

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

My supervisor:

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
 15. ____ Is attuned to diversity issues in the supervisory relationship, open, supportive, and 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
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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 of 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: *yes or no*
 - h. Co-therapy and case consultation: *yes or no*
 - i. Live observation: *yes or no*
 - j. Video recording: *yes or no*
 - k. Audio recording: *yes or no*
 - l. 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:

34. ____ Oriented me to the school culture and, as appropriate, to the representative ethnic cultures present in the school community
 35. ____ Provides sufficient opportunities for training and involvement in “universal” interventions such as PBIS, Social Emotional Learning Curriculum, and/or psychoeducational activities to promote healthy psychological development across the school community (Tier 1)
 36. ____ Provides sufficient opportunities for training and involvement in parent conferencing and consultation and/or parent training programs
 37. ____ Provides sufficient training and opportunities for teacher consultation centered around classroom management
 38. ____ Engages me in case conceptualization, problem-solving, and intervention planning that addresses both individual and contextual factors (i.e., family, peer, classroom, school, cultural, community...)
 39. ____ Fosters my acquisition of evidence-based academic and mental health intervention strategies that are “multi-tiered” (Tiers 2 & 3) and “multi-systemic”
 40. ____ Provides sufficient training and involvement appropriate for an intern in program development and leadership skills.
 41. ____ Specifically addresses and provides sufficient training in multicultural and diversity competency
 42. ____ Addresses multi-cultural and diversity contextual factors as part of problem-solving
 43. ____ Teaches me how to manage dysfunctional elements of the system and protects my intern status (focus on training not less expensive employee)
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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

My Supervisor:

44. ____ Engages effectively in collaborative problem solving
 45. ____ Uses a systematic approach to problem solving (problem identification, problem analysis, 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
 52. ____ 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
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Additional comments: