**THE SUPERVISORY RELATIONSHIP QUESTIONNAIRE (SRQ)**

Developed by Marina Palomo (supervised by Helen Beinart)

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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 |  |  |  |  |  |  |  |
| 2. My supervisor and I were equal partners in supervision |  |  |  |  |  |  |  |
| 3. My supervisor had a collaborative approach in supervision |  |  |  |  |  |  |  |
| 4. I felt safe in my supervision sessions |  |  |  |  |  |  |  |
| 5. My supervisor was non-judgemental in supervision |  |  |  |  |  |  |  |
| 6. My supervisor treated me with respect |  |  |  |  |  |  |  |
| 7. My supervisor was open-minded in supervision |  |  |  |  |  |  |  |
| 8. Feedback on my performance from my supervisor felt like criticism |  |  |  |  |  |  |  |
| 9.The advice I received from my supervisor was prescriptive rather than  collaborative |  |  |  |  |  |  |  |
| 10. I felt able to discuss my concerns with my supervisor openly |  |  |  |  |  |  |  |
| 11. Supervision felt like an exchange of ideas |  |  |  |  |  |  |  |
| 12. My supervisor gave feedback in a way that felt safe |  |  |  |  |  |  |  |
| 13. My supervisor treated me like an adult |  |  |  |  |  |  |  |
| 14. I was able to be open with my supervisor |  |  |  |  |  |  |  |
| 15. I felt if I discussed my feelings openly with my supervisor, I would be negatively evaluated |  |  |  |  |  |  |  |
| **STRUCTURE SUBSCALE** |  |  |  |  |  |  |  |
| 16. My supervision sessions took place regularly |  |  |  |  |  |  |  |
| 17. Supervision sessions were structured |  |  |  |  |  |  |  |
| 18. My supervisor made sure that our supervision sessions were kept free from interruptions |  |  |  |  |  |  |  |
| 19. Supervision sessions were regularly cut short by my supervisor |  |  |  |  |  |  |  |
| 20. Supervision sessions were focused |  |  |  |  |  |  |  |
| 21. My supervision sessions were disorganised |  |  |  |  |  |  |  |
| 22. My supervision sessions were arranged in advance |  |  |  |  |  |  |  |
| 23. My supervisor and I both drew up an agenda for supervision together |  |  |  |  |  |  |  |
| **COMMITMENT SUBSCALE** |  |  |  |  |  |  |  |
| 24. My supervisor was enthusiastic about supervising me |  |  |  |  |  |  |  |

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

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

**Scoring Key**

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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. (in preparation), Development and validation of the Supervisory Relationship Questionnaire (SRQ) in a population of UK trainee clinical psychologists.

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