Generic Supervision Assessment Tool Assessor

GSAT-A
GENERIC SUPERVISION ASSESSMENT TOOL - THIRD PARTY ASSESSOR

Third-party assessor: _____ **Supervisor:** _____

Date: _____

Clear the form

Scoring Key

No skill — **Superior skill**

0 — **100** — **N/A**

Instructions

Assess the supervisor's demonstrated skills in the supervision session by rating the level of skill the supervisor has demonstrated on each competency:

- type a number between 0-100 in the box to the right based on assessed skill
- where you think an essential skill was required but wasn't demonstrated score this item 0 (Absent)
- where an item is not relevant to the supervision being assessed click the N/A box for a tick to appear.

Comments can be added for each item where this would enhance feedback.

Rating	Scoring key examples
0 - 19	**Absence (0)** of essential skill or **Inappropriate application (1-19)** of essential skill.
20 - 39	**Limited** skill with problems evident.
40 - 59	**Foundational** level of skill with minor problems evident.
60 - 79	**Proficient** level of skill with consistent level of practice
80 - 89	**Advanced** level of skill with high level of consistency in practice
90 - 100	**Expert** level of skills with consistently high level of practice evident.
N/A	**N/A** May have the skill but its application was not applicable to supervision sessions.

Fundamental feedback processes (Indicate supervisor's skill level between 0-100 or select N/A)

1. Addresses cultural diversity (e.g., ethnicity, race, age, ability, gender, religion, sexual orientation) issues between the supervisee and their client/s, and between the supervisee and supervisor.

0 — 100 — **N/A**

Comment: _____

2. Acknowledges and works appropriately with power differentials in the supervision relationship.

0 — 100 — **N/A**

Comment: _____

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3.	**Establishes and maintains professional boundaries in supervision including communicating evaluation methods and maintaining confidentiality.** 0 100 N/A Comment:
4.	**Appropriately applies where relevant the multiple supervisory roles that make for an effective supervisor (e.g., consulting, modelling, monitoring, supporting, exploring, and evaluating).** 0 100 N/A Comment:
5.	**Gives accurate, constructive, and timely feedback.** 0 100 N/A Comment:
6.	**Works appropriately with the supervisee at their developmental level.** 0 100 N/A Comment:
7.	**Encourages and is open to feedback from the supervisee.** 0 100 N/A Comment:
8.	**Explores and acknowledges the supervisees emotions and reactions.** 0 100 N/A Comment:
9.	**Considers the organisational context within which the supervisee practices.** 0 100 N/A Comment:
Goals and tasks (Indicate supervisor's skill level between 0-100 or select N/A)	
10.	**Collaboratively negotiates and facilitates the goals of sessions.** 0 100 N/A Comment:
11.	**Ensures sessions remain focused on agreed goals and tasks.** 0 100 N/A Comment:

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12.	**Initiates appropriate tasks to achieve the goals of the session.** 0 100 N/A Comment:
	Respect (Indicate supervisor's skill level between 0-100 or select N/A)
13.	**Demonstrates respect for the supervisee.** 0 100 N/A Comment:
14.	**As appropriate refer the supervisee to resources / other contacts or another supervisor to assist them to reach their goals.** 0 100 N/A Comment:
15.	**Is available to the supervisee as agreed and is fully mindful in supervision.** 0 100 N/A Comment:
16.	**Always has the best interests of the supervisee's client/s in mind.** 0 100 N/A Comment:
	Enabling supervisory practices (Indicate supervisor's skill level between 0-100 or select N/A)
17.	**Develops a warm, supportive, and trusting bond with the supervisee.** 0 100 N/A Comment:
18.	**Provides a safe space for supervisees that allows them to explore their work openly and honestly.** 0 100 N/A Comment:
19.	**Addresses any ethical or legal considerations.** 0 100 N/A Comment:

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20. **Encourages the supervisee to critically reflect on their practice, including their strengths and areas for improvement.**

0% 0 100 N/A

Comment:

21. **Guides the supervisee to link their reflections to client and or project outcomes.**

0% 0 100 N/A

Comment:

22. **Encourages reflection on process as well as content in client and professional interactions.**

0% 0 100 N/A

Comment:

23. **Encourages the supervisee to consider different perspectives.**

0% 0 100 N/A

Comment:

24. **Identifies and works with the supervisee on safety issues for the client/s as relevant.**

0% 0 100 N/A

Comment:

25. **Encourages the supervisee to practice (e.g., using role-play) specific skills in supervision (e.g., micro skills).**

0% 0 100 N/A

Comment:

26. **Encourages the supervisee to use evidence-based interventions.**

0% 0 100 N/A

Comment:

GSAT-A Assessor Scoring

Risk / fatal flaw

If the assessor notes a potential or actual risk of harm to the welfare of the client/s, supervisee, organisation or public in the recorded supervision session and this is left unaddressed by the supervisor then this would be grounds for noting of risk. **Please specify risk/s noted and reasons for concern:**

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*Note if a Risk/fatal flaw has been noted and the assessor feels there is grounds for a fail they can still score the GSAT as part of the overall feedback to the supervisor. **Refer to the GSAT user manual** for more information on application of the GSAT-A and 'fatal-flaw' function.

