

**International Society of Sport Psychology Registry (ISSP-R)
Senior ISSP Professional Fast Track Route – Supervisor**

1. Curriculum Vitae

⇒ 1.1. You need to supply a comprehensive curriculum vitae.

- *Submit with your portfolio.* → **Attached**

2. Current Status as a ‘Accredited’ Supervisor

⇒ 2.1. Copy of the credential/s that specifies supervision privileges in English (or an official translation from your native language to English)

- *Submit the original (and the official translation if applicable) with your portfolio.*
→ **Attached (Certified Mental Performance Consultant [CMPC]). Note: this certification involves the Consultant’s competence to mentor (supervise) those who are pursuing CMPC).**

3. Formal Education in Supervision

⇒ 3.1. Documentation of your formal education in supervision. This needs to be (a) an equivalent of 6 hours within an academic course work or (b) qualification garnered at a postgraduate university level (or equivalent).

→ **Not applicable**

| <i>Type of Formal Educational Experience</i> | <i>Date</i> | <i>Number of Hours</i> | <i>Knowledge, Skill, or Ability Acquired</i> |
|--|-------------|------------------------|--|
| | | | |

Or

| <i>Qualification Description</i> | <i>Date</i> | <i>Where Completed</i> |
|----------------------------------|-------------|------------------------|
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- In support of these formal education experiences course syllabi, statement from the relevant academic unit, or university grade transcript need to be provide.
- *Submit this evidence with your portfolio.*



4. Significant Informal Experiences

⇒ 4.1. Documentation of your significant informal experiences in supervision. This needs to be (a) an equivalent of 6 hours of an academic course garnered at a postgraduate university level or (b) 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.

⇒ → **Not applicable as point 2 illustrates existing status as a Society- accredited supervisor (i.e., AASP) but below are examples of informal experiences should applicants not have accredited status.**

| Type of Informal Educational Experience | Date | Number of Hours | Knowledge, Skill, or Ability Acquired |
|--|-----------------------|------------------------|---|
| Completed 1.25 CE credits via an Association for Applied Sport Psychology (AASP) webinar (online) <i>Professional Development as a Journey - with the Supervisor as a Tour Guide.</i> CMPC Required CE Area: Mentorship/Supervision. | September 26, 2018 | 1.25 hrs | <i>(This content will be added.)</i> |
| Attending an Association for Applied Sport Psychology (AASP) Continued Education workshop: <i>Essentials of mentorship: Developing quality sport psychology practitioners.</i> (Honolulu, Hawaii, USA) | September 20-21, 2011 | 6 hrs | Theoretical approaches to supervision (integrated developmental, phenomenological, cognitive-behavioral): broadened and deepened; refined approach to supervisor-supervisee relationship; ethical and legal knowledge updated |
| Completed a workshop entitled: <i>State of the Art Supervision: Current Trends & Issues.</i> (University of Denver, Denver, Colorado, USA) | November 7, 2008 | 4 hrs | Learning about clinical supervision: approaches, practices: theory, legal (state of Colorado) and ethical concerns; case studies illustrate fine application problem-solving |



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|--|--------------------------------|--|---|
| <p>Self-Study with Dr. Gualberto Cremades (at Barry University, Miami Shores, Florida, USA): reading packet; discussion of the materials; action planning for supervisory role; mutual observations and feedback sharing</p> | <p>September 2005-May 2006</p> | <p>Reading: 8 hrs; Discussions and planning: 3 hrs Observations: 3 hrs Feedback: 1 hr Total of: 15 hrs</p> | <p>Supervisory role/tasks (per Andersen, Van Raalte, & Brewer, 1994): Clarify the trainees' and supervisors' roles; remain current with trainees' cases; provide an adequate amount of direct supervision; feedback on trainees' weaknesses and strengths; discuss nonfulfillment of practicum requirements if necessary; empathy, listen attentively, and encourage trainees' expressions of feelings and opinions; encourage trainee feedback regarding the supervisory process; foster trainee autonomy and independence; ethical supervision (e.g., confidentiality); be an appropriate models of professional behavior</p> |
|--|--------------------------------|--|---|

➤ *Submit this evidence with your portfolio.* → **Attached**

⇒ 4.2. In addition, you will need to complete an *ISSP-R Supervisor Orientation Program* that will consist of (a) a literature review (4 articles/book chapters per one's choice from a reading list provided) and (b) submitting a 600-word reflective summary of the information, insights/reflections, and conclusions.

