

# Characteristics of Effective and Ineffective Supervision

<b>Characteristics of Effective Supervision</b>	<b>Characteristics of Ineffective Supervision</b>
Clarifies expectations of supervision at outset	Has poor interpersonal and communication skills
Establishes and maintains boundaries	Poor role-modeling of professional attributes, including boundary violations with students or harshly judging students
Knowledgeable of theory and evidence-based practice	Lack of training in supervision and/or teaching
Teaches practical skills as needed	Is unbalanced, focusing on small details and missing the big picture
Is accessible and available to student	Is not available to student
Provides regularly scheduled supervision	
Encourages student to explore new ideas and techniques and to “think outside the box”	Stifles creativity, originality, and independent problem-solving
Uses and promotes reflective practice	
Show enthusiasm for occupational therapy	
Fosters autonomy and independence	Rigidity
Models professional, ethical behavior, confidentiality	
Is able to assess student’s learning needs	Is developmentally inappropriate to the student by providing static, unchanging supervision throughout the clinical experience
Provides timely and constructive feedback	Does not effectively provide feedback
Accepts, values, and celebrates diversity	Has lack of tolerance for differences and expects supervisee to imitate them
Aware of own limitations and strengths	Is not qualified to be a supervisor because of lack of clinical experience or supervisory skills
Works collaboratively with student	
Listens more than talks to students	Has controlling, dominating, smothering, restrictive attitudes
Is open and honest with students, uses self-disclosure	Is apathetic or burned out, lacks commitment to supervision
Conveys supportive and caring attitude	Lacks support, caring, or concern for students

(Christie, Joyce, & Mueller, 1985)