

PSDP - Resources and Tools: Using group supervision in children's social care

The context for group supervision

Social work activity takes place within a context of uncertainty and complexity. It frequently requires difficult decisions to be made based on imperfect information where negative outcomes are possible (Taylor, 2013). Social workers need to have good knowledge of processes and statutory frameworks, the ability to reflect and weigh up information, and the capacity to build collaborative and empathetic relationships with the people they work with (Ruch, 2011). This often involves listening appreciatively to the perspective of one person while simultaneously holding in mind alternative, competing perspectives. For example, the [post-qualifying standard: knowledge and skills statement for child and family practitioners](#) states that social workers should be capable of testing out ‘multiple hypotheses about what is happening in families and to children.’ (DfE, 2018, p6)

Social workers face real pressures related to the fear of ‘getting it wrong’, by making a decision which contributes to a negative outcome for a child or a family. It is well established that good quality supervision can offer containment in this emotionally challenging work environment. However, individual supervision may not always offer sufficient time or opportunity to reflect in depth on the complexities of the work. Quality assurance processes and reviews can exacerbate this and can sometimes be focused on the responsibilities of individual professionals rather than considering wider organisational issues. These pressures can result in individual workers feeling isolated in managing their responsibilities and therefore more likely to focus on defensive discourses of risk and safety.

Group supervision offers many benefits in the context of child and family social work. It provides a useful environment in which to discuss and reflect on these challenges, to be curious about developing hypotheses and to build supportive relationships with colleagues. Wilkins (2017) suggests that group supervision can offer opportunities to have more in-depth, practice-focused conversations which can contribute to wider cultural change within organisations. It can also play an important role in building group cohesion and team identity (Lees and Cooper, 2019).

Models of group supervision are increasingly being implemented in many Children’s Trusts and local authorities. For example, the Signs of Safety approach encourages the use of group supervision, and the PSDP introduces participants to three different group supervision models and offers them the opportunity to try them out. An emerging research base is beginning to demonstrate how group supervision can be helpful (Wilkins, 2017). This knowledge briefing offers an introduction to its advantages, several different models and approaches, and important points to consider before introducing it. The models have been chosen to illustrate a range of options, each one emphasising different aspects of group supervision. They can all be used flexibly alongside other approaches to practice or group supervision which may already be in place within an organisation. Several of the models are also introduced within the PSDP programme and, where this is the case, links will be given to relevant materials.

Benefits of group supervision

The evidence in relation to the benefits of supervision in social work contexts is still emerging (Wilkins, 2017; Bostock et al, 2019) and this also applies to group supervision. Kadushin and Harkness (2014) found that the benefits of group supervision include offering participants the opportunity to be involved in a wider variety of diverse conversations about families and allowing them to hear suggestions and feedback from both peers and supervisors. Similarly, Bostock et al (2019) found that one important benefit of group supervision is that it invites more possibilities to hear multiple voices and multiple perspectives in conversations about families. Lees and Cooper (2019) concluded that group supervision often challenges workers' assumptions about families, increasing their awareness about potential biases and promoting more deeply reflective practice.

Group supervision also offers a space to discuss what anti-oppressive practice means in practice and to hold important conversations about social justice and ethics (Kadushin and Harkness, 2014). Domakin and Curry (2017) found that group supervision could support student social workers to deepen their understandings of the recursive relationships between theory and practice by supporting them to pause and reflect on their thinking processes in practice contexts, which are often ambiguous and fast-paced.

Group supervision offers an environment where workers may experience emotional containment within their relationships with other group members (Bion, 1962). A person feels contained when they are able to express their emotional distress to others and feel heard, understood and held safely in such a way that they are then able to reflect on their thoughts and feelings. The hope is that a practitioner who has experienced emotional containment in supervision is more likely to be able to tune in to families in such a way that they may also experience emotional containment and an enhanced ability to reflect. Bogo et al (2004) found that student social workers greatly valued the opportunity to share their anxieties, worries and insecurities with others in a group supervision setting, and benefitted from feeling that others could empathise with them. Lees and Cooper (2019) also found that the benefits of participation in reflective practice groups included increased emotional support. This is particularly relevant in the context of social work with families as all practitioners, however experienced, will face ambiguous situations where they feel stuck and unclear on how to support a family to move forward.

