

John Jay College Supervisory Inventory

Supervisee: _____
 Training Site/Rotation: _____
 Population: _____
 Primary Psychotherapeutic Orientation(s) of Supervisee: _____
 Supervisor: _____
 _____ Primary Supervisor / _____ Secondary Supervisor
 School: _____
 Date of Start of Placement: _____ Date of This Evaluation: _____

Introduction and Directions: This inventory (The MSI) is designed to provide constructive feedback to psychology supervisees regarding their knowledge, skill, proficiency, and professional development in multiple areas. The MSI samples a range of professional activities in order to enhance content validity and offer specific feedback. The 3 point scale below is used to rate knowledge, skills, behavior, and competence during the training experience. The *NA* response should be used as *often as necessary* to designate areas that were either *not* applicable or *not* observed sufficiently. Hence, the MSI is used to document areas of functioning in which supervisees had supervised training experiences. Therefore, supervisees do *not* receive ratings on all items. In addition to the ratings, supervisors are encouraged to provide narrative comments about supervisees' professional development throughout. Additional narrative comments can be appended. Rating competence and experience at the *beginning* of training experiences facilitates evaluation of progress during the training.

It is recommended that supervisees receive copies of the MSI during their orientation to provide a clear model of the expectations and standards of supervisors and sites. Supervisees may be encouraged to complete the MSI about themselves at the beginning of supervised experiences and review it with supervisors or training directors to elucidate areas in which they believe they have the strongest skills and to help target areas for additional development.

Ratings for each competence area (e.g., assessment, etc.) are summarized on the final page. The impact of ratings on administrative actions (i.e., pass, probationary pass, fail) is determined by each site. A weighted average of item ratings and/or summary ratings may be helpful in making administrative decisions. However, critical incidents, specific items, and the constellation of ratings also are considered and may take precedence. Transcription of the summary scores from each section to the summary section on page 6 facilitates the feedback process.

Summary of Previous and Current Training and Professional Experiences

Previous Training/Experience (Limited 1 2 3 4 5 High CS (cannot say))		
1	Previous competence in assessment:	
2	Previous experience in assessment:	
3	Previous competence in intervention:	
4	Previous experience in intervention:	

Current Training/Experience		
	Total number of individual therapy hours:	
	Total number of individual therapy patients:	
	Total number of group therapy hours:	
	Total number of group therapy patients:	
	Total number of assessments:	
	Mean number of assessments/week:	
	Description of Current Training:	

Legend	1	Development Needed --Improvement in functioning is needed to meet expectations	
	2	Meets Expectations --Functions adequately to above average for level of training	
	3	Exceeds Expectations --Functions exceptionally for level of training	
	NA	Not Applicable --Not Applicable/Not Observed/Cannot Say	
I ASSESSMENT COMPETENCE			
	1	Ability to develop rapport with clients (e.g., diverse clinical, age, gender, and cultural groups) a) Effectively communicates (eye contact, body position, calm demeanor, head nods, etc.)	
	2	Judgment in selecting assessment approaches	
	3	Diagnostic interviewing a) Appropriately uses open-ended and direct questions b) Communicates at client's level of comprehension c) Appropriately assesses suicide risk/dangerousness/abuse/neglect d) Appropriately assesses for alcohol/substance-related disorders	
	4	Skill in conducting mental status examination	
	5	Skill/objectivity in observing and describing behavior (including nonverbal communication)	
	6	Skill in obtaining collateral information	
	7	Knowledge/understanding of psychological instruments/psychometrics/test construction	
	8	Knowledge of the scientific, theoretical, empirical, and contextual bases of assessment	
	9	Personality tests: Skill and accuracy in administering/scoring a) Skill in interpreting <i>objective</i> personality tests b) Skill in interpreting <i>projective</i> personality tests	
	10	Intelligence and psychoeducational tests: Skill and accuracy in administering/scoring a) Skill in interpreting intelligence and psychoeducational tests	
	11	Neuropsychological instruments: Skill and accuracy in administering/scoring a) Skill in interpreting neuropsychological instruments	
	12	Vocational/other evaluation: Skill in administering/scoring/interpreting tests/measures	
	13	Integrates assessment data/Derives appropriate inferences from multiple data sources	
	14	Knowledge/understanding of psychiatric phenomena and nosology (DSM-IV TR)	
	15	Formulates appropriate diagnoses/identifies problems and intervention goals	
	16	Understanding of/sensitivity to cultural diversity issues in assessment	
	17	Understanding of/sensitivity to base rates, comorbidities, developmental, gender, medical, epidemiological, pharmacological, social, systems, & other factors in assessment	
	18	Prepares timely, clear, objective, organized, integrated, useful reports	
	19	Formulates appropriate treatment recommendations	
	20	Provides understandable, useful feedback to clients and families	
	21	Provides understandable, useful feedback to others (professionals, agencies, schools, etc.)	
	22	Understands/can initiate emergency measures (e.g., hospitalization, holds)	
	23	Clinical judgment/critical thinking in assessment	
	24	Protects security of assessment instruments	
	25	Understanding/knowledge of professional standards and issues in assessment (e.g., AERC, APA, NCMA [1999] Standards for Educational and Psychological Testing)	
	26	Understanding/knowledge of legal issues in assessment (e.g., confidentiality, conflicts of interest, commitment, court testimony, disability, forensics, malpractice, mandated reporting)	
	27	Other (specify):	
		Overall Competence In Assessment	
		Assessment Progress/Comments:	

