

Competency 1	Connection: Nurtures and cultivates connection with others				
Description	Demonstrates warmth, openness, curiosity and interest in others’ experiences, stories and perspectives <ul style="list-style-type: none"> • Pays attention to where we connect and what we have in common, versus getting side-tracked by differences or dislikes. • Is aware of disconnection • Reconnects with authenticity, owning one’s own part 				
	1	2	3	4	5
Rating Scale	Unaware of impact on relationship of valuing or validating responses.	Some attention to impact on relationship of valuing and validation.	Intermittent attention to impact on relationship of valuing and validation.	Frequent attention to impact on relationship of impact of valuing and validation.	Continual awareness of impact on relationship of valuing and validation.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	Why don’t you just get over it, you can’t always be depressed.	Depression is hard, but maybe you’re too focused on it.	It must be hard for you. You must be tired, but you have to remember that you’ll get through it.	Sounds like things have been really hard for you lately.	I can imagine that it’s been really hard for you lately. I remember a time when it seemed the only thing I felt was depressed.

Competency 2	Shifting the focus from Helping to Learning Together
Description	<ul style="list-style-type: none"> • Sees others as capable co-learners and responsible adults; does not take an advising or problem-solving role • Approaches relationship with curiosity and interest (vs. set ideas, assumptions and predictions) • Hears what can be learned from someone else’s way of looking at things rather than imposing own viewpoint • Is open to new ideas and ways of seeing things

	1	2	3	4	5
Rating Scale	Usually assumes the role of helper, with little effort to learn from or about the other.	Makes some effort to learn with others, but usually begins with or shifts into helping.	Combines helping and learning in approximately equal measure.	Primarily learning with each other, but occasionally shifts into helping.	Nearly always learning from each other.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	You look depressed, you should write in your journal.	How’s it going? You look a little down, maybe you should write in your journal.	How’s it going? You look a little down but I’d like to hear what you think is going on.	I realize that I mostly know you from our talks about depression. I’d like to get to know some other things about you.	I realize that I don’t know you beyond talking about your experience. I’d like for us to get to know each other more.

Competency 3	<p>Worldview: Awareness of Own and Other’s Worldview</p> <ul style="list-style-type: none"> • Understands that “worldview” is the way we see the world based on our own experiences • Is aware of own worldview and readily explores own assumptions • Is comfortable with exploring and affirming others’ worldview, listening with curiosity for the untold story • Understands that trauma-awareness means listening for “what happened” rather than for “what’s wrong” • Uses language that explores meaning rather than diagnosis or symptom language
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	1	2	3	4	5
Rating Scale	Unconscious of worldview. Nearly always takes own and other’s told story at face value. Worldview differences are seen as “right or wrong”	Developing awareness of differences in worldview. Conversation stays mostly on the surface. Feels that some worldviews are clearly better than others.	Conscious of worldview. Starting to explore and open up untold story. Still responds from a place of “knowing,” but beginning to acknowledge alternate perspectives.	Consciously exploring worldview and opening up the untold story. No longer presumes to know others’ experience or have answers for them. Invites and respects alternate perspectives.	Exploration of worldview and untold story are integrated natural responses. Does not make assumptions about others’ experiences. Demonstrates deep respect and appreciation of multiple perspectives.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	You’re chronically depressed; You should see your doctor.	You’ve been pretty depressed lately. It might be good if you called your doctor.	You’ve talked about feeling depressed - what would you think about calling your doctor?	“Depressed” sounds really painful. What does ‘depressed’ mean for you?	I know what “depressed” means for me. Can you help me understand what it’s like for you?

Competency 4	Shifting the focus from the Individual to the Relationship
	<ul style="list-style-type: none"> • Works to co-create relationships that work well for all concerned • Notices disconnections, and is prepared to explore assumptions, patterns, power/privilege, and meaning • Invites and encourages feedback about how the relationship is working for all parties concerned

	1	2	3	4	5
Rating Scale	Gives little or no attention to relationship; almost entirely focused on individuals and their needs	Demonstrates some awareness of relationship and the need to nurture the relationship, although the interaction is focused on individual needs	Touches on relationship and nurturing the relationship in conversation, but focus is still on individual needs and concerns	Attends to relationship and the need to nurture it directly in conversation, but may occasionally overlook this when it is relevant	Continually aware of relationship; addresses need to nurture relationship both proactively and spontaneously in a way that deepens mutual understanding and connection.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she's depressed.	I'm here to support you in your recovery.	Let's share some ideas about what might support your recovery.	I got frustrated in our conversation last week, but how are you doing today?	I got frustrated in our conversation last week. I wish you'd be more open with me in the future.	I got frustrated in our conversation last week. I wonder how it was for you?

