



TOOLS TO ASSESS SUPERVISORS

The following is a list of instruments to assess supervisors and the quality of supervision they provide.

General

Janine M. Bernard and Rodney K. Goodyear, *Fundamentals of Clinical Supervision*, Columbus, Ohio: Merrill, 2009.

The following scales are to be completed by the supervisee to assess the quality of supervision.

- a. Supervisory satisfaction questionnaire, p. 326. This scale was developed by Ladany, N., Hill, C.E., and Nutt, E.A. (1996), unpublished instrument, reprinted with permission of the authors. This is a simple, eight question form, to assess the quality of supervision received.
- b. Group supervision scale, p. 327. This scale was developed by Arcinue, F., (2002), unpublished dissertation, reprinted with permission of the author. It is specifically focused on group clinical supervision.
- c. Anticipatory supervisee anxiety scale, p. 331-32. This scale was developed by Ellis, M., Singh, N.N., Dennin, M.K., and Tosado, M., unpublished instrument, reprinted with permission of the authors. It is a twenty-eight question assessment of the anxiety a supervisee might experience in supervision.
- d. Role conflict and role ambiguity inventory, 333-36. This scale is from Olk, M., and Friedlander, M.L. (1992), *Journal of Counseling Psychology*, 39, 389-397, by the American Psychological Association, copyright, 1992, reprinted with permission of the authors. This is a twenty-nine question assessment of potential role conflicts and ambiguity experienced by a supervisee in clinical supervision.
- e. Multi-cultural supervision competencies, p. 349-52. This scale was developed by Wong, P.T.P., and Wong, L.C.J., unpublished instrument, reprinted with permission of the authors. It is one of the few scales to assess the multicultural nature of the supervisor's competencies. Although lengthy (sixty items), it is a valuable tool to assess multicultural issues in clinical supervision.

The following scales are to be completed by the supervisor to assess the quality of supervision.

- a. Supervisory working alliance form, p. 337-40. This scale was developed by Efstation, J.F., Patton, M.J., and Kardash, C.M. (1990), *Journal of Counseling Psychology*, 37, 322-329, by the American Psychological Association, copyright, 1990, reprinted by permission of the authors. There are two instruments here: one to be completed by the supervisor, the other by the supervisee. These twenty-three and nineteen item scales measure the supervisor's and supervisee's assessments of the working alliance in clinical supervision.



- b. Supervisory styles inventory, p., 341-42. This form was developed by Friedlander, M.L., and Ward, L.G. (1984), *Journal of Counseling Psychology*, 31, 542-558, reprinted with permission of the authors. The scale is to be completed by both the supervisor and supervisee. The thirty-three item scale is an inventory of the perceived style of supervision with key descriptor words. It is an easy and simple form to complete.
- c. Counselor-supervisor self-efficacy scale, p. 346-348. This thirty-nine item scale was developed by Barnes, K.L. (2002), unpublished dissertation, reprinted with permission of the author. It assesses the supervisor's perception of their level of confidence for completing tasks in clinical supervision. It is the longest of the assessment instruments listed here.

Jane M. Campbell, *Becoming an Effective Supervisor*, New York: Accelerated Development, 2000.

- a. Supervisor's skills and techniques, p. 279-80. This form was developed by J. Campbell (2000) for a supervisee to assess a supervisor's style and effectiveness. It is intended to be reviewed by both supervisor and supervisee.

Paul Cassedy, *First Steps in Clinical Supervision: A Guide for Health Care Professionals*, New York: Open University Press, 2010.

- a. Self-assessment checklist for clinical supervisors, p. 175-8. This form was originally developed by Hawkins and Shoheit (1989) and adapted by Cassedy. It is a thirty item self-assessment to be completed by the supervisor to assess their effectiveness in supervision. The scaling is unique in that it asks the supervisor to assess themselves as "novice, advanced, competent." Further explanation of these categories is found in Cassedy's book.

Carol A. Falender and Edward P. Shafranske, *Clinical Supervision: A Competency-based approach*, Washington, D.C.: American Psychological Association, 2004. This book, along with Bernard and Goodyear (2009) and Powell (2004) provide the most comprehensive tools for assessment by both clinical supervisor and supervisee.

- a. Working alliance inventory: Supervisor form, p. 239-241. This scale was developed by Bahrck, A., (1989), unpublished dissertation, reprinted with permission of the author. This thirty-six item scale is to be completed by the supervisor to assess their quality of the working alliance in supervision. It uses an extended scale of 1-7, and is scored on the scales of tasks, bonding, and goal attainment.
- b. Cross-cultural counseling inventory, pp. 243-244. This scale was designed by LaFromboise, T.D. and Hernandez, A. (1991), reprinted with permission of the authors. This twenty item scale and six point measurement addresses issues of cross-cultural counseling skills, socio-political awareness, and cultural sensitivity of the counselor. It is to be completed by the supervisor to assess the cultural competency of the counselor. Appendix D and E in Falendar also provide multicultural competency checklists for counseling psychology and multicultural counseling knowledge and awareness scales.



- c. Competencies of supervisors, p. 257-263. This scale was developed originally by Borders, D., and Leddick, G.R., (1987) as a comprehensive list of supervisor competencies. It can be completed either by the supervisor and/or supervisee. It covers areas such as conceptual skills and knowledge, Direct intervention skills, and human relations skills. It was reprinted with permission of the authors.
- d. Evaluation process within supervision inventory, p. 269-70. This scale was developed by Lehman-Waterman, D., and Ladany, N., (2001), *Journal of Counseling Psychology*, 48, 171, copyright by the American Psychological Association, 2001, reprinted by permission of the authors. This twenty-one item scale measures the effectiveness of supervision as perceived by the supervisee. The form is to be completed by the supervisee.
- e. Supervision outcomes survey, p. 271-72. This scale was designed by Worthen, V.E., and Isakson, R.L. (2000), reprinted with permission of the authors. This twenty item scale is to be completed by the supervisee to assess supervision outcomes.
- f. Supervision feedback form, p. 273-75. This scale was designed by Hall-Marley, S., (2001), reprinted with permission of the author. The scale is to be completed by supervisee to assess the following: the atmosphere for learning in supervision, supervision styles, supervisor conduct, and supervision impact on the supervisee.