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II PSYCHOTHERAPY AND INTERVENTION COMPETENCE			
	1	Knowledge/scientific foundation of psychotherapy (e.g., best practices, evidence-based practice, models, outcomes, principles, practice guidelines, research, theory, technique)	
	2	Develops rapport/trusting relationship with clients/therapeutic alliance	
	3	Communicates empathy, warmth, and genuineness to clients	
	4	Communicates respect/support/understanding to clients (listens with "3rd ear")	
	5	Ability to focus/control session	
	6	Ability to make direct, relevant, therapeutically-timed, and succinct comments	
	7	Ability to facilitate client's self-awareness/present therapeutic interpretations	
	8	Ability to facilitate hypothesis generation and exploration/insight	
	9	Ability to provide confrontation effectively when needed	
	10	Awareness/management of clients' boundaries	
	11	Awareness/management of resistive/defensive operations	
	12	Awareness/management of transference/relationship issues	
	13	Awareness/management of countertransference	
	14	Skill and judgement in treatment planning (considers alternatives, necessity, objectives, strategies, frequency, length, expectations, and termination)	
	15	Obtains informed consent/provides treatment rationale before initiating services	
	16	Considers client safety/necessity, efficacy, and cost-effectiveness of services	
	17	Skill, effectiveness, creativity, problem-solving, and judgement in providing service	
	18	Adheres to treatment plan and treatment protocols/Prepares for sessions	
	19	Flexibility/Skill in problem-solving/Adapts techniques to meet clients' needs	
	20	Skill in developing assignments, behavioral prescriptions/Follows up on assignments	
	21	Monitors progress toward therapeutic goals	
	22	Skill in managing special situations (behavioral emergencies/crises)	
	23	Monitors need for referrals/Coordinates care effectively with other professionals	
	24	Skill in addressing termination issues	
	25	Awareness of/sensitivity to cultural diversity issues in psychotherapy	
	26	Awareness of ethical and legal issues in psychotherapy (e.g., referrals, hospitalizations, contracts with patients/families, consent to treatment, dual relationships, treatment of minors, privileged communication, mandated reporting)	
	27	Documents treatment plan consistently with payer/institutional requirements	
	28	Documents services consistently with payer/institutional requirements (i.e., chart notes contain required elements; obtains pre-authorization when needed for services)	
	29	Manages practice (e.g., submits charge slips, schedules appointments following policies)	
	30	Engages in self-evaluation (i.e., reflects on own performance, attitudes, behaviors, skills)	
	31	Other (specify):	
Treatment Modalities			
	1	Behavior therapy	
	2	Biofeedback	
	3	Brief/time-Limited therapy	
	4	Case management	
	5	Client-centered therapy	
	6	Cognitive-behavioral therapy	
	7	Crisis intervention	
	8	Eclectic therapy	
	9	Empirically-supported treatment	
		(specify):	
		(specify):	
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Treatment Modalities (continued)			
	10	Family/systems therapy	

	11	Group therapy	
	12	Hypnosis	
	13	Integrative therapy	
	14	Milieu therapy	
	15	Motivational Interviewing	
	16	Play therapy	
	17	Psychodynamic therapy	
	18	Referral/triage	
	19	Relaxation training	
	20	Sex therapy	
	21	Supportive therapy	
	22	Other (specify):	
		Overall Competence In Psychotherapy/Intervention	
		Psychotherapy/Intervention Progress/Comments:	
III CONSULTATION COMPETENCE			
	1	Understanding/knowledge/handling of consultation role and processes	
	2	Understanding of institutional/organizational/systems dynamics/functions/programs	
	3	Understanding/recognition of systems theory, contextual/sociocultural factors	
	4	Effectively collaborates as a consultant/defines own role/contributions	
	5	Demonstrates timely response to consultation requests	
	6	Provides timely, effective oral/written communication (addresses questions/requests)	
	7	Establishes/maintains rapport/collegiality/boundaries with other professionals	
	8	Understands/respects other disciplines' contributions/roles/perspectives	
	9	Attends and is punctual for interdisciplinary team meetings	
	10	Participates actively in treatment team meetings	
	11	Ability to use evaluation/statistical/data analytic methods/training in consultation	
	12	Knowledge of psychopharmacology and appropriate referrals for medication	
	13	Awareness of/sensitivity to cultural diversity issues in consultation	
	14	Other (specify):	
		Overall Competence In Consultation	
		Consultation Progress/Comments:	
IV SUPERVISION			
	1	Knowledge of models, theories, modalities, and research on supervision	
	2	Openness and responsiveness to supervision	
	3	Cooperation with supervisor	
	4	Communication with supervisor	
	5	Preparation for supervision/Takes responsibility for own learning	
	6	Use of audiovisual aids (e.g., tapes) for supervision	
	7	Effectively incorporates feedback from supervision into practice	
	8	Seeks consultation/supervision as needed	
	9	Awareness/Management of personal issues in relating to supervisor	
	10	Effectiveness and competence of supervisee as a supervisor	
	11	Other (specify):	
		Overall Response to Supervision	
		Supervision Progress/Comments:	
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V PROFESSIONAL PRESENTATION(S)/CASE CONFERENCE(S) COMPETENCE			
	1	Preparation for presentation(s)	
	2	Organization and quality of presentation(s)/Literature review	
	3	Appropriate level of presentation(s)	
	4	Integration of research and clinical issues	
	5	Participation in others' presentations and in professional activities	
	6	Other (specify):	
		Overall Professional Presentation(s)/Case Conference(s)	
		Presentation Progress/Comments:	

