



THE UNIVERSITY OF CHICAGO MEDICINE

AT THE FOREFRONT OF MEDICINE®

Department of Psychiatry & Behavioral Neuroscience Psychology Trainee Evaluation of Supervision Competencies

Trainee: _____

Supervisor: _____

Training Experience: _____

Date: _____

Period being rated: 3 months 6 months 9 months 12 months 24 months

Your position: Extern Intern: Child A/P Neuropsychology Adult/Health Postdoc

Capacity: Outpatient Supervisor Rotation Supervisor Mentor Training Director

COMPETENCY RATING DESCRIPTIONS		
1	Poor	Behavior Never Displayed/Observed
2	Fair	Behavior Rarely Displayed
3	Good	Behavior Frequently Displayed
4	Very Good	Behavior Typically Displayed
5	Excellent	Behavior (Almost) Always Displayed
NA	NA	Not Applicable

Adapted from:

Falender, C.A., Cornish, J.A.E., Goodyear, R., Hatcher, R., Kaslow, N.J., Leventhal, G.,
Shafranske, E.,

& Sigmon, S. (2004). Defining competencies in psychology supervision: A consensus
statement. *Journal of Clinical Psychology*, 60, 771-785

American Psychological Association. (2014). Guidelines for Clinical Supervision in Health
Service

Psychology. Retrieved from <http://apa.org/about/policy/guidelines-supervision.pdf>

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Rating Descriptions (Please rate ALL goals and objectives)

1: Poor (Never Displayed) **2:** Fair (Rarely Displayed) **3:** Good (Frequently Displayed)
4: Very Good (Typically Displayed) **5:** Excellent (Almost Always Displayed) **NA:** Not applicable

Domain A: SUPERVISOR COMPETENCE

A1. Goal: Assurance of competence in provision of services

	Provides competent supervision of services to ensure welfare of patients.
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Specific Objectives:

	Ensures that patients receive competent services and protects others from harm.
	Possesses and demonstrates up-to-date knowledge and skill about the areas being supervised.
	Takes reasonable steps to ensure competence when less familiar with the areas being supervised.
	Sets appropriate boundaries and seeks consultation when supervisory issues are outside domain of supervisory competence.
	Refers trainee to other resources (e.g., consultation, research, etc.) when appropriate
	Demonstrates knowledge about the context of supervision (e.g., expectations of the system within the trainee works, departmental/institutional policies, etc.)
	Demonstrates knowledge about relevant events that may impact patient care (e.g., billing and administrative procedures, etc.) in the organizational context.
	Consistently enforces appropriate standards for billing procedures, documentation, and administrative protocols, and encourages trainee to become fluent in this domain.
	Demonstrates flexibility in teaching modalities, case conceptualization, and treatment plan suggestions
	Demonstrates scientific thinking and appropriate translation of scientific findings to practice.
	Collaborates with all faculty/staff involved in the training process at the site.
	Communicates with trainee's graduate program as necessary, especially when performance problems need to be addressed.
	Strives for diversity competence across populations and settings
	Demonstrates knowledge about diversity issues that are specifically relevant to the setting and environment within which the trainee works.
	Possesses relevant knowledge, skills, and values/attitudes to provide culturally sensitive care and supervision.
	Provides evaluative feedback routinely to enhance development of trainee competence.
	Demonstrates and models transparency in the process of communication and encourages similar behavior in supervisee.
	Strives to be competent in the use of technology in clinical care (including distance supervision).
	Demonstrates awareness of the policies and procedures in place for ethical practice of telepsychology, social media, and electronic communication.
	Possesses relevant knowledge about legal issues specific to technology, supervision, and practice
	Models ethical practice, decision-making, and professionalism by facilitating thoughtful discussion regarding relevant issues (e.g., social networking).

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NA: Not applicable

A2. Goal: Competence in the provision of supervision

	Demonstrates competence in the provision of supervision.
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Specific Objectives:

	Seeks to attain and maintain competence in the practice of supervision through consultation, education, and training.
	Demonstrates requisite knowledge of models, theories, modalities, and research on clinical supervision and relevant skills.
	Demonstrates commitment to knowing and utilizing available psychological science related to supervision.
	Manages supervisory relationship appropriately while enhancing trainee's skills.
	Demonstrates familiarity with and uses a developmental approach to supervision.
	Formally and/or informally assesses the learning needs and developmental level of the supervisee on an ongoing basis.
	Continually adjusts teaching model to skill level in accordance with the developmental model of supervision.
	Provides input consistent with developmental needs of supervisee (e.g., less specific feedback over time, increased encouragement of higher-level case conceptualization, promotion of autonomous thinking appropriate to level of training, etc.)