At an organisational level, positive outcomes included improved relationships across the system (Lees and Cooper, 2019) as participants gained a better understanding of the roles of other teams, which helped to challenge silo thinking and strengthened organisational identity. Teams also became more cohesive, as they sat together and engaged in deeper reflection as a group. The group process can also support participants to develop a stronger sense of professional identity, as they engage in conversations about the boundaries of their professional role (DiMino & Risler, 2012).

Wilkins et al (2018) found that ‘practice focused supervision’ is the element of supervision which is most likely to lead to a measurable impact on social workers’ engagement with families. This involves not only discussing a family, but also supporting a social worker to consider what next step they might take and how. In their review of group supervision, Bostock et al (2019) found that practitioners were able to use supervision groups as a ‘rehearsal space’ to plan conversations with families by engaging in role play and then reflecting on feedback from the group. Group supervision seems particularly well suited to the active rehearsal of next steps with families.

Questions for reflection

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| <p>> What might be the benefits of group supervision for your particular work context?</p> | <p>> What do you hope group supervision might offer your workforce which is not already offered by individual supervision?</p> | <p>> How might you explain these benefits to your team when you introduce the idea of group supervision?</p> |
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Implementing group supervision: choosing a model

There are many different models of group supervision, all of which share some key features that come with their own benefits. Key themes include:

- > a presenter's description of a dilemma or difficult practice situation
- > an opportunity for group members to ask questions and share their ideas
- > an opportunity for the presenter to reflect on the ideas they have heard
- > guidance for group members about the different roles (facilitator, presenter, group member) and what they each entail.

Some supervisors might be more familiar with the format of individual supervision and may feel that group supervision represents a leap out of their comfort zone. It may help to remember that it takes 30-45 minutes to implement many of the models of group supervision and they can be included as part of existing team meeting discussions. Keeping to the structure is important, especially at the beginning while everyone is getting used to it. This will be explored in more detail in the section 'Implementing group supervision: sticking with the model'.

Models of group supervision

Reflective case discussion

This model (Ruch, 2007) is informed by psychosocial and systems theory and emphasises the relationship between our sense of self and our experiences of belonging to groups. The concept of mirroring is used to explore how the dynamics which exist in one set of relationships may be acted out in another relationship system (for example, a social worker who feels that their manager has been critical of them or their practice may then go on to act in a way which leads to a family feeling criticised by them).

A discussion using this model has three stages and takes place with all participants sitting in a circle:

- > Presentation (5-8 minutes) during which the presenter outlines an aspect of their work with a particular family or child.
- > Case discussion (up to 20 minutes) between the group members, with the presenter sitting outside the circle. The group members are encouraged to explore different perspectives and to speak about any thoughts or feelings which arose for them during the presentation.
- > Whole group discussion (10 minutes) during which the presenter rejoins the group and reflects on what they want to hold on to from the case discussion.

Within a reflective case discussion, the group is encouraged to resist the temptation to offer answers or to solve problems but instead to wonder about possibilities and to notice and comment on their own responses to themes. This model emphasises the role of emotions in decision-making, the importance of remaining curious and open to possibilities and the value of working collaboratively with a team of colleagues.

You can access a [tool](#) on the PSDP Resources and Tools for Practice Supervisors website, which explains and outlines how to use this model in more detail.

The work discussion model

This model is grounded in the theory of emotional containment (Bion, 1962) and the exploration of the unconscious processes involved in social work.

In advance of the group session, the presenter writes an account of an interaction in as much detail as possible, including their own thoughts and feelings. The account should be written in the third person and include verbatim quotes and the presenter's ideas about what the other people in the interaction might have experienced.

The group, facilitator and presenter sit in a circle and listen to the presenter read out the account of the interaction.

The facilitator asks group members to speak about their emotional responses to listening to the account and to share their ideas of what may have been going on for the presenter and the others involved in the interaction

After around 20 minutes, the facilitator joins the discussion and encourages the group to continue to be curious about their responses and to notice what information might not have been included

Finally, the facilitator invites the presenter back into the conversation, encouraging them to share freely their emotional responses to the conversation and begin to include ideas about what theories might be useful and what next steps might be possible.

You can access a [tool](#) on the PSDP Resources and Tools for Practice Supervisors website which explains this model in more detail and outlines how to use this.

