

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What I Want From Supervision\*

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**Instructions:** People have different ideas about what they want, need, and expect from supervision. This questionnaire is to be filled out as part of a collaborative assessment with your supervisor. It is intended to help you explain what you would like to have happen through your participation in supervision, and to help design your individual supervision plan.

For each possibility listed below, please indicate how much you would like it to be part of supervision. Do this by putting a big **X** in one of the columns. This is what the columns mean:

- NO** means you definitely do **NOT** want or need this from supervision
- MAYBE** means you are **UNSURE** you want or need this from supervision
- YES** means you **DO** want or need this from supervision
- YES!** means you **DEFINITELY** want or need this from supervision

*If you have questions about how to use this questionnaire, ask for assistance before you begin.*

<i>Administrative</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
1. Review of productivity policies/expectations				
2. Strategies for improving productivity				
3. Regular review of my success objectives				
4. Assistance/training in using CIS				
5. Understanding legal and other risk management issues that impact my work				
6. Assistance with time management				
7. Improving my computer or typing skills				
8. A formal opportunity to evaluate my supervisor				
9. Developing skills to make effective referrals (internally or externally)				
10. Understanding how programs are funded, the budgeting process, and how financial decisions are made				
11. Understanding how to use the LOCUS				
12. Reviewing and discussing the administrative rules (e.g., Rule 132) and other regulations that govern my work				

<i>Clinical</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
1. Skills for conducting assessments				
2. How to develop a treatment plan				
3. How to prepare documentation (e.g., progress notes)				

<i>Clinical</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
4. How to implement strengths-based strategies in my day-to-day practice				
5. How to implement harm reduction in my day-to-day practice				
6. How to implement motivational interviewing in my day-to-day practice				
7. How to implement trauma-informed services in my day-to-day practice				
8. How to incorporate and advance human rights in my day-to-day practice				
9. How to invite and advance diversity in my day-to-day practice				
10. How to better manage representative payee/money management services				
11. How to better manage medication monitoring services				
12. Talking about feelings that get stirred up while working with participants (and what to do about them!)				
13. To meet in a facilitated group with my peers to discuss clinical issues.				
14. Supervision hours toward a professional license or certification, specifically: <input type="checkbox"/> LCPC <input type="checkbox"/> LCSW <input type="checkbox"/> CADC <input type="checkbox"/> Other:				
15. Identifying, considering, and managing ethical dilemmas				
16. Roleplaying participant situations that emerge over the course of my work				
17. Discussing the multicultural dimensions of my work				
18. Examining/exploring values, attitudes, beliefs, interpersonal biases, or conflicts that influence my work				
19. To develop and improve my case presentation skills				
20. Understanding the role of developmental factors in participants' strengths and challenges				
21. Discussion of personal issues as they relate to my work				

<i>Educative</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
1. Understanding if, when, and how to report abuse or neglect of a program participant				
2. Understanding the organization's mission				
3. How to make a case presentation				
4. Becoming a more effective advocate for participants				
5. Exploring group facilitation and related dynamics				
6. Things to read (e.g., articles, books) about my work				

<i>Educative</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
7. Discussing the theoretical basis of my work				
8. Verbal or written feedback about my work				
9. To use process recordings as a means of examining/evaluating my clinical interactions				
10. To use a self-evaluation to monitor the progress of my work				
11. To audio- or videotape interactions with participants as a means of evaluating my work				
12. To develop or improve crisis intervention skills (e.g., when to consider hospitalization)				
13. To improve my ability to prevent and manage disruptive or violent behavior				
14. Understanding differential diagnoses				
15. Examples from my supervisor's professional experiences				
16. Understanding the purpose/process of supervision				
17. A supervisor who is willing to serve as a model				
18. Constructive criticism and positive reinforcement				
19. Understanding and discussing professional standards of conduct				

<i>Supportive</i>	<b>NO</b>	<b>MAYBE</b>	<b>YES</b>	<b>YES!</b>
<b>Do you want this from supervision?</b>				
1. Strategies for improving relationships with co-workers				
2. Information about professional development opportunities (conferences, workshops, additional schooling, professional mentoring, cross-training, advancement within the organization)				
3. Information about EAP or other supports outside the workplace				
4. Professional mentoring				
5. Someone who will just let me vent				
6. Developing/expanding self-care strategies				
7. Someone to check-in with when I need to				
8. To meet in a group with my peers				
9. Someone to consult with in an emergency				
10. Support for dealing with the death of a participant				

*Continued on next page*

**Please rank order the following statements (1 = best fit through 3 = least fit) according to your preferences for a supervisory style (Middleman & Rhodes, 1985):**

- I prefer a supervisor who gives detailed instructions as to how the work should be done, makes most of the decisions, expects me to learn by watching how he/she does the work, emphasizes the task aspect of the work, gives very specific instructions and feedback for any changes, closely monitors my work, strictly follows rules and procedures, and has extensive personal experience as a practitioner and shares from that experience (successes and failures).
  
- I prefer a supervisor who emphasizes the relational aspects of supervision, spends time exploring my personal feelings and responses to my work, and emphasizes the importance of self-awareness, personal thoughts, and personal feelings in my development.
  
- I prefer a supervisor who emphasizes the role of the organization and rules in solving problems, challenges me to integrate ideas and information from a number of different sources, evaluates my success based on mutually determined goals and objectives, encourages my independent functioning and decision-making ability, and is able to bend the rules when necessary.

**Is there anything else you want from supervision that was not mentioned on this questionnaire?**

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***Thank You!***

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\* Adapted from "What I Want From Treatment" in Miller, W. R. (Ed.). (1999). *Enhancing motivation for change in*