⇒ → **For those who do not have accredited status and are following the informal experiences 'route'**

⇒ Example attached below.

Reflective Summary: ISSP-R Supervisor Orientation Program

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| <p>Self-narrative (word limit 600)</p> |
| <p>The four references I chose for this reflective summary offer both a wealth of fundamental information and finer points useful in my role of a supervisor. Andersen, Van Raalte, and Brewer (1994) operationalized good practices on the part of a supervisor and captured them in an assessment of 41 skills (Sport Psychology Supervisory Skills Inventory). Through self-reflection, peer consultation, and supervisees' feedback, I continue to attend and to improve in all five areas measured by the inventory: (a) providing information and technological</p> |



support; (b) fulfilling supervisory responsibilities; (c) facilitating interpersonal communication; (d) fostering student (supervisee) autonomy; and (e) providing professional model. Examples of skills that I routinely use are: suggesting appropriate additional readings, being receptive to students' ideas concerning interventions in combination with providing direct suggestions for interventions, appropriately confronting students for not fulfilling practicum requirements, listening attentively and empathically to students and encouraging their feedback on the supervisory process.

Andersen, Van Raalte, and Harris (2000), presented a very useful case study that I regularly revisited with my supervisees for a number of years so we learn about each other expectations, responsibilities and roles in our supervisor-supervisee relationship. Additionally, the notion of supervision as relationship is underscored so my supervisees can safely embrace so needed vulnerability and growth mindset in learning. Andersen et al.'s format of supervision session transcript is very useful for the students to see how theoretical points find their application in real life context. As a result, my supervisees can expect at some point my exploration of and feedback on some personal growth areas as relevant to SEP consultation. For example, we talk about their needs that are satisfied through their interactions with their clients, transference and countertransference in the applied work but also in our supervisor-supervisee relationship.

Knowles, Gilbourne, Tomlinson, and Anderson (2007) stress the need of self-reflective practice. There is a report of a 3-year long supervisory process that was further informed by a structured reflection form from the supervisee. They used Gibbs' (1988) six-stage reflective cycle: (a) description, (b) thoughts and feelings, (c) evaluation, (d) analysis, (e) conclusion, and (f) action plan. In our academic program in which we supervise our students in a 2-year practicum sequence, we all use this model as a way to add to ongoing learning from one's experience with the clients. As a supervisor I model this approach through contributing case studies and anecdotes from my own private practice, (in group supervision) we collectively label parts of the supervisee's narratives with these reflection stages and eventually, they include them in individual supervisees' journaling and their final portfolio before graduation with master's degree.

Marsh, Fritze, and Shapiro (2016) described a model that we all use at University of Denver. In the layered supervision (that is complemented by direct and indirect, group and individual supervision from the faculty as supervisors of applied work) we use meta-supervision to insure the integrity of supervisory process and also to train our graduates in supervisory role. The structure of this book chapter builds on both the supervisee's and supervisor's experience/perspective and is rich in insights, considerations, and recommendations. For example, we continually look for a good fit interpersonally and developmentally so a safe environment is conducive lessons that are appropriate, relevant, and long-lasting on the part of the supervisee.

Ongoing reading (and other continued education activities), supervisory practice, and reflection form a powerful combination that stimulate learning and growth in the supervisory role. Such learning never ends and is vital in serving the needs of our supervisees and through them, SEP clients.

586 words

4 references (list them below). Please, use this format; Author/s. (year it was published). Title. *Name of the Journal, issue number (the editors, the name of the book if the chapter was used)*, page numbers (beginning-end).

References:

1. Andersen, M. B., Van Raalte, J. L., & Brewer, B. W. (1994). Assessing the skills of sport psychology supervisors. *The Sport Psychologist, 8*, 238–247.
2. 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.
3. 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.
4. 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.

