Supervisory working alliance inventory (SWAI) – Supervisor (Efstation,

Patton, & Kardash, 1990)

The SWAI is designed to measure the working alliance in supervision from both a supervisor and supervisee perspective. Higher scores are generally indicative of alliances that are more effective. The SWAI can be used as an ongoing repeated measure of the SWA.

Instructions: Indicate the frequency with which the behaviour described in each of the following items seems characteristic of your work with your supervisor (or how you would like to work with a supervisee). Estimate the frequency of occurrence within supervision on the seven-point scale from almost never to almost always

| Scale: 1 almost never | | 2 rarely | 3 occasionally | 4 sometimes | 5 ofte | | 6 very o | | | | 7 almost always | | |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------|-------------------|----------------|----------------------|----------------------|-------------|---|---|---|-----------------------|---|--|
| Client focus | | | | | Circle most relevant | | | | | | | | |
| 1. I help my supervisee work within a specific treatment plan with his/her consumer. | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 2. I help my supervisee stay on track during our meetings. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 3. My style is to carefully and systematically consider the material that my supervisee brings to supervision. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 4. My supervisee works with me on specific goals in the supervisory session. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| | In supervision, I expect my supervisee to think about or reflect on my comments to him/her. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 6. I | . I teach my supervisee through direct suggestion. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | In supervision, I place a high priority on our understanding the clients' perspective. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | I encourage my supervisee to take time to understand what the client is saying and doing. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | When correcting my supervisee's errors with a client, I offer alternate ways of intervening with that client. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | I encourage my supervisee to formulate his/her own interventions with his/her client. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| | I encourage my supervisee to talk about their work in ways that are comfortable for him/her. | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | |
| Rapport | | | | | | Circle most relevant | | | | | | | |
| | I welcome my supervisee's explanations about his/her client's behaviour. | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

| behaviour. | I | 2 | 3 | 4 | 5 | 0 | 1 |
|---------------------------------------------------------------------|---|---|---|---|---|---|---|
| 13. During supervision, my supervisee talks more than I do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I make an effort to understand my supervisee. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I am tactful when commenting about my supervisee's performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| 16. I facilitate my supervisee's talking in our session. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 17. In supervision, my supervisee is more curios than anxious when discussing his/her difficulties with clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. My supervisee appears to be comfortable working with me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Identification | | | Circle most relevant | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------|---|---|----------------------|---|---|---|---|--|--|--|
| My supervisee understands client behaviour and treatment technique similar to the way I do. | | | | 4 | 5 | 6 | 7 | | | |
| 20. During supervision, my supervisee seems able to stand back and reflect on what I am saying to him/her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 21. I stay in tune with my supervisee during supervision. | | | 3 | 4 | 5 | 6 | 7 | | | |
| 22. My supervisee identifies with me in the way he/she thinks and talks about his/her clients. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 23. My supervisee consistently implements suggestions made in supervision. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |

Scoring

Client focus: sum items 1 through 10, then divide by 10

Rapport: sum items 11 to 18, and then divide by 8

Identification: sum items 19 to 23, and then divide by 5

Higher scores are indicative of alliances that are more effective.

Norms derived from the Efstation and colleagues (1990) study for supervisor version; 5.48 for Client focus subscale, 5.97 for the Rapport subscale and 5.41 for the Identification subscale.

Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counsellor supervision. *Journal of Counseling Psychology*, *37*, 322–329. doi:10.1037/0022-0167.37.3.322