Intervision

Intervision is a peer-led model of group supervision. The name emphasises that the facilitator role is shared between the group ('inter' meaning 'among') rather than held by a person who sits above the group ('super' meaning 'above'). In this model, group members take it in turns to take on the key roles of presenter, facilitator, note taker and members of the reflecting group, then swap roles in subsequent sessions. This can be a helpful model to begin with if the practice supervisor is unsure about facilitating a group process, as the facilitator role is shared among team members.

Typically, the presenter shares a challenging situation, followed by a round of clarifying questions from the reflecting group, which supports the presenter to focus on the key challenges. Members of the reflecting group then discuss their ideas and the presenter responds. The participants and the presenter take turns, with no direct interaction between them. Finally, there may be a group discussion where learning is shared between all group members. The facilitator takes responsibility for keeping time and making sure that ground rules are followed.

One study of intervision (Staempfli and Fairtlough, 2019) found that social work students appreciated its emotional containment and the ability to explore multiple perspectives and ideas. They also appreciated having the opportunity to learn and practice facilitation skills due to the swapping of roles. The study also found that the benefits were fewer in less cohesive groups which had poorer attendance.

You can access a [tool](#) on the PSDP Resources and Tools for Practice Supervisors website which explains this model in more detail and outlines how to use this.

Bells that ring: a process for systemic group supervision

This model of group supervision is informed by systemic theory and strengths-based ideas, originally developed by Proctor (1997) and adapted for use in social work by Dugmore et al (2018). The intention is to offer the group a containing structure which supports a curious and inquisitive approach to exploring multiple perspectives.

Step 1: The facilitator assigns the roles of presenter, consultant, observer and action planner, and outlines the timings.

Step 2: The presenter describes to the group the situation which they are seeking help with. They might use a genogram and need to include information about what they have tried so far, goals and risk issues.

Step 3: The consultant asks questions of the presenter, to clarify and frame the issues and to explore the strengths of the family and the professional system. During this step, the observers listen but do not contribute.

Step 4: The observers hold a conversation between themselves and share any 'bells that ring' for them while listening to the previous conversations. The consultant and presenter listen but do not contribute.

Step 5: The consultant asks for feedback from the presenter about their reactions to what they have heard, including which ideas they would like to explore further.

Step 6: Group members come out of their roles and reflect on the process. The action planner makes notes about the goals of the presenter and any challenges which arise.

Dugmore et al (2018) found that this model is particularly helpful for encouraging participants to think independently, to reflect on multiple perspectives and to feel positive about themselves, their practice and the families with which they work.

You can access a [tool](#) on the PSDP Resources and Tools for Practice Supervisors website which explains this model in more detail and outlines how to use this. You can also [watch a short film](#) demonstrating this model of group supervision in action here. Please scroll down until you find the film 'Bells that Ring – a process for systemic group supervision.'

Six Step Consultation model (Aggett, 2015)

The development of this model was informed by the author's experiences of offering consultation in an East London child protection team. The underpinning principles include a desire to be inclusive of different theoretical ideas and approaches, an intention to encourage new ideas, and a commitment to offering support and hope to practitioners working in complex and emotionally distressing environments.

Step 1 (5 minutes): Outline the process and encourage the group to share ideas and to listen to each other.

Step 2 (10 minutes): The presenter outlines the case they wish to discuss, while the facilitator maps the family or system on a flipchart and helps them to expand on the themes and issues involved.

Step 3 (5 minutes): The team ask questions to clarify the facts.

Step 4 (10 minutes): The group have paired conversations, all at the same time, to generate new ideas. Meanwhile, the facilitator speaks with the presenter and offers them support and encouragement.

Step 5 (10 minutes): Each pair feeds back their ideas, with the focus on generating hypotheses rather than offering solutions. The presenter is invited to consider which ideas might be of use to them.

Step 6 (15 minutes): The presenter is thanked for being helpful to the group and the facilitator draws out some of the main themes, making links to theories and frameworks to give ideas for future learning.

In this model, the facilitator is very active, helping the presenter to frame their explanation of the dilemma, facilitating the group conversation and drawing out main themes and ideas at the end of the process. Aggett explains that he found this to be a very useful way of engaging with a group characterised by diverse training and levels of experience.

Questions for reflection

All of the models of group supervision have many strengths. In choosing a model you might want to consider:

> What do I aim to achieve in offering group supervision?

> Which of the models seems to fit with my aims for learning in the group?

> Which model seems to offer a good fit with the culture of our team and organisation?

> Which model feels the easiest to implement?

Implementing group supervision: sticking with the model

One of the clear messages from research is that the ability of the facilitator to maintain boundaries and to encourage the group to follow the structure of the group supervision model has an important influence on the outcome (Bogo et al, 2004; Lees and Cooper, 2019). Following a clear and transparent structure supports group members to feel calm and safe within the group, which in turn enables them to maintain a degree of emotional distance from the content of the discussion. This creates opportunities for all group members to express different thoughts, to notice their feelings and to ask questions which may not have occurred to them outside of the group supervision process. This can create new feedback loops within the team, as the structure supports participants to share ideas and to communicate in ways which would be unlikely within a free-ranging discussion.

The implication of this is that a model of supervision should be chosen carefully and then implemented in a consistent way. It can be useful to discuss with the team why you are introducing a group supervision process and your hopes about how it might contribute to improving practice.

So, once you have decided on a model, ensure that everyone involved is clear on its goals and processes so that they can work in a consistent way. It can help to share the structure with the group – there is no need to keep the process secret, or to commit the steps to memory. It can be helpful to the group to have the steps and timings clearly laid out so that everyone can follow them. This can also take some pressure of the facilitator and increase the transparency and collaborative feel of the session. Developing learning tools, such as laminated sheets and learning prompts, can also help to support the process (Dugmore et al, 2018).

At the outset, it is also useful to consider evaluation – how will you know whether the introduction of group supervision has been successful? It may be useful to agree some goals with the team and how effectiveness will be evaluated. Some ideas for evaluation include:

- > Monitoring attendance levels – a low level of attendance may indicate that people are not finding it useful. Low attendance may be a prompt to seek feedback from the group about the barriers they are experiencing.
- > Regular reviews – this need not be time consuming or complex. Perhaps use the last five minutes of the session to ask group members how they have experienced the group?
- > Collect examples during group supervision about how the process has impacted on practice with children and families.
- > Check out with the group whether or not they are noticing any impact on their wellbeing and group cohesion. As a practice supervisor, you are well-placed to notice themes and trends within the team, so also ask yourself what changes you are observing.

Implementing group supervision: group facilitation skills

In their study of the use of group supervision with student social workers, Bogo et al (2004) found that the students' rating of their supervisors' competence was the single biggest predictor of their satisfaction with their experience. The students appreciated supervisors who:

- > gave clear expectations about the process and steps of the supervision
- > used modelling to promote a constructive learning climate
- > encouraged supervisees to develop a healthy group process
- > intervened if conflicts or difficulties occurred
- > offered timely and constructive feedback
- > supported students to learn about common patterns of group process and group dynamics.

Your team needs you to build good working relationships with them so that you can offer both support and challenge in helping them to improve their practice. Group supervision offers a rich context for you to demonstrate your skills, model good practice and improve the quality of relationships within the team.

Questions for reflection

> Which skills of group supervision are already areas of strength for you?

> Which skills of group supervision would you like to develop further?

