**Supervisor Self-Efficacy Scale**

**Directions:** Each of the items listed below is related to a task performed in counselor supervision. Please rate your level of confidence for completing each task *right now.* Circle the number that reflects your confidence level. Please answer every question, regardless of whether you have actually performed the corresponding activity.

1 2 3 4 5 6 7 8 9 10

*Not confident Somewhat Completely*

*At all confident confident*

1. Select supervision interventions congruent with the model/theory being used

1 2 3 4 5 6 7 8 9 10

1. Articulate to a supervisee the ethical standards regarding client welfare

1 2 3 4 5 6 7 8 9 10

1. Present procedures for assessing and reporting an occurrence of child abuse

1 2 3 4 5 6 7 8 9 10

1. Describe the strengths and limitations of the various supervision modalities (e.g., self-report,

observation, audiotape review)

1 2 3 4 5 6 7 8 9 10

1. Assist a supervisee to deal with termination issues

1 2 3 4 5 6 7 8 9 10

1. Assist a supervisee to include relevant cultural variables in case conceptualization

1 2 3 4 5 6 7 8 9 10

1. Model effective decision making when faced with ethical and legal dilemmas

1 2 3 4 5 6 7 8 9 10

1. Demonstrate knowledge of various counseling theories, systems, and their related methods

1 2 3 4 5 6 7 8 9 10

1. Structure supervision around a supervisee’s learning goals

1 2 3 4 5 6 7 8 9 10

1. Assist a supervisee to develop working hypotheses about her/his clients

1 2 3 4 5 6 7 8 9 10

1. Solicit critical feedback on my work as a supervisor from either my peers or an evaluator

1 2 3 4 5 6 7 8 9 10

1. Understand key research on counselor development and developmental models as they pertain to supervision

1 2 3 4 5 6 7 8 9 10

1. Assist a supervisee to develop a strategy to address client resistance

1 2 3 4 5 6 7 8 9 10

1. Encourage a supervisee to share his/her negative feelings about supervision without becoming defensive

1 2 3 4 5 6 7 8 9 10

1. Listen carefully to concerns presented by a supervisee

1 2 3 4 5 6 7 8 9 10

1. Identify key ethical and legal issues surrounding client confidentiality

1 2 3 4 5 6 7 8 9 10

1. Address a supervisee’s racial or ethnic identity as a counseling process variable

1 2 3 4 5 6 7 8 9 10

1. Understand appropriate supervisor functions of teacher, counselor, and consultant

1 2 3 4 5 6 7 8 9 10

1. Employ interventions appropriate to a supervisee’s learning needs

1 2 3 4 5 6 7 8 9 10

1. Describe the legal liabilities involved in counseling minors

1 2 3 4 5 6 7 8 9 10

1. Establish a plan to safeguard a supervisee’s due process within supervision

1 2 3 4 5 6 7 8 9 10

1. Help a supervisee assess the compatibility between his/her in-session behaviors and espoused theoretical orientation

1 2 3 4 5 6 7 8 9 10

1. Model strategies that may enhance a supervisee’s case conceptualization skills

1 2 3 4 5 6 7 8 9 10

1. Conduct supervision in strict accordance to the ethical standards governing my profession

1 2 3 4 5 6 7 8 9 10

1. Facilitate a supervisee’s cultural awareness

1 2 3 4 5 6 7 8 9 10

1. Appear competent in interactions with a supervisee

1 2 3 4 5 6 7 8 9 10

1. Receive critical feedback from a supervisee on my performance as a supervisor without becoming defensive or angry

1 2 3 4 5 6 7 8 9 10

1. State a rationale for choosing a supervision intervention based on theory, client/counselor dynamics, and/or setting

1 2 3 4 5 6 7 8 9 10

1. Recognize possible multiple relationship issues that may arise within supervision

1 2 3 4 5 6 7 8 9 10

1. Demonstrate respect for a supervisee who has a different worldview from myself

1 2 3 4 5 6 7 8 9 10

1. Assess a supervisee’s multicultural competencies

1 2 3 4 5 6 7 8 9 10

1. Address parallel processes as they arise within the supervisory relationship

1 2 3 4 5 6 7 8 9 10

1. Communicate due process procedures to a supervisee if he/she is unhappy with the supervision I have provided

1 2 3 4 5 6 7 8 9 10

1. Demonstrate respect for various learning styles and personal characteristics within supervisions

1 2 3 4 5 6 7 8 9 10

1. Facilitate case discussion during group supervision

1 2 3 4 5 6 7 8 9 10

1. Balance the needs of the group with the individual needs of each supervisee during group supervision

1 2 3 4 5 6 7 8 9 10

1. Model appropriate responses to affect presented in group supervision

1 2 3 4 5 6 7 8 9 10

1. Offer adequate support to all members of a group during group supervision

1 2 3 4 5 6 7 8 9 10

1. Integrate an understanding of supervisees’ learning styles into the group supervision process

1 2 3 4 5 6 7 8 9 10

**Scoring key:**

*Theories and Techniques: 1, 4, 8, 9, 10, 12, 13, 18, 19, 21, 22, 23, 28, 32*

*Group Supervision: 35, 36, 37, 38, 39*

*Supervisory Ethics: 2, 5, 7, 15, 24, 26, 29, 33*

*Self in Supervision: 11, 14, 27, 30, 34*

*Multicultural Competence: 6, 17, 25, 31*

*Knowledge of Legal Issues: 3, 16, 20*