5. Practical Experiences and Competence in Ethical and Culturally Safe Practice of Supervision

- ⇒ You will need to provide a detailed listing of supervisory experiences garnered in advance of the application.
- ⇒ 5.1. 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.

| Type of Experience | Date | Knowledge, Skill, or Ability advanced |
|---|-----------------------|---|
| Supervisor: Practicum sequence at University of Denver, Colorado, USA | Sept. 2008- June 2019 | Supervisor-supervisee relationship; supervisory role; ethical and legal knowledge: ongoing updates; feedback on clinical notes (DAP: data-assessment-plan); providing feedback; modeling; emotional support; instruction giving |



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|---|----------------------------------|--|
| See above for continued education modules completed (4.1.) and below for teaching and presenting experience (7.1. , 7.2., & 7.3.) | Ongoing: Sept. 2005 - present | |
|---|----------------------------------|--|

⇒ 5.2. You must provide reasonable evidence of at least 40 contact hours with supervisees.

| <i>Sport/exercise/ performance domain</i> | <i>Number of Hours</i> | <i>Date</i> | <i>Setting: Private practice; academic course; other</i> |
|--|--|-----------------------|---|
| Various sports; performing arts forms; and high-risk occupations | 25 hrs each quarter x6 quarters = 150hrs | Sept. 2017- June 2019 | Supervisor: Practicum sequence at University of Denver, Colorado, USA |

- *Submit supporting evidence (e.g., a syllabus; supervisory contract) with your portfolio. → **Attached (5 syllabi from a practicum sequence)***

⇒ 5.3. You will need to submit a 100-word self-narrative addressing your sensitivity and core competencies 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).

Ethical and Culturally Safe Practice of Supervision

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| Self-narrative (word limit 100) |
| To create and uphold ethical and culturally safe supervision, I thoughtfully tailor my multicultural competence in consulting to the supervisory process through nurturing task- and context-specific cultural awareness, reflection, and “intentionality” (Ivey, Ivey, & Simek-Morgan, 1993). I am recognizing my own ethnocentric biases and emphasize the role of meaning in understanding diversity in behaviors and reactions of my supervisees (Ryba, Stambulova, Si, & Schinke, 2013). Based on formal and informal feedback from my supervisees, I manage my supervisory role e.g., communication, receiving and giving feedback, empathy) while attending to both facilitating (e.g., supervisee’s sport psychology knowledge and experience, growing multicultural competence) and inhibiting factors (e.g., acculturative stress). |

107 words

6. Endorsement References

⇒ You must provide two letters of reference. These letters should be derived from one past and one current supervisee detailing the applicant's 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).

| <i>Name of the Endorser</i> | <i>Dates of Collaboration</i> | <i>Sport/exercise/ performance domain</i> |
|-----------------------------|----------------------------------|---|
| Adam O'Neil | September 2010- November 2011 | Ice hockey |
| Brooke Lamphere | January 2013 – March 2013 | Soccer |

➤ *Submit the letters with your portfolio.* → **Attached**

7. Short Reflective Practical Philosophy to Supervision

⇒ You will need to outline the unique philosophical approach to supervision with individual supervisees. Within this condensed reflection, the applicant should outline:

⇒ 7.1. 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, modeling, fostering autonomy/independence; continued education. The reasoning for one's approach is particularly important as an interpretive, introspective, and reflexive task.

⇒ 7.2. Evidence of continued development and your vision of how you will continue to grow in the role of a supervisor. These two reflective contributions should be together no less than 600 words and no more than 800 words.

