

## Supervisor Competencies Framework\*

(rank present from 7 (superior) to 1 (absence of knowledge, skill, value); signify high priority to enhance competence items in column with "X")

		X	Present	Aspirational
<b>Knowledge</b>				
	Of area being supervised			
	Of models theories, modalities and research on supervision			
	Of professional/supervisee development			
	Of evaluation, process/ outcome			
	Awareness of diversity in all forms			
<b>Skills</b>				
	Supervision modalities			
	Relationship skills			
	Sensitivity to multiple roles: Perform and balance			
	Provide effective formative and summative feedback			
	Promote growth and self-assessment in trainee			
	Conduct own self-assessment			
	Assess learning needs and developmental level of supervisee			
	Encourage and use evaluative feedback from trainee			
	Teaching and didactic skills			
	Set appropriate boundaries and seek consultation when supervisory issues are outside domain of supervisor competence			
	Flexibility			
	Scientific thinking and translation of scientific finding to practice throughout professional development			
<b>Values</b>				
	Responsibility for client and supervisee			
	Respectful			
	Responsibility for sensitivity to diversity in all forms			
	Balance between support and challenging			
	Empowering			
	Commitment to lifelong learning and professional growth			
	Balance between clinical and training needs			
	Value ethical principles			
	Commitment to knowing and utilizing available psychological science related to supervision			
	Commitment to knowing one's own limitations			

<b>Social Context Overarching Issues</b>				
	Diversity			
	Ethical and legal issues			
	Developmental process			
	Knowledge of immediate system and expectations within which the supervision is conducted			
	Creation of climate in which honest feedback is the norm (supportive and challenging)			
<b>Training of Supervision Competencies</b>				
	Coursework in supervision including knowledge and skill areas listed			
	Has received supervision of supervision including some form of observation (video or audiotape) with critical feedback			
<b>Assessment of Supervision Competencies</b>				
	Successful completion of course on supervision			
	Verification of previous supervision of supervision document readiness to supervise independently			
	Evidence of direct observation (e.g., audio or videotape)			
	Documentation of supervisory experience reflecting diversity			
	Documented supervisee feedback			
	Self-assessment and awareness of need for consultation when necessary			
	Assessment of supervision outcomes—both individual and group			
<b>Other to be defined by supervisor/setting</b>				

\*Derived 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, with permission of publisher and author.

The following website contains the Assessment of Competency Benchmarks.

- <http://www.apa.org/ed/graduate/competency.html>