VI PROFESSIONAL FUNCTIONING/ETHICAL AND LEGAL CONDUCT

1	Knowledge/Understanding of/Adherence to professional standards (e.g., APA Ethical Principles and Code of Conduct) and guidelines (e.g., APA guidelines on multicultural education, training, research, practice, and organizational change for psychologists)	
2	Awareness of/adherence to legal (e.g., HIPAA, mandated reporting, commitment, testimony, Tarasoff) and regulatory (e.g., Board of Psychology) standards	
3	Maintains confidentiality and privacy/Understands their limits	
4	Informs clients and others of confidentiality/privacy rights and limits	
5	Maintains information securely (authorizations, notes, treatment plans and summaries/uses password protection/encryption, locks, and other security methods)	
6	Maintains expected work load and professionalism in fulfilling responsibilities	
7	Demonstrates timely response to messages/referrals	
8	Demonstrates punctuality for client contacts and professional activities	
9	Demonstrates developing identity as a psychologist/socialization into the profession	
10	Presents self maturely/Acknowledges own limits	
11	Presents professional demeanor (e.g., attitude, behavior, temperament, attire)	
12	Demonstrates effective communication/assertiveness skills	
13	Demonstrates initiative/motivation/reliability/dependability	
14	Demonstrates confidence in own skills and professional role	
15	Demonstrates sensitivity to/respect for others (autonomy, cultural diversity, dignity, rights, and welfare)	
16	Recognizes and deals effectively with personal issues in relationships with clients/colleagues/supervisors	
17	Understands/Manages professional boundaries/stress with clients	
18	Manages interpersonal stress in relationships with others	
19	Attends to personal functioning (e.g., stress/time management, self-care)	
20	Integrates research and practice	
21	Thinks critically/analytically/scientifically (i.e., in evaluating information, communication, situations and in addressing problems)/"Thinks like a psychologist"	
22	Demonstrates clinical inquisitiveness/Self-reflection	
23	Skill in using technology (e.g., computers, Internet, PsycINFO, electronic databases, electronic medical record, email)	
24	Knowledge of organization, 3rd party payers, healthcare/social service systems	
25	Leadership/Involvement in professional organizations/Advocacy	
26	Other (specify):	
	Overall Professional Functioning/Ethical and Legal Conduct	
	Professional Functioning/Ethical & Legal Conduct Progress/Comments:	
	Critical Incidents (specify):	

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VII SITE-SPECIFIC COMPETENCE e.g., Forensic Skills)

1	Specify: Risk Assessment	
2	Specify: Competence Evaluations	
3	Specify: Forensic Report Writing	
4	Specify: Other (list)	
	Overall Site-Specific Competence	
	Site-Specific Progress/Comments:	

VIII EVALUATION AND ADMINISTRATION COMPETENCE

1	Evaluation (e.g., program, treatment, outcome evaluation; needs assessment)	
2	Program development	
3	Administration	
	Overall Evaluation and Administration Competence	
	Evaluation/Administration Progress/Comments:	

IX RESEARCH COMPETENCE

1	Conducts research professionally/ethically (protects subjects' rights/maintains privacy and confidentiality of data)	
2	Skill in designing and organizing research	
3	Skill in preparing literature review	
4	Skill in Recruitment/Promoting protocol adherence/Data gathering	
5	Skill in data entry, data management, statistical analysis/data interpretation	
6	Skill in preparing written communication related to research (e.g., grants, manuscripts)	
7	Oral communication related to research (e.g., oral presentations)	
8	Collaborates/communicates effectively with co-investigators	
9	Meets realistic time objectives	
10	Competence in securing and managing research funds	
11	Other (specify):	
	Overall Research	
	Research Progress/Comments:	

I	Assessment	
II	Psychotherapy and Intervention	
III	Consultation	
IV	Supervision	
V	Professional Presentation(s)/Case Conference(s)	
VI	Professional Functioning/Ethical and Legal Conduct	
VII	Site-Specific	
VIII	Evaluation and Administration	
IX	Research	
X	SUMMARY	

Administrative Action: Pass Probationary Pass Fail Other

Summary of Professional Development:

Recommendations For Future Training/Supervision:

Supervisor's Signature:

Date:

Supervisee's Signature:

Date Reviewed: