

**MEASURES FOR SUPERVISION RESEARCH AND PRACTICE**  
**SUPERVISORY SATISFACTION QUESTIONNAIRE**

1. How would you rate the quality of the supervision you have received?  

1	2	3	4
<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
2. Did you get the kind of supervision you wanted?  

1	2	3	4
<i>No, definitely not</i>	<i>No, not really</i>	<i>Yes, generally</i>	<i>Yes, definitely</i>
3. To what extent has this supervision fit your needs?  

4	3	2	1
<i>Almost all my needs have been met</i>	<i>Most of my needs have been met</i>	<i>Only a few of my needs have been met</i>	<i>None of my needs have been met</i>
4. If a friend were in need of supervision, would you recommend this supervisor to him or her?  

1	2	3	4
<i>No, definitely not</i>	<i>No, I don't think so</i>	<i>Yes, I think so</i>	<i>Yes, definitely</i>
5. How satisfied are you with the amount of supervision you have received?  

1	2	3	4
<i>Quite dissatisfied</i>	<i>Indifferent or mildly dissatisfied</i>	<i>Mostly satisfied</i>	<i>Very satisfied</i>
6. Has the supervision you received helped you to deal more effectively in your role as a counselor or therapist?  

4	3	2	1
<i>Yes, definitely</i>	<i>Yes, generally</i>	<i>No, not really</i>	<i>No, definitely not</i>
7. In an overall, general sense, how satisfied are you with the supervision you have received?  

4	3	2	1
<i>Very satisfied</i>	<i>Mostly satisfied</i>	<i>Indifferent or mildly dissatisfied</i>	<i>Quite dissatisfied</i>
8. If you were to seek supervision again, would you come back to this supervisor?  

1	2	3	4
<i>No, definitely not</i>	<i>No, I don't think so</i>	<i>Yes, I think so</i>	<i>Yes, definitely</i>

The score is the sum of the items.

Developed by Ladany, N., Hill, C. E., Corbett, M., & Nutt, E. A. (1996), as a modified version of the Client Satisfaction Questionnaire (Larsen, Attkisson, Hargreaves, & Nguyen, 1979), with permission of the original authors. Unpublished instrument. Reprinted with permission of the authors.

## SUPERVISEE NEEDS INDEX

Please rate your current, individual supervisor. Using the following scale as a guide, select a number to indicate how much you agree with each statement.

	1 -----	2 -----	3 -----	4 -----	5 -----	6 -----	7	
	<i>Strongly Disagree</i>					<i>Strongly Agree</i>		
1. My supervisor does not encourage me to grow personally.	1	2	3	4	5	6	7	
2. Supervision regularly includes opportunities to review recordings of my clinical work.	1	2	3	4	5	6	7	
3. When faced with a client issue that is new to me, supervision provides little guidance.	1	2	3	4	5	6	7	
4. I am content with the emphasis placed on learning therapy techniques in supervision.	1	2	3	4	5	6	7	
5. When ethical issues arise, my supervisor provides meaningful assistance.	1	2	3	4	5	6	7	
6. Countertransference issues are not discussed as much as I would prefer in supervision.	1	2	3	4	5	6	7	
7. There are sufficient opportunities to receive formal evaluation of my therapy work during supervision.	1	2	3	4	5	6	7	
8. I feel my supervision has ample focus on my clients' needs.	1	2	3	4	5	6	7	
9. I leave supervision feeling that my pressing issues were not addressed.	1	2	3	4	5	6	7	
10. We have a regularly scheduled time for supervision that my supervisor honors.	1	2	3	4	5	6	7	
11. My supervisor helps me to feel self-assured in my clinical work.	1	2	3	4	5	6	7	
12. My supervisor is clearly motivated to help me in supervision.	1	2	3	4	5	6	7	
13. There are many times when my supervisor does not seem to be listening to me.	1	2	3	4	5	6	7	
14. I do not receive the mentoring I want in supervision.	1	2	3	4	5	6	7	
15. My supervisor has helped improve my ability to understand my clients.	1	2	3	4	5	6	7	
16. My supervisor spends time explaining her or his expectations of me.	1	2	3	4	5	6	7	
17. My supervisor rarely makes time for me when I need it.	1	2	3	4	5	6	7	
18. I feel safe in supervision.	1	2	3	4	5	6	7	
19. I frequently leave supervision feeling I did not learn enough about therapy.	1	2	3	4	5	6	7	

20. My role as a supervisee is not clear. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
21. I wish my supervisor would suggest literature related to my clinical work when I request it. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
22. My most significant concerns are addressed in supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
23. I feel my supervisor only wants me to utilize her or his theoretical orientation. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
24. My clinical knowledge has expanded through supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
25. I am concerned my clients' well-being is overlooked in supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
26. My supervisor appropriately challenges me to think for myself. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
27. The emphasis in supervision on my personal growth meets my needs. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
28. At times, my supervisor's behavior feels invalidating. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
29. I am dissatisfied with the supervisory relationship. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
30. It would be helpful for my supervisor to give me greater autonomy in clinical decision-making. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
31. I wish my supervisor would directly observe my therapy sessions more often. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
32. I am not able to be myself in supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
33. When I ask for readings on a particular issue, my supervisor provides recommendations. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
34. I would prefer more emphasis be placed on issues of diversity in supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
35. My supervisor encourages me to work from the theoretical approach that fits for me. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
36. Multicultural issues are sufficiently discussed in supervision. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
37. My supervisor's feedback about my therapy skills is insufficient. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
38. I feel the supervisory relationship is supportive. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
39. In supervision, we appropriately discuss my personal issues as they relate to my clinical work. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
40. Conceptualization of my clients during supervision has little impact on my clinical work. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
41. I wish my supervisor would willingly discuss my ethical concerns. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7
42. It seems that my supervisor does not give much consideration to my needs. 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

- |   |                                       |
|---|---------------------------------------|
| 43. My supervisor is not trustworthy.   | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |
| 44. My supervisor serves as a guide in my professional development.                   | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |
| 45. My supervisor makes our relationship a priority.                                  | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |
| 46. My supervisor is helpful when I am unfamiliar with a particular clinical issue.   | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |
| 47. I feel able to disclose my honest reactions to my supervisor.                     | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |
| 48. My supervisor does not focus enough on utilizing different therapy interventions. | 1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7 |

### SNI Scoring Procedures

To find a total score for the SNI, reverse score the items listed below. Then, add each Likert-scale score to achieve a Total Score (Range = 48 – 336).

Reverse Scored:

Items: 1, 3, 6, 9, 13, 14, 17, 19, 20, 21, 23, 25, 28, 29, 30, 31, 32, 34, 37, 40, 41, 42, 43, 48

Therefore, for those items, 7 = 1, 6 = 2, 5 = 3, 4 = 4, 3 = 5, 2 = 6, 1 = 7

## GROUP SUPERVISION SCALE

For each of the following items, please circle the number that best describes your experience with your group supervisor. Please use a five-point scale where 1 = *strongly disagree* and 5 = *strongly agree*.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The supervisor provides useful feedback regarding my skills and interventions.                        | 1 | 2 | 3 | 4 | 5 |
| 2. The supervisor provides helpful suggestions and information related to client treatment.              | 1 | 2 | 3 | 4 | 5 |
| 3. The supervisor facilitates constructive exploration of ideas and techniques for working with clients. | 1 | 2 | 3 | 4 | 5 |
| 4. The supervisor provides helpful information regarding case conceptualization and diagnosis.           | 1 | 2 | 3 | 4 | 5 |
| 5. The supervisor helps me comprehend and formulate clients' central issues.                             | 1 | 2 | 3 | 4 | 5 |
| 6. The supervisor helps me understand the thoughts, feelings, and behaviors of my clients.               | 1 | 2 | 3 | 4 | 5 |
| 7. The supervisor encourages supervisee self-exploration appropriately.                                  | 1 | 2 | 3 | 4 | 5 |
| 8. The supervisor enables me to express opinions, questions, and concerns about my counseling.           | 1 | 2 | 3 | 4 | 5 |
| 9. The supervisor creates a safe environment for group supervision.                                      | 1 | 2 | 3 | 4 | 5 |
| 10. The supervisor is attentive to group dynamics.   | 1 | 2 | 3 | 4 | 5 |
| 11. The supervisor effectively sets limits, and establishes norms and boundaries for the group.          | 1 | 2 | 3 | 4 | 5 |
| 12. The supervisor provides helpful leadership for the group.  | 1 | 2 | 3 | 4 | 5 |
| 13. The supervisor encourages supervisees to provide each other feedback.                                | 1 | 2 | 3 | 4 | 5 |
| 14. The supervisor redirects the discussion when appropriate.  | 1 | 2 | 3 | 4 | 5 |
| 15. The supervisor manages time well between all the group members.                                      | 1 | 2 | 3 | 4 | 5 |
| 16. The supervisor provides enough structure in the group supervision.                                   | 1 | 2 | 3 | 4 | 5 |

**Scoring:** *Group Safety Scale:* Sum items 7, 8, 9, 10, and 13; divide by 5

*Skill Development and Case Conceptualization Scale:*

Sum items 1, 2, 3, 4, 5, and 6; divide by 6.

*Group Management Scale:* Sum items 11, 12, 15, and 16

## SUPERVISEE LEVELS QUESTIONNAIRE-REVISED

Please answer the following items in terms of your own *current* behavior. In responding to those items, use the following scale:

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Half the Time</i>	<i>Often</i>	<i>Most of the Time</i>	<i>Always</i>
	1	2	3	4	5	6	7
1. I feel genuinely relaxed and comfortable in my counseling/therapy sessions.	1	2	3	4	5	6	7
2. I am able to critique counseling tapes and gain insights with minimum help from my supervisor.	1	2	3	4	5	6	7
3. I am able to be spontaneous in counseling/therapy, yet my behavior is relevant.	1	2	3	4	5	6	7
4. I lack self-confidence in establishing counseling relationships with diverse client types.	1	2	3	4	5	6	7
5. I am able to apply a consistent personalized rationale of human behavior in working with my clients.	1	2	3	4	5	6	7
6. I tend to get confused when things don't go according to plan and lack confidence in ability to handle the unexpected.	1	2	3	4	5	6	7
7. The overall quality of my work fluctuates; on some days I do well, on other days, I do poorly.	1	2	3	4	5	6	7
8. I depend upon my supervision considerably in figuring out how to deal with my clients.	1	2	3	4	5	6	7
9. I feel comfortable confronting my clients.	1	2	3	4	5	6	7
10. Much of the time in counseling/therapy I find myself thinking about my next response instead of fitting my intervention into the overall picture.	1	2	3	4	5	6	7
11. My motivation fluctuates from day to day.	1	2	3	4	5	6	7
12. At times, I wish my supervisor could be in the counseling/therapy session to lend a hand.	1	2	3	4	5	6	7
13. During counseling/therapy sessions, I find it difficult to concentrate because of my concern about my own performance.	1	2	3	4	5	6	7
14. Although at times I really want advice/feedback from my supervisor, at <i>other</i> times I really want to do things my own way.	1	2	3	4	5	6	7