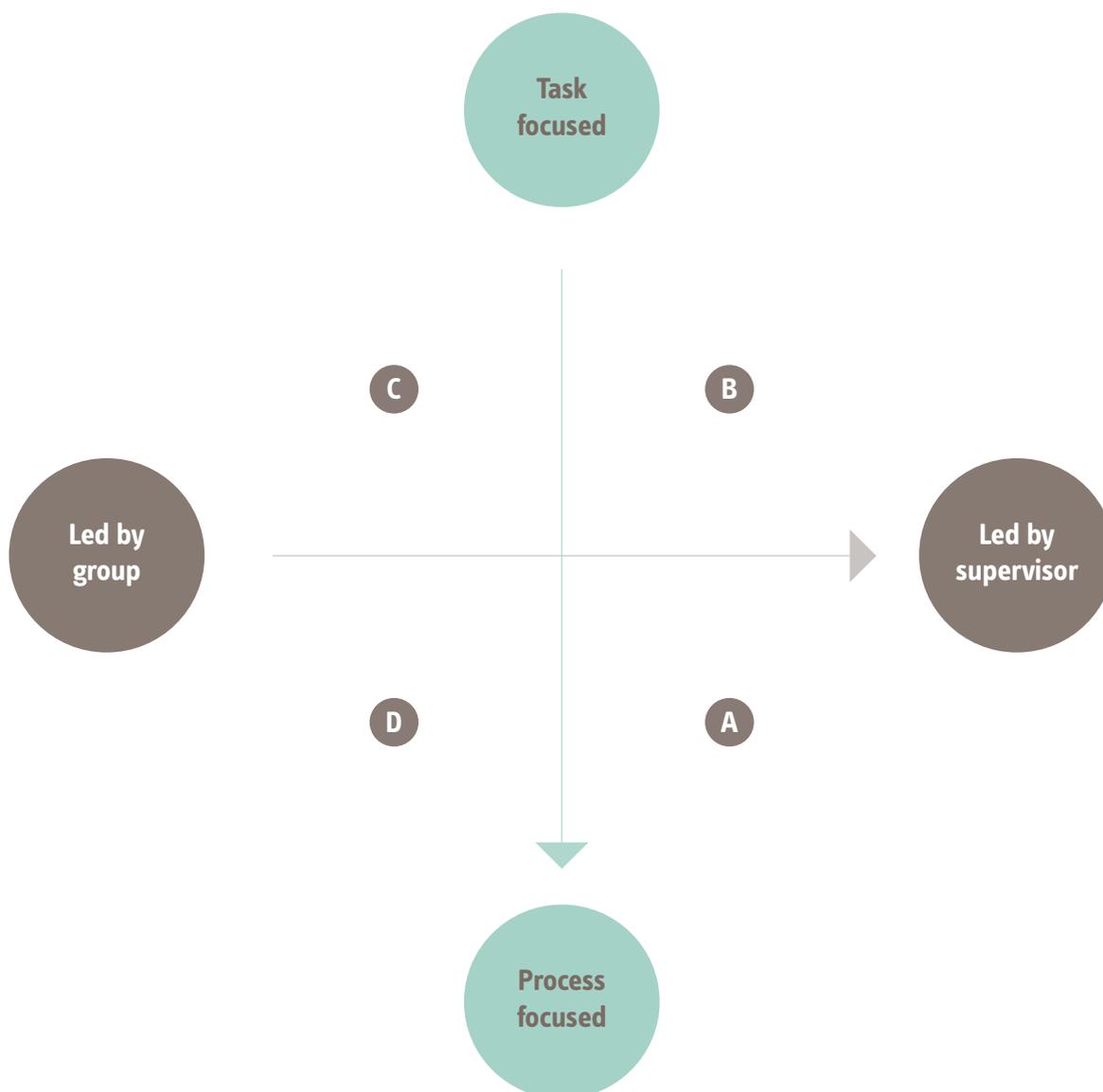
> What needs to happen for you to feel ready to give it a go?

> Who can be your partner in this? Do you have a colleague who might introduce group supervision in their team at the same time, so that you can share experiences and support each other's learning?

Implementing group supervision: styles of group supervision

Hawkins and Shohet (2012) offer an analysis of group supervision styles, based on Proctor's typology (2008). Figure 1 shows the quadrant and table 1 explores the strengths and risks of each quadrant.

Fig 1: Model of group supervision styles



None of the quadrants are ‘good’ or ‘bad’ or ‘better’ or ‘best’ in themselves. The model offers a useful prompt for group supervisors to consider which quadrant(s) they are most comfortable working in and which feel more challenging for them. Supervisors can also consider the fit between different quadrants and the life cycle of the supervision group, and how to move between the quadrants flexibly.

For example, at the beginning of the group process (such as in quadrant A) it may be more appropriate for the supervisor to take a leadership role, in order to create boundaries and model the process. As the group starts to mature, a move into quadrants B and C can be useful as the group learns to take more control of the process and to reflect on work with families and any group process issues.

At moments of difficulty, such as conflict within the group, a move into quadrant D can offer the supervisor the opportunity to maintain safety and to support the group to reflect on how they wish to proceed. A key skill for the supervisor throughout is to be able to notice processes and dynamics which are happening between group members, and to reflect on them and to choose how to intervene in order to promote the goals of learning and reflection.

Quadrant	Description	Strengths	Risks
A	The supervisor leads and the focus is mainly on group process	Useful for initial forming and contracting phases of the group	Can feel like a therapy group, focusing on the needs of group members
B	The supervisor leads and the focus is mainly on work with families	Can be useful in the early stages of the group	Risk of focus on the supervisor as the only source of expertise and knowledge
C	The group members lead, with a focus on work with families	More space for group members to contribute and guide the process and more focus on work with families	Can lead to a pressure to compete to be the ‘best’ group member, arriving at a solution
D	The group leads, with a focus on group process	Can offer opportunities to reflect on interactions and dynamics between group members	Groups can become focused on peer support at the expense of reflecting on work with families

Table 1: Adapted from Hawkins P and Shohet R (2012, p181) *Supervision in the helping professions*. New York: McGraw-Hill Education.

Questions for reflection

> Which quadrant feels most comfortable to you?

> Which quadrant would you like to spend more time in?

> Which quadrant would you like to spend less time in?

> How able are you to reflect on which quadrant you are operating in during the session (reflection in action)?

Implementing group supervision: things to consider

Group process

Supervisors of groups need an understanding of group process and dynamics and the confidence to intervene by inviting group members to notice and reflect on group process. A group is likely to take its lead from the supervisor so it is important that the supervisor is able to model how to create safety, hold boundaries and multiple ideas with curiosity, and to focus on learning and growth.

Group supervision may give rise to conflicts, competition and rivalries between group members who may be at very different stages of emotional and professional development and experience. These processes of exploring and resolving conflict and competition offer many opportunities for learning about the self and about working with families, but only if the supervisor is able to maintain a position which encourages trust, safety and reflection. This means that you may need to be prepared to enforce boundaries eg, to offer direct feedback to a person who is taking up too much airtime, or to step in if there is conflict or a group rule has been broken.

While the opportunity to learn from the perspectives of others can be valuable, it also requires people to share their thoughts, feelings and uncertainties with others in the group. Individuals who acknowledge uncertainty can experience feelings of shame, vulnerability or even inadequacy, which can get in the way of learning and reflection. In addition, common patterns of group dynamics, including competition, rivalry and scapegoating (Hawkins and Shohet, 2012), can undermine emotional safety within supervision groups. Careful facilitation is required in order to name and respond to these processes and to promote safety and containment (Bogo et al, 2004; Kadushkin and Harkness, 2014).

Sharing multiple perspectives can be fruitful, but groups can become subject to 'groupthink' whereby the group collude in adopting shared discourses and overlook alternatives. Bingle and Middleton (2019) found that, unless well-facilitated, groups can adopt hypotheses which reflect dominant social discourses, which can serve to close down curiosity and further entrench the marginalisation of already subjugated groups. So it is important for the group supervisor to be able to reflect in action during the group's conversations and to encourage the group to notice which ideas they are open to and which ideas they may not have considered.

Questions for reflection

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| > How do you feel about exploring and resolving conflict in group supervision sessions? | > What is your experience of maintaining emotional safety when a person feels criticised or shamed in a group? |
| > How able are you to reflect 'in action' and to notice when a group might be engaging in 'groupthink'? | > Who can support you in further developing these skills? |

Power and difference

A group supervisor is well-placed to notice and attend to issues of power and difference within the group, based on individuals' social GRRRAACCEEESSS (a model which describes aspects of personal and social identity which include gender, geography, race, religion, age, ability, appearance, class, culture, education, ethnicity, employment, sexuality, sexual orientation and spirituality – Burnham, 2013).

Differences based on identity and social power can sometimes become apparent in overt ways eg, if a group member makes an assumption based on a stereotype. Issues of power and difference can also have influence in more subtle and less visible ways, such as the group member's different relationships to speaking out and being listened to in groups. This concept can be known as 'voice entitlement' (Boyd, 2010) and is influenced by a person's life experiences of being given the opportunity to speak and be heard. Group supervision can be a very useful environment to reflect on these themes.

Focusing on the social GRRRAACCEEESSS as part of group supervision conversations about working with a family, and the interactions between their identities and those of the worker, can offer a useful way of embedding conversations about power into the framework of the supervision sessions. Placing laminated cards of the different social GRRRAACCEEESSS on the table can be helpful to introduce new ideas (Dugmore et al, 2018). Group members can pick up cards that represent themes which are being privileged in the conversation as well as themes which may have not yet been considered.

If a group supervisor is able to skilfully support the group to become more conscious about issues connected with power and difference, then group supervision can become an environment where dominant social discourses relating to power based on social GRRRAACCEEESSS are noticed, named and challenged (Bingle and Middleton, 2019).

With skilful facilitation, warmth and clear boundaries, less powerful voices and less dominant stories can be heard and considered. Skilful facilitation may involve slowing down interactions, asking the group to reflect on dominant discourses or on their history of speaking and being listened to.

These conversations can lead to a rich and rewarding learning experience for the group members and hearing multiple perspectives can enrich the conversations about families and their positions. Group supervision can offer a rich environment where these conversations can be encouraged and contained.

Questions for reflection

- > How comfortable are you with conversations about social GRRRAACCEEESSS? Are there some themes you feel more comfortable with and others with which you feel less comfortable?
- > How much have you been able to reflect on your own social GRRRAACCEEESSS and how they position you in relation to the members of the group, or the families with which you work?
- > What experiences have you had of discussing issues of power and difference in groups?
- > How able do you feel to initiate conversations about power, difference and sameness within the group?
- > Who can support you in reflecting more on these themes?

Organisational culture

Group supervision both affects and is affected by the culture of the wider organisation. For example, Lees and Cooper (2019) found that poor attendance significantly undermined the potential impact of the group process and was a cause of frustration among group members. This suggests that, for group supervision to be effective, there needs to be an organisation-wide commitment to prioritising attendance. This means that the time to prepare for and attend the group will need to be protected, and there will need to be agreements about what kinds of interruptions are acceptable and whether or not people are available for phone calls or not.

Having said that, there is potential for a motivated practice supervisor to exert an influence on the organisation's attitude to group supervision. If you are keen to introduce group supervision and curious about the impact it might have, then negotiate with your team to give it a go. Once you have tried it out, you and your team will then be well-placed to influence your organisation by sharing your experiences and promoting them to other practice supervisors and their teams. Teaming up with like-minded practice supervisors might help you to build a community of practice and increase your influence.

Questions for reflection

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| > How is group supervision viewed within your organisation? | > Are group participants easily able to prioritise attendance? |
| > Who in your organisation can you make links with in order to embed group supervision as part of the culture? | > If this works well, how can you share your learning in the wider organisation to encourage others to have a go? |

Reflecting on your own position as supervisor

These questions are helpful prompts for you to reflect on privately or in discussion with a trusted colleague as part of your preparation for introducing group supervision. The questions can support you to consider what you are bringing to the process and help you to reflect on any areas of strength or potential areas for development. Thorough preparation, including these personal reflections, can help you to feel more confident:

- > What experiences have you had of group supervision?
What emotions were you left with?
- > How might those emotions affect you now as a facilitator?
- > How do you feel about introducing group supervision into your team?
- > Do you think of groups more as a resource for feedback and learning or as an unpredictable ball of risky energy which needs to be tamed?
- > How open are you to hearing feedback from the group, reflecting on it and sharing your own learning?
- > To what extent do you need to have your expertise acknowledged by the group?
- > How might you feel about being seen to 'get something wrong' in the group?
- > How comfortable are you with silence?
- > How do you respond to conflict between group members? Do you experience an urge to 'fix' it or are you comfortable with allowing group members to sit with it?

- > Who can give you feedback on your group supervision? Who can help you to learn? Who offers you supervision?
- > How can you connect with others in your organisation who are interested in group supervision, or who may already be doing it?

Conclusion

Practice supervisors who have completed the PSDP and have subsequently introduced group supervision have found that it can be a valuable addition to supervision processes within a team and an organisation. It can be useful for increasing team cohesion, offering the opportunity for deep reflection, rehearsing skills for practice and reflecting on power and difference. This briefing has outlined several different models and suggested questions for reflection. Some of the models of group supervision take only 30 minutes but most take around 45. Our intention is to encourage you to choose a model, have a conversation with your team about your hopes and goals then have a go!

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