

Table 1.2
Self-Assessment of Supervision-Related Knowledge and Skills

Teaching Skills *(On a scale of 1 to 5 – 1:Needs Development through 5:Expertise)*

1. Ability to identify learning needs of the supervisee
2. Ability to identify learning style of supervisee
3. Ability to write learning goals and objectives
4. Ability to devise instructional strategies to accommodate needs and learning style of supervisee
5. Ability to present material in a didactic manner
6. Ability to present material in an experiential manner (e.g., demonstrate, model)
7. Ability to explain the rationale for an intervention
8. Ability to evaluate supervisee's learning
9. Comfort in authority role
10. Ability to give constructive feedback for supervisee

Counseling Skills *(On a scale of 1 to 5 – 1:Needs Development through 5:Expertise)*

1. Ability to establish rapport, a working relationship with supervisee
2. Facilitative skills (e.g., warmth, primary empathy, genuineness, concreteness, etc.)
3. Challenging skills (e.g., self-disclosure, advanced empathy, confrontation, immediacy, etc.)
4. Ability to facilitate supervisee self-exploration of strengths, limitations, and concerns about counseling skills
5. Ability to help supervisee explore feelings about client, purposes of counseling, counseling interventions
6. Ability to help supervisee explore feelings about supervision
7. Ability to conduct intake sessions
8. Ability to conduct closure sessions
9. Ability to make referrals
10. Knowledge of interpersonal dynamics
11. Knowledge of counseling theories
12. Expertise in counseling techniques (specify)
13. Expertise with particular clients and issues (e.g., suicide, career)

Counseling skills (continued) *(On a scale of 1 to 5 – 1:Needs Development through 5:Expertise)*

14. Ability to identify themes, patterns of behavior
15. Ability to handle counseling skills
16. Ability to respond with flexibility
17. Ability to integrate data about supervisee into comprehensive “case conceptualization”

Consultation skills *(On a scale of 1 to 5 – 1:Needs Development through 5:Expertise)*

1. Ability to objectively assess problem situation
2. Ability to provide alternative interventions and/or conceptualization or problem/client
3. Ability to facilitate supervisee brainstorming of alternatives, options, solutions
4. Ability to encourage supervisee to make own choices, take responsibility for decisions concerning client and counseling
5. Ability to function in more peer-like, collegial relationship with supervisee

Research skills *(On a scale of 1 to 5 – 1:Needs Development through 5:Expertise)*

1. Ability to make accurate and reliable observations (of client and of supervisee)
2. Ability to state testable hypothesis (e.g., Is supervisee avoiding confrontation? Would role-playing be an effective supervision intervention?)
3. Ability to gather data relevant to testing hypothesis
4. Ability to evaluate hypothesis
5. Ability to incorporate new data, restate and retest hypothesis
6. Ability to identify confounding variables affecting change (e.g., supervisees’ personal issues)
7. Ability to critically examine and incorporate new research into supervision (e.g., on counselor-client dynamics, assessment, counseling intervention, supervision intervention)