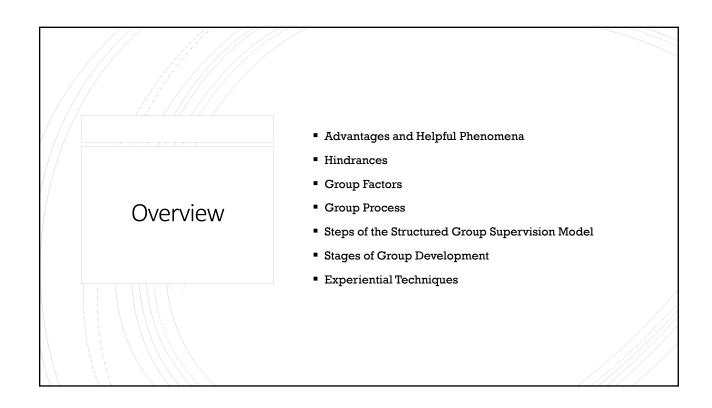
Group Supervision NPTC Presentation Lynsey Fringer, PsyD



Advantages of Group Supervision

Group supervision "can offer students the opportunity to share knowledge, discuss differing perspectives, learn about group dynamics, experiment with new behaviors, recognize the universality of their concerns, and develop more accurate self-appraisals" (Sussman, Bogo & Globerman, 2007)

Advantages of Group Supervision

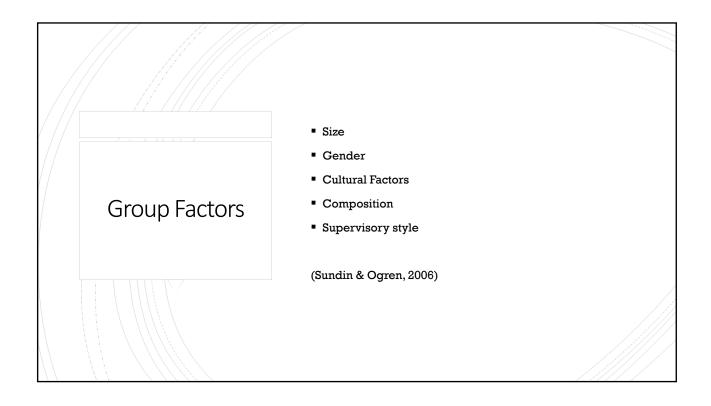
- Students learn from one another's cases: vicarious learning (Smith, Riva & Cornish, 2012)
- May allow the participants to more easily confront the supervisor about their needs
- Promotes members' growth in team work
- Participants learn greater self-awareness

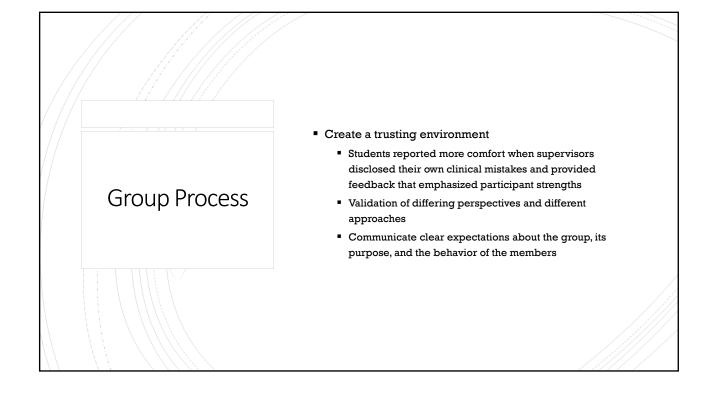
Helpful Phenomena - Enyedy et al. (2003, as cited in Bernard & Goodyear, 2012) suggest a number of helpful phenomena to group supervision - Supervisor impact - Peer impact - Validation of experience



Hindrances - Differences in group and individual supervision - Individual environment may reduce the risk of vulnerability - Negative supervisor behavior - Negative supervisee behavior - Poor group time management (Bernard & Goodyear, 2012)







