SUPERVISOR AND SUPERVISORY PROCESS FEEDBACK FORM [V6]

The Supervisory Relationship: Interpersonal Process

The professional literature has identified the main characteristics of an effective supervisor and supervisory relationship and the supervisory process that fosters a positive relationship.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree

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1.	Spends time in rapport building to establish a personal foundation for our relationship
2.	Is empathetic
3.	Is genuine/non-judgmental
4.	Is respectful towards me
5.	Creates a safe learning environment
6.	Is flexible
7.	Is accessible
8.	Sets high goals
9.	Notes and integrates my strengths into supervision
10.	Is open to feedback
11.	Maintains professional boundaries
12.	Demonstrates awareness of what else is occurring in my life and supports self-care
13.	Only addresses personal issues that are relevant to clinical and professional development and does so in a respectful and emotionally supportive manner
14	Appropriately utilizes self-disclosure during supervision
	Is attuned to diversity issues in the supervisory relationship, open, supportive, and
10.	respectful in acknowledging the potential impact of differences
16.	Models respect and professionalism toward me and others
17.	Advocates for my needs
18.	Maintains regular "protected" time for supervision
19.	Specifies how to handle requests for additional supervision
20.	If I had more than one supervisor, my primary supervisor communicates with other supervisors for purposes of evaluation, monitoring my progress, and managing workload

Developmental Domain

Supervision requires attention to the Developmental stages of intern growth, providing as much structure as necessary, assessing training goals and needs, providing effective formative feedback and summative evaluation, deploying multiple methods of supervision, and guiding the supervisee toward independent practice.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply My Supervisor:

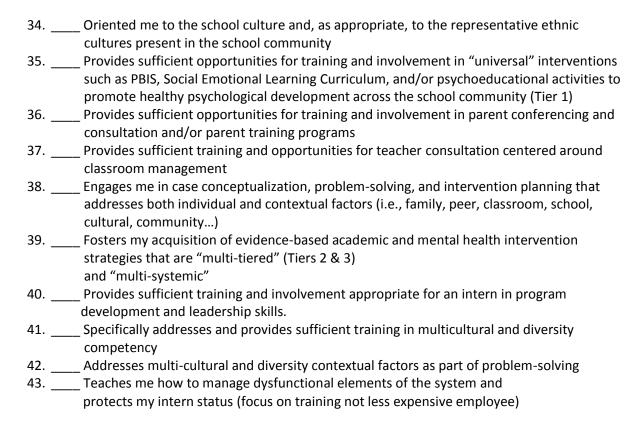
21.	Employs a Socratic approach consistent with my developmental level (does not just tell me the answers)
22.	Clearly defined roles, responsibilities, and expectations at the outset of supervision
	through utilization of a written contract and/or focused discussion of the nature or our
	supervisory relationship.
	a. (indicate if a written contract was utilized as part of your supervisory relationship:
	yes or no)
23.	Requires and models appropriate planning for supervision including advance agenda
	planning
	b. (indicate if the "Intern's Supervision Planner" was utilized: yes or no)
24.	Requires and models appropriate planning for psychological consultation, problem-
	solving, and intervention activities including review and recommendations prior to
	engaging in these activities.
	c. (indicate if "Intern's Client/Activity Planner" was utilized: yes or no)
25.	Models and requires appropriate documentation of professional activities
	d. (indicate if a planning form is used to prepare for activities, i.e., "Intern's Client/Activity
	Session Planner": yes or no)
	e. (indicate if a form is used for documenting activities, i.e., "Intern's Client
	Summary/Progress Notes: yes or no)
26.	Engages me in a developmental assessment of my entry skill levels across Internship Plan
	domains, delineating areas where I have some mastery and where I need additional
	experience and closer supervision
27.	Engages me in goal setting and identification of my perspective of needs for training and
	supervision
28.	Provides fair, understandable, and timely formative feedback throughout the internship
	recognizing my competencies and suggesting areas of growth and improvement
29.	Provides formal comprehensive summative feedback as required by the internship
	consortium, university, or site
30.	Provides summative feedback that is unsurprising (all issues of concern were previously
	noted in ongoing formative feedback)
31.	Notes both strengths and areas requiring further development during feedback and
	evaluation
32.	Provides a balance of dependence and independence appropriate to the various stages of
	the internship
33.	Uses multiple supervision methods during supervision (indicate methods utilized below)
	f. Modeling and Demonstration: yes or no
	g. Intern self-report: <i>yes or no</i>
	h. Co-therapy and case consultation: yes or no
	i. Live observation: <i>yes or no</i>
	j. Video recording: <i>yes or no</i>
	k. Audio recording: <i>yes or no</i>
	I. Coaching: yes or no

Ecological Domain

Supervision requires attention to ecological, systemic, multi-cultural, and diversity elements of professional practice. It is impossible to understand individual students, classrooms, or school communities without understanding their interaction with larger environments.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

My Supervisor:



Problem-solving Domain

Problem-solving is the core activity of school psychology. It is rooted in data-based decision making that links assessment to intervention, addresses both individual and contextual factors, applies empirically supported intervention strategies, monitors outcomes to revise strategies as necessary, and fosters reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness. Supervision activity centers on these activities and strives to teach the intern effective case conceptualization and intervention strategies to apply to the full range of psychological issues.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

44	Engages effectively in collaborative problem solving
45	Uses a systematic approach to problem solving (problem identification, problem analysi etc.)
46	Thinks out loud (shares his/her internal process while engaged in problem-solving)
47	Encourages emotional awareness: encourages me to think more about how I'm feeling and how that impacts my client
48	Specifically addresses multicultural and diversity contextual factors as part of problem- solving
49	Teaches me a framework for systematic case conceptualization that addresses both individual and contextual factors
50	Provides opportunities for me to be involved across multiple tiers of service delivery (preventive/universal, targeted, and intensive)
51.	Develops my skills in data-based decision making across intervention domains
	Develops my skills in linking assessment to intervention
53	Perceives complexity but is still able to suggest or direct concrete paths of action
54	Supports consistent use of evidence-based practices
55	Develops my skills in facilitating and measuring intervention integrity
56	Assists me in integrating theory and research into practice
57.	Directs me to appropriate resources

Additional comments: