

SUPERVISOR EVALUATION FORM

Supervisee Name _____

Supervision Period _____ to _____

Supervisor Name _____ Date of Evaluation _____

Purpose: To provide the supervisor with an understanding of his/her job performance in relation to the supervisee, to suggest areas for improvement, to permit the student to offer feedback to the supervisor in a written form that is based on a set of clearly and previously-established criteria, and to increase the supervisor's competence as a supervisor.

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of supervisee:

- 3 – much more of this is needed
- 2 – it would be desirable to have somewhat more
- 1 – it would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items

Supervisor is able to:

- 1. Be flexible and responsive to your changing needs _____
- 2. Establish an atmosphere of acceptance and psychological safety _____
- 3. Call attention to errors in a tactful manner _____
- 4. Recognize and accommodate to your level of experience and style of learning _____
- 5. Refrain from indiscriminate use of praise _____
- 6. Provide opportunities for you to question, challenge or doubt _____
- 7. Encourage you to explore the implications of your interventions _____
- 8. Encourage you to formulate your understanding of the case material _____
- 9. Make specific suggestions when you need them _____
- 10. Not foster undue dependence on your part _____
- 11. When asked, present a clear, theoretical rationale for suggestions _____
- 12. Clearly inform you of legal issues _____
- 13. Clearly inform you of ethical issues _____
- 14. Be sensitive to the requirements placed on you by your agency _____
- 15. Admit errors and/or limitations without undue defensiveness _____
- 16. Be concrete and specific in comments _____

17. Facilitate your understanding of countertransference reactions to your clients _____
18. Seek consultation when it is needed _____
19. Summarize and/or highlight major points of supervisory session _____
20. Be reached in case of emergencies _____
21. Help you formulate the dynamics of the client _____
22. Listen sensitively to you _____
23. Help clarify and define the nature of problem(s) you are having in your work _____
24. Be clear about the limits of the supervisory relationship _____
25. Deal explicitly with the formal evaluation process _____
26. Through role-playing or other suitable techniques, to help you more effectively intervene with your client _____
27. Be straightforward with you regarding areas in which you need improvement _____
28. Be clear with you about the differences between supervision and psychotherapy _____
29. Maintain an appropriate focus in your sessions _____
30. "Be there" to meet your needs and not impose his/her issues on you _____
31. Be open to discussing any difficulties between the two of you which are hindering your learning _____
32. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship _____
33. Make decisions and take responsibility when appropriate _____
34. Make you feel s/he genuinely want to help you learn _____
35. Be a good role model for you _____
36. Provide you with general knowledge about professional psychology _____
37. Be sensitive and adaptive to the stresses you are experiencing as a student _____

Summarize the supervisor's strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.

Hall-Marley (2001) developed this Supervisor Feedback form as an instrument to provide feedback to supervisors on the trainee's experience of supervision. The form consists of sections including atmosphere for learning, supervision style, supervision conduct, and supervision impact. It is recommended a supervisor feedback form be used a minimum of four times during the training year and ideally, more frequently. It is a tool in establishing a dialogue and a feedback loop which should enhance the supervisory alliance.

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(Also included in Appendices of Falender, C.A., & Shafranske, E.P. (2004). *Clinical Supervision: A Competency-based Approach*. Washington, D.C.: APA.