## 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”)

<table>
<thead>
<tr>
<th>X</th>
<th>Present</th>
<th>Aspirational</th>
</tr>
</thead>
</table>

### Knowledge

- 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

### Skills

- Supervision modalities
- Relationship skills
- Sensitivity to multiple roles: Perform and balance
- Provide effective formative and summative feedback
- Promote growth and self-assessment in trainee
- Promote growth and self-assessment in trainee
- 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

### Values

- 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

**Social Context Overarching Issues**

- 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)

**Training of Supervision Competencies**

- 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

**Assessment of Supervision Competencies**

- 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

**Other to be defined by supervisor/setting**