

Generic Supervision Assessment Tool Supervisee



Supervisee:

Supervisor:

Date:

Scoring Key	
<p>No skill</p> <p style="text-align: center;">0 100</p>	<p>Superior skill</p>
<p>Instructions</p> <p>The following tool will assist you to reflect on how your supervisor provides clinical supervision based on defined core supervision competencies. Please rate your supervisor on each of the competency statements below by placing a mark on the 100-point visual analogue scale using the scoring key as a guide. If you think an essential skill is not relevant to your supervision, then please mark Not Applicable N/A. Where you think your supervisor missed demonstrating an essential skill then please score this item as Absent 0.</p>	
Rating	Scoring key examples
0 - 19	Absence (0) of essential skill or Inappropriate application (1-19) of essential skill.
20 - 39	Limited skill with problems evident.
40 - 59	Foundational level of skill with minor problems evident.
60 - 79	Proficient level of skill with consistent level of practice
80 - 89	Advanced level of skill with high level of consistency in practice
90 - 100	Expert level of skills with consistently high level of practice evident.
N/A	N/A May have the skill but its application was not applicable to supervision sessions.
Foundational competencies enabling effective feedback (Mark supervisor's skill level between 0-100 or circle N/A)	
1.	<p>Develops a warm, supportive, and trusting bond with the supervisee.</p>
2.	<p>Acknowledges and works appropriately with power differentials in the supervision relationship.</p>
3.	<p>Establishes and maintains professional boundaries in supervision including communicating evaluation methods and maintaining confidentiality.</p>

Generic Supervision Assessment Tool Supervisee



4.	Demonstrates respect for the supervisee.		<input type="checkbox"/>	<input type="checkbox"/> N/A
5.	Appropriately applies where relevant the multiple supervisory roles that make for an effective supervisor (e.g., consulting, modelling, monitoring, supporting, exploring, and evaluating).		<input type="checkbox"/>	<input type="checkbox"/> N/A
6.	Gives accurate, constructive, and timely feedback.		<input type="checkbox"/>	<input type="checkbox"/> N/A
7.	Encourages and is open to feedback from the supervisee.		<input type="checkbox"/>	<input type="checkbox"/> N/A
8.	Explores and acknowledges the supervisees emotions and reactions.		<input type="checkbox"/>	<input type="checkbox"/> N/A
9.	Is available to the supervisee as agreed and is fully mindful in supervision.		<input type="checkbox"/>	<input type="checkbox"/> N/A
Fundamental accountability, safety, and awareness processes (Mark supervisor's skill level between 0-100 or circle N/A)				
10.	Initiates appropriate tasks to achieve the goals of the session.		<input type="checkbox"/>	<input type="checkbox"/> N/A
11.	Addresses cultural diversity (e.g., ethnicity, race, age, ability, gender, religion, sexual orientation) issues between the supervisee and their client/s, and between the supervisee and supervisor.		<input type="checkbox"/>	<input type="checkbox"/> N/A
12.	Addresses any ethical or legal considerations.		<input type="checkbox"/>	<input type="checkbox"/> N/A

Generic Supervision Assessment Tool Supervisee



13.	Encourages the supervisee to critically reflect on their practice, including their strengths and areas for improvement.		<input type="checkbox"/>	N/A
14.	Encourages reflection on process as well as content in client and professional interactions.		<input type="checkbox"/>	N/A
15.	Encourages the supervisee to consider different perspectives.		<input type="checkbox"/>	N/A
16.	Identifies and works with the supervisee on safety issues for the client/s as relevant.		<input type="checkbox"/>	N/A
17.	Encourages the supervisee to practice (e.g., using role-play) specific skills in supervision (e.g., micro skills).		<input type="checkbox"/>	N/A
18.	Encourages the supervisee to use evidence-based interventions.		<input type="checkbox"/>	N/A
19.	Considers the organisational context within which the supervisee practices.		<input type="checkbox"/>	N/A
20.	Makes the evaluation processes and criteria clear for the supervisee (e.g., reviews of tasks and goals, communication of formative feedback).		<input type="checkbox"/>	N/A
21.	As appropriate refer the supervisee to resources / other contacts or another supervisor to assist them to reach their goals.		<input type="checkbox"/>	N/A

Generic Supervision Assessment Tool Supervisee



Additional feedback comments for your supervisor:

GSAT-SE Supervisee Scoring

The first step is to calculate an overall GSAT score. This is done by adding up all items answered and dividing by the number of items answered (do not include N/A in total number answered).

