

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?				

