

Appendix
Supervisor Competency Self-Assessment

This supervisor competency roadmap is intended to help you to identify both your strengths as a supervisor as well as those areas in which you can develop greater supervisor competence through continued professional learning and practice. Please rate each item using the scale below.

How characteristic of your own behavior is this competency description?

Not at all/slightly 0	Somewhat 1	Moderately 2	Mostly 3	Very 4
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Domain A – Supervisor competence

1. I'm competent in the areas of clinical practice that I supervise. When I supervise a case outside my area of expertise, I work to develop my own knowledge, skills, and attitudes in this new area.	K/S/A	
2. I'm committed to learning more and getting better at providing supervision.	K/S/A	
3. I communicate and coordinate with colleagues who are also involved in the training of my supervisee.	S	
4. I learn about the diversity of populations and settings that my supervisees encounter.	K	
5. When (if) I employ technology in the supervisions that I conduct, I'm competent in its use	K/S	

Domain B – Diversity

6. I pay attention to my own diversity competence, strive to keep my knowledge, skills, and attitudes up in this area of practice, and serve as a good role model of a self-aware psychologist vis-à-vis diversity issues.	K/S/A	
7. I make efforts to be sensitive to individual differences and diversity in the interest of establishing positive relationships with all of my supervisees, inclusive of their background or individual characteristics.	K/S/A	
8. I pursue learning opportunities that increase my competence in diversity.	K	
9. I'm knowledgeable about the effects of bias, prejudice, stereotyping, and other forms of institutional or structural discrimination that may impact my supervisees and/or their clients/patients.	K	
10. I'm familiar with the literature regarding the impact of diversity in supervision, including the importance of navigating conflicts between personal values and professional practice in the supervision of supervisees (e.g., assisting a client/patient with an issue that conflicts with one's religious beliefs).	K/S	

Domain C – Supervisory relationship

11. I create and maintain a collaborative relationship with my supervisees.	K/S/A	
12. At the outset of a new supervisory relationship with a supervisee, I discuss the responsibilities and expectations for each of us.	S	

13. I regularly revisit the progress of supervision with my supervisee, the effectiveness of our relationship, and address characteristic interpersonal styles that may affect the supervisory relationship and process.	S	
Domain D – Professionalism		
14. I'm professional in my interactions with supervisees, and help them learn how to similarly conduct themselves as professionals.	S	
15. I provide my supervisees with on-going (e.g., formative) as well as summative feedback about their progress in developing professional behavior.	S	
Domain E – Providing assessment, evaluation & feedback		
16. I am straightforward and sensitive in providing feedback that is linked to the supervisee's learning goals.	S	
17. I'm careful to observe and monitor my supervisee's clinical performance, so that my evaluation is based on accurate information.	S	
18. My feedback is clear, direct and timely. It is behaviorally-anchored so that my supervisees know explicitly what they do well and how they could improve. I monitor the impact of my feedback on our relationship.	S	
19. I help my own supervisees to get better at accurate self-assessment, and incorporate their self-assessment in my evaluation of them.	S	
20. I seek feedback from my supervisees about the quality of supervision I provide to them, and use it to improve my own competence as a supervisor.	K/S	
21. When dealing with supervisee performance problems, I address them directly and in accordance with relevant policies and procedures of my setting, institution and jurisdiction.	S	
Domain F – Managing professional competence problems		
22. If I see a performance problem, I identify and address it promptly with my supervisee, so that they have reasonable time to improve.	S	
23. I am able to develop and implement a formal remediation plan to address performance problems.	S	
24. I understand that supervisors have an obligation to protect the public from harmful actions by supervisees, and take seriously my role as a gatekeeper to the profession	K/S/A	
Domain G – Ethics, legal and regulatory considerations		
25. I serve as a positive role model to my supervisees by conducting myself in accordance with professional standards, ethics and laws related to the practice of psychology.	K/S/A	
26. My primary obligation as a supervisor is to protect the welfare of my supervisee's clients. This remains at the forefront of my supervision.	K/A	
27. I provide clear information to my supervisees about what is expected of them in supervision.	K/S	
28. I maintain timely and accurate documentation of my supervisee's performance.	S	

Note. K = knowledge, S = skill, A = attitude

Scoring: Now that you've completed this self-assessment, please take a quick scan at the lowest-rated items. These are areas in which you can focus (and model) your own competency development. If you find that low rated items cluster in any particular domain, you might consider directed reading, peer consultation and/or continuing education in this area.

Falender, C. A., Grus, C., McCutcheon, S., Goodyear, R. K., Ellis, M. V., Doll, B.,...Kaslow, N. J. (2016). Guidelines for clinical supervision in health service psychology: Evidence and implementation strategies. *Psychotherapy Bulletin*, 51(3), 6-16.

<http://societyforpsychotherapy.org/guidelines-clinical-supervision-health-service-psychology/>