

Supervision Reflection Paper

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Supervision Reflection Paper Assignment

Supervising masters-level students is vital to creating counseling competency in upcoming counselors. There are benefits and challenges associated with the supervision process. As a doctoral student in the supervision process, you are working to instill competencies and confidence into the students. While doing so, you question your confidence and competency.

Training/Supervising Group Leaders

The first thing I learned as a trainer/supervisor is that it is not as easy as the professor makes it look. This role takes a lot of conscious focus and attentiveness. There is no time to slip away for a second as the group leaders facilitate the session. There were other students taking notes to provide feedback to the leaders; however, the supervisor of the group must do the same as they not only provide input to the group leaders but also to the other participants.

Along with having to supervise in this class, I am also taking COUC 714 Supervision. As a result, it provided me with an opportunity to compare supervising in an individual environment to a group environment. Both types of supervision have the same training outcomes. However, group supervision allows the attendees to support one another in the process. Individual supervision only provides the support of the supervisor. Group supervision also provides learning opportunities and interaction between group members such as multiculturalism, spirituality, etc. I witnessed this firsthand supervising in the COUC 512 class.

Another thing I learned about training/supervising group leaders is that their confidence is reinforced by knowing the supervisor/trainer is competent to supervise and lead them (Bernard, 2019). If I had supervised but not been skilled, the supervisees would have been less open to share and participate. I noticed they were looking to see if I knew what I was doing and could hold my own during the process.

The last thing that I learned is that was important to deliver feedback and criticisms with a positive friendly rapport. I did not want the group members/supervisees to perceive the reflections as a personal attack or be embarrassed. I didn't want to disparage them but rather I wanted my feedback to strengthen their competency foundations. Because of this, I adopted the style of feedback I saw Dr. Laura Daniel perform. She noted all the positive contributions made by the leaders and when someone provided negative feedback to the group leaders, she commented on the benefits of the change but noted its complexity as well.

Challenging Supervisory Experience

The entire process of supervision/training was challenging. This was my first time having to face a class of any type of master's students and it was intimidating. I discovered how much work was involved in preparing to meet with the students, whether I was teaching a skill, facilitating reflection, or teaching subject matter. The content was never complete enough to make me feel comfortable. I was always tweaking my material or questioning my technique or approach. Even though I was a counseling master's student not that long ago, I still felt foreign to the group supervision process. When I had selected a skill to demonstrate to the class, I found I reviewed and changed how I would present it to the class over and over until it was time to present the skill. Maybe if I wasn't nervous or didn't question myself, I would have presented myself as overconfident and smug and be unable to meet the students where they were. However, my main concern was making sure I connected with the students and the information I was providing was accurate and empirical.

Supervisory Skills

The supervisory skill I felt I excelled at was providing the reflections of group leader facilitation. This skill required me to be present during group to be able to notice the skills the

group leaders used and if they were used appropriately. Another supervisory skill I felt I performed well was the ability to communicate with the group members by utilizing imagery or transparency to answer group members questions and provide clearer insight. I realize I am much more comfortable supervising than teaching. In supervision, I prefer using the Humanistic Relational model to work with supervisees, group leaders, etc. The person-centered approach is more of who I am so it doesn't cause me to step outside of myself to educate, consult, or counsel. Other models are much more structured and complicated. The best thing about the Humanistic/Relational supervision model is that it can be used with all other supervision models.

Supervising or training group leaders is not a simple task. It requires a robust knowledge of group counseling competencies. It also requires the supervisor/trainer to have adopted a theoretical supervision model. Not only does the supervisor have to understand his/her roles but must also understand when to employ each role. Supervising/training group leaders is one of the integral components involved in creating competent, self-confident counselors and future supervisors.