Competency 5	<p>Mutuality</p> <ul style="list-style-type: none"> • Actively invites and makes space for everyone’s perspectives without either ignoring others or imposing • Negotiates relational needs and interests in ways that work everyone (self as well as others) • Seeks to negotiate power and privilege in ways that work for everyone <ul style="list-style-type: none"> ○ Is aware of and able to own power and privilege held by self and others ○ Invites mutual exploration of impact on relationship • Works to share risk and responsibility rather than taking control
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	1	2	3	4	5
Rating Scale	No apparent attention to creating relationships that work for everyone. Needs and interests are ignored or unilaterally asserted with little attempt at negotiation	Beginning awareness of mutuality and shared responsibility. Relationship negotiations remain infrequent and inconsistent. Needs and interests are mostly ignored or unilaterally asserted.	Aware of mutuality and shared responsibility. Relationship negotiations seek to address everyone’s needs and interests, though genuine co-creation is often lacking	Importance of mutuality and shared responsibility is fully appreciated. Genuine dialogue is invited to negotiate relational needs and interests.	Practice of mutuality and shared responsibility appears natural and organic. Relationships are negotiated in ways that appear both co-creative and inspired.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	“I’m here to help you” OR “Stop being so attention-seeking”	“I can listen again if you really need me to...” OR “It’s my turn to talk now”	“I can listen for a while, but I’d like to talk about myself some, too”	We seem to be talking about depression a lot. I’d like to look at how that’s working for both of us.	This is hard to bring up. I’m feeling a bit stuck always talking about depression, and wonder what we might do differently?

Competency 6	Shifting the focus from fear to hope and possibility
	<ul style="list-style-type: none"> • Forms hope-based relationships, focused on: <ul style="list-style-type: none"> ○ What is possible ○ Where we are going ○ How we can co-create something new

	1	2	3	4	5
Rating Scale	Focuses almost entirely on “illness” and managing symptoms. Routinely imposes fear-based concerns on others.	Fear-focused, but able to recognize some fear-based assumptions when they are pointed out.	Sometimes able to see fear-based assumptions on own, and usually if pointed out. Sometimes able to shift focus to hope and possibility on own initiative.	Often able to focus on hope and possibility independently. Usually aware of own fears. Sometimes able to self-correct after imposing own fears on others.	Nearly always focuses on exploring possibilities. Aware of and owns personal fears as limited by life experience
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	Your depression isn’t going away. We need to call your doctor.	I’m concerned that you’ve been depressed for so long. Should we call your doctor?	It worries me that you’ve been depressed for so long. What do you think we should do?	It seems as though things have been rough for you. What would you like to see happen from here?	I know you’ve been having a hard time, and each time we get together, we seem to have the same conversation. What’s it like for you? How might we do this differently?

Competency 7	Task 4: Moving Towards versus Moving Away From
Description	<ul style="list-style-type: none"> • Invites mutual sharing around values, hopes, dreams, possibilities and aspirations for living • Focuses on what is possible rather than what is bad, wrong, or isn't wanted • Co-creating rather than focusing on goals or problem-solving

	1	2	3	4	5
Rating Scale	Focuses on moving away from problems, problem-solving and individual goals	Some awareness of possibility, but still focuses on problem-solving and individual solutions.	Invites moving toward what is wanted. Sometimes uses problem-solving language.	Consistently invites moving toward what is wanted, co-creating a focus on the relationship-creating focus	Possibilities evolve naturally from the conversation.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she's depressed.	You've got too much going on. Just stop doing so much!	You'll feel better if you take better care of yourself and don't get so over-extended	Gosh, we've been talking a lot about depression lately. Maybe you'd feel better if you had some goals	I wonder what might be different in our relationship if our focus wasn't on depression? What would you rather feel?	I can hear your dark feelings have got you stuck. I know that feeling. What might it look like if we were working together to get unstuck?