Marriage and Family Therapy

Cheryl L. Storm and Thomas C. Todd (eds.), *The Reasonably Complete Systemic Supervisor Resource Guide*, New York: Authors Choice Press, 2002.

- a. Family therapy supervision theory-building questionnaire, p. 101-3. This scale was developed by Piercy, F.P., and Sprenkle, D.H., and published by Storm and Todd as an article entitled "Family Therapy Supervision Theory-Building Questions." It is not a rating scale but a series of questions concerning the use of theory in supervision, covering areas such as influence of theory in supervision, isomorphism, change and components of supervision, the use of self by the supervisor, gender issues, diversity issues, accountability and assessment issues, and ethical concerns in supervision.
- b. Questions of power in supervision, 133. These questions were developed by Fine, M., and Turner, J. and published by Storm and Todd as an article entitled "Questions of Power." The questions cover areas such as other's attributions to you, your own attributions, awareness of personal power in supervision. Again, these are thought-provocative questions for discussion in supervision.
- c. Supervision styles index, p. 137-8. This index was developed by Long, J., and Lawless, J.J. and published by Storm and Todd in an article entitled "What is your style? The SSI." It is intended to be used by a supervisor to determine their style in supervision. A second form is for supervisees to determine their style in supervision.
- d. Supervision feedback form, p. 204. This scale was developed by Williams, L, and published by Storm and Todd as an article entitled "How are you doing as a supervisor? Your SFF." It is intended to be completed by a supervisor to determine their feedback style. It was originally printed in *The Journal of Marital and Family*, (1994), American Association of Marriage and Family Therapy, and reprinted with permission of the author.



- e. MFT Internship evaluation form, p. 206. This scale was developed by Storm, C.L., York, C.D., and McDowell, T. and published by Storm and Todd as an article entitled “Bang for their Buck: Are Supervisees satisfied?” It is to be completed by the supervisee to assess the marriage and family therapy internship supervisory process. It covers both individual and group supervision.
- f. Supervisor-in-training evaluation form, p. 225-27. This evaluation form was developed by McDaniel, S.H., Horwitz, S.H., and le Roux, P., and was published by Storm and Todd as an article entitled “Supervisor-in-training (SIT) Evaluation form.” The American Association of Marriage and Family Therapy is unique in providing rigorous standards for supervisors-in-training. It is intended to be completed by the SIT’s supervisor and covers areas such as the overall approach to the supervisory process, the conceptual and perceptual skills of the SIT, executive skills, management of cases, group process, family-of-origin issues, evaluation skills, and personal growth.

Substance Abuse Counseling

David J. Powell and Archie Brodsky, *Clinical Supervision in Alcohol and Drug Abuse Counseling*, New York: Jossey-Bass, 2004.

- a. Competencies of supervisors, p. 327-332. This form was adopted by the ACES Supervision Interest Network by the American Association of Counselor Development (1985), reprinted by Borders and Leddick (1987), with permission of the author. It reviews the competencies of clinical supervisors, covering areas such as conceptual skills and knowledge, direct intervention skills, and human relation skills. The format for the scale is a checklist to be completed by either the supervisor or the supervisor’s supervisor.
- b. Role delineation study for clinical supervisors, p. 333-339. This is the role delineation study conducted by the International Certification and Reciprocity Consortium (ICRC) (1972) and incorporated in part into Technical Assistance Protocol #21A, SAMHSA, reprinted with permission of the authors. It encompasses four performance domains: management and administration, assessment skills, counselor development skills and professional responsibility skills. These domains have subsequently been amended by ICRC.
- c. Assessing one’s preparation as a clinical supervisor, p. 341-343. This ten item assessment scale is intended to be conducted by the clinical supervisor as a self-inventory of one’s preparation and ability to function as a supervisor. It is adapted from Stoltenberg and Delworth (1987), mead (1999), and others. It was developed by David Powell.
- d. Determining readiness to be a supervisor, p. 345-6. This twenty item survey is to be completed by a clinical supervisor as a self-inventory of their readiness to be a supervisor. It was developed by David Powell.
- e. Counselor evaluation of the supervisor, p. 347-9. This form was developed by David Powell and is a forty item assessment of the supervisor to be completed by the supervisee. It gives the supervisor useful feedback by the supervisee about the design and delivery of supervision.
- f. Supervision evaluation form, p. 377. This sixteen scale was developed by Lawson, D.M. and adapted by David Powell. It is an assessment of the



supervision as perceived by the supervisee. It was originally published in the 1977 AAMFT Forms Book, with the permission of the author.

U.S. Department of Health and Human Services, *Treatment Improvement Protocol # 52, Clinical Supervision and Professional Development of the Substance Abuse Counselor*, Washington, D.C., 2009.

- a. Selection and competencies of supervisors, p. 107-8. This form is a checklist of supervisor competencies and can be completed either by the supervisor or supervisee. It covers areas such as supervisory knowledge, practices, and qualities. It was adapted from Campbell, J., (2000) and reprinted with the permission of the author.
- b. Supervision interview observations, p. 117. This form was originally published by Porter, J and Gallon, S. (2006) and covers the supervisor's ability to set agendas in supervision, give feedback, teach and negotiate, and to secure commitments from a supervisee. It reviews observations, behaviors and notes of a clinical supervisor.