

**Supervision Reflection Paper Assignment**

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### **Supervision Reflection Paper**

Supervision is typically a delight! I enjoy being able to observe students as they seek to work on and improve upon their skill sets. Many times students do not realize what they do not know and fully grasp what they do know until their thoughts are put to the test by doing demonstrations of skills. I was able to join Dr. Kevin Hull in his Friday, October 18 class that meets from 10:00-12:00 Eastern Time. There were about 12 students present in the class. Dr. Hull had them split into two groups. One group was doing the group presentation activity with the other group observing to then provide feedback of the skills demonstration. Dr. Hull and I filled out Group Leader Skills Feedback Forms (mine is attached as an appendix) to reflect the skills proficiencies of the group leader. The lady (Lisa) who led the group did a great job! Lisa appeared to be very prepared. She was supposed to have the roll of the co-leader, but her leader had internet trouble and was not able to join. Lisa jumped right in and performed like a champ until she stopped at 33 minutes and was supposed to go to 45 minutes. Dr. Hull demonstrated grace and compassion to her and encouraged her regarding how well she had performed, especially not having expected to be the lead.

#### **What did you learn about training/supervising group leaders?**

As mentioned above there are dynamics that occur in training (as will occur in real groups) where something happens, and a co-leader have issues and at the last minute is unable to attend. Lisa was able to see that she will need to be prepared as if she is the lead for when oddities occur. I do not think Lisa will forget this anytime soon. It made for a great teaching moment by being a challenge for Lisa and an opportunity for Dr. Hull and myself to really drive home how importance of being prepared. It is an interesting dynamic for me to shift from being

participatory within a group to sitting outside the circle and observing how the group interacts with one another and the group leader.

In this session I was able to observe Lisa. She used several techniques to help the group to work in a synthesizing manner. First, Lisa opened the group session in a manner that was welcoming and encouraging to the group. She then utilized an “ice breaker” exercise to help the participants to become better enmeshed in the group’s dynamic. She provided the question, allowed adequate time for responses by group participants, and then gave some encouraging feedback to demonstrate she was tracking and engaged with the group. Lisa provided a path for the group to move forward with and then kept the conversation going. She made efforts to get the group to interact, but it was more focused on her as the group leader.

The process of observing the group was enhanced using the Group Leader Skills Feedback Forms. This form allowed me to have a clear delineation of ideals to be looking for and to make sure that Lisa was fulfilling. This tool helped me to recognize and note skills as performed by the group leader. This is a crucial component to help me as the observer to be able to point out strengths and deficiencies more concisely. Observing helped me to be more cognizant of the value of teaching skills well. When students progress to active mock demonstrations and later into real world practice, I desire for them to be competent and have the critical skills needed to be the best counselor they can be.

**What was most challenging about the supervisory experience?**

I believe it may have been a better encounter if I had been with the students more and were more aware of their proclivities. I also see the benefit of being a neutral outside person who does not has preconceived notions of what people will, should, or should not do based on past experiences. I am so thankful for web-based classes and know I personally would not have been

able to complete much of my higher education pursuits without this incredible resource.

However, I think this may have been a better experience if we had been physically in person because of the ability to see full body language. Although, by being on camera we can see all the faces of the participants. One challenge for me was being the visiting professor and not certain what level of input I should give. I waited for Dr. Hull to prompt me to respond and then gave feedback to the group leader.

**What supervisory skills did you excel at, and which skills do you need to improve upon?**

I was able to be a realist in a kind and balanced manner to both encourage the positive attributes of the counseling skills presentation and to mention some minor deficiencies. The group leader did so well that there was very little to correct, especially, when she was expecting to be the co-leader, and the leader was unable to attend. She shined very well in what for many (if not most) would have been a tense and stressful realization. If Lisa had not shared with us that she was expecting to be the co-leader, we would not have known. I did well at following the Group Leader Feedback Form and using this tool to help me to intentionally recognize skills as they were being utilized. A deficit that I have is one that will only come with time and that is being better equipped to recognize various skills as they are being demonstrated and being better at providing meaningful feedback that encourages while highlighting strengths and areas needing improvements.

Overall, it was a good experience. I appreciate Dr. Hull being willing to allow me into his class to fulfill the needs for COUC710. My desire is to continue to study and practice to improve my own proficiencies as a counselor and as an instructor. I hope this will help me to be better equipped to help future counselors in their pursuits for entering the helping role in a professional capacity.

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| <b>Appendix</b> |
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**Group Leader Skills Feedback Form**

Student Name:

Directions: Please provide your evaluation of your PhD's student's co-leader skill by completing this form according to the following scale:

5- effectively/consistently used skill      4-somewhat effectively/consistently used skill      3- Somewhat ineffective/inconsistent at skill      2- very ineffective/inconsistent at skill      1-n/a

|  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| <b>Attending Skills</b>  |   |   |   |   |   |
| Opening – Able to focus group & facilitate start in timely manner  | X |   |   |   |   |
| Eye Contact – consistently scanning & glancing at each member in group   | X |   |   |   |   |
| Body Posture – Open, relaxed posture. Leaning forward when talking, leaning back when members talk on target         | X |   |   |   |   |
| Tone of Voice – caring, calm voice that is not overpowering or too meek  | X |   |   |   |   |
| Body Gestures – appropriate head nods and minimal encouragers  | X |   |   |   |   |
| <b>Intervention Skills</b>   |   |   |   |   |   |
| Verbal Tracking – Uses reflection comments on both content and feeling   | X |   |   |   |   |
| Facilitates member to member interaction   |   |   |   |   | X |
| Questions – Uses questions sparingly and open-ended  |   | X |   |   |   |
| Paraphrasing – brief, accurate rephrasing of member comments   | X |   |   |   |   |
| Linking – able to link feelings and content between/among members  |   | X |   |   |   |
| Refocusing – recognizes when group is off-topic & makes comments to refocus group                                    |   |   |   |   | X |
| Requests Concrete/Specific Comments – focuses members on speaking in “I” statements; being specific and concrete     |   |   |   |   | X |
| Meaning Making – able to assist members in discovering the meaning behind thoughts/emotions                          |   | X |   |   |   |
| Focusing – able to focus group/member; does not let focus remain too long on one person; changes focus appropriately |   | X |   |   |   |
| Use of Silence – Allows some silence in group. Does not fill silence up inappropriately                              |   | X |   |   |   |
| Self-Disclosure – uses self-disclosure sparingly. Self-disclosure does not take focus off group/member               | X |   |   |   |   |
| Group Exercises – uses exercises appropriately and provides clear directions   |   | X |   |   |   |
| Feedback – able to provide honest observations of individual and group members                                       | X |   |   |   |   |
| Confrontation – Addresses conflict in group in timely manner   |   |   |   |   | X |
| <b>Process Skills</b>  |   |   |   |   |   |
| Here & Now Focus - Draws focus to interactions between/among members as happening                                    |   |   |   |   | X |

**Comments:**

Lisa did a great job especially seeing as her partner who was scheduled to be the primary leader had an issue that prevented her from being present. Lisa demonstrated an ability to think on her feet and keep the group going. Lisa opened well with a reminder of confidentiality. Lisa was very attentive to her group and did well at keeping the conversation going with meaning.

A couple of things Lisa needs to remember in the future is how long the group is supposed to last and to be prepared as though the other group leader would be hindered from joining (Lisa made this comment during the review session which also demonstrated good self-awareness).

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