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## GROUP PSYCHOLOGICAL INTERVENTION: REPORT OF EXPERIENCE IN THE CURRICULAR PSYCHOLOGY STAGE

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### ABSTRACT

**Background:** Pain for the loss of health is not easy to be elaborated by the patient, especially when it directly impacts on his quality of life. Group intervention can be a possibility to work on sufferings, because patients share experiences, which favors overcoming difficulties and adaptations. **Objective:** to report the experience of group psychological intervention, analyzing the role of psychology trainees in group mediation. **Methodology:** report of experience. **Results and discussion:** In the group performed by the psychology interns with patients attended at a school hospital in Recife-PE, the group was constituted. The trainees were facilitators under the supervision of the psychologist of the hospital team, sought to preserve individual and group space, managed the speeches, encouraging the silent participants and preventing the predominance of the speakers. At each meeting they used group dynamics, storytelling, poetry readings, collages, favoring speech and peer identification. The trainees made use of careful clinical listening, transfer and group management in the opening, development and closure at each meeting. For each stage of this, supervisor support was essential. **Conclusion:** By providing speech in the group, the trainees allowed the patients to reflect on themselves and the history of the other, reorganizing their experiences, promoting and preventing health. And this experience for the trainees enabled the development of group management skills, decision making, conflict mediation, communication and clinical listening.

**Keywords:** group, psychology and intervention.

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## INTRODUCTION

To perform group psychological interventions, those involved should have a common goal; therapeutic framework, with agreements on its operation, defining: schedules, duties, days and places for the meeting. When they get in touch with each other's pain in the group, the members share experiences, emotions, feel heard, understood and supported by their peers, which awakens to new possibilities of care having the psychologist as mediator of this context<sup>3</sup>.

Therefore, this paper aims to report the experience of group intervention in a psychology service, analyzing the role of psychologist in group mediation.

## METHODOLOGY

Reporting experience of group psychological intervention performed by psychology trainees under the supervision of a psychologist at a psychology department of the Recife-PE school hospital, focusing on the psychological management and the role of the psychologist practiced by psychology trainees under the supervision of psychologist of this hospital team.

## RESULTS AND DISCUSSION

The adult / elderly group consisted of screenings performed by the supervising psychologist and the trainees, who took into account the patient's profile and the desire to participate in the group. The reception was present at this time, it was a means of care, of establishing relationships through listening, building the bond, responsibility towards the uniqueness of the patients attended<sup>5</sup>.

After the group was constituted a stage of integration and establishment of work contract in the group, being built together: the responsibilities, duties, days, duration and time of the group, how to proceed in faults. It was proposed a closed group, composed of seven patients and three trainees who were facilitators of the group process. From its formation, the group assumed its own identity and dynamics,

and can not be seen as a sum of individuals, but as an entity<sup>6</sup>.

The meetings with the group were held weekly, lasting three hours. It aimed to provide psychological support to patients who are under medical monitoring at the school hospital in question. The trainees were supervised by a psychologist from the hospital team, who contributed to the group's constitution, planning and evaluation of the meetings.

The trainees had the role of being facilitators of the group, where they sought to support the participants, especially those who felt uncomfortable in some situation, besides keeping a focus on listening and assisting in interpsychic discoveries and processes. They also sought to promote positive feelings and facilitate interaction among members themselves, which makes the group flow. In the group it was important to be creative and flexible, not in order to determine the process of the group, but rather in the quest to facilitate their development.

In group dynamics, one can perceive desires, ideals, difficulties, life and death instincts, feelings of loss, sufferings, which generate mechanisms of primitive defenses, such as denial, projection, idealization, rationalization, among others. The members fluctuated between different roles in the group, such as: spokesperson, leader, saboteur, reliever, scapegoat, requiring trainees to handle these situations in the group<sup>6</sup>.

Group psychological intervention was difficult to handle in the initial encounters, since it is not possible to focus on only one patient and not just one reported history. Stories of the most diverse types are told, so it is also necessary to have a selective listening, and to focus on what could be beneficial for the group. This group management is a challenge, but with the complicity between the trainees, there are spontaneous interventions that facilitate group communication, exchange of experiences and psychological support. Patients help each other, give advice to each other, based on the

identification process, talk and have a positive bond with both the rest of the group and the trainees.

Different resources were used, such as music lyrics, group dynamics using paints, storytelling, for example, the children's book that tells of a child who takes a fall in the middle of the night and discovers that his injured jaw goes a scar for life, and when the scare passes, she is happy with the novelty that it will be a mark of what she has gone through, and investigates the scars of each family to discover their stories, that patients talk about their real and subjective scars and reflect on them.

## CONCLUSIONS

This work focused on the group psychological care, showing that the psychology trainees, by providing the speech of the group members, facilitated to reflect on themselves and about the other, reorganizing their experiences, as well as health promotion and prevention. In addition, it allowed to understand the competences that the trainees developed in the activity of group intervention of the stage in Hospital Clinical Psychology.

For those who are interested in working with health psychology, this experience favored reflecting and understanding how the group dynamics and what abilities the psychologist uses to mediate the group. However, to develop knowledge about these issues, it is important to carry out research on the psychologist's performance in groups in the hospital setting and new possibilities for group psychological intervention.

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