

SEAD (Supervisory Education And Development) Program Self-Assessment

Survey Flow

Block: Default Question Block (8 Questions)

Standard: Block 1 (2 Questions)

Page Break

Start of Block: Default Question Block

Q1 I am doing this assessment:

- At the start of the SEAD program (1)
 - At the end of the SEAD program (2)
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Q8 My gender:

- Agender (1)
 - Bigender (2)
 - Cisgender Female (3)
 - Cisgender Male (4)
 - Gender Fluid (5)
 - Gender Non-Conformity (6)
 - Genderqueer (7)
 - Questioning (8)
 - Transgender (9)
 - Two Spirit (10)
 - Identify Differently (11)
 - Prefer Not to Disclose (12)
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Q9 Ethnic ID:

- American Indian/Alaskan Native (1)
 - Asian (2)
 - Black or African American (3)
 - Hispanic or Latino (5)
 - Native Hawaiian or Other Pacific Islander (6)
 - Two or More Races (7)
 - White (8)
 - Prefer Not to Disclose (9)
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Q10 My Generation:

- WW II (1922 – 1927) (9)
 - Greatest Generation (1928 - 1945) (8)
 - Boomers I (1946 – 1954) (7)
 - Boomers II (1955 – 1964) (6)
 - Gen X (1965 – 1980) (5)
 - Millennial (1981 – 1996) (4)
 - Gen Z (1997 – 2012) (1)
 - Prefer Not to Disclose (10)
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Page Break

Q2 Knowledge

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
Knowledge of models, theories, modalities and research on supervision (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of professional/supervisee development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of evaluation, process/outcome (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of how cultural biases, cultural background, values, and/or experiences impact my approach to supervision and case consultation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Skills

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
Supervision modalities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to multiple roles: Perform and balance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide effective formative and summative feedback (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to promote growth and self-assessment in trainee (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to assess learning needs and developmental level of supervisee (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to encourage and use evaluative feedback from trainee (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and didactic skills (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to set appropriate boundaries and seek consultation when supervisory issues are outside domain of supervisor competence (9)

Flexibility (10)

Page Break

Q4 Values

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
I center consumers/individuals, their systems, and their communities in my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I model empathetic and active listening and demonstrate an ability to put oneself in the shoes of another person. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify opportunities for internal and/or external collaboration, training, or case consultation. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate willingness to help supervisees understand and/or challenge institutional and social barriers that impede academic, career or personal-social development of the consumers they serve (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate awareness of the impact of socio-economic, psychological, physical, and cultural issues on providers and consumers. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I initiate and engage in discussions about power dynamics (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I encourage discussion around standards and definitions of professionalism and demonstrate an understanding of the complex cultural issues that impact those standards and definitions. (7)

I foster an integrative thinking and approach with consumers and in case conceptualization. (8)

I have a commitment to knowing and utilizing available psychological science related to supervision (9)

I have a commitment to knowing my own limitations (10)



Q5 Social Context Overarching Issues

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
Supervision issues related to Diversity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical issues related to Diversity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical and legal issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental process (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of immediate system and expectations within which the supervision is conducted (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of climate in which honest feedback is the norm (supportive and challenging) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block

Start of Block: Block 1

Q6 Training of Supervision Competencies

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
Coursework in supervision including knowledge and skill areas listed (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have received supervision of supervision including some form of observation (video or audiotape) with critical feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Assessment of Supervision Competencies

	5 - Superior knowledge, skill, or value in the area (1)	4 - Competent knowledge, skill, or value in the area (2)	3 - Growing knowledge, skill, or value in the area. (3)	2 - Little knowledge, skill, or value in the area. (4)	1 - Absent knowledge, skill, or value in the area. (5)
Self-assessment and awareness of need for consultation when necessary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of supervision outcomes— both individual and group (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 1
