

# CLINICAL SUPERVISOR SELF-EVALUATION

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Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Your self-evaluation of supervision-related skills, abilities, and attitudes may give you opportunities to recognize things you would like to improve as a supervisor and a chance to plan your next steps in development as a supervisor.

	GOOD	OK	COULD STAND IMPROVEMENT	PLAN FOR NEXT SUP - SESSION
my attitude about supervision	_____	_____	_____	_____
comfort with the responsibility of supervising	_____	_____	_____	_____
introduction of supervisee to supervision, and setting of goals (take enough time? help supervisee to be candid and at ease?)	_____	_____	_____	_____
establishing supervision "contract"--agreeing on the basic elements and goals of the supervision, in writing if needed or desired	_____	_____	_____	_____
not supervising when interfering dual relationships exist	_____	_____	_____	_____
assessment of supervisee in order to plan specific learning	_____	_____	_____	_____
confidence in my abilities with regard to supervising	_____	_____	_____	_____
my authority in directing the actions of supervisees	_____	_____	_____	_____
my authority regarding caseload, case assignments, relative to that of the system (clinic, etc.)	_____	_____	_____	_____
clarity about my model of supervision	_____	_____	_____	_____
clarity about the type of supervisory relationship I want to have	_____	_____	_____	_____
ability to nurture supervisee's trust in me	_____	_____	_____	_____
providing appropriate support for supervisee	_____	_____	_____	_____

<b>keeping supervision appointments and providing amounts of supervision promised</b>	_____	_____	_____	_____
<b>protecting supervision time (not answering phone, etc. )</b>	_____	_____	_____	_____
<b>protecting supervisee's privacy</b>	_____	_____	_____	_____
<b>balance of making supervisee feel safe versus reporting problems to training director or management</b>	_____	_____	_____	_____
<b>ability to quickly identify case issues in supervision</b>	_____	_____	_____	_____
<b>ability to teach/advise in response to case problems/difficulties</b>	_____	_____	_____	_____
<b>ability to supervise adequately all of the types of clinical activities that I am expected to supervise</b>	_____	_____	_____	_____
<b>ability to help supervisee connect theory with practice</b>	_____	_____	_____	_____
<b>demonstrating and modeling useful clinical skills</b>	_____	_____	_____	_____
<b>keeping up-to-date in knowledge about all of supervisee's cases</b>	_____	_____	_____	_____
<b>ability to identify supervisees' countertransference issues</b>	_____	_____	_____	_____
<b>ability to discuss countertransference issues comfortably and productively</b>	_____	_____	_____	_____
<b>ability to supervise with respect to client diversity</b>	_____	_____	_____	_____
<b>knowledge about ethical/legal matters for use in supervision</b>	_____	_____	_____	_____
<b>knowledge of licensing requirements for supervision (hours, clinical experiences, etc.)</b>	_____	_____	_____	_____
<b>encouraging professional identity development of supervisee</b>	_____	_____	_____	_____
<b>providing a good role model as a professional psychologist</b>	_____	_____	_____	_____
<b>encouraging high standards for mental health care</b>	_____	_____	_____	_____

<b>encouraging high ethical standards</b>	_____	_____	_____	_____
<b>ability to confront supervisee with needed feedback</b>	_____	_____	_____	_____
<b>ability to discuss my relationship with supervisee, when needed</b>	_____	_____	_____	_____
<b>ability to handle supervisees' transference feelings toward me</b>	_____	_____	_____	_____
<b>handling my own negative and positive feelings toward supervisees</b>	_____	_____	_____	_____
<b>ability to give useful oral feedback to supervisee</b>	_____	_____	_____	_____
<b>ability to give useful written feedback to supervisee</b>	_____	_____	_____	_____
<b>ability to separate my emotional reactions to supervisees from objective reality when evaluating supervisees</b>	_____	_____	_____	_____
<b>ability to evaluate supervisees on job requirements and professional consensus regarding desirable behaviors and traits, rather than with respect to my own values and preferences</b>	_____	_____	_____	_____
<b>comfort tolerating supervisee's inadequacies/problems during the learning process</b>	_____	_____	_____	_____
<b>comfort implementing remediation plan</b>	_____	_____	_____	_____
<b>comfort requiring tapes, process recording, etc. of supervisee</b>	_____	_____	_____	_____
<b>taking the time to use tapes, process recordings to create learning value for supervisees</b>	_____	_____	_____	_____
<b>comfort dealing with supervisees' ethical/professional criticisms of agency</b>	_____	_____	_____	_____
<b>plan for enhancing my supervision skills</b>	_____			
	_____			
	_____			