Competency 8	Self-Reflection
Description	<ul style="list-style-type: none"> • Actively reflects on the experience of self in relationship- able to ‘own one’s own part’ • Is aware of own worldview and how it developed, including personal feelings, thoughts, attitudes, assumptions, judgments, agendas, power, privilege, defaults and patterns • Welcomes differences in experiences/ perspectives/ beliefs/ judgments as opportunities to learn and grow • Resists the tendency to blame others for uncomfortable feelings <ul style="list-style-type: none"> ○ Uses relational differences or discomfort proactively to notice and examine personal agendas, patterns, default responses and worldview assumptions ○ Asks and explores with curiosity and interest: “What is my part?” ○ Invites and encourages others to share alternate perspectives and experiences that challenge personal agendas and worldview assumptions • Uses self-awareness to build connection by being transparent, approachable and authentic

	1	2	3	4	5
Rating Scale	Unaware of, or not interested in, how own values and assumptions affect relational interactions.	Shows some recognition of own values and assumptions but continues to impose them on others.	Generally able to identify own values and assumptions. Mixed success in refraining from imposing these on others.	Aware of, and willing to own, values and assumptions. Avoids imposing them on others. Able to acknowledge and self-correct as needed.	Deep awareness of own values and assumptions. Uses self-disclosure and transparency to further mutual exploration and relational connection
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed.	You need to listen better. I just told you what worked for me	I realize that not everything that’s worked for me will work for you but at least you should try it.	I realize that not everything that’s worked for me will work for you.	I realize I’ve quietly been pushing my own agenda so I’d like to work towards noticing when my agenda seems to come up.	I’m feeling a little uncertain right now. How would you like me to respond when you tell me you’re depressed?

Competency 9	Able to Give and Receive Feedback
Description	<ul style="list-style-type: none"> • Ensures connection • Acknowledges and appreciates others' positive contributions • Looks at the situation through the lens of the other person's life experience, in addition to one's own • Considers whether own worldview is a reflection of privilege or bias • Frames feedback around observation rather than judgment • Keeps the focus on moving towards what is wanted for the relationship (closeness, connection, trust), rather than away from what isn't wanted (dishonesty, dirty dishes) • Invites and gives honest responses • Validates other's response and demonstrates willingness to learn and be changed by what they have

	1	2	3	4	5
Rating Scale	Fails to allow space for others' experience or consider 'own part' when receiving feedback or difficult messages	Makes some effort to acknowledge others' experience or 'own part' when receiving feedback or difficult messages	Both acknowledges others' experience and 'own part' when receiving feedback or difficult messages. The conversation takes on an appreciably mutual tone.	Others' experience and own part are fully acknowledged. A deeper understanding is actively sought. Mutual learning is apparent.	Receives feedback in a way that naturally deepens relational connection. Validates others' experience, acknowledges own part and opens door to mutual growth.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she's depressed. When Sarah offers Lisa feedback, Lisa responds.	I am too depressed – you're just like everyone else! OR You're right. I must be faking it.	Don't get frustrated. I can't help it. I'm just so depressed.	It's hard for me to hear what you're saying, but maybe it's true...Maybe I need to change.	I didn't know you felt that way. I'd like to hear more. Maybe it is a pattern for me.	I guess I hadn't really been paying attention. It was just so nice to have someone listen and be there for me. I guess I kind of forget that there were two of us here. What was it like for you?

Competency 10	Co-Reflection
Description	<ul style="list-style-type: none"> • Attends co-supervision regularly • Shows up prepared and on time • Readily identifies areas for personal learning and growth • Expresses curiosity about others’ intentions and aspirations for co-learning • Maintains connection, mutuality and actively cares for relationships with co-participants • Listens for worldview and explores power and privilege and their impact • Maintains attitudes of hope, possibility, co-learning, co-creation and moving toward during co-reflection period

	1	2	3	4	5
Rating Scale	No observable commitment to co-supervision. Rarely attends, or gets stuck in blaming or fixing	Some observable commitment to co-reflection; demonstrates some willingness to grow in relationships	Observable commitment to co-reflection. Attends regularly and demonstrates clear interest in relational growth.	Actively participates and uses co-reflection to deepen understanding of – and connection with - self and others	Participates in co-reflection that inspires mutual growth, connection and understanding.
Example: Sarah has been talking to Lisa for the last couple of weeks, and each time they get together, Lisa tells Sarah she’s depressed. Sarah goes to co-reflection.	Lisa is a difficult peer. She’s always complaining and expecting me to take care of her. She needs to work on this in her therapy.	I feel frustrated because of a peer’s co-dependency. She’s got so much potential. How can I get her to see that?	I don’t understand someone I’ve been working with. I’d like to know what she wants from me.	I realize I’ve been trying to ‘help’ someone else ‘get better’ and it’s based on my agenda. I wonder what I should do - should I go apologize to her?	I’ve been pretty uncomfortable. Someone I know has had some really low feelings for several weeks now. I realize I’m responding out of fear.