluated,
* The psychologist can evaluate the relevance of the forms of evaluation they use.

The purpose of the programme is also for the psychologist, over the course of their training, to increase their awareness of their own strengths and limitations while also expanding their professional opportunities to perform a qualified assessment and remain reflective of their own theoretical standpoint.

The two main areas of practice, assessment and intervention, are described in further detail in the annex: I Main areas of practice and II Target groups.

# Chapter 2. Scope and contents of the programme

## Duration of the programme

The practical training programme must be completed after graduating from the master’s programme and have a duration corresponding to at least two years of full-time work.

For salaried employees, a working week of at least 30 hours is regarded as being full-time. Work periods with a 15-29-hour working week are recognised in the practical training programme as half of a full-time period. Work periods with a working week of less than 15 hours are not recognised.

 For private practice psychologists, a work period of at least 1200 hours over a one-year period is recognised as full-time, corresponding to 40 30-hour working weeks. Work periods of between 600 to 1199 hours on an annual basis are recognised in the practical training programme as half of a full-time period. For private consultations, one consultation hour is counted as two working hours. The number of working hours must be documented (see chapter 4).

 Unpaid psychological work can be recognised in the practical training programme on a case-by-case basis if the scope and content of the work has been documented.

 Periods of absence exceeding 8 consecutive weeks will be deducted from the total count of hours accrued in work periods.

 Employment, self-employment as a psychologist and unpaid psychological work can only be included under the practical training programme if the work period lasted for at least 5 months.

In order to be authorised as a psychologist, the applicant’s work experience as a psychologist must be up to date. Applicants who have completed a practical training programme more than 10 years ago must in addition to that have been actively practicing for at least 2 years within the last 10 years and received supervision while practicing in that period.

## Contents of the programme - assignments

The psychologist must have worked within each of the two main areas of practice: assessment and intervention. Intervention must primarily be in the form of direct intervention, but can be supplemented with indirect intervention. By indirect intervention is meant supervision of the psychologist’s own professional group or other professional groups.

The psychologist must have worked with the target group “individual” in addition to at least one of the following two target groups: “group” or “organisation”.

Over the course of the practical training programme, the psychologist must have had at least 500 contact hours during their work relating to assessment and at least 500 contact hours during their work relating to intervention.

The psychologist must have had at least 200 contact hours with the target group “individual” and at least 200 contact hours with *either* the target group “group” *or* the target group “organisation”.

The psychologist must have received supervision on their work in relation to assessment and intervention.

The two main areas of practice and the three target groups are described in further detail in the annex: Main areas of practice and Target groups.

**Chapter 3. Supervision/expert guidance**

## Purpose of supervision - responsibilities and obligations

Over the course of the practical training programme, the psychologist must develop their skills in organising and carrying out relevant assessments and interventions. For further information, see chapter 1: Purpose of the practical training programme.

The supervision must cover aspects of cases as well as the relationship between the supervisee and the target group that the supervisee has carried out assessments and/or interventions in relation to (the client).

Supervision with a view to becoming an authorised psychologist requires that the supervisor and supervisee have agreed in advance the supervision period and which main areas of practice and occupational themes the supervision should cover. Ongoing occupational discussions on work-related tasks that take place in a workplace are not considered supervision in the context of obtaining authorisation as a psychologist.

Being a supervisor entails taking responsibility for the supervisee receiving qualified guidance in organising and carrying out relevant assessments and/or interventions in relation to the agreed work themes.

If the development of the supervisee’s professional competences in relation to psychology does not proceed satisfactorily, the supervisor is expected to make this known to the supervisee and point out that the supervisor is obligated to provide a statement in a supervision declaration on the supervisee’s development of professional competences in relation to psychology during the period in question.

## The supervisor’s professional qualifications

The supervisor must possess professional competences within the areas he or she will be providing supervision in relation to. The supervision that forms part of the basis for authorisation must be provided by psychologists who are authorised by the Danish Supervisory Board of Psychological Practice and who have been practicing psychologists for at least three years after receiving their degree.

Supervision provided by individuals belonging to other academic groups than psychologists and who have worked within their occupational field for at least three years after receiving their degree can be approved on a case-by-case basis if the supervision lies within their occupational field and the supervision has been necessary and relevant to the training programme. Each applicant can get a maximum of 25 hours of supervision provided by individuals belonging to other academic groups than psychologists approved/recognised.

 Please see chapter 6 on transition rules for psychologists who have received supervision on assignments within the field of occupational and organisational psychology.

 Personal psychotherapy with non-authorised psychologists may be approved on a case-by-case basis. This will entail an assessment of the therapist’s academic background and professional experience. With regards to the scope of the personal psychotherapy, please see the following section: Scope of the supervision.

##  Scope of the supervision

 As part of the practical training programme, the psychologist must have received supervision corresponding to at least 160 hours, of which at least 40 hours must have been in the form of individual supervision and at least 40 hours in the form of group supervision.

For the purposes of authorisation, 1 hour of supervision must amount to 60 minutes.

Out of those 160 hours of supervision, at least 40 hours must have entailed supervision under the same external supervisor, i.e. a supervisor who works in a different workplace than the psychologist. By “a different workplace” is meant a workplace with different management and a different staff than the workplace in which the psychologist works.

In order for a supervision period to be recognised in connection with becoming authorised as a psychologist, the applicant must in general have received at least 10 hours of supervision from the same supervisor. However, provided that supervision from the same supervisor has amounted to at least 5 hours, shorter supervision periods of up to 30 hours can also be recognised.

In general, individual supervision must entail supervision on the supervisee’s own cases, and group supervision must entail supervision on the group participants’ own cases. By “own cases” is meant psychologist-related assignments that the psychologist has been assigned in a work context and which the psychologist is thereby fully or partially responsible for.

Up to 20 hours can be recognised for live supervision of a psychologist/client relationship, where the supervision takes place in a training course and where the client is assigned to the psychologist as part of the course.

Supervision in groups is only recognised if the majority of supervisees have obtained a master’s degree in psychology or an equivalent degree. Supervision in groups where the majority of supervisees have another academic background can be recognised as part of the practical training programme on a case-by-case basis if the supervision has been necessary and relevant to the training programme.

Hours of supervision received in groups of more than 2 supervisees are not recognised as full hours. The Danish Supervisory Board of Psychological Practice calculates the number of supervision hours as follows:

|  |  |  |
| --- | --- | --- |
| Groups of 2 | (excluding supervisor) | the full number of hours |
| Groups of 3-5 | (excluding supervisor) | 2/3 of the total number of hours |
| Groups of 6-12 | (excluding supervisor) | 1/2 of the total number of hours |

 It is the converted number of hours that form the basis for assessing the extent to which the requirements relating to the scope of supervision have been met. In the documentation for supervision received with a view to obtaining authorisation as a psychologist, the full number of hours of supervision should be indicated.

 Supervision in groups of more than 12 supervisees is not recognised in the application for authorisation.

 A maximum of 25 hours of personal psychotherapy can be included in the basis for authorisation, resulting in the requirement for 160 hours of supervision on the psychologist’s own assignments being reduced by a corresponding amount. Personal psychotherapy does not affect the requirement for 40 hours of supervision under a single external supervisor.

 *Remote supervision*

 Up to 40 hours of remote supervision can be recognised in the basis for authorisation.

 By “remote supervision” is meant supervision via digital media such as Skype, video calls or other corresponding media where the supervisee and supervisor can see and hear each other without being present in the same room.

 In order for remote supervision to be recognised as part of the basis for authorisation, the remote supervision must have been provided over a supervision process of at least 10 hours which included both remote supervision and face-to-face supervision with the same supervisor.

 Additionally, in order for remote supervision to be recognised, it must have entailed face-to-face supervision with the same supervisor prior to the remote supervision. A supervision process that includes up to 10 hours of remote supervision must also include at least 2 hours of face-to-face supervision prior to the remote supervision. Supervision processes that include more than 10 hours of remote supervision must also include at least 4 hours of face-to-face supervision prior to the remote supervision.

 For remote supervision in groups, the number of hours are converted/reduced as with other group supervision (see above).

Remote supervision in groups of more than 4 supervisees is not recognised in the application for authorisation.

# Chapter 4. Documentation for the practical training programme

Psychologists who wish to apply for authorisation must complete and submit an application form to the Danish Supervisory Board of Psychological Practice. The applicant must submit a copy of their degree and documentation for the practical training programme along with the application form.

The employer must confirm how long the applicant has been employed as a psychologist as well as the breakdown of contact hours spent on assessment tasks and intervention tasks, respectively. The employer must also confirm how the contact hours have been broken down at the applicant’s workplace in relation to the following target groups: “individual”, “group” and “organisation”.

Private practice psychologists who do not have an employer must sign a declaration on honour on the breakdown of contact hours in relation to the main areas of practice and target groups. The psychologist must also submit gross income statements on their work as a private practitioner. The statements must be confirmed by an accountant.

The supervisor must confirm the supervision processes/periods that can form the basis for the psychologist obtaining their authorisation.

The Danish Supervisory Board of Psychological Practice has created the following forms which should be used as documentation for the psychologist’s practical work, supervision and personal psychotherapy:

* Practical Work
* Private Practitioner (Declaration on honour)
* Supervision
* Personal Psychotherapy

The application form and associated forms are available on the Danish Supervisory Board of Psychological Practice’s website, but can also be obtained by contacting the Board in writing or by phone.

# Chapter 5. Special circumstances

A prerequisite to becoming a licenced psychologist is that the applicant has provided documentation for the practical training programme (see chapter 4).

Psychologists who have been practicing for a period of at least 20 years can obtain a licence following a case-by-case assessment, even if it is not possible to provide sufficient documentation for the training, e.g. due to the death of their supervisor, closure of their workplace or other special circumstances.

The applicant must submit documentation for the parts of the training that can be documented as well as a description of the parts of the training that cannot be documented. Based on the documentation provided and the applicant’s description, the Danish Supervisory Board of Psychological Practice performs an assessment on whether the applicant’s practical training can form the basis for authorisation.

# Chapter 6. Entry into force and transition scheme

These guidelines enter into force on 1 January 2003.

The guidelines take effect for psychologists who completed their master’s degree after 1 January 2003 or who only begun the practical training programme after this date with a view to obtaining authorisation.

Psychologists who have completed a master’s degree in psychology or an equivalent degree before 1 January 2003 or who have begun the practical training programme before this date with a view to obtaining authorisation can apply for authorisation under the Danish Supervisory Board of Psychological Practice’s guidelines of April 1998.

In order to obtain authorisation under the Danish Supervisory Board of Psychological Practice’s guidelines of April 1998, the Board must have received the application for authorisation no later than 31 March 2005.

Psychologists who apply for authorisation from 1 April 2005 and onwards can only obtain authorisation under the guidelines which enter into force on 1 January 2003.

Up to 40 hours of supervision provided by individuals belonging to other academic/occupational groups than psychologists and who have worked within their occupational field for at least three years can be recognised if the supervision was provided in the context of occupational and organisational psychology-related cases/assignments. Such supervision must have been necessary and relevant to the training programme and must have taken place no later than 31 December 2007.

The Danish Supervisory Board of Psychological Practice, December 2002

The section “Remote supervision” was inserted in May 2014 following a decision by the Danish Supervisory Board of Psychological Practice.

**Appendix**

**Main areas of practice and Target groups**

Psychological work can be divided into two main areas of practice: assessment and intervention, carried out in relation to the three target groups: “individual”, “group” and “organisation”.

1. **Main areas of practice**

**Assessment**

Assessments are characterised by processes in which the psychologist works to develop an understanding of the assignment, problem or conflict, e.g. through collecting information, conversations with clients, testing, examinations, evaluations and analyses. The assessment typically ends with the psychologist reporting (verbally or in writing) the findings and conclusions of their assessment to the client.

**Intervention**

Interventions are characterised by processes in which the psychologist, on the basis of knowledge acquired about the assignment (via their own or another psychologist’s assessment, initial talks, etc.) initiates a process of influencing, change or development using psychological methods.

Even though an assessment affects the targets of inquiry and the presented issue to a lesser extent, and information is collected over the course of the intervention, the key is that the psychologist informs the client and person(s) involved in the assignment whether a given process is to be considered an assessment or intervention.

In some psychology-related assignments, it may be appropriate for the psychologist and the persons involved in the assignment to go through a process that alternates between elements with assessment and elements with intervention. In such cases, the key is again that the psychologist describes their working method to the persons involved in the assignment and obtains their consent.

1. **Target groups**

 **Individual**

 An individual cannot be examined or described without also factoring in the individual’s social circumstances and relations. As part of an assessment, the psychologist may, for example, have contact with the person’s social network to collect information, but this does not make the target group a “group”. The psychological work in relation to the target group “individual” is accordingly defined by the psychologist primarily being in contact with a single person in their assignment for the purpose of assessment or intervention in relation to that person and with a focus on that person’s individuality.

 ***Examples of assessment in relation to individuals:***

* + Psychological investigation (using tests, conversations, interviews, etc.)
	+ Talks or observation with a view to subsequently arriving at an assessment or statement
	+ Assignments related to recruitment and selection of employees and managers
	+ Visitation

 ***Examples of intervention in relation to individuals:***

* + Talks and guidance
	+ Psychotherapeutic treatment
	+ Supervision and professional guidance
	+ Training activities

 **Group**

 As with individuals, it is the psychologist’s contacts in the assignment that distinguish the target group “group” from the target group “individual”. A group consists of two or more individuals, between which there are certain dynamic relationships and where there is some form of interaction and interplay. The target group “group” has a (relative) constancy in the period during which the psychologist works with assessment or intervention.

The focus is on the group’s dynamic, interaction and interplay with respect for each person the group consists of. Part of an assessment could, for instance, entail the psychologist interviewing individuals with a view to using that data in group contexts.

***The target group “group” could be the following:***

* A family
* A group put together for the purpose of therapy
* A group put together for the purpose of supervision or professional guidance
* A group put together because they have a common denominator (accident, crisis, etc.)
* A group with a professional common denominator (class, team, etc.)

***Examples of assessment in relation to groups:***

* Psychological investigation, evaluation and analysis (using tests, conversations, interviews, etc.)
* Talks or observation with a view to subsequently arriving at an assessment or statement
* Visitation

***Examples of intervention in relation to groups:***

* Family counselling and family therapy
* Therapy/talks with groups
* Supervision and professional guidance
* Teambuilding
* Management training

**Organisation**

The target group “organisation” is characterised by being a social system of internal relations primarily determined by a shared goal and/or specific authority that plays an essential role with respect to the relations. The internal relations in organisations are based on someone or something deciding the possibility for others to join and leave or become a member or lose their membership.

In the organisation, individuals meet and act in groups with shared resources to achieve different goals and common goals. In so doing, they create the relevant social structure of mutually dependent behavioural patterns. The individual can be part of one or several groups at the same time.

 When working with the “organisation” target group, the focus is on the organisation’s core activities such as learning, self-reflection, change and development. Each employee and the various groups are carriers of these processes. Thus, the groups’ and individuals’ actions and the ways in which the individuals organise the daily activities constitute an important basis for understanding the organisation.

***Examples of assessment in relation to organisations:***

* Psychological investigation, evaluation and analysis (e.g. with a view to examining job satisfaction issues, a desired transformation, expansion, downsizing or merger).

***Examples of intervention in relation to organisations:***

* Organisational change and development (e.g. with a view to improving job satisfaction, facilitating a transformation, expansion, staff reductions or a merger).

**Authorisation scheme for psychologists**

**Published by:**

The Danish Supervisory Board of Psychological Practice, Holmens Kanal 22

DK-1060 Copenhagen

Tel.: +45 41 85 13 43

Fax: +45 33 93 25 18 e-mail: pn@sm.dk

[www.psykolognævnet.dk](http://www.psykolognævnet.dk/)

**Print:**

Socialministeriets Departement, Copenhagen

ISBN 87-7546-149-8

December 2002

**The Danish Supervisory Board of Psychological Practice, Holmens Kanal 22, 1060 Copenhagen**