

CAMFT ACTCF

The Canadian Association for Marriage and Family Therapy
L'association Canadienne pour la thérapie conjugale et familiale

Mentor Assessment of CAMFT Supervisor-Qualifying Competencies

Supervisor-Mentor Name:

Membership #:

Date:

Supervisor-Candidate Name:

Membership #:

Date:

| 1. Employing educational principles which enhance learning (p. 15-16 of Guidebook) | High | Average | Low | Cannot evaluate |
|--|-------------|----------------|------------|------------------------|
| Ability of the Supervisor-Candidate to apply the principles of adult learning | | | | |
| Ability of the Supervisor-Candidate to draw on knowledge of relevant educational models, and their implications for supervision practice | | | | |
| Ability of the Supervisor-Candidate to draw on knowledge of strategies for assuring the transfer of learning from the supervision context into clinical work | | | | |
| Ability of the Supervisor-Candidate to use direct observation and contingent feedback to enhance learning in supervision | | | | |
| Ability of the Supervisor-Candidate to link theory to practice, and relate practice to theory | | | | |
| 2. Ethical practice (p. 16-17) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to identify and discuss ethical issues with the supervisee | | | | |
| Ability of the Supervisor-Candidate to identify and discuss issues relating to confidentiality | | | | |
| Ability of the Supervisor-Candidate to draw on knowledge (and relevant professional codes) related to dual role-relationships | | | | |
| 3. Working with difference (p. 17) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to help supervisees consider the relevance of issues of difference | | | | |
| Ability of the Supervisor-Candidate to help supervisees integrate issues of difference into their practice | | | | |
| Ability of the Supervisor-Candidate to ensure that supervisees are appropriately supported in working with interpreters | | | | |

| | | | | |
|--|-------------|----------------|------------|------------------------|
| 4. Adapting supervision to the organizational and governance context (p. 18) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to act on knowledge of the organizational context within which the supervisee is operating | | | | |
| Ability of the Supervisor-Candidate to adapt supervision and supervisee's practice to the organizational context | | | | |
| Ability of the Supervisor-Candidate to adapt supervision to the clinical governance context | | | | |
| 5. Fostering and maintaining a supervisory alliance (p. 19) | High | Average | Low | Cannot evaluate |
| Supervisor-Candidate's Knowledge of factors associated with a positive supervisory alliance | | | | |
| Ability of the Supervisor-Candidate to develop the supervisory alliance | | | | |
| 6. Managing threats to the supervisory alliance (p. 19) | High | Average | Low | Cannot evaluate |
| Capacity of Supervisor-Candidate to manage threats to the supervisory alliance | | | | |
| 7. Structuring supervision sessions (p. 20) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to establish a professional framework for supervision | | | | |
| Ability of the Supervisor-Candidate to establish and maintain boundaries | | | | |
| Ability of the Supervisor-Candidate to negotiate a contract for supervision | | | | |
| Ability of the Supervisor-Candidate to establish a structure for supervision sessions | | | | |
| Ability of the Supervisor-Candidate to agree to expectations about which cases will be presented | | | | |
| 8. Helping the supervisee present information about clinical work (p. 21) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to help supervisee identify relevant content | | | | |
| Ability of the Supervisor-Candidate to help the supervisee develop structured presentations | | | | |
| 9. Helping the supervisee practice clinical skills (p. 21) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to identify areas of clinical technique | | | | |
| Ability of the Supervisor-Candidate to structure practice sessions | | | | |
| Ability of the Supervisor-Candidate to give feedback about the practice session to the supervisee | | | | |
| | | | | |

| 10. Helping the supervisee reflect on their work and usefulness of supervision (p. 22) | High | Average | Low | Cannot evaluate |
|--|-------------|----------------|------------|------------------------|
| Ability of the Supervisor-Candidate to aid accurate self-reflection by giving feedback (in all areas of a supervisee's work) which is supportive but also accurate and appropriately challenging | | | | |
| Ability of the Supervisor-Candidate to establish expectations about reflection within supervision | | | | |
| Ability of the Supervisor-Candidate to facilitate reflection | | | | |
| Ability of the Supervisor-Candidate to gauge the supervisee's capacity to reflect | | | | |
| Ability of the Supervisor-Candidate to monitor supervisee's capacity to apply the outcomes of reflection | | | | |
| 11. Incorporating direct observation into supervision (p. 23) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to use audio / video-recordings | | | | |
| Ability of the Supervisor-Candidate to use recordings as a supervisory tool | | | | |
| Ability of the Supervisor-Candidate to use in-session direct observation | | | | |
| 12. Conducting supervision in group formats* (p. 24) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to induct supervisees to group supervision | | | | |
| Ability of the Supervisor-Candidate to act as a group leader | | | | |
| Ability of the Supervisor-Candidate to structure group sessions | | | | |
| Ability of the Supervisor-Candidate to manage group process | | | | |
| 13. Using measures to help the supervisee gauge client progress (p. 25) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to draw on knowledge of commonly used questionnaires and rating scales | | | | |
| Ability of the Supervisor-Candidate to help the supervisee interpret measures | | | | |
| Ability of the Supervisor-Candidate to help the supervisee administer measures | | | | |
| Ability of the Supervisor-Candidate to make use of information from objective measures to support supervision | | | | |
| 14. Gauging the supervisee's level of competence (p. 25) | High | Average | Low | Cannot evaluate |

| | | | | |
|--|-------------|----------------|------------|------------------------|
| Ability of the Supervisor-Candidate to develop criteria for gauging competence | | | | |
| Ability of the Supervisor-Candidate to use a range of methods to gauge competence | | | | |
| 15. Applying standards (p. 26) | High | Average | Low | Cannot evaluate |
| Supervisor-Candidate's knowledge of expected standards of professional conduct | | | | |
| Ability of the Supervisor-Candidate regarding gate-keeping with supervisees who are at prequalification level* | | | | |
| Ability of the Supervisor-Candidate to establish a context for gate-keeping | | | | |
| Ability of the Supervisor-Candidate to identify the significance of areas of poor performance | | | | |
| Ability of the Supervisor-Candidate to give feedback about areas of concern | | | | |
| Ability of the Supervisor-Candidate to fail the supervisee, if appropriate | | | | |
| 16. Evaluation bias (p. 27) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to be aware of and act on potential sources of evaluation bias | | | | |
| 17. Giving accurate and constructive feedback (p. 28) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to create a context for giving feedback | | | | |
| Ability of the Supervisor-Candidate to give feedback in an appropriate manner | | | | |
| 18. Maintenance of standards with supervisees who are qualified practitioners* (p. 28) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to identify practice which falls below the standards expected of a qualified practitioner and generate plan of action | | | | |
| Ability of the Supervisor-Candidate (where justified by serious concerns about the supervisee's practice) to take action independent of the supervisee's consent | | | | |
| 19 . Reflecting on limitations in own knowledge and experience (p. 28) | High | Average | Low | Cannot evaluate |
| Ability of the Supervisor-Candidate to reflect (and act on) on limitations in own knowledge and experience | | | | |
| What do you see as the Supervisor-Candidate's areas of strength in supervision? | | | | |
| What have you identified as the Supervisor-Candidate's areas for growth? | | | | |

