

Competency Based Supervisor Assessment: Promoting Excellence and Accountability in the Provision of Clinical Supervision in Psychology

Presenter Information*

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Abstract* In 2014, the APA Council of Representatives approved Guidelines for Clinical Supervision in Health Service Psychology developed by the BEA Task Force on Supervision Guidelines (APA, 2014). The guidelines were organized around seven domains and were informed by the empirical and theoretical literature. One important practical issue remaining is how to measure supervisor competency. Now that psychology has clearly identified clinical supervision as a distinct professional competency, it is incumbent on the field to develop strategies for objectively measuring these competencies. The VA Psychology Training Council (VAPTC) is made up of Training Directors in VA-based internships and postdoctoral residencies. The VAPTC seeks to promote best practices and excellence in psychology training. A standing committee of the VAPTC, the Clinical Advisory Committee (CAC), has taken on the task of developing tools with which to assess supervisors' competencies across the competency domains identified in the APA approved Guidelines. The goal of the Competency Based Supervisor Assessment is to provide clear metrics to help educate supervisors and move toward competency based evaluation of clinical supervision. Unfortunately, many clinical supervisors are not yet familiar with supervision competencies. While Falender et. al. (2014) have offered well developed guidance and lists of competencies, as of yet, there is a not a brief, behavioral measure to evaluate a supervisor across key supervision competencies. For these reasons, a brief, behavioral measure was developed that can be used for the purpose of evaluating supervisor competency and encouraging supervisors to follow a competency-based model. We argue that this competency-based supervisor assessment tool is valuable in that it: 1) provides clear descriptions and behavioral anchors that define competency-based supervision that can be communicated clearly between and among those involved in clinical training and supervision; 2) allows one to reliably evaluate supervisor knowledge, skills and attitudes using a meta-theoretical, behaviorally-anchored approach; and 3) serves to further enhance supervisor competency by suggesting guidelines that assist supervisors in the provision of high quality supervision. Furthermore, the initial assessment has been designed with the intent of helping clinical supervisors more specifically understand their supervisory strengths and areas for growth. Examples from the new measure will be presented. Feedback from pilot participants, including both

supervisors and trainees will also be presented.

Learning Objectives:

#1* Identify the seven core supervisor competency domains as defined by the ‘Guidelines for clinical supervision in health service psychology’ (APA, 2014)

#2* Describe at least two ways in which this competency-based, behaviorally-anchored competence assessment tool could be utilized to enhance clinical supervision for the purpose of training

#3* Describe how clinical supervisors demonstrate diversity competency within the context of supervision

References:

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