Self-narrative (minimum 600 words [limit 800])



7.1. Over the past 15 years of intense supervisory activities (3-4 hours per week during a regular academic year [90-120 hours per year]) my approach to supervision has been shaped by (i) continued additions to my knowledge, skills, and abilities, (ii) accumulated experience as a practitioner, teacher, and supervisor (including feedback from the supervisees), (c) peer consultations, and (d) ongoing introspection and reflection. Per best practices in our field I see supervision as a long-term relationship (Van Raalte & Andersen, 2000) and an ongoing opportunity to examine oneself and one's professional practices (Andersen, Van Raalte, & Brewer (2000) in a safe (Andersen, 1994) and multiculturally sensitive environment (Ellis, Berger, Hanus, Ayala, Swords, & Siembor, 2014). Because I did not receive formal coursework in supervision during my education and training, but rather completed continued education workshops and established a self-study dyad with one of my colleagues, in particular, a reflexive approach and strategic attempts at ongoing growth (e.g., peer-consultation; Sachs, 1993) have been continually useful in developing my current expertise.

I have been using three theoretical frameworks while reflexively individualizing my style (content and process) to every supervisee: developmental, cognitive-behavioral, and phenomenological (Van Raalte & Andersen, 2002). In the developmental approach, I am matching the tasks, type of feedback, and expectations for the supervisees' levels of dependence/autonomy in our relationship with their progress. Both my own evaluation of their readiness level as well as their own self-evaluation and self-reflections enter my decision making/matching my approach with what they can/cannot do. Such approach supports the individual learning needs of each supervisee and reduces anxiety that often is contradictory to optimal learning environment. From the cognitive-behavioral perspective, I utilize sport psychology interventions as teaching or reviewing parts of a supervision session, to parallel the consulting tasks of the supervisee and use role playing, visualizations, cognitive restructuring, and other relevant techniques/skills. As a result, my supervisees continue to improve their performance enhancement interventions and other necessary skills (examples follow). Beyond the (obvious) sport psychology knowledge, skills, and abilities as related to professional practice (e.g., developing and maintaining working alliance; assessment; case conceptualization, implementation of interventions, evaluation of the services; multicultural competence), examples of the content of my feedback are the supervisee's self-knowledge, self-reflective process and skills, self-awareness, professional ethics (aiming at the client welfare), record keeping. In particular, I found the phenomenological approach as very useful to facilitate these professional lessons within supervision. Phenomenological approach focuses on creating an environment (safe and threat-free) that is conducive to the supervisee's growth and development.

7.2. To continually evolve and grow as a supervisors: I formed a self-study dyad that used readings and mutual observations of supervision (for one full academic year); I have taken continued education workshops taught by very experience professionals (a total of 5.25 credit hours [1-to-1 equivalent to semester course hours]); prepared and delivered conference presentations; designed and delivered supervision and meta-supervision (i.e., supervision of supervision [Ellis et al., 2014] workshops; co-conducted a webinar on supervision that was offered as continued education by the Association for Applied Sport Psychology; published a book chapter and an encyclopedia entry; reflexively utilized feedback from my supervisees; and engaged in ongoing peer-consultations with my

departmental colleagues. (Please, view my Resume that lists many of these activities.) As a result, I am at a 'professional' stage in supervisor's development (that was proceeded by beginning and exploration [Hess, 1986]). My current and future continued education and professional development steps (as related to supervision) will mimic these just described. I am deeply convinced that this is what we owe to our supervisees and their clients as we grow the sport psychology professional practice in credible, ethical, and effective serving the society.

609 words

8. Additional Supplemental Evidence of Qualification and Credibility

⇒ Any further evidence that adds to the committee's understanding of the applicant's experiences should be provided, 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.

| <i>Type of Supplemental Evidence</i> | <i>Date</i> |
|--|---------------------------|
| 7.1. Taught a graduate course (2015, 2017; <i>Adept, Professional, Supervisor and Leader</i> [CPSY 4630]) with two 2-hour units on supervision and meta-supervision in sport and performance psychology. | March 2015 and March 2017 |
| 7.2. Van Raalte, J., & Poczwardowski, A. <i>Best Practices in Supervision for Developing Competent Consultants</i> . 1hr Continued Education webinar conducted for Association for Applied Sport Psychology. | July 24, 2014 |
| 7.3. See my <i>Resume</i> for a list of relevant activities (i.e., presentations, publications). | October 2007 – present |

- *Submit the supplemental evidence with your portfolio.*
→ **Attached (2 syllabi of the course; AASP website page with access to the recorded webinar)**