Calculating scores:

The first step is to calculate an overall GSAT score. This is done by adding up all items answered and dividing by the number of items answered (do not include N/A in total number answered).

The second step is to score the four subscales. For each subscale you will need to add up all items and then divide that by the number of items answered in that subscale (do not include N/A in total number answered).

Note: It is recommended that consideration is given to application of N/A with **no more than 4 N/A in subscale 1 and subscale 4 and no more than 1 N/A in subscale 2 and subscale 3.** If the number of N/A for each subscale exceeds recommendations, then the scores will be affected. Reflection on the use of N/A in relation to specific competency items is suggested when considering results.

Total overall GSAT-SR competency score (items 1 – 26)		
Sum of all GSAT items answered: 0	Number of items answered (exclude n/a): 26	**Total score - sum of all GSAT items answered divided by number answered:** 0.00 *Compare your total score to the indicator band that most closely aligns to your score. Then read through the corresponding competency summary below.

(0-19)	(20-39)	(40-59)	(60-79)	(80-89)	(90-100)

Subscale 1. Fundamental feedback processes (items 1 - 9)		
Sum of items answered: 0	Number of items answered (exclude n/a): 9	**Subscale score - sum of items answered divided by the number of items answered:** 0.00

Subscale 2. Goals and tasks (items 10 - 12)		
Sum of items answered: 0	Number of items answered (exclude n/a): 3	**Subscale score - sum of items answered divided by the number of items answered:** 0.00

Subscale 3. Respect (items 13 - 16)		
Sum of items answered: 0	Number of items answered (exclude n/a): 4	**Subscale score - sum of items answered divided by the number of items answered:** 0.00

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Subscale 4. Enabling supervisory practices (items 17 - 26)		
Sum of items answered: 0	Number of items answered (exclude n/a): 10	**Subscale score - sum of items answered divided by the number of items answered:** 0.00

Competency summaries

Absence of skill

0 Absence of essential skill where the skill/s should have been applied to the supervision working relationship to ensure effective supervision outcomes.

Inappropriate application

1 – 19 Inappropriate application or performance of essential skill/s. Practice consistently falls below the line of expected skill, knowledge, and behaviours for appropriate application of this skill which is likely to impact on supervisory outcomes. The supervisor is advised to seek support and training to improve application of skill in this area. It is recommended that the supervisor reflects with a third party (such as their supervising supervisor), on how to improve future supervision practice.

Limited skill

20 - 39 Limited knowledge or understanding of supervisory skills and techniques that at times are not accurate, do not achieve the intended outcome, or frequently fall below the standards for effective supervisory practice. This would indicate a need for reflection on application of skills with consideration of supervisory development learning goals, skills development and learning opportunities as part of regular supervision of supervision.

Foundational skill

40 – 59 Foundational application of competencies that reflect skills at the novice or developing level of experience. Has knowledge of supervision concepts, skills, principles, and behaviours. Has safe, sound foundational skills in translating competencies into practice and enhancing the supervisory relationship.

Proficient skill

60 – 79 Proficient practice skills with moderate level of expertise. Able to apply skills accurately and consistently to multiple competency domains. Can successfully facilitate discussions around these competencies, the application of and principles of each competency, and their importance in enhancing effective supervisory outcomes. Utilises resources to support goals and tasks. Demonstrates ethical practice and has a visible commitment to the supervisee's development. Establishes and maintains a healthy supervisory working relationship and upholds safe practice.

Advanced skill

80 – 89 Advanced level of skills and knowledge for providing supervision. Demonstrates a high level of capability in most competency domains. Confidently translates nuances related to supervision competencies to the supervisee in easily understood and relatable means. Uses processes or practices in supervision which improve the supervisory working relationship, and outcomes of agreed goals and tasks. Demonstrates ethical and safe practice to a high standard.

Expert

90 – 100 Expert supervisory skills that consistently exceed expectation, set an exceptional standard, are safe and ethically sound. At all times the supervisor displays a consistently high level of performance and expertise in relation to the skills, attitudes, values and behaviours of all competency domains. Demonstrated excellence in strategic application of skills and knowledge. Draws on a broad repertoire of strategies to facilitate supervision for the benefit of the supervisee.

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