**AGPA Connect 2023 Presenter Information**

**Course Code:** 211-5

**Course Title:** Training, Clinical Supervision, & Teaching: Preparing the “New Generation” of Therapists on How to Run Adolescent Groups

**Course Times:** 2:30 PM - 4:00 PM

**Course Dates:** Friday, March 10

**Instructors:** Leah Niehaus

**Course Description:** Session will teach workshop members how to support new clinicians in starting and maintaining adolescent group therapies. A brief overview of the Clinical Supervision Models that guide the work, the supervisee-supervisor relationship, and cross cultural considerations will be considered. This workshop will teach members both some crucial techniques to support the trainee and assist them in their professional growth and development, while also benefiting the client in group therapy.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎Identify considerations when deciding who/when/how a new Trainee/Associate will begin running ‎an adolescent group.‎
2. ‎Analyze the Supervisory relationship, the style/model of Clinical Supervision, and Cross-Cultural ‎considerations between Supervisee/Supervisor/Group members and how that guides the process ‎when teaching and training.‎
3. ‎Identify three new intervention strategies to help in your teaching/training/supervising of the “new ‎generation” therapist.‎
4. ‎Compare the parallel process between adolescent development and the “adolescent” trainee ‎growing professionally over time.‎

**Significant Articles:**

1. Bernard, Harold S. & Spitz, Henry. (2006). Training in Group Psychotherapy Supervision. New York, ‎NY: American Group Psychotherapy Association.‎
2. Haen, C., & Aronson, S. (Eds.). (2017). Handbook of child and adolescent group psychotherapy: A ‎practitioner’s reference. New York, NY: Routledge
3. Pojman, A. (2009). Adolescent group psychotherapy: Method, madness, and the basics. New York, NY: ‎American Group Psychotherapy Association.‎
4. Wood, D. (2021). "Group Therapy for Teens: Clinical Paper." Mental Health Matters (online clinical ‎paper). https://mhmatters.com/group-therapy-for-teens-clinical-paper/‎
5. Proctor, B. (2008). Group Supervision: A Guide to Creative Practice, 2nd edition. Sage Publications.‎

**Agenda:**

1. Introduction and Establishment of Course Contract (5 min.)
2. Benefits of Adolescent Group Therapy for Clients–and for Trainees (L.Obj 4) (10 minutes)
3. Overview of why groups are powerful for teenagers
4. Overview of why Trainees/Associates benefit from exposure to running groups
5. Highlight the parallel process between adolescent development and the “adolescent” trainee growing professionally over time
6. Review Types of Adolescent Groups (L.Obj 1) (15 minutes)
7. Review of Process groups, Skills Based Groups, Social Skills Groups, Closed/Open-Ended, considerations of separating groups based on Age or Gender etc.
8. Sample Group agreement
9. Importance of a Thorough Pre-Group Intake
10. Marketing strategies for Trainee
11. Getting a Group Started with a Trainee (L.Obj 1) (20 minutes)
12. Who Should Run a Group? Individually or co-led considerations
13. When Should It Begin? Importance of shadowing, co-leading, training
14. How to Start
15. Clinical Supervision Considerations (L.Obj 2, 3, 4) (25 minutes)
16. Qualities Necessary in a Group Psychotherapy Supervisor & Importance of Supervisor/Supervisee Relationship
17. Models of Group Psychotherapy Supervision
18. Cross-Cultural Considerations in Supervision
19. Stages of Supervisory Relationship (Engagement, Working Relationship, Differentiation, Termination)
20. Strategies, Approaches, Assessment/Evaluation Tools–(consideration of learning style)
21. Intervention Strategies to help Teach/Train/Supervise (mindful of Resistance, Attachment, Shame, Anxiety, & Transference)
22. Icebreakers, Creative exercises, Use of Music/art/meditation/relaxation techniques in group
23. How to foster belonging
24. Rupture and Repair in Group
25. How to Address Contact outside of Group
26. How to handle highly sensitive issues (substance abuse, self-harm, suicidal ideation, disordered eating)
27. How to involve the parents to group members
28. Remembering their own adolescence, therapist self-disclosure
29. Encourage experiential group experiences–conduct Group Supervision if possible
30. Time for Questions or Vignettes (10 minutes)
31. Time for Evaluation ( 5 mins)

**Assessment Questions:**

Question 1 (include possible answers)

What are the primary benefits of adolescent groups? (d) a. Universality, altruism, and fosters connection b. Increases social skills, boosts self-esteem, enhances coping skills, and develops self-control c. Improves communication skills, aids problem-solving, helps with identity formation D. all of the above

Correct Answer 1

d

Question 2 (include possible answers)

What is an effective way to engage adolescent group members ahead of the group beginning? (c) (a)Sending them an email letting them know who you are (b)Meeting solely with the parents in order to build rapport with them (c)Engaging in a pre-group interview and reviewing the group agreement and answering any questions the group member has, as well as learning more about their psychosocial history (d) Meeting with them for fifteen minutes to review the group agreement

Correct Answer 2

c

Question 3 (include possible answers)

What is the role of the group leader in an adolescent group? (a) A. To be an active facilitator, one who helps redirect the group, sets the frame, and helps bridge connection among group members B. To be a silent facilitator and allow the group to unfold naturally C. To encourage conflict among group members D. To make sure the group is a conflict-free space for all group members at all times

Correct Answer 3

a

Question 4 (include possible answers)

Therapist self-disclosure: (b) (a)Is rarely appropriate (b)Has powerful therapeutic implications (c) is always warranted (d) Is more appropriate in individual vs. group therapy

Correct Answer 4

b

Question 5 (include possible answers)

Highly sensitive issues (ex. Substance abuse, self-harm, suicidal ideation, disordered eating): (a) Require the therapist to be alert for social contagion (b)Should be deferred for discussion in an individual session (C)Should be contained within the group and not revealed to parents (d)Rarely happens in groups

Correct Answer 5

a

Question 6 (include possible answers)

What are the different models of clinical supervision? (d) (a)Developmental models (b)Integrated models (c)Orientation-specific models (d)All of the above

Correct Answer 6

d

Question 7 (include possible answers)

True or False: There is a parallel process between adolescent development and the development of the trainee in their professional growth.

Correct Answer 7

true

Question 8 (include possible answers)

Clinical supervisors should consider the following when preparing their trainees to begin an adolescent group: (d) (a)Shadowing (b)Co-leading (c)Training in running groups (d)All of the above

Correct Answer 8

d

Question 9 (include possible answers)

Cross-cultural considerations become important for supervisors: (d) (a)When they consider they Supervisor-Supervisee relationship (b)When they consider the Supervisee-Client relationship (c)Cross-cultural considerations are not relevant when running groups (d)A and b

Correct Answer 9

d

Question 10 (include possible answers)

Regular evaluations of the supervisee are important for which reason/s: a. enhance learning and professional development b. as an opportunity to set goals and mediate challenges with the supervisee c. promote an open dialogue between Supervisor and Supervisee regarding their clinical work and the supervisory relationship d. all of the above

Correct Answer 10

d