15. Sometimes the client's situation seems so hopeless. I just don't know what to do.  
1            2            3            4            5            6            7
16. It is important that my supervisor allow me to make my own mistakes.  
1            2            3            4            5            6            7
17. Given my current state of professional development, I believe I know when I need consultation from my supervisor and when I don't.  
1            2            3            4            5            6            7
18. Sometimes I question how suited I am to be a counselor/therapist.  
1            2            3            4            5            6            7
19. Regarding counseling/therapy, I view my supervisor as a teacher/mentor.  
1            2            3            4            5            6            7
20. Sometimes I feel that counseling/therapy is so complex, I never will be able to learn it all.  
1            2            3            4            5            6            7
21. I believe I know my strengths and weaknesses as a counselor sufficiently well to understand my professional potential and limitations.  
1            2            3            4            5            6            7
22. Regarding my counseling/therapy, I view my supervisor as a peer/colleague.  
1            2            3            4            5            6            7
23. I think I know myself well and am able to integrate that into my therapeutic style.  
1            2            3            4            5            6            7
24. I find I am able to understand my clients' view of the world, yet help them objectively evaluate alternatives.  
1            2            3            4            5            6            7
25. At my current level of professional development, my confidence in my abilities is such that my desire to do counseling/therapy doesn't change much from day to day.  
1            2            3            4            5            6            7
26. I find I am able to empathize with my clients' feeling states, but still help them focus on problem resolution.  
1            2            3            4            5            6            7
27. I am able to adequately assess my interpersonal impact on clients and use that knowledge therapeutically.  
1            2            3            4            5            6            7
28. I am adequately able to assess the client's interpersonal impact on me and use that therapeutically.  
1            2            3            4            5            6            7
29. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without *undue overinvolvement* with my clients.  
1            2            3            4            5            6            7
30. I believe I exhibit a consistent professional objectivity and ability to work within my role as a counselor without *excessive distance* from my clients.  
1            2            3            4            5            6            7

**Scoring key:** *Self and Other Awareness items: 1, 3, 5, 9, 10\*, 13\*, 24, 26, 27, 28, 29, 30*  
*Motivation items: 7, 11\*, 15\*, 18\*, 20\*, 21, 23, 25*  
*Dependency–Autonomy items: 2, 4\*, 6\*, 8, 12\*, 14, 16, 17, 19\*, 22*

*\*Indicates reverse scoring. To score: sum the items in the scale, then divide by the number of items.*



## ANTICIPATORY SUPERVISEE ANXIETY SCALE (ASAS)

**Directions: Complete before your supervision session.**

Following are a number of statements that describe possible feelings or experiences you may have about your upcoming supervision session. Recall, if you have more than one supervisor or supervision session per week, please choose the supervision session you were asked to rate.

Please indicate your *current* thoughts and/or feelings about your *upcoming* supervision session by responding to the sentence stem: "In anticipation of my upcoming supervision session, I ...." Rate each item on a scale of 1 to 9; 1 meaning "Not at all true of me," 5 meaning "Moderately true of me," and 9 meaning "Completely true of me." It is very important to answer all questions; otherwise your data will not be fully useable.

1	2	3	4	5	6	7	8	9
<i>Not at all true</i>		<i>Mildly true</i>	<i>Moderately true</i>			<i>Very true</i>		<i>Completely true</i>

**"In anticipation of my upcoming supervision session, I ..."**

- \_\_\_\_\_ 1. have difficulty focusing on what I will say to my supervisor
- \_\_\_\_\_ 2. feel my heart pounding
- \_\_\_\_\_ 3. feel anxious about how my supervisor might evaluate me
- \_\_\_\_\_ 4. feel self-conscious
- \_\_\_\_\_ 5. worry about how my peers will see me
- \_\_\_\_\_ 6. think less of myself because of my shortcomings as a therapist
- \_\_\_\_\_ 7. feel fearful that I might receive a negative evaluation from my supervisor
- \_\_\_\_\_ 8. notice I am having a hard time relaxing
- \_\_\_\_\_ 9. feel nervous
- \_\_\_\_\_ 10. feel annoyed with my limitations
- \_\_\_\_\_ 11. am concerned about my skills compared to other therapists
- \_\_\_\_\_ 12. can't help but compare myself to my peers
- \_\_\_\_\_ 13. feel overwhelmed
- \_\_\_\_\_ 14. begin to find fault with my therapy session
- \_\_\_\_\_ 15. feel apprehensive
- \_\_\_\_\_ 16. feel calm
- \_\_\_\_\_ 17. feel antsy
- \_\_\_\_\_ 18. feel stressed out
- \_\_\_\_\_ 19. feel afraid I might lose face in front of my supervisor
- \_\_\_\_\_ 20. question my abilities as a therapist
- \_\_\_\_\_ 21. think that I won't perform at my best in the supervision session
- \_\_\_\_\_ 22. feel myself getting tense
- \_\_\_\_\_ 23. feel relaxed
- \_\_\_\_\_ 24. worry that I might not make sense (be coherent in presenting the issues)

- \_\_\_\_\_ 25. wonder what my supervisor might be thinking of me
- \_\_\_\_\_ 26. become concerned about what my supervisor might think of me
- \_\_\_\_\_ 27. worry that I might appear stupid
- \_\_\_\_\_ 28. am uneasy about receiving criticism from my supervisor

\*Reverse scored item.

To score the ASAS, reverse score items first, then sum items; higher scores indicate greater anticipatory supervisee anxiety.

From Ellis, M. V., Singh, N. N., Dennin, M. K., & Tosado, M. *The Anticipatory Supervisee Anxiety Scale*. Unpublished measure. University at Albany, SUNY, Albany, NY. Reprinted with permission. Additional supporting data can be found in Ellis et al. (1993), Singh & Ellis (2000), and Tosado (2004).

## ROLE CONFLICT AND ROLE AMBIGUITY INVENTORY

**Instructions:** The following statements describe some problems that therapists-in-training may experience during the course of clinical supervision. Please read each statement and then rate the extent to which you have experienced difficulty in supervision in your most recent clinical training.

For each of the following, circle the most appropriate number, where 1 = *not at all*, and 5 = *very much so*.

**I have experienced difficulty in my current or most recent supervision because:**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I was not certain about what material to present to my supervisor.  | 1 | 2 | 3 | 4 | 5 |
| 2. I have felt that my supervisor was incompetent or less competent than I. I often felt as though I was supervising him/her.  | 1 | 2 | 3 | 4 | 5 |
| 3. I have wanted to challenge the appropriateness of my supervisor's recommendations for using a technique with one of my clients, but I have thought it better to keep my opinions to myself.   | 1 | 2 | 3 | 4 | 5 |
| 4. I wasn't sure how best to use supervision as I became more experienced, although I was aware that I was undecided about whether to confront her/him.  | 1 | 2 | 3 | 4 | 5 |
| 5. I have believed that my supervisor's behavior in one or more situations was unethical or illegal and I was undecided about whether to confront him/her.   | 1 | 2 | 3 | 4 | 5 |
| 6. My orientation to therapy was different from that of my supervisor. She or he wanted me to work with clients using her or his framework, and I felt that I should be allowed to use my own approach.  | 1 | 2 | 3 | 4 | 5 |
| 7. I have wanted to intervene with one of my clients in a particular way and my supervisor has wanted me to approach the client in a very different way. I am expected both to judge what is appropriate for myself and also to do what I am told. | 1 | 2 | 3 | 4 | 5 |
| 8. My supervisor expected to me to come prepared for supervision, but I had no idea what or how to prepare.  | 1 | 2 | 3 | 4 | 5 |
| 9. I wasn't sure how autonomous I should be in my work with clients.   | 1 | 2 | 3 | 4 | 5 |
| 10. My supervisor told me to do something I perceived to be illegal or unethical and I was expected to comply.   | 1 | 2 | 3 | 4 | 5 |
| 11. My supervisor's criteria for evaluating my work were not specific.   | 1 | 2 | 3 | 4 | 5 |
| 12. I was not sure that I had done what the supervisor expected me to do in a session with a client.   | 1 | 2 | 3 | 4 | 5 |
| 13. The criteria for evaluating my performance in supervision were not clear.  | 1 | 2 | 3 | 4 | 5 |
| 14. I got mixed signals from my supervisor and I was unsure of which signals to attend to.   | 1 | 2 | 3 | 4 | 5 |
| 15. When using a new technique, I was unclear about the specific steps involved. As a result, I wasn't sure how my supervisor would evaluate my work.  | 1 | 2 | 3 | 4 | 5 |

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 16. I disagreed with my supervisor about how to introduce a specific issue to a client, but I also wanted to do what the supervisor recommended. | 1 | 2 | 3 | 4 | 5 |
| 17. Part of me wanted to rely on my own instincts with clients, but I always knew that my supervisor would have the last word.                   | 1 | 2 | 3 | 4 | 5 |
| 18. The feedback I got from my supervisor did not help me to know what was expected of me in my day to day work with clients.                    | 1 | 2 | 3 | 4 | 5 |
| 19. I was not comfortable using a technique recommended by my supervisor; however, I felt that I should do what my supervisor recommended.       | 1 | 2 | 3 | 4 | 5 |
| 20. Everything was new and I wasn't sure what would be expected of me.   | 1 | 2 | 3 | 4 | 5 |
| 21. I was not sure if I should discuss my professional weaknesses in supervision because I was not sure how I would be evaluated.                | 1 | 2 | 3 | 4 | 5 |
| 22. I disagreed with my supervisor about implementing a specific technique, but I also wanted to do what the supervisor thought best.            | 1 | 2 | 3 | 4 | 5 |
| 23. My supervisor gave me no feedback and I felt lost.   | 1 | 2 | 3 | 4 | 5 |
| 24. My supervisor told me what to do with a client, but did not give me very specific ideas about how to do it.                                  | 1 | 2 | 3 | 4 | 5 |
| 25. My supervisor wanted me to use an assessment technique that I considered inappropriate for a particular client.                              | 1 | 2 | 3 | 4 | 5 |
| 26. There were no clear guidelines for my behavior in supervision.   | 1 | 2 | 3 | 4 | 5 |
| 27. The supervisor gave no constructive or negative feedback and as a result, I did not know how to address my weaknesses.                       | 1 | 2 | 3 | 4 | 5 |
| 28. I did not know how I was doing as a therapist and, as a result, I did not know how my supervisor would evaluate me.                          | 1 | 2 | 3 | 4 | 5 |
| 29. I was unsure of what to expect from my supervisor.   | 1 | 2 | 3 | 4 | 5 |

