

VIDEO PRESENTATION: ORAL CASE PRESENTATION FORMAT FOR INDIVIDUAL/TRIADIC/GROUP SUPERVISION

Example: Supervisee: CD

A. Personal data of supervisees

CD is in her 40s and identifies as a Caucasian female living in northern Ohio. She was born and raised in Ohio. She describes her childhood and youth as difficult and has made comments related to some of the difficulties during class and in her individual supervision. She is on track to graduate by August 2023. She is a second year masters student. She has to complete her internships to satisfy the requirements for graduation. She is in the clinical mental health track. CD was open to meeting with this supervisor to receive individual feedback on her full session review. Each of the ten students in the practicum class submitted a full session for one of the professors to review. Her session was a skills group with adults with serious mental illness. More specifically, the group topic was addressing negative thinking and learning coping skills. CD stated that she would like help with ways to engage the group and limit one of the talkative members of the group from dominating the conversation.

B. Summary of supervision history

This was our first individual supervision meeting (11/18/22, 1 hour). The goals of this session were to: (1) offer praise/positive feedback on the session review; 2) offer constructive feedback on how to improve counseling and clinical skills, and, 3) elicit the student's feedback on the session and assist her in planning for future group sessions with her clients.

The session began by me asking the student for her feedback on the session. She offered self-reflection and feedback on what she perceived as challenges in facilitating her group. In particular, she noted a very talkative group member and a very quiet group member. She reported some frustration with the talkative group member as it sounded as though he tended to perseverate on religion and other issues. It appeared that these behaviors may be a function of his mental health diagnosis but I was not certain because I am not privy to his diagnosis. Perhaps I should have asked the student about his diagnosis.

The segment for which I would like to request feedback from the session is the discussion on the talkative group member (00:22 – 00:32). In this discussion, my goals were 1) explore the issue and its impact on her group and her personally 2) to brainstorm with the student ideas that can address this problem. I wanted to elicit the student's feedback in coming up with possible solutions rather than me just offer ideas.

C. Solicit feedback from group

1. Do you think my role was effective in helping the student address the problematic group member? I wish I had explored her own feelings about the group member in

more depth. I may have missed an opportunity to normalize and validate her frustration.

2. I would appreciate any suggestion (e.g., verbal comment, gesture) for me to use in giving the student feedback on the problematic group member.
3. Do you think that I missed an opportunity to do a role-play with the student on how to address the group member's behavior in group?