

Part II. SUPERVISORY EXPECTATIONS RATING SCALE (Developed from Lerson, L. Perceived Supervisory Needs and Expectations of Experienced Vs. Inexperienced Student Clinicians. Doctoral Dissertation, Indiana University, 1981.)

Please give your assessment of what you expect will happen during your future individual supervisory conferences. Circle the number that best represents the expected level of occurrence of the behaviors suggested by each item. The numbers correspond to the following categories.

- 1—To a very little extent
- 2—To a little extent
- 3—To some extent
- 4—To a great extent
- 5—To a very great extent

1. Supervisors should help set goals for clients.	1	2	3	4	5
2. Supervisors should use conference time to discuss ways to improve materials.	1	2	3	4	5
3. Supervisors should motivate supervisees to perform at their highest potential.	1	2	3	4	5
4. Supervisees should expect to state the objectives of supervisory conferences.	1	2	3	4	5
5. Supervisees should expect supervisors to pay attention to what they are saying whenever they talk with them.	1	2	3	4	5
6. Supervisors should expect supervisees to ask many questions during conferences.	1	2	3	4	5
7. Supervisees should expect their supervisors to use their ideas in discussion during conferences.	1	2	3	4	5
8. Supervisors should expect to function as a teacher who is instructing the supervisee.	1	2	3	4	5
9. Supervisees should inform supervisors of their needs.	1	2	3	4	5
10. Supervisors should be willing to tell supervisees of the weaknesses in their clinical work.	1	2	3	4	5

- 1—To a very little extent
- 2—To a little extent
- 3—To some extent
- 4—To a great extent
- 5—To a very great extent

11. Supervisees should use conference time to provide information about clinical sessions to supervisors.	1	2	3	4	5
12. Supervisors should be willing to listen to supervisees professional problems.	1	2	3	4	5
13. Supervisors should be available to talk to supervisees immediately after their clinical sessions.	1	2	3	4	5
14. Supervisors should be the superiors and and supervisees subordinates in the supervisory relationship.	1	2	3	4	5
15. Supervisees should give value judgements about their clinical work.	1	2	3	4	5
16. Supervisors should give suggestions on therapy techniques to be used in subsequent sessions.	1	2	3	4	5
17. Supervisors should be supportive of supervisees.	1	2	3	4	5
18. Supervisors should focus discussion on clients' behaviors rather than on supervisees' behaviors.	1	2	3	4	5
19. Supervisors should give rationales for their statements or suggestions.	1	2	3	4	5
20. Supervisors should demonstrate how to improve performance to supervisees.	1	2	3	4	5
21. Supervisors should give supervisees the opportunity to express their opinion.	1	2	3	4	5

22. Supervisors should ask supervisees to think about strategies that might have been done differently or that may be done in the future. 1 2 3 4 5

23. Supervisors should be willing to listen to listen to supervisees' personal problems 1 2 3 4 5

Describe how often and in what circumstances you think the supervisor and supervisee should meet for individual conferences.

Circle the number that best describes the sources which have influenced your response to questions during this experience.

- 1 (least) 2 3 4 5 (most) peer group
- 1 (least) 2 3 4 5 (most) graduate student clinician
- 1 (least) 2 3 4 5 (most) clinical supervisors
- 1 (least) 2 3 4 5 (most) academic courses
- 1 (least) 2 3 4 5 (most) training policies
- 1 (least) 2 3 4 5 (most) other: specify_____

Do you have any expectations about supervision which have not been covered in the previous? If so, please specify in the space below.