The second step is to score the two subscales. For each subscale all the items must be added and then divide by the number of items answered in that subscale (do not include N/A in total number answered).

Once you have calculated both the overall GSAT score and the subscale scores, check your supervisor's competency levels as per the competency summary. This will provide you and your supervisor with more specific information about how you perceive their supervision.

It is important to spend time considering your level of comfort in sharing your feedback with your supervisor. It is recommended you plan time in supervision to discuss your reflections and consider how your feedback may inform your supervision working agreement. For more information on sharing results please refer to the **GSAT User Manual**.

Note: It is recommended that consideration is given to application of N/A with **no more than 4 N/A in subscale 1 or subscale 2 recommended**. If the number of N/A for each subscale exceeds recommendations, then the scores will be affected. Reflection on use of N/A in relation to specific competency items is suggested when considering results.

Total overall GSAT-SR competency score (items 1 – 26)

Sum of all GSAT items answered:	Number of items answered (exclude n/a):	<p>Total score - sum of all GSAT items answered divided by number answered:</p> <p>_____</p> <p>*Compare your total score to the indicator band that most closely aligns to your score. Then read through the corresponding competency summary below.</p>
---------------------------------	-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

(0-19)	(20-39)	(40-59)	(60-79)	(80-89)	(90-100)
--------	---------	---------	---------	---------	----------

Subscale 1. Foundational competencies enabling effective feedback (1-9)

Sum of items answered:	Number of items answered (exclude n/a):	<p>Subscale score - sum of items answered divided by the number of items answered:</p>
------------------------	-----------------------------------------	-----------------------------------------------------------------------------------------------

Subscale 2. Fundamental accountability, safety, and awareness processes (items 10 - 21)

Sum of items answered:	Number of items answered (exclude n/a):	<p>Subscale score - sum of items answered divided by the number of items answered:</p>
------------------------	-----------------------------------------	-----------------------------------------------------------------------------------------------

Generic Supervision Assessment Tool Supervisee



Competency summaries

Absence of skill

0 Absence of essential skill where the skill/s should have been applied to the supervision working relationship to ensure effective supervision outcomes.

Inappropriate application

1 – 19 Inappropriate application or performance of essential skill/s. Practice consistently falls below the line of expected skill, knowledge, and behaviours for appropriate application of this skill which is likely to impact on supervisory outcomes. The supervisor is advised to seek support and training to improve application of skill in this area. It is recommended that the supervisor reflects with a third party (such as their supervising supervisor), on how to improve future supervision practice.

Limited skill

20 - 39 Limited knowledge or understanding of supervisory skills and techniques that at times are not accurate, do not achieve the intended outcome, or frequently fall below the standards for effective supervisory practice. This would indicate a need for reflection on application of skills with consideration of supervisory development learning goals, skills development and learning opportunities as part of regular supervision of supervision.

Foundational skill

40 – 59 Foundational application of competencies that reflect skills at the novice or developing level of experience. Has knowledge of supervision concepts, skills, principles, and behaviours. Has safe, sound foundational skills in translating competencies into practice and enhancing the supervisory relationship.

Proficient skill

60 – 79 Proficient practice skills with moderate level of expertise. Able to apply skills accurately and consistently to multiple competency domains. Can successfully facilitate discussions around these competencies, the application of and principles of each competency, and their importance in enhancing effective supervisory outcomes. Utilises resources to support goals and tasks. Demonstrates ethical practice and has a visible commitment to the supervisee's development. Establishes and maintains a healthy supervisory working relationship and upholds safe practice.

Advanced skill

80 – 89 Advanced level of skills and knowledge for providing supervision. Demonstrates a high level of capability in most competency domains. Confidently translates nuances related to supervision competencies to the supervisee in easily understood and relatable means. Uses processes or practices in supervision which improve the supervisory working relationship, and outcomes of agreed goals and tasks. Demonstrates ethical and safe practice to a high standard.

Expert

90 – 100 Expert supervisory skills that consistently exceed expectation, set an exceptional standard, are safe and ethically sound. At all times the supervisor displays a consistently high level of performance and expertise in relation to the skills, attitudes, values and behaviours of all competency domains. Demonstrated excellence in strategic application of skills and knowledge. Draws on a broad repertoire of strategies to facilitate supervision for the benefit of the supervisee.