**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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