

SUPERVISOR EVALUATION FORM

Supervisee Name \_\_\_\_\_

Supervision Period \_\_\_\_\_ to \_\_\_\_\_

Supervisor Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Purpose: To provide the supervisor with an understanding of his/her job performance in relation to the supervisee, to suggest areas for improvement, to permit the student to offer feedback to the supervisor in a written form that is based on a set of clearly and previously established criteria, and to increase the supervisor's competence as a supervisor.

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of supervisee:

- 3 – much more of this is needed
- 2 – it would be desirable to have somewhat more
- 1 – it would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items

The supervisor is able to:

1. Be flexible and responsive to your changing needs \_\_\_\_\_
2. Establish an atmosphere of acceptance and psychological safety \_\_\_\_\_
3. Call attention to errors in a tactful manner; \_\_\_\_\_
4. Recognize and accommodate to your level of experience and style of learning \_\_\_\_\_
5. Refrain from indiscriminate use of praise \_\_\_\_\_
6. Provide opportunities for you to question, challenge or doubt \_\_\_\_\_
7. Encourage you to explore the implications of your interventions \_\_\_\_\_
8. Encourage you to formulate your understanding of the case material \_\_\_\_\_
9. Make specific suggestions when you need them \_\_\_\_\_
10. Not foster undue dependence on your part \_\_\_\_\_
11. When asked, present a clear, theoretical rationale for suggestions \_\_\_\_\_
12. Clearly inform you of legal issues \_\_\_\_\_
13. Clearly inform you of ethical issues \_\_\_\_\_
14. Be sensitive to the requirements placed on you by your agency \_\_\_\_\_
15. Admit errors and/or limitations without undue defensiveness \_\_\_\_\_
16. Be concrete and specific in comments \_\_\_\_\_
17. Facilitate your understanding of countertransference reactions to your clients \_\_\_\_\_
18. Seek consultation when it is needed \_\_\_\_\_
19. Summarize and/or highlight major points of supervisory session \_\_\_\_\_

- 20. Be reached in case of emergencies \_\_\_\_\_
- 21. Help you formulate the dynamics of the client \_\_\_\_\_
- 22. Listen sensitively to you \_\_\_\_\_
- 23. Help clarify and define the nature of problem(s) you are having in your work \_\_\_\_\_
- 24. Be clear about the limits of the supervisory relationship \_\_\_\_\_
- 25. Deal explicitly with the formal evaluation process \_\_\_\_\_
- 26. Through role-playing or other suitable techniques, to help you more effectively intervene with your client \_\_\_\_\_
- 27. Be straightforward with you regarding areas in which you need Improvement \_\_\_\_\_
- 28. Be clear with you about the differences between supervision and psychotherapy \_\_\_\_\_
- 30. Maintain an appropriate focus in your sessions \_\_\_\_\_
- 31. "Be there" to meet your needs and not impose his/her issues on you \_\_\_\_\_
- 32. Be open to discussing any difficulties between the two of you which are hindering your learning \_\_\_\_\_
- 33. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship \_\_\_\_\_
- 34. Make decisions and take responsibility when appropriate \_\_\_\_\_
- 35. Make you feel s/he genuinely want to help you learn \_\_\_\_\_
- 36. Be a good professional role model for you \_\_\_\_\_
- 37. Provide you with general knowledge about professional psychology \_\_\_\_\_
- 38. Be sensitive and adaptive to the stresses you are experiencing as a supervisee \_\_\_\_\_

Summarize the supervisor's strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.

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This Supervisor Feedback form is based on that given by Hall-Marley (2001) as an instrument to provide feedback to supervisors on the supervisee's experience of supervision. The form consists of sections including atmosphere for learning, supervision style, supervision conduct, and supervision impact. It is recommended a supervisor feedback form be used a minimum of four times during each year and ideally, more frequently. It is a tool in establishing a dialogue and a feedback loop which should enhance the supervisory alliance. (Found in Appendices of Falender, C.A., & Shafranske, E.P. (2004). *Clinical Supervision: A Competency-based Approach*. Washington, D.C.: APA.)