

**International Society of Sport Psychology Registry (ISSP-R)  
*Approved Supervisor (Established Supervisor Route)***

This document describes the application route for professional sport psychologists interested in ISSP-R supervisory status. This is an important role in terms of providing supervision to young practitioners seeking ISSP-R status as such individuals must be supervised by appropriately trained professionals in our industry. In order to gain status of *ISSP-R Supervisor* you will need to personally submit a substantive portfolio to demonstrate meeting the required standards of the role. This portfolio will establish evidence of knowledge, experience, professional activity, and underpinning philosophy in relation to providing supervision.

Below you will see specific requirements and how to evidence these in your application.

### **1. Curriculum Vitae**

You will need to supply a comprehensive curriculum vitae (CV). Within the CV, please supply:

- the chronology of your educational formal experience and degrees,
- further professional training deemed suitable in relation to supervision,
- a listing of continuing educational exposures in the domain of supervision,
- dates and names of employers where you performed supervisory roles in applied sport psychology, and / or
- other relevant clinical, organizational, or industrial contexts, and
- supplemental materials revealing academic and theoretical acumen.

### **2. Appropriate Education and Preparation for Supervisory Role**

Acceptable preparation for the *ISSP-R Supervisor* status can be evidenced in one of three manners. Please supply evidence, as applicable to your circumstances, in **one of the ways** outlined below:

#### **2.1. Current Status as an ‘Accredited’ Supervisor:**

A nationally / regionally established status as a supervisor can be demonstrated by a recognized sport, exercise, and performance psychology (SEPP) professional organization (or other national / regional system in place).

- Please supply a copy of the credential/s that specifies your supervision privileges/competence. In English or an official translation in English.

#### **2.2. Formal Education in Supervision:**

Where you have no ‘accredited’ status as a supervisor but formal education, please provide documentation of your formal education in supervision. This can be comprised of:

- Documentation related to supervision of applied practice to an equivalent of 6 hours within an academic course work or qualification garnered at a postgraduate university level (or

equivalent). Acceptable forms of evidence are, for example, course syllabi, statement from the relevant academic unit, university grade transcript.

### **2.3. Significant Informal Experiences:**

Where there is no accredited status or formal education in applied practice supervision, please provide documentation of your significant informal experiences in supervision. This can be comprised of:

- an equivalent of 6 hours of an academic course garnered at a postgraduate university level or obtained through workshops, webinars, or further means (e.g., self-study groups). The institutions / conferences / organizations where this education was gained must be deemed suitable by the committee, along with the provided evidence.

In addition, this type of applicant will need to go through an ***ISSP-R Supervisor Orientation Program*** that will consist of:

- engaging a literature review (i.e., reading 4 articles/book chapters per one's choice from a reading list provided [see the end of this document for Appendix with this list]) and
- submitting a 600-word reflective summary of insights, implications and conclusions for your supervision.

### **3. Practical Experiences and Competence in Ethical and Culturally Safe Practice of Supervision**

Please provide a detailed listing of supervisory experiences garnered in advance of this application. These accumulated experiences should reveal professional advancement over the course of the supervisory tasks/responsibilities, where the cumulative development is evidenced by:

- continued work in the supervisory capacity for **at least 2 years**. You must provide reasonable evidence of at least 40 contact hours with supervisees.

Regardless of the type of the preparation path, all applicants must also have sufficient knowledge and competence in the implementation of culturally safe practices with supervisees from diverse populations and with diverse, multi-layered identities (e.g., athletes from the LGBTQ communities, varied races, ethnicities, nationalities, languages, socio-economic backgrounds, and literacy / educational capacities). This needs to be concisely documented in a **100-word self-narrative** addressing your sensitivity and core competencies in this area.

### **4. Endorsement References**

All applicants must provide two letters of reference as part of this application. These letters should **normally** be derived from:

- one past; and

- one current supervisee (if you have no current supervisees then a second past supervisee will suffice)

These letters should detail your areas of strength, contributions to supervisee's experiences and growth in the role of a sport psychology consultant (either as a former student [currently a SEPP practitioner] or a practicing professional).

### **5. Short Reflective Practical Philosophy to Supervision**

You should outline the unique philosophical approach to supervision with individual supervisees. Within this condensed reflection, please:

- (1) describe the general approach to supervision in terms of how one works and why this is the case. This may include (but not limited to): theoretical orientation/model, process of supervision (e.g., providing information, feedback delivery, communication, modelling, fostering autonomy/independence; continued education. The reasoning for one's approach is particularly important as an interpretive, introspective, and reflexive task.
- (2) provide evidence of continued development and describe your vision of how you will continue to grow in the role of a supervisor.

These two reflective contributions (1) and (2) should together be no less than 600 words and no more than 800 words.

### **6. Additional Supplemental Evidence of Qualification and Credibility**

Please, provide any further evidence that adds to the committee's understanding of your experiences, such as samples of written feedback used in supervision, relevant applied publications, professional presentations, workshop materials, and any further evidence regarded as pertinent and informative.

### **Application Process**

Your application and supporting documents should be submitted to an address that ISSP will provide when it formally launches the Registry.

### **Appendix**

#### Supervision Orientation Program Literature

1. Andersen, M. B., Van Raalte, J. L., & Harris, G. (2000). Supervision II: A case study. In M. Andersen (Ed.), *Doing sport psychology* (pp. 167-179). Champaign, IL: Human Kinetics.
2. Dosil, J. & Rivera, S. (2014). The seasoned supervisor: Challenges, models, and lessons learned. In J. G. Cremades & L. S. Tashman (Eds.), *Becoming a sport, exercise, and*

- performance psychology professional: A global perspective* (pp. 243–251). New York, NY: Psychology Press.
3. Hutter, R. I., Oldenhof-Veldman, T. , & Oudejans, R.D. (2015). What trainee sport psychologists want to learn in supervision. *Psychology of Sport and Exercise*, *16*, 101-109.
  4. Knowles, Z., Gilbourne, D., Tomlinson, V., & Anderson, A. G. (2007). Reflections on the application of reflective practice for supervision in applied sport psychology. *The Sport Psychologist*, *21*, 109-122.
  5. Lubker, J., & Andersen, M. B. (2014). Ethical issues in supervision: Client welfare, practitioner development, and professional gatekeeping. In J. C., II, Watson & E. F. Etzel (Eds.), *Ethical issues in sport, exercise, and performance psychology* (pp. 151-162). Morgantown, WV: Fitness Information Technology.
  6. Maaranen-Hincks, A., Van Dyke, E. D., Jiang, S., Haznadar, A., & Van Raalte, J. L. (2016). Getting the most from supervision. Lessons on exploration, communication, and applications. In M. W. Aoyagi, A. Poczwadowski, & J. L. Shapiro (Eds.). *A peer guide to applied sport psychology for consultants in training* (pp. 63-79). New York: Taylor and Francis.
  7. Marsh, M. K., Fritze, T., & Shapiro, J. L. (2016). Layers of oversight. Professional Supervision, meta-supervision, and peer mentoring. In M. W. Aoyagi, A. Poczwadowski, & J. L. Shapiro (Eds.). *A peer guide to applied sport psychology for consultants in training* (pp. 80-93). New York: Taylor and Francis.
  8. Minniti, A. M. & Van Raalte, J. L. (2014). Professional training, supervision, and continued education. In A. G. Papaioannou & D. Hackfort (Eds.), *Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts* (pp. 967-975). London, UK: Routledge.
  9. Silva, J. M., Metzler, J. N., & Lerner, B. (2011). The supervision process. In *Training professional in the practice of sport psychology* (2<sup>nd</sup> ed.), (pp. 179-206). Morgantown, WV: Fitness Information Technology.
  10. Tonn, E., & Harmison, R. J. (2004). Thrown to the wolves: A student account of her practicum experience. *The Sport Psychologist*, *18*, 324-340.
  11. Cropley, B. & Neil, R. (2014). The neophyte supervisor: What did I get myself into?. In J. G. Cremades & L. S. Tashman (Eds.), *Becoming a sport, exercise, and performance psychology professional: A global perspective* (pp. 219–227). New York, NY: Psychology Press.