

# Group Supervision

NPTC Presentation  
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## Overview

- Advantages and Helpful Phenomena
- Hindrances
- Group Factors
- Group Process
- Steps of the Structured Group Supervision Model
- Stages of Group Development
- Experiential Techniques



## 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

- Unique venue of training delivery
  - Task of transmitting a specific educational content and need to attend to the group dynamics
- Content
- Process

(Sussman, Bogo & Globerman, p. 63)

## 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)

## Hindrances

- Supervisee anxiety and other negative affects are major obstacles to group supervision
  - Participation carries the risk of exposing embarrassing mistakes
  - Working through these with the support and encouragement of others can facilitate growth



## Group Factors

- Size
- Gender
- Cultural Factors
- Composition
- Supervisory style

(Sundin & Ogren, 2006)



## Group Process

- Create a trusting environment
  - Students reported more comfort when supervisors disclosed their own clinical mistakes and provided feedback that emphasized participant strengths
  - Validation of differing perspectives and different approaches
  - Communicate clear expectations about the group, its purpose, and the behavior of the members

## Group Process

- 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

- **Storming stage**
  - Conflict may be fueled by efforts to prove whose approach is the "best"
  - If conflict is high, supervisor will need to start the conversation
  - Explore potential competition
  - Supervisor needs to contain and channel competition



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

- **Performing stage**
  - Members have assumed some responsibility for the function of the group
  - Supervisor should have less direct engagement
  - Continued surveillance for “nonwork” or other disruptive norms
  - Supervisor may become both a moderator and a process commentator



## 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

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