

Ontario Psychological Association

OPA Bill of Rights
For Supervisees

In collaboration with OAPA





**ONTARIO
PSYCHOLOGICAL
ASSOCIATION**



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Supervisees have the right to:

A Clear Evaluation Process

- Clearly outlined performance evaluation guidelines
- Access evaluation instrument(s) used by the supervisor (if available)
- Multiple evaluation points with timelines set out in advance
- Evaluation on a range of ethical and personal skills and competencies
- Evaluation of performance based on developmental level
- Written and verbal communication of evaluative information
- Appeal a decision and request mediation or ombudsperson if needed

Ongoing Communication and Feedback

- Regular supervision meetings with minimal interruptions and have time spent wisely
- Multiple forms of supervision (e.g. video/audio, group, peer supervision, consultation)
- Comprehensive, supportive, and respectful feedback on performance
- Challenges discussed in a timely and constructive manner
- Clearly detailed and communicated steps to resolve problems

Working Relationship/Alliance

- Dignity, fairness, honesty, and respect
- A safe and trusting supervisee-supervisor relationship
- Mechanisms to prepare relationship ruptures
- A supervisee-supervisor relationship that is free from discrimination and harassment
- A supervisee-supervisor relationship where the power differential is recognized and not abused
- Sensitivity to issues of diversity (e.g. cultural, genders, sexual orientation, religion)

Ethical and Legal Issues

- A supervisor who upholds CPO, CPA, and legislative and ethical standards
- A learning environment in which professional and ethical boundaries are upheld (e.g. avoidance of dual relationships, unethical practices)
- Clinical and supervisory work that remains within the supervisor's scope of practice
- Full participation in CPO disciplinary hearing (e.g. enter victim impact statement, access to psychotherapy in cases of harassment or abuse)
- Supervision that is sensitive to issues of diversity (e.g. cultural, genders, sexual orientation, religion)



A Responsible and Competent Supervisor

- Receive developmentally appropriate mentoring, knowledge, and skills training for areas for which the supervisee will be evaluated based
- Notification if supervisor will be offsite and an alternative on site supervisor made available
- A supervisor who is prepared for supervisory meetings
- A supervisor who is adequately trained and experienced in providing clinical supervision
- Good professional development and engagement with the agency, community, and the profession modeled by the supervisor
- A supervisor who engages in best practices based on current research
- A supervisor who maintains competence in areas licensed to practice
- Supervision that falls within the supervisor's scope of practice
- A supervisor who is open to (and encourages) feedback from the supervisee, free from defensiveness or retribution

Access to Information Regarding Roles and Responsibilities

- Be informed regarding their specific responsibilities to, and expectations of, the supervisor
- Be informed regarding their specific responsibilities and expectations (e.g. client care, documentation, professional obligations, confidentiality)
- Clarify the nature of the supervisory relationship (e.g. psychometric work, supervised practice for registration) and goals of supervision
- Have access to documentation regarding specific roles, responsibilities, and the nature of supervision

A Supportive Learning Environment

- Supervision that facilitates development of the supervisee's professional identity
- Supervision that is responsive to the supervisee's specific strengths and developmental learning style
- An open, supportive learning environment
- Mistakes are acknowledged and seen as opportunities to learn and create solutions
- Individualized learning goals for supervisees
- Opportunities for growth and skills development at various stages of learning
- A thorough orientation of agency, setting, and expectations
- Clinical cases assigned at an appropriate developmental level



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