

Examples of Goals of Supervision

This document is intended to be a tool to help candidates and supervisors develop appropriate goals for supervision by providing examples of types of goals. Examples of methods for monitoring and evaluating the goals are also given.

You may find that some of the examples appear similar and are just worded differently. As this document is meant to be used as an aid to “brainstorming” goals, it was thought that the more examples and variations provided, the more useful the document might be.

Some of the goals are specific, while others are quite broad. Broad goals are generally useful earlier in the supervision process, when much of the practice of psychology is new to the candidate. Specific goals can be useful later in supervision as a way of focusing on particular skills. Specific goals may also be useful early in supervision when a candidate needs to add to their knowledge and skills to meet specific work expectations.

These examples are not meant to be exhaustive, and you will likely find other goals that are specific to your situation.

Many of these goals were adapted from Goal Statements submitted to NSBEP by candidates and their supervisors.

Core Competency 1: Assessment and Evaluation

To develop expertise in the administration and interpretation of measures commonly used to assess . . .

To incorporate assessment findings directly into treatment planning.

To learn how to implement structured and semi-structured clinical interviews as part of the assessment process.

To continue learning and utilizing new instruments for assessment, such as the . . .

To review and update current assessment report formats and forms.

To provide case consultation of ongoing assessments.

Enhance my skills in case conceptualization and utilizing all available data to form hypotheses, make diagnoses, and create a practical action plan

Enhance my skills in consulting with the team for the purposes of case conceptualization.

Enhance my skills in choosing a test battery that balances the need to obtain information with the capacity of the client to tolerate testing.

Enhance report writing skills.

Enhance knowledge and proficiency with differential diagnoses, using the DSM-5.

Further develop my report writing style to ensure that the documentation and recommendations are clear, and language is accessible to a variety of audiences (students, parents, teachers, and external agencies).

Apply functional behavioural assessment methods including direct observation, informant methods, and functional analysis in the school setting.

Monitoring and Evaluation:

To directly review the raw data and examine the established treatment plan for 1 case, chosen at random, in each three-month period.

Request feedback from the candidate's workplace in each six-month period.

Case discussions with supervisor – including differential diagnoses and case conceptualization.

Present the candidate with case examples and evaluate their process of analysis/integration of information and case conceptualization.

Use a form of direct observation to evaluate the candidate's performance.

Present new reports and forms to supervisor for evaluation.

Supervisor will review written reports to highlight areas of strengths and weaknesses.

The candidate will use the supervisor to practice administering tests that are new to them.

Core Competency 2: Intervention

To develop competency in behavioural interventions in the treatment of . . .

To develop effective programming recommendations for high-school students transitioning to post-secondary studies.

Become more comfortable tailoring CBT, mindfulness, DBT, and ACT-based skills in a . . . setting for individuals with . . .

Enhance skills in developing and communicating the conceptual framework for treatment using language appropriate to the clients' level of understanding.

Become familiar and proficient at recognizing and understanding the stages of change model.

Attend any professional development opportunities related to . . .

Gain further experience utilizing . . .

Working with and practicing skills related to diverse populations (e.g., age, culture, diagnostic).

Learn the agency's protocol for documentation and record keeping.

Develop the ability to tailor treatment to each patient's diverse cultural and individual needs.

Continue developing knowledge/expertise in different theoretical orientations.

Continue utilizing evidence-based practices to inform treatment and remain mindful of unique and diverse cultural needs.

Expand skills in consultation and collaboration with teachers and admin in establishing effective, evidence-based behaviour intervention.

Develop knowledge and skills of evidence-based interventions including . . .

Develop knowledge and skills of techniques and interventions that will help clients presenting with grief and trauma.

Apply behavioural modification techniques/ principles to teach and increase positive behaviours in the school environment.

Plan (seeking referrals, completion of pre-inclusion interviews) and facilitate a 10-week group for ...

Monitoring and Evaluation:

Complete direct observation of an intervention session a minimum of once every six-month period.

Review and present research on different behavioral interventions.

Role play a treatment situation as needed.

Request feedback from the candidate's workplace in each six-month period.

Review of progress notes taken during interventions sessions.

Core Competency 3: Research

To become familiar with current research on treatment of ...

Stay current with the literature and continue to research best practices within the field of ...

Refer to the literature for support during unique cases to improve understanding of ...

Share and help interpret current research with colleagues, clients, students.

Critically analyze and discuss peer-reviewed articles that are relevant to...

Ongoing reading and review of books, literature, articles related to ...

Learn about research opportunities (attendance at conferences or educational series).

