

THE SUPERVISORY RELATIONSHIP QUESTIONNAIRE (SRQ)

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The following statements describe some of the ways a person may feel about his/her supervisor.

To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
SAFE BASE SUBSCALE							
1. My Supervisor was respectful of my views and ideas	1	2	3	4	5	6	7
2. My supervisor and I were equal partners in supervision	1	2	3	4	5	6	7
3. My supervisor had a collaborative approach in supervision	1	2	3	4	5	6	7
4. I felt safe in my supervision sessions	1	2	3	4	5	6	7
5. My supervisor was non-judgemental in supervision	1	2	3	4	5	6	7
6. My supervisor treated me with respect	1	2	3	4	5	6	7
7. My supervisor was open-minded in supervision	1	2	3	4	5	6	7
8. Feedback on my performance from my supervisor felt like criticism	7	6	5	4	3	2	1
9. The advice I received from my supervisor was prescriptive rather than collaborative	7	6	5	4	3	2	1
10. I felt able to discuss my concerns with my supervisor openly	1	2	3	4	5	6	7
11. Supervision felt like an exchange of ideas	1	2	3	4	5	6	7
12. My supervisor gave feedback in a way that felt safe	1	2	3	4	5	6	7
13. My supervisor treated me like an adult	1	2	3	4	5	6	7
14. I was able to be open with my supervisor	1	2	3	4	5	6	7
15. I felt if I discussed my feelings openly with my supervisor, I would be negatively evaluated	7	6	5	4	3	2	1
Total Safe Base Subscale =							
STRUCTURE SUBSCALE							
16. My supervision sessions took place regularly	1	2	3	4	5	6	7
17. Supervision sessions were structured	1	2	3	4	5	6	7
18. My supervisor made sure that our supervision sessions were kept free from interruptions	1	2	3	4	5	6	7
19. Supervision sessions were regularly cut short by my supervisor	7	6	5	4	3	2	1
20. Supervision sessions were focused	1	2	3	4	5	6	7
21. My supervision sessions were disorganised	7	6	5	4	3	2	1
22. My supervision sessions were arranged in advance	1	2	3	4	5	6	7
23. My supervisor and I both drew up an agenda for supervision together	1	2	3	4	5	6	7
Total Structure Subscale =							
COMMITMENT SUBSCALE							
24. My supervisor was enthusiastic about supervising me	1	2	3	4	5	6	7

25. My supervisor appeared interested in supervising me	1	2	3	4	5	6	7
26. My supervisor appeared uninterested in me	7	6	5	4	3	2	1
27. My supervisor appeared interested in me as a person	1	2	3	4	5	6	7
28. My supervisor appeared to like supervising	1	2	3	4	5	6	7
29. I felt like a burden to my supervisor	7	6	5	4	3	2	1
30. My supervisor was approachable	1	2	3	4	5	6	7
31. My supervisor was available to me	1	2	3	4	5	6	7
32. My supervisor paid attention to my spoken feelings and anxieties	1	2	3	4	5	6	7
33. My supervisor appeared interested in my development as a professional	1	2	3	4	5	6	7
Total Commitment Subscale =							
REFLECTIVE EDUCATION SUBSCALE							
34. My supervisor drew from a number of theoretical models	1	2	3	4	5	6	7
35. My supervisor drew from a number of theoretical models flexibly	1	2	3	4	5	6	7
36. My supervisor gave me the opportunity to learn about a range of models	1	2	3	4	5	6	7
37. My supervisor encouraged me to reflect on my practice	1	2	3	4	5	6	7
38. My supervisor linked theory and clinical practice well	1	2	3	4	5	6	7
39. My supervisor paid close attention to the process of supervision	1	2	3	4	5	6	7
40. My supervisor acknowledged the power differential between supervisor and supervisee	1	2	3	4	5	6	7
41. My relationship with my supervisor allowed me to learn by experimenting with different therapeutic techniques	1	2	3	4	5	6	7
42. My supervisor paid attention to my unspoken feelings and anxieties	1	2	3	4	5	6	7
43. My supervisor facilitated interesting and informative discussions in supervision	1	2	3	4	5	6	7
44. I learnt a great deal from observing my supervisor	1	2	3	4	5	6	7
Total Reflective Education Subscale =							
ROLE MODEL SUBSCALE							
45. My supervisor was knowledgeable	1	2	3	4	5	6	7
46. My supervisor was an experienced clinician	1	2	3	4	5	6	7
47. I respected my supervisor's skills	1	2	3	4	5	6	7
48. My supervisor was knowledgeable about the organisational system in which they worked	1	2	3	4	5	6	7
49. Colleagues appeared to respect my supervisor's views	1	2	3	4	5	6	7
50. I respected my supervisor as a professional	1	2	3	4	5	6	7
51. My supervisor gave me practical support	1	2	3	4	5	6	7
52. I respected my supervisor as a clinician	1	2	3	4	5	6	7
53. My supervisor was respectful of clients	1	2	3	4	5	6	7
54. I respected my supervisor as a person	1	2	3	4	5	6	7
55. My supervisor appeared uninterested in his / her clients	7	6	5	4	3	2	1
56. My supervisor treated his / her colleagues with respect	1	2	3	4	5	6	7

FORMATIVE FEEDBACK SUBSCALE							
57. My supervisor gave me helpful negative feedback on my performance	1	2	3	4	5	6	7
58. My supervisor was able to balance negative feedback on my performance with praise	1	2	3	4	5	6	7
59. My supervisor gave me positive feedback on my performance	1	2	3	4	5	6	7
60. My supervisor's feedback on my performance was constructive	1	2	3	4	5	6	7
61. My supervisor paid attention to my level of competence	1	2	3	4	5	6	7
62. My supervisor helped me identify my own learning needs	1	2	3	4	5	6	7
63. My supervisor did not consider the impact of my previous skills and experience on my learning needs	7	6	5	4	3	2	1
64. My supervisor thought about my training needs	1	2	3	4	5	6	7
65. My supervisor gave me regular feedback on my performance	1	2	3	4	5	6	7
66. As my skills and confidence grew, my supervisor adapted supervision to take this into account	1	2	3	4	5	6	7
67. My supervisor tailored supervision to my level of competence	1	2	3	4	5	6	7
Total Formative Feedback Subscale =							

Scoring Key

	Scored 1 (Strongly Disagree) to 7 (Strongly Agree)
	Reverse Scoring Scored 7 (Strongly Disagree) to 1 (Strongly Agree)

References:

Palomo, M. (2004). Development and validation of a questionnaire measure of the supervisory relationship. Unpublished DClinPsych Thesis, Oxford University.

Palomo, M., Beinart, H. & Cooper, M. (2010). Development and validation of the Supervisory Relationship Questionnaire (SRQ) in UK trainee clinical psychologists. *British Journal of Clinical Psychology*, 49, 131-149