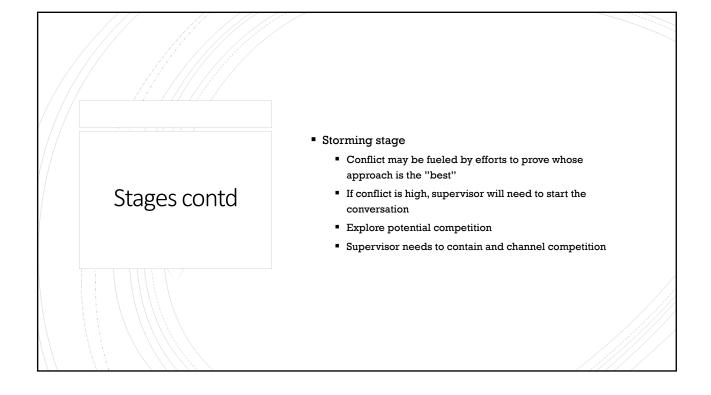
Supervisors may need to model how to work in a group Explore potential anxiety Build a positive expectation that learning from one's mistake can facilitate a successful experience in group supervision (Fleming, Glass, Fujisaki & Toner, 2010)

Steps of the Structured Group Supervision Model

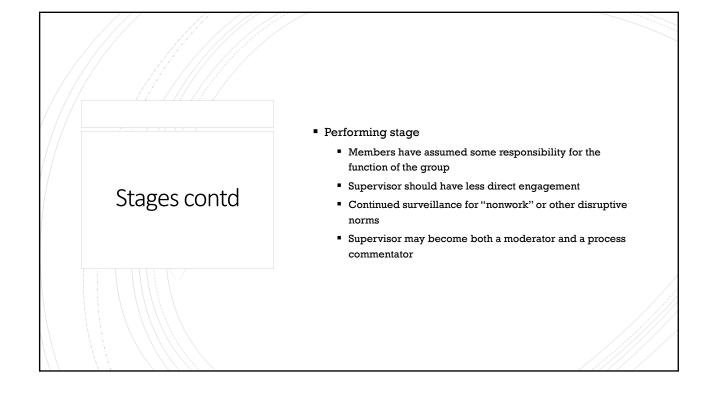
- Step 1: Plea for help
- Step 2: Question Period
- Step 3: Feedback or consultation
- Pause or break
- Step 4: Response Statement
- Step 5: Discussion

(Bernard & Goodyear, 2012)

Stages of Group Supervision * Forming stage • Create a safe environment • Establish ground rules and structure • Manner of case presentation • Delivery of member of feedback • Provide a written contract of group and individual expectations (Bernard & Goodyear, 2012)



Stages contd	 Norming stage Effective norms to be established Impose an optimal level of structure Provide safety needed to promote risk taking Create an initial structure and maintain it Model effective norms



Stages contd - Adjourning phase - What has been accomplished and what has not - Supervisee puts what they have accomplished into context - Devise a plan for future growth

Experiential Techniques - Case presentation - Parallel process - Socratic dialogue - Use of self-as-instrument - Role play - Supervisor as therapist

Relationship Between Therapy & Supervision

- Some blurring is possible between therapy and supervision due to use of experiential techniques
- Goals of supervision should be specified
- Group supervision is better as an adjunct to individual supervision for beginning supervisees
- Group supervision can stand alone as a supervisory venue with more advanced supervisees

Termination of Supervision

- Should be initiated by the supervisor
- Topics to discuss:
 - Progress made
 - Continued growing edges
 - Feedback
 - Future goals/path
 - Future relationship

Termination contd Should be collaborative Important to allow both parties to reflect on the supervisory relationship Unplanned endings can be harmful to the supervisee

Bernard, J.M., & Goodyear, R. K. (2019). Fundamentals of Clinical Supervision (6th ed.). Boston: Allyn & Bacon. Boethius, S.V., Sundin, E. & Ogren, M. L. (2006). Group Supervision from small group perspective. Nordic Psychology, 58(1). 22-42. Enyedy, K.C., Arcinue, F., Puri, N. N., Carter, J.W. Goodyear, R. & Getzelman, M.A. (2003). Hindering phenomena in group supervision: Implications for practice. Professional Psychology: Research and Practice, 34, 312-317. Fleming, L.M., Glass, J.A., Fujisaki, S., & Toner, S.F. (2010). Group process and learning: Grounded theory model of group supervision. Training and Education in Professional Psychology, 4, 194-203.