Maintain current knowledge of evidence-based practices for . . . through continuing education, articles, further training opportunities.

Enhance ability to critically review empirical research and scientific articles by . . .

Apply the concepts developed by empirical research on . . . in clinical interventions.

Summarize and critically assess research on common intervention approaches for ...

The candidate will develop and complete a program evaluation for . . .

Monitoring and Evaluation:

Discuss with supervisor general findings based on research, training and article reviews.

Demonstrate to supervisor the selection of appropriate research article to inform treatment with . . .

Summarize findings and present knowledge and insights gained to supervisor.

Supervisor to obtain feedback from the candidate's employer or co-workers on the candidate's research related duties.

The candidate will submit a paper or poster to a peer-reviewed journal or conference.

Discuss the candidate's understanding of the articles and their relevance and implications for practice.

Core Competency 4: Ethics and Standards

Demonstrate a clear understanding of ethical principles and standards in psychology, and become familiar with the ethical decision-making process as outlined in the Canadian Code of Ethics.

Increase knowledge of Nova Scotia Psychologist's Act.

Increase understanding of the NSBEP Standards of Professional Conduct.

Identify potential ethical dilemmas, and engage in and apply the decision-making model to resolve any dilemmas.

Review NSBEP guidelines, especially those relevant to the candidate's area of practice.

Develop a protocol for informing new clients of informed consent, limits to confidentiality, and procedures for dealing with concern about the assessment or intervention.

Develop procedures for maintaining test and document security both onsite, and when travelling between different sites.

Discuss ethical dilemmas that may arise in a . . . setting.

Learn how some ethical issues might be avoided proactively through use of informed consent, discussion of limits to confidentiality, and good record keeping.

Review list (on NSBEP website) of federal and provincial legislation that is relevant to the practice of psychology.

Understanding how to uphold professional practice/psychology standards within a larger healthcare or multidisciplinary setting.

Seek out appropriate literature to discuss with supervisor regarding ethical issues that arise when working in . . . settings.

Monitoring and Evaluation:

Ask the candidate to articulate possible issues and dilemmas that might arise in the workplace and how they approach those issues.

Discuss the candidate's analysis of actual issues or dilemmas that occur.

Present the candidate with hypothetical ethical dilemmas and observe their ethical decision making process.

Have the candidate demonstrate the ability to search relevant standards and apply them to real life scenarios.

The candidate recognizes situations that may have ethical considerations.

The candidate consults with colleagues and supervisor, when appropriate.

Core Competency 5: Interpersonal Relationships

Be culturally aware during practice.

Become aware of personal biases and reflect on how/why my personal experiences shape my practice.

Develop effective communication with others (e.g. school administration, colleagues, parents) during feedback meetings, site-based meetings, and other professional environments.

Learn to avoid using jargon and explain terms and concepts using language all parties will understand.

Learn how to become aware of different dynamics and develop the ability to balance these dynamics in site-based team meetings with school staff and feedback meetings with clients and family members.

Increase awareness of the role of . . . Psychologists and how we fit within the school/community/hospital/health system.

Establish and maintain professional relationships with colleagues and to use effective communication to resolve conflicts that may arise.

Enhance knowledge of the specific roles of other professionals working in, or in conjunction with, school/hospital/institution with the goals of streamlining the referral/consultation process, providing the most appropriate care, and fostering learning and collaboration.

Work towards positive conflict resolution by . . .

Become aware of my own biases and culture and the effect these may have in interactions with others.

Ongoing awareness and discussion of power imbalance and unilateral nature of therapeutic relationships.

Develop pathways to consult and collaborate with mental health professionals in the Community.

Attend monthly discipline meetings and contribute to and collaborate on ideas and concerns.

Develop my skills as a supervisor of undergraduate and graduate students.

Seek out and discuss current literature on building a therapeutic alliance in outpatient community mental health settings.

Discuss and develop skills to navigate difficult conversations with clients, colleagues and administration while maintaining rapport.

Demonstrate the ability to be open to feedback and apply the recommendations highlighted during supervision.

Reflect on factors related to self (e.g., motivations, resources, values, personal biases, emotional well-being) that may influence the professional relationship, therapeutic alliance, and service delivery.

Monitoring and Evaluation:

Request feedback from the candidate's workplace once in every six-month period.

Review the candidate's decisions in handling workplace situations.

Review potential alternative solutions to situations.

Review during supervision meetings specific situations in the workplace that involved interpersonal relationships.

Direct observation by the supervisor of the candidate as supervisor of undergraduate or graduate students.

To discuss the candidate's interactions with other healthcare professionals when providing treatment.