Domain B: DIVERSITY

Goal: Diversity Competence

	Strives to develop diversity competence as an element of supervision competence, and infuses diversity into all aspects of clinical practice and research.
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Specific Objectives:

	Demonstrates awareness and knowledge of diversity in all of its forms.
	Develops and maintains self-awareness regarding his/her diversity competence, which includes attitudes, knowledge, and skills.
	Demonstrates efforts to be introspective, revise and update knowledge, and advance diversity skills.
	Models openness to self-exploration, understanding one's own biases, and willingness to pursue education or consultation as necessary.
	Recognizes the value of and pursues ongoing training in diversity competence as part of professional development and life-long learning.
	Attempts to be knowledgeable about the effects of bias and prejudice, and as necessary, models advocacy behaviors to promote change.
	Serves as a role model regarding diversity knowledge, skills, and attitudes
	Strives to be familiar with the literature concerning diversity competence in supervision
	Encourages sensitivity to diversity in all its forms.
	Establishes a respectful supervisory relationship to facilitate diversity competence
	Creates a safe environment within which to address diversity issues in clinical care,

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	supervision, and organizational context.
	Manages individual difference variables that may impact the supervisory relationship.
	Assists with and encourages the development of a cogent case formulation that includes individual difference variables.
	Assists trainee in navigating tension between personal and professional values in providing competent patient care.

Domain C: SUPERVISORY RELATIONSHIP

Goal: Development and maintenance of positive supervisory relationship

	Creates a supervisory relationship that facilitates effective clinical supervision.
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Specific Objectives:

	Values, creates, and maintains a collaborative relationship that promotes the supervisee's competence.
	Specifies responsibilities and expectations of both parties in the supervisory relationship.
	Identifies expected program competencies and performance standards.
	Collaboratively develops individualized goals for supervision in the form of a clearly specified supervisory contract
	Collaboratively assesses progress towards goals on an ongoing basis
	Regularly reviews progress of trainee and the effectiveness of the supervisory relationship and addresses relevant issues as necessary.
	Demonstrates sensitivity to multiple potential roles with supervisee and exhibits ability to perform and balance multiple roles
	Promotes growth and self-assessment in the trainee
	Encourages and uses evaluative feedback from the trainee on an ongoing basis
	Demonstrates respect for trainees, patients and colleagues
	Promotes autonomy appropriate to supervisee's level of training

Domain D: PROFESSIONALISM

Goal: Comportment reflecting the fundamental values of professional psychology

	Prioritizes needs and welfare of patients and trainees, and exhibits integrity, professional behavior, accountability, and concern for the welfare of others.
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Specific Objectives:

	Models professionalism through his/her own behavior and interactions with others.
	Teaches knowledge, skills, and attitudes associated with professionalism.
	Provides ongoing feedback and evaluation of trainee progress towards meeting professional expectations appropriate for level of education and training.
	Is available as needed for consultation.

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	Provides own work samples to illustrate specific issues.
	Sets and keeps regularly scheduled meeting times.
	Provides for a covering supervisor during absences.

Domain E: ASSESSMENT, EVALUATION, AND FEEDBACK

Goal: Assessment, evaluation, and feedback

	Provides appropriate and timely assessment, evaluation, and feedback.
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Specific Objectives:

	Promotes openness and transparency in assessment and feedback by relating this information to competency development.
	Describes how supervision is to be conducted and follows model described.
	Utilizes multiple methods of evaluation (e.g., live observation, chart review, tapes) to monitor performance.
	Provides direct, clear, timely, and behaviorally anchored feedback.
	Is mindful of the impact of feedback on the supervisory relationship.
	Incorporates trainee self-assessment into the evaluation process.
	Highlights trainee strengths and impact on performance.
	Seeks feedback from trainee about supervision and incorporates this information appropriately.
	Provides effective formative and summative feedback
	Demonstrates knowledge of evaluation, process, and outcomes
	Observes both positive and negative trainee behaviors
	Balances between being supportive and challenging
	Written material (e.g., notes, reports) is reviewed and returned with appropriate feedback in a timely manner
	Supervisor submits all materials in accordance with departmental deadlines and policies.

Domain F: TRAINEE REMEDIATION AND MANAGING PROFESSIONAL COMPETENCE PROBLEMS

Goal: Management of Professional Competence Problems

	Addresses problems with competence and provides remediation as necessary.
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Specific Objectives:

	Understands and adheres to the supervisory contract and procedures related to performance evaluations.
	Identifies current or potential performance problems promptly and directly communicates them to the supervisee.
	Addresses problems in a timely manner to allow opportunities for change.

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	Develops and implements an appropriate remediation plan for performance problems.
	Communicates with supervisee's graduate program as necessary.
	Takes ethically appropriate action in response to supervisee's performance problems.

Domain G: ETHICS, LEGAL, AND REGULATORY CONSIDERATIONS

Goal: Ethical and Appropriate Conduct

	Values and models ethical behavior and adheres to relevant legal and regulatory parameters.
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Specific Objectives:

	Demonstrates knowledge of ethics and legal issues specific to supervision.
	Demonstrates knowledge of and upholds professional ethical standards, and encourages this practice among supervisees.
	Models ethical practice and decision-making and conducts self in accord with APA and other guidelines and laws/regulations.
	Upholds primary ethical and legal obligation to protect the welfare of the patient.
	Provides information about expectations for and parameters of supervision in a clearly specified contractual agreement.
	Maintains accurate and timely documentation of trainee performance related to expectations for competency and professional development.
	Manages responsibility as "gatekeeper" to the profession by assessing suitability to enter and remain in the field.

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SUMMARY OF SUPERVISOR STRENGTHS:

AREAS FOR IMPROVEMENT/ADJUSTMENT, INCLUDING RECOMMENDATIONS:

SUPERVISOR COMMENTS:

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