

## *Group Supervision*

Guest Editor: Mark Ettin, PhD

Group supervision of individual, family or group psychotherapy is a widely used modality in mental health communities and training programs in the United States and abroad. The papers in this Special Section, [which is being published in two parts](#), cover a diversity of: practice settings (graduate training programs, private practice, and on-site consultations to mental health agencies); theories of practice (psychoanalytic and object relational, eclectic and psychodynamic, rededication, gestalt and psychodrama, Jungian analytical, group relations and group-as-a-whole, self-psychology and intersubjectivity); presentational protocols (with varying degrees of structure and direction); uses of group (on a continuum from case-centered, problem-solving to process-centered, meaning-driven approaches); and supervisory styles. Readers will find that despite the aforementioned diversity, these papers hold together and reflect well on the state of art.

Contributors' thoughtful practices and helpful distinctions highlight challenges, complexities and special opportunities available when supervision of psychotherapy occurs in a group setting. [In this issue](#), Nancy McWilliams captures the spirit of group supervision and demonstrates an openness to experience that facilitates intimacy and self-disclosure. She makes the helpful distinction between “supervision” and “consultation” groups (where supervisees retain responsibility for their clients). Karen Haboush compares and contrasts “directing” and “enabling” supervision, and its special relevance when working with graduate students. To enhance the learning, she incorporates constructs from several contemporary theories of practice. Mike Andronico and Barbara Dazzo demonstrate the advantages of co-leadership of supervision groups. They make a diagnostic distinction between problems of leadership that result from “a

lack of knowledge” and those due to “unresolved countertransference” stimulated by a supervisee’s work with clients.

In the next issue, I will present a model of group supervision that engages members’ “primary processes” to discover new knowledge in support of “secondary processes” utilized to fashion interventions. The aim is to create a supervisory culture where the role of “learner” is enhanced and defense of the “learned” is minimized. Bert Cohen will explore the supervisor's role and deeply personal impact the work has on him or her. He is especially interested in the boundary between “supervision” and “psychotherapy,” and the extent to which group supervision is inherently therapeutic for supervisee and supervisor alike.