Rationale: Supervision constitutes an integral aspect of training and professional development in becoming a school psychologist. For some, this group will serve as an introduction to group supervision, a widely utilized format for supervision of professional psychologists. While the nature, format and goals of supervision groups vary depending on the supervisor and members, all groups aim to enhance professional development.

Although you will not receive a letter grade, you will receive a Pass/Fail grade. Your performance will be evaluated along certain dimensions, including active participation. In order to feel that the group supervision experience is a worthwhile one, your active participation in the group is essential; therefore, you will be expected to contribute to each group meeting. The more you participate in group, the more you will benefit from this experience. In addition to raising specific topics to discuss, active participation includes asking questions, providing feedback, and conveying empathy to others.

Part of group membership involves members assuming responsibility for making the group “work.” This includes making the group a safe environment for others to speak without fear of criticism. Differences among group members will sometimes occur. However, learning to work collaboratively is essential training for your future employment as school psychologists and group supervision provides an opportunity to enhance these skills. Part of the leader’s role also involves making the group a safe place to talk. I can be most effective in making this a good training experience if you share your thoughts and goals regarding the group experience. Please do so.

Additionally, increasing self-awareness is integral to psychologist’s professional development because in our work, we continuously use ourselves as tools. Therefore, understanding the use of self as a mediating variable in your work will be a focus of our supervision group. All psychologists, regardless of theoretical orientation, need to examine their own reactions, behavior and decisions in a non-defensive manner in order to grow as professionals. However, supervision is not synonymous with therapy and you will not be required to disclose anything in group that you believe violates your privacy.

Self reflection is also integral to developing your own style as a future supervisor. As such, you will be asked to develop some personal goals for our supervision group. You may also be asked to lead part of a supervision group. This is an opportunity to integrate issues that we read about and discuss pertaining to various models of supervision.

Unlike classes in which the instructor establishes the outline, all group members assume an active role in establishing a format for the group. Please consider whether you would prefer to generate a schedule for topics/cases for discussion, have a more open-ended format, or some combination of both. As noted above, you will be asked to contribute to each group session. We
will discuss your thoughts regarding format and specific goals for the group in more detail.

The following should be considered General Goals for our group:

1). To enhance the professional development of students as future school psychologists and supervisors through the acquisition of knowledge, skills and attitudes gained from group discussions, readings, and written tasks.

2). To familiarize students with the process of providing and receiving peer supervision and various models of supervision.

3). To increase students’ ability to utilize self-reflection as a tool in working as a professional psychologist and supervisor.

4). To utilize the process and format of the supervision group as a vehicle for learning about group theory and group process.

5). To enhance group members ability to work collaboratively as a model for functioning on professional teams as a school psychologist.

Evaluative Criteria:

- Attendance at all scheduled meetings (1/26/09-5/11/09), excluding religious holidays
- Active group participation.
- Completion and discussion of assigned readings and exercises.
- Development of contract for group supervision goals.
- Student led presentation in group (to be discussed further).
- End of semester narrative regarding your group experience & professional development for the past semester.
- Demonstration of professional and collaborative behavior towards peers (i.e., no cell phones, texting, note writing, or side conversations during group).
- Attendance: In order to receive a Passing grade, attendance is required at all supervision meetings, excluding religious holidays and illness. Repeated lateness and/or absences will result in your receiving a Failing grade. Because the group starts at 12:30, you are free to bring lunch with you. While lunchtime at GSAPP is often used for scheduling other meetings, colloquia, and Clinic cases, these are not excusable absences. However, there may be times when the group, as a whole, elects to attend a colloquia or outside presentation.

LSM Reserve Reading List


