

# Applying the Structured Peer Supervision Model to Multi-Disciplinary Group Supervision

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# Goals

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- Discuss varying needs of trainees from various disciplines and levels of experience.
- Define the Structured Peer Supervision Model (SPGS; Borders, 1991)
- Describe various tasks and roles that can be used
- Application of SPGS to APA training program with various disciplines

# Disclosure

- WFU is in it's 2nd year of hosting psychology interns and 1st year of hosting as an APA accredited site (Thanks to our Training Director, Dr. Chrissie Love Sterk!)
- My PhD is in Counselor Education and Supervision, not Psychology (new to APA accreditation requirements)

# Context

# Our Training Program

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- We host 2 Masters in Counseling Interns part time yearly (well-established with long history)
- We now host 2 Doctoral Psychology Interns as full time staff yearly

# From OUR experiences

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- Part of being in an APA internship is gaining experience as a supervisor
- Psychology training program curricula generally does not focus on supervision
- We have a well-established masters internship program adjusting to APA training program
- Need to ensure Psychology Interns have tools needed to be successful supervisors

# What we learned from our first year

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- Doctoral Interns needed more integrated training prior to taking on supervisor role
- Doctoral Interns and Masters Interns needed to have more interaction in fall to develop rapport (and our ability to match)
- Need for intentional developmental approach



# Proposed Supervisor Training Protocol

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- Staff-wide trainings on fundamentals of supervision in summer
- Combined MS Counseling and Doctoral Psych interns for biweekly group sup using SPGS
- Rotating weekly special topics included supervisor training and development (approx 1x/month)
- Doctoral Interns take over as primary supervisors for MS Counseling Interns after winter break

# Our Main Concerns Going In

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- Skills and experience differentials in Doctoral Psychology Interns and MS Counseling Interns being a barrier for needs to be met
- Difficulty in changing power differential of all interns going from peer model in group sup to being evaluators

# Value of Group Supervision

- Training and development is performed for a separate
- Conceptualization of styles and skills and broadens

# Structured Peer Supervision Model (Borders, 1991)

- Comes from the Counseling discipline by
- Feedback, and integration of presentation,

# Steps

- 1: Supervisor presents contextual information about case and session
- 2: Analyst asks questions and provides information about the case
- 3: Supervisor asks questions and provides information about the case
- 4: Analyst asks questions and provides information about the case
- 5: Supervisor asks questions and provides information about the case

# Suggested Tasks

- Focused observation on a particular clinical skill
- Role taking
  - Client, counselor, significant person in client's life
  - Provides feedback, using 1st person language
  - Supervisee can ask the role a question
- Theoretical orientation
- Descriptive metaphor (good for interpersonal dynamics)
- Multiple role playing (Lassiter, 2008)

# Setting it up

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Assign reading prior

Ask presenter to choose a meaningful audio or video clip they want feedback on (approx 10-15 min usually)

Instruct more to facilitate process first few times for group

Invite creativity and set expectations for projection/ interpretation/ being “incorrect”- this is based on the observer EXPERIENCE while viewing/ listening



# Facilitation

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Presenter shares relevant clinical information, why they chose this clip, what feedback they want, assigns roles/ tasks

Clip begins

Peers listen from the perspective of the assigned task or role

Presenter is not allowed to explain/ defend. Instead they are asked by facilitator what role/ perspective they wish to hear from first

Peers speak from roles using 1st person language and presenter can ask the role questions

# Value of SPGS as Group Sup Modality

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- Reduces the shame barrier to consult
- Increases comfort to seek supervision in the future
- Opportunities for unique perspective taking and supervision interventions
- Increases quality of feedback given

# Let's Practice!

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Need 3 volunteers

**Counselor** (*The presenter of session cannot have this role*)

**Client**

Metaphor

CBT

Multicultural role (gender, race, age, etc dynamics)

<https://www.youtube.com/watch?v=gbBn8EzZx3w>

**Process Time!**

# Outcomes

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Doctoral Interns and Masters Interns reported and were observed to

1. Have good understanding of each other's personalities
2. Had understanding of clinical styles, theoretical orientations, strength and growth edges
3. Increased confidence and competence in providing valuable feedback
4. Increased comfort with receiving constructive feedback
5. Learned how to listen for various layers, dynamics, and skills in sessions
6. Interpersonal comfort for authentic experiences in future supervision
7. Doctoral interns are currently rocking it as primary supervisors

# Where we are now

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We planned the Fall Supervisor Training Protocol well, now we're transitioning to sup of sup and defining the space

Supervision with Doctoral Interns is now more supervision consultation and reflection

Discussing providing evaluations

# Reference

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Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling and Development*, 69, 248-252.

Lassiter, P. S., Napolitano, L., Culbreth, J. R., & Ng, K. (2008). Developing multicultural competence using the structured peer group supervision model. *Counselor Education and Supervision*, 47, 164-178.

Questions?



# THANK YOU!!

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