

Evaluating Supervisees

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Break out groups ~5-10 minutes

- In your break outs groups please discuss your experience with being evaluated by supervisors.
 - How were the evaluation results communicated to you? Did you complete the evaluation with your supervisor? Did you feel as though you had an understanding of the APA competencies during the evaluation process?

APA Guidelines for Clinical Supervision in Health Services Psychology

- In March 2012, A task force from the APA Board of Educational Affairs was charged to
 - “develop education and training guidelines for promising practices in (1) supervision encompassing the range of requisite supervisor {supervision} competencies; (2) adoption of a competency-based approach to supervision mindful of the developmental trajectory of the supervisee {of the process}.” (APA, 2015)
- These guidelines were intended to have the following impacts:
 - For supervisors, the Guidelines on Supervision provide a framework to inform the development of supervisors and to guide self-assessment regarding professional development needs.
 - For supervisees, the Guidelines on Supervision promote the delivery of competency-based supervision with the goal of supervisee competency development.
 - A goal of the Guidelines on Supervision is to provide assurance to regulators that supervision of students in education and training programs in health service psychology is provided with and places value on quality.

APA Guidelines for Clinical Supervision in Health Services Psychology

- Within the APA guidelines an emphasis was placed on Competency-Based Supervision
 - “metatheoretical approach that explicitly identifies the knowledge, skills and attitudes that comprise clinical competencies, informs learning strategies and evaluation procedures, and meets criterion-referenced competence standards consistent with evidence-based practices (regulations), and the local/ cultural clinical setting (adapted from Falender & Shafranske, 2007). “
- Guidelines are further broken down into 7 domains
 - Supervisor Competence, Diversity, Supervisory Relationship, Professionalism, **Assessment/Evaluation/Feedback**, Problems of Professional Competence, Ethical, Legal, Regulatory Considerations

Assessment/Evaluation/Feedback

- Per APA guidelines: Assessment, evaluation, and feedback are essential components of ethical supervision (APA, 2015; Carroll, 2010; Falender et al., 2004).
 - However, supervisors have been found to provide it relatively infrequently (e.g., Ellis et al., 2014; Friedlander, Siegel, & Brenock, 1989; Hoffman, Hill, Holmes, & Freitas, 2005), which leads to failures in gatekeeping and failures of supervisors in informing supervisees about their competency development (Thomas, 2010), and creates potential for ethical complaints (Falvey & Cohen, 2004; Ladany et al., 1999).
- To be effective, assessment, evaluation, and feedback need to be directly linked to specific competencies, to observed behaviors, and be timely (APA, 2015; APA, 2010, 7.06; Hattie & Timperley, 2007).

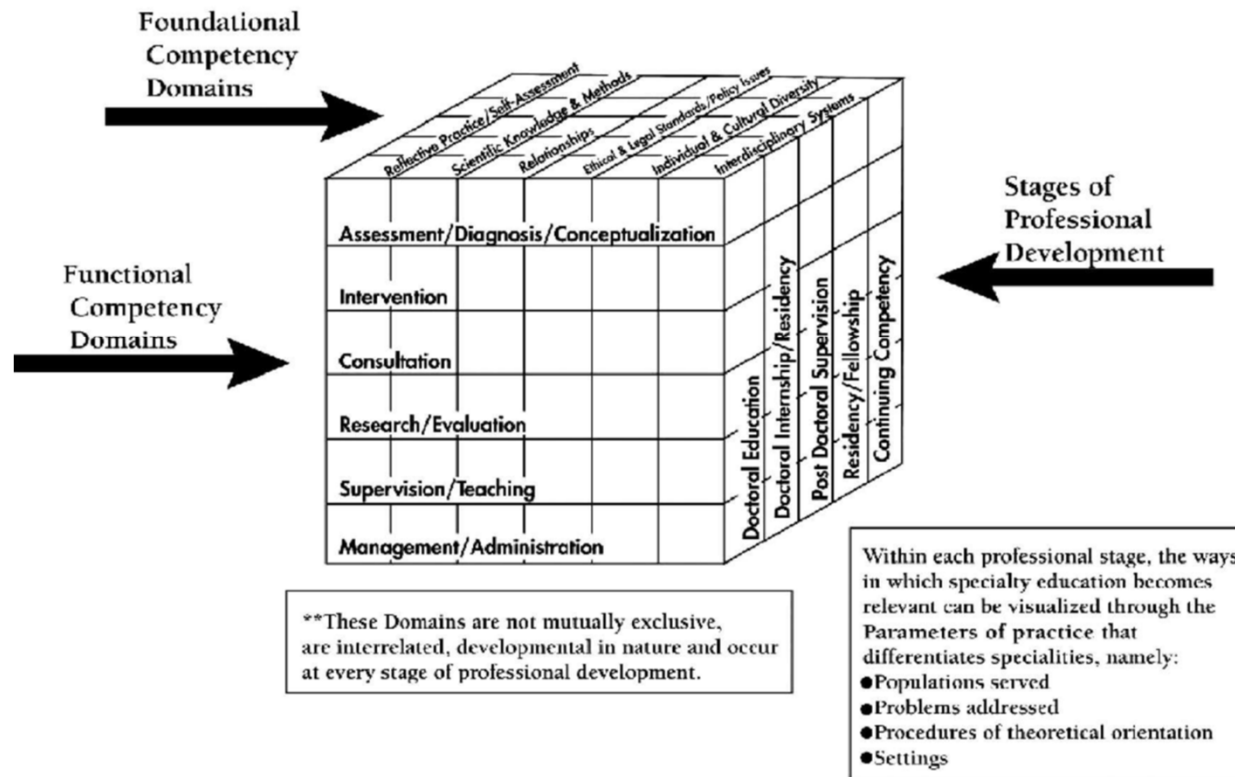
Assessment/Evaluation/Feedback

- 5 Major guidelines within this Domain (APA, 2015)
 - “Ideally, assessment, evaluation, and feedback occur within a collaborative supervisory relationship. Supervisors promote openness and transparency in feedback and assessment, by anchoring such in the competency development of the supervisee.”
 - “A major supervisory responsibility is monitoring and providing feedback on supervisee performance. Live observation or review of recorded sessions is the preferred procedure.”
 - “Supervisors aspire to provide feedback that is direct, clear, and timely, behaviorally anchored, responsive to supervisees’ reactions, and mindful of the impact on the supervisory relationship.”
 - “Supervisors recognize the value of and support supervisee skill in self-assessment of competence and incorporate supervisee self-assessment into the evaluation process.”
 - “Supervisors seek feedback from their supervisees and others about the quality of the supervision they offer, and incorporate that feedback to improve their supervisory competence.”

Competency Benchmarks Document

- Fouad et al., 2009 created the Competency Benchmark Document that aimed to provide an outline of the core competencies in professional psychological across 3 training levels
 - Readiness for Practicum
 - Readiness for Internship
 - Readiness for Entry in Practice
- Cube model (Rodolfa et al., 2005) proposes 12 core competencies that are conceptualized as either foundational or functional

Competency Cube**



Competency Benchmarks Document

- Ultimately, a shift occurred to reflect a “culture of competence”
 - To create “condensed, flexible, and practical competencies rating form for use by educators, supervisors, and trainees. The form reorganizes the original Benchmarks to promote clarity, consistency, and functionality in everyday use.” (Hatcher et al., 2015)
- The revised Benchmarks include 15 competency areas in 6 clusters and rating forms for each level of practice. Behavioral Anchors were also provided

Benchmark clusters and Core Competences

- Professionalism:
 - • Professional Values and Attitudes • Individual and Cultural Diversity • Ethical, Legal Standards and Policy • Reflective Practice/Self-Assessment/Self-Care
- Relational:
 - • Relationships
- Science:
 - • Scientific Knowledge and Methods • Research/Evaluation
- Application:
 - • Evidence-based Practice • Assessment • Intervention • Consultation
- Education:
 - • Teaching • Supervision
- Systems:
 - • Interdisciplinary Systems • Management/Administration • Advocacy

Trainees Self Rating vs Supervisor Ratings

- Self assessment has been described as an importance competency post graduate trainings
- Hitzeman, C., Gonsalvez, C. J., Britt, E., & Moses, K. (2020) aimed to “systematically examine self-assessment capacity among postgraduate trainees vis-a-vis supervisors' assessments of trainee competence across multiple domains of competency”
- Self and Supervisor assessment were measured via the Clinical Psychology Practicum Competencies Rating Scale,
 - Assesses trainees across global and specific psychology practitioner competencies.
 - Based on end of placement evaluation
 - 35 dyads in Australia and New Zealand were examined

Trainees Self Rating vs Supervisor Ratings

- There was no significant difference in trainee-supervisor competency assessments
 - Trainees under-rated their performance on each of the domains, in an overall sense, but these differences were not significant. The results suggest that trainees assessed their own competence reasonably and accurately.
- Like supervisors, trainees rated themselves higher on foundational competencies including Ethical Practice, Professionalism, and Response to Supervision, and lower on the functional competencies, such as Clinical Assessment, Case Conceptualization and Intervention.
- Trainees' self-assessment accuracy was unrelated to reported clinical experience.
 - Notably, discrepancies between self- and supervisor assessments decreased as trainees gained clinical experience.
- Self-assessment ratings align more with supervisor-assessments when a higher level of observational supervision occurs.
- Higher reflective abilities were associated with a tendency for trainees to under-evaluate their competence.

Bias in supervisor ratings of trainees

- One area of concern in evaluating trainees is the tendency for leniency bias
 - Vinton & Wilke, 2011 found little variance and consistently high ratings when field instructors evaluated supervisees face-to-face.
 - There was greater variance and lower mean ratings when supervisors evaluated anonymously.
 - Students' self-assessments were the most critical and best matched the anonymous evaluations; whereas, the anonymous and face-to-face field instructor evaluations significantly differed on most items.

Bias in supervisor ratings of trainees

- Gonsalvez et al., 2021 also found that supervisors tend to pass trainees who fail to meet competence thresholds
 - Recommendations include supplemental assessments such as objective structured clinical examinations or competency assessment portfolios are important to complement supervisor assessments.

Bias in supervisor ratings of trainees

- Examination of racial bias in supervisor ratings
 - Stauffer & Buckley, 2005 found that both Black and White supervisors reported higher mean group performance for Whites trainees vs Black trainees.
- Few studies have examined topics of diversity in order to determine if systematic bias occurs in supervisor ratings of trainees.

NPTC Psychology Intern Quarterly Evaluation

- Includes 9 Profession Wide Competencies
 - Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Evidence-Based Assessment, Evidence- Based Intervention, Evidence-Based Supervision, Consultation and Interprofessional/Interdisciplinary Skills.
- Rating Scale Benchmarks
 - 1. Unfamiliar - The intern demonstrates significant deficiency in basic competency in this skill area, and/or demonstrates little motivation to improve, and/or is not receptive to feedback or direction.
 - 2. Aware/Developing - The intern has not yet achieved competency in this skill area as compared to an entry-level clinician, but is motivated to do so. Intern is open and receptive to feedback and/or direction from supervisor, and regularly seeks out supervision and/or clarification when needed.
 - 3. Satisfactory Strength - The intern can use this skill effectively in most situations but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks.
 - 4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction.
 - 5. Special Strength - The intern is demonstrating skills and abilities that are typical of an experienced professional with a specialty skill-set