**Scoring key:** *Role Ambiguity items:* 1, 4, 8, 9, 11, 12, 13, 18, 20, 21, 23, 24, 26, 27, 28, 29

*Role Conflict items:* 2, 3, 5, 6, 7, 10, 14, 15, 16, 17, 19, 22, 25

## MULTICULTURAL SUPERVISION COMPETENCIES QUESTIONNAIRE

This questionnaire is intended to evaluate the quality of multicultural supervision. If you have had a supervisor who is culturally or racially different from you, I would like you to complete this questionnaire with respect to this particular supervisor.

Your ethnic/racial identity \_\_\_\_\_

Your supervisor's ethnic/racial background \_\_\_\_\_

Your gender \_\_\_\_\_ Your supervisor's gender \_\_\_\_\_

How long ago? \_\_\_\_\_ How long did you have him/her as supervisor? \_\_\_\_\_

What was the level of your clinical training during this supervision?  
\_\_\_\_\_

What was the nature of the clinical site where this supervision took place?  
\_\_\_\_\_

Based on your experiences and observation, please rate the following statements according to the following scale:

1	2	3	4	5
<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>

Circle the response code (e.g., 4 for Agree, 2 for Disagree) at the end of each statement that most clearly reflects your opinion about this supervisor. Try to use 3 sparingly.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Understands my culture and value systems.  | 1 | 2 | 3 | 4 | 5 |
| 2. Shows openness and respect for culturally different supervisees.   | 1 | 2 | 3 | 4 | 5 |
| 3. Actively avoids cultural biases and discriminatory practices in working with minority students.  | 1 | 2 | 3 | 4 | 5 |
| 4. Understands the worldviews of supervisees and clients from other cultures.   | 1 | 2 | 3 | 4 | 5 |
| 5. Understands the tendency and the problem of racial stereotyping.   | 1 | 2 | 3 | 4 | 5 |
| 6. Makes an effort to understand and accommodate culturally different supervisees.  | 1 | 2 | 3 | 4 | 5 |
| 7. Is able to avoid racial stereotypes by taking into account both the uniqueness of individuals as well as the known characteristics of the culture. | 1 | 2 | 3 | 4 | 5 |
| 8. Makes use of every opportunity to increase supervisees' multicultural competence in counseling.  | 1 | 2 | 3 | 4 | 5 |
| 9. Is able to clarify presenting problems and arrives at culturally relevant case conceptualization with clients from different cultural backgrounds. | 1 | 2 | 3 | 4 | 5 |
| 10. Shows an understanding of how culture, ethnicity, and race influence supervision and counseling.  | 1 | 2 | 3 | 4 | 5 |
| 11. Is able to overcome cultural and language barriers in relating to minority students and clients.  | 1 | 2 | 3 | 4 | 5 |

12. Has never mentioned that race is an important consideration in supervision and counseling.	1	2	3	4	5
13. Demonstrates skills to balance between the generic characteristics of counseling and the unique values of different cultural groups.	1	2	3	4	5
14. Shows sensitivity and skills in supervising culturally different supervisees.	1	2	3	4	5
15. Shows unconditional acceptance of all supervisees, regardless of their race, ethnicity, and culture.	1	2	3	4	5
16. Recognizes the limitations of models and approaches based on Western assumptions in working with culturally different individuals.	1	2	3	4	5
17. Knows how to encourage discussion of cultural and racial issues in counseling and supervision.	1	2	3	4	5
18. Shows interest in learning new skills and enhancing own multicultural competence in supervision and counseling.	1	2	3	4	5
19. Recognizes that what is inappropriate from the standpoint of the majority culture may be appropriate for some minority cultures.	1	2	3	4	5
20. Takes into account cultural biases in assessing supervisees and forming clinical judgments.	1	2	3	4	5
21. Exhibits respect for other cultures without overly identifying self with minority culture or becoming paternalistic.	1	2	3	4	5
22. Is willing to advocate for minorities who experience institutional discrimination.	1	2	3	4	5
23. Understands the cultural reasons why minority students and clients tend to defer to authority figures.	1	2	3	4	5
24. Communicates effectively with culturally different supervisees at both the verbal and nonverbal levels.	1	2	3	4	5
25. Understands cultural differences in help-giving and help-seeking.	1	2	3	4	5
26. Believes that Western models and approaches of counseling are equally generalizable to ethnic minorities.	1	2	3	4	5
27. Gives emotional support and encouragement to minority students.	1	2	3	4	5
28. Is very rigid and dogmatic regarding what constitutes the proper approach of counseling.	1	2	3	4	5
29. Shows an interest in helping minority students overcome systemic and institutional barriers.	1	2	3	4	5
30. Welcomes my input even when I express different views and values.	1	2	3	4	5
31. Knows how to consult or refer to resources available in ethnocultural communities.	1	2	3	4	5
32. Takes into account racial biases and sociopolitical implications in counseling and supervision.	1	2	3	4	5
33. Considers supervisees' cultural and linguistic backgrounds in giving them feedback and evaluation.	1	2	3	4	5

34. Shows a genuine interest in learning about other cultures.	1	2	3	4	5
35. Recognizes individual differences in ethnic/racial identity.	1	2	3	4	5
36. Demonstrates a familiarity with the value systems of diverse cultural groups.	1	2	3	4	5
37. Knows that biases and assumptions of Western counseling models can have a negative effect on culturally different supervisees and clients.	1	2	3	4	5
38. Knows how to adapt knowledge of cultural differences to supervision and counseling.	1	2	3	4	5
39. Does not seem to be aware of own limitations in working with culturally different supervisees or clients.	1	2	3	4	5
40. Does not pay any attention to the demographics of supervisees.	1	2	3	4	5
41. Is able to develop culturally appropriate treatment plans for clients from different cultural backgrounds.	1	2	3	4	5
42. Makes an effort to establish a relationship of trust and acceptance with culturally different supervisees.	1	2	3	4	5
43. Is flexible in adjusting his/her supervisory style to culturally different supervisees.	1	2	3	4	5
44. Assists supervisees in formulating culturally appropriate assessment and treatment plans.	1	2	3	4	5
45. Makes use of the support network of minorities.	1	2	3	4	5
46. Does not seem to be aware of own implicit cultural biases in counseling and supervision.	1	2	3	4	5
47. Acknowledges that his or her own life experiences, values, and biases may influence the supervision process.	1	2	3	4	5
48. Actively interacts with minority students outside of counseling and classroom settings.	1	2	3	4	5
49. Knows something about how gender, socioeconomic status, and religious issues are related to minority status.	1	2	3	4	5
50. Shows some knowledge about the cultural traditions of various ethnic groups.	1	2	3	4	5
51. Is able to integrate own beliefs, knowledge, and skills in forming relationships with culturally different supervisees.	1	2	3	4	5
52. Is able to reduce my defensiveness, suspicions, and anxiety about having a supervisor from a different culture.	1	2	3	4	5
53. Shows no interest in understanding my cultural background and ethnic/racial heritage.	1	2	3	4	5
54. Negatively evaluates supervisees who do not conform to supervisor's own theoretical orientation and approach of counseling.	1	2	3	4	5
55. Has a tendency to abuse supervisory power (e.g., imposes view on supervisees).	1	2	3	4	5

56. Respects the worldview, religious beliefs, and values of culturally different supervisees.	1	2	3	4	5
57. Demonstrates competence in a wide variety of methods of assessment and interventions, including nontraditional ones.	1	2	3	4	5
58. Provides guidance to international students and new immigrants to facilitate their acculturation.	1	2	3	4	5
59. Makes minority supervisees feel safe to share their difficulties and concerns.	1	2	3	4	5
60. Is able to relate to culturally different supervisees, while maintaining own cultural values.	1	2	3	4	5

**Scoring:** Before scoring, reverse the scoring of the following items: 12, 26, 28, 39, 40, 46, 53, 54, 55

*Attitude and beliefs (how the supervisor feels about multicultural issues and culturally different supervisees):* 2, 12, 16, 19, 21, 26, 34, 39, 40, 46, 47, 56

*Knowledge and understanding (what the supervisor knows about multicultural supervision):* 1, 4, 5, 10, 23, 25, 36, 37, 49, 50

*Skills and practices (how the supervisor demonstrates multicultural competencies in actual practices of supervision):* 7, 8, 9, 13, 14, 17, 18, 20, 24, 28, 31, 32, 33, 35, 38, 41, 43, 44, 45, 52, 54, 57

*Relationship (how the supervisor relates to culturally different supervisees):* 3, 6, 11, 15, 22, 27, 29, 30, 42, 48, 51, 53, 55, 58, 59, 60



## EVALUATION PROCESS WITHIN SUPERVISION INVENTORY

Please indicate the extent to which you agree or disagree with each of the following statements. For each, circle the appropriate number on a 7-point scale, where 1 = *strongly disagree* and 7 = *strongly agree*.

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 1. The goals my supervisor and I generated for my training seem important.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. My supervisor and I created goals that were easy for me to understand.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. The objectives my supervisor and I created were specific.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. My supervisor and I created goals that were realistic.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I think my supervisor would have been against my reshaping/changing my learning objectives over the course of our work together.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. My supervisor and I created goals that seemed too easy for me.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I felt uncertain as to what my most important goals were for this training experience.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. My training objectives were established early in our relationship.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. My supervisor and I never had a discussion about my objectives for my training experience.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. My supervisor told me what he/she wanted me to learn from the experience without inquiring about what I hoped to learn.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Some of the goals my supervisor and I established were not practical in light of the resources available at my site (e.g., requiring videotaping and not providing equipment).                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. My supervisor and I set objectives which seemed practical given the opportunities available at my site, (e.g., if career counseling skills was a goal, I was able to work with people with career concerns). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. My supervisor welcomed comments about his or her style as a supervisor.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. The appraisal I received from my supervisor seemed impartial.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. My supervisor's comments about my work were understandable.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I did not receive information about how I was doing as a counselor until late in the semester.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. My supervisor balanced his or her feedback between positive and negative statements.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 20. The feedback I received from my supervisor was based upon his or her direct observation of my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. The feedback I received was directly related to the goals we established.                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Scoring:** *First, reverse score the following items: 5, 6, 8, 10, 11, 12, and 17.*

*Goal Setting: Sum of items 1–13.*

*Feedback: Sum of items 14–21.*

From Lehrman-Waterman, D., & Ladany, N. (2001). Development and validation of the evaluation process within supervision inventory [Special issue]. *Journal of Counseling Psychology, 48*(2), 168–177. Copyright © 1990 by the American Psychological Association.



20. During supervision, my supervisee seems able to stand back and reflect on what I am saying to him/her.	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$
21. I stay in tune with my supervisee during supervision.	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$
22. My supervisee identifies with me in the way he/she thinks and talks about his/her clients.	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$
23. My supervisee consistently implements suggestions made in supervision.	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{5}{5}$	$\frac{6}{6}$	$\frac{7}{7}$

The Supervisor form of the SWA has three scales, scored as follows:

*Rapport:* Sum items 10–16, then divide by 7.

*Client Focus:* Sum items 1–9, then divide by 9.

*Identification:* Sum items 17–23, then divide by 7.

## SUPERVISORY WORKING ALLIANCE (SWA)—SUPERVISEE FORM

**Instructions:** Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your supervisor. After each item, check (X) the space over the number corresponding to the appropriate point of the following 7-point scale:

	1	2	3	4	5	6	7
	<i>Almost Never</i>						<i>Almost Always</i>
1. I feel comfortable working with my supervisor.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
2. My supervisor welcomes my explanations about the client's behavior.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
3. My supervisor makes the effort to understand me.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
4. My supervisor encourages me to talk about my work with clients in ways that are comfortable for me.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
5. My supervisor is tactful when commenting about my performance.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
6. My supervisor encourages me to formulate my own interventions with the client.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
7. My supervisor helps me talk freely in our sessions.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
8. My supervisor stays in tune with me during supervision.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
9. I understand client behavior and treatment technique similar to the way my supervisor does.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
10. I feel free to mention to my supervisor any troublesome feelings I might have about him/her.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
11. My supervisor treats me like a colleague in our supervisory sessions.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
12. In supervision, I am more curious than anxious when discussing my difficulties with clients.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
13. In supervision, my supervisor places a high priority on our understanding the client's perspective.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
14. My supervisor encourages me to take time to understand what the client is saying and doing.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
15. My supervisor's style is to carefully and systematically consider the material I bring to supervision.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
16. When correcting my errors with a client, my supervisor offers alternative ways of intervening with that client.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
17. My supervisor helps me work within a specific treatment plan with my clients.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

18. My supervisor helps me stay on track during our meetings.

$\overline{1}$   $\overline{2}$   $\overline{3}$   $\overline{4}$   $\overline{5}$   $\overline{6}$   $\overline{7}$

19. I work with my supervisor on specific goals in the supervisory session.

$\overline{1}$   $\overline{2}$   $\overline{3}$   $\overline{4}$   $\overline{5}$   $\overline{6}$   $\overline{7}$

The supervisee form of the SWA has two scales, scored as follows:

*Rapport:* Sum items 1–12, then divide by 12.

*Client Focus:* Sum items 13–19, then divide by 6.

## SUPERVISORY STYLES INVENTORY

**For supervisees' form:** Please indicate your perception of the style of your current or most recent supervisor of psychotherapy/counseling on each of the following descriptors. Circle the number on the scale, from 1 to 7, which best reflects your view of him or her.

**For supervisors' form:** Please indicate your perceptions of your style as a supervisor of psychotherapy/counseling on each of the following descriptors. Circle the number on the scale, from 1 to 7, which best reflects your view of yourself.

	1	2	3	4	5	6	7
	<i>Not very</i>						<i>Very</i>
1. goal-oriented	1	2	3	4	5	6	7
2. perceptive	1	2	3	4	5	6	7
3. concrete	1	2	3	4	5	6	7
4. explicit	1	2	3	4	5	6	7
5. committed	1	2	3	4	5	6	7
6. affirming	1	2	3	4	5	6	7
7. practical	1	2	3	4	5	6	7
8. sensitive	1	2	3	4	5	6	7
9. collaborative	1	2	3	4	5	6	7
10. intuitive	1	2	3	4	5	6	7
11. reflective	1	2	3	4	5	6	7
12. responsive	1	2	3	4	5	6	7
13. structured	1	2	3	4	5	6	7
14. evaluative	1	2	3	4	5	6	7
15. friendly	1	2	3	4	5	6	7
16. flexible	1	2	3	4	5	6	7
17. prescriptive	1	2	3	4	5	6	7
18. didactic	1	2	3	4	5	6	7
19. thorough	1	2	3	4	5	6	7
20. focused	1	2	3	4	5	6	7
21. creative	1	2	3	4	5	6	7
22. supportive	1	2	3	4	5	6	7
23. open	1	2	3	4	5	6	7
24. realistic	1	2	3	4	5	6	7
25. resourceful	1	2	3	4	5	6	7
26. invested	1	2	3	4	5	6	7
27. facilitative	1	2	3	4	5	6	7
28. therapeutic	1	2	3	4	5	6	7
29. positive	1	2	3	4	5	6	7

30. trusting	1	2	3	4	5	6	7
31. informative	1	2	3	4	5	6	7
32. humorous	1	2	3	4	5	6	7
33. warm	1	2	3	4	5	6	7

**Scoring key:** *Attractive:* Sum items 15, 16, 22, 23, 29, 30, 33; divide by 7.  
*Interpersonally sensitive:* Sum items 2, 5, 10, 11, 21, 25, 26, 28; divide by 8.  
*Task oriented:* Sum items 1, 3, 4, 7, 13, 14, 17, 18, 19, 20; divide by 10.  
Filler items: 6, 8, 9, 12, 24, 27, 31, 32.



## COUNSELOR SUPERVISOR SELF-EFFICACY SCALE

**Directions:** Each of the items listed below is related to a task performed in counselor supervision. Please rate your level of confidence for completing each task *right now*. Circle the number that reflects your confidence level. Please answer every question, regardless of whether you have actually performed the corresponding activity.

	1	2	3	4	5	6	7	8	9	10	
	<i>Not confident at all</i>				<i>Somewhat confident</i>			<i>Completely confident</i>			
1. Select supervision interventions congruent with the model/theory being used	1	2	3	4	5	6	7	8	9	10	
2. Articulate to a supervisee the ethical standards regarding client welfare	1	2	3	4	5	6	7	8	9	10	
3. Present procedures for assessing and reporting an occurrence of child abuse	1	2	3	4	5	6	7	8	9	10	
4. Describe the strengths and limitations of the various supervision modalities (e.g., self-report, live observation, audiotape review)	1	2	3	4	5	6	7	8	9	10	
5. Assist a supervisee to deal with termination issues	1	2	3	4	5	6	7	8	9	10	
6. Assist a supervisee to include relevant cultural variables in case conceptualization	1	2	3	4	5	6	7	8	9	10	
7. Model effective decision making when faced with ethical and legal dilemmas	1	2	3	4	5	6	7	8	9	10	
8. Demonstrate knowledge of various counseling theories, systems, and their related methods	1	2	3	4	5	6	7	8	9	10	
9. Structure supervision around a supervisee's learning goals	1	2	3	4	5	6	7	8	9	10	
10. Assist a supervisee to develop working hypotheses about her/his clients	1	2	3	4	5	6	7	8	9	10	
11. Solicit critical feedback on my work as a supervisor from either my peers or an evaluator	1	2	3	4	5	6	7	8	9	10	
12. Understand key research on counselor development and developmental models as they pertain to supervision	1	2	3	4	5	6	7	8	9	10	
13. Assist a supervisee to develop a strategy to address client resistance	1	2	3	4	5	6	7	8	9	10	
14. Encourage a supervisee to share his/her negative feelings about supervision without becoming defensive	1	2	3	4	5	6	7	8	9	10	
15. Listen carefully to concerns presented by a supervisee	1	2	3	4	5	6	7	8	9	10	

- |  |   |   |   |   |   |   |   |   |   |    |
|--|---|---|---|---|---|---|---|---|---|----|
| 16. Identify key ethical and legal issues surrounding client confidentiality   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17. Address a supervisee's racial or ethnic identity as a counseling process variable                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18. Understand appropriate supervisor functions of teacher, counselor, and consultant                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 19. Employ interventions appropriate to a supervisee's learning needs  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20. Describe the legal liabilities involved in counseling minors   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21. Establish a plan to safeguard a supervisee's due process within supervision  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 22. Help a supervisee assess the compatibility between his/her in-session behaviors and espoused theoretical orientation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 23. Model strategies that may enhance a supervisee's case conceptualization skills                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 24. Conduct supervision in strict accordance to the ethical standards governing my profession                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 25. Facilitate a supervisee's cultural awareness   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 26. Appear competent in interactions with a supervisee   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 27. Receive critical feedback from a supervisee on my performance as a supervisor without becoming defensive or angry    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 28. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 29. Recognize possible multiple relationship issues that may arise within supervision                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 30. Demonstrate respect for a supervisee who has a different worldview from myself                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 31. Assess a supervisee's multicultural competencies   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 32. Address parallel processes as they arise within the supervisory relationship   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 33. Communicate due process procedures to a supervisee if he/she is unhappy with the supervision I have provided         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

34. Demonstrate respect for various learning styles and personal characteristics within supervision  
 1 2 3 4 5 6 7 8 9 10
35. Facilitate case discussion during group supervision  
 1 2 3 4 5 6 7 8 9 10
36. Balance the needs of the group with the individual needs of each supervisee during group supervision  
 1 2 3 4 5 6 7 8 9 10
37. Model appropriate responses to affect presented in group supervision  
 1 2 3 4 5 6 7 8 9 10
38. Offer adequate support to all members of a group during group supervision  
 1 2 3 4 5 6 7 8 9 10
39. Integrate an understanding of supervisees' learning styles into the group supervision process  
 1 2 3 4 5 6 7 8 9 10

**Scoring key:**     *Theories and Techniques:* 1, 4, 8, 9, 10, 12, 13, 18, 19, 21, 22, 23, 28, 32  
                       *Group Supervision:* 35, 36, 37, 38, 39  
                       *Supervisory Ethics:* 2, 5, 7, 15, 24, 26, 29, 33  
                       *Self in Supervision:* 11, 14, 27, 30, 34  
                       *Multicultural Competence:* 6, 17, 25, 31  
                       *Knowledge of Legal Issues:* 3, 16, 20