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Reflective Supervision Guidelines

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MIECHV Home Visiting Workforce Training
Portland, Oregon
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Goals and Objectives:

At the conclusion of this presentation, attendees will be able to:

- Describe one key principle of reflective supervision as outlined in the Reflective Supervision Guidelines
- Locate the Reflective Supervision Tool Kit on line at www.orimha.org
- Name one strategy applicable to reflective supervision
- Assess personal confidence and an action plan regarding reflective supervision

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Oregon Home Visiting Core Competencies:

- Professional Best Practices
- Professional Well Being

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Infant Mental Health Endorsement
Core Competencies:

- Reflection
 - self-awareness
 - emotional response
 - parallel process

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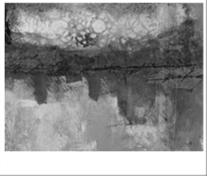
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Agenda

- Introductions
- Reflection Activity
- Part 1: Reflective Supervision Process
- Part 2: Reflective Supervision: A Guide and Tool Kit
- Part 3: Reflective Supervision Video Analysis
- Part 4: Implementation---Exploring Challenges & Problem-Solving Approaches
- Next Steps—Professional Action Plan

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Introductions

Please share your name, your agency, and the name of your home visiting program.

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Reflection Activity

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Reflection Activity

Urban or Rural?

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Reflection Activity

Supervisor, Administrator, or Home Visitor?

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Reflection Activity

Number of pets?

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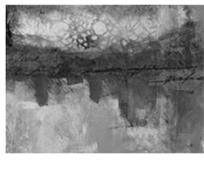


Reflection Activity

Years home visiting experience

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On scale of 1-10, how confident are you implementing or enhancing reflective process as a regular, routine activity in your agency?

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Slowly, I have come to see that asking, listening, and accepting are a profound form of doing.

Vincent J. Felitte, MD

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1.
Reflective Supervision
Process

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Types of Supervision

- Administrative
- Clinical
- Reflective

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Types of Supervision

- Administrative
Policies, practices, and procedures
- Clinical
Case presentations, problem-solving, guidance and recommendations
- Reflective

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Reflective supervision is a collaborative relationship for professional growth that improves practice by cherishing strengths and partnering around vulnerabilities to generate growth.

-Shahmoon-Shanok, 1991

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Reflective Supervision is:

- Relationship-based
- The process and practice of exercising a capacity to question first impression explore the work filtered through the perspectives of all involved (self, child, family, colleagues)
- Honors the meaning of internal experiences as worthy of time to pause, contemplate, and explore

Heffron and Murch 2010
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Through this way of being, a holding environment is created—an emotional breathing space—where it is safe to explore accomplishments, insecurities, mistakes, questions, and different approaches to working with young children and their families.

-Shahmoon-Shanok, 1991
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Reflective Supervision

<p>IS NOT:</p> <ul style="list-style-type: none"> • Hierarchical relationships • Just listening • Therapy • Only useful for inexperienced staff 	<p>IS:</p> <ul style="list-style-type: none"> • Collaborative • Active dialogue • Exploration of thoughts & feelings only in the context of the work at hand • Thinking more creatively & honestly about very complex situations • Has limits in scope • May be need for redirection or additional outside resources
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Heffron and Murch 2010
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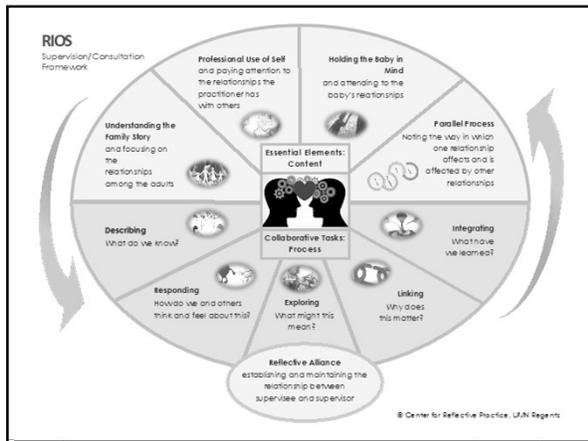
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The work is too important and too complex to do alone.

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Reflective Supervision is a process of:

- Recognizing the multidimensional complexity of the work
- Building on the strengths and skills that each individual brings to the relationships
- Discovering opportunities for rejuvenation, repair, and professional growth
- Nurturing greater engagement and trust in relationships

Heffron and Murch 2010
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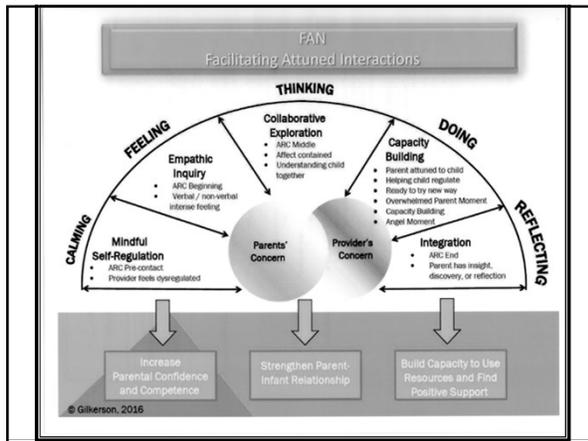
Reflective Supervision:

- Facilitates
 - Empathy
 - Open-mindedness
 - Collaboration
 - Respect

Fosters meaningful and productive connections with parents, children, and colleagues.

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Reflective process strengthens circuitry of the brain.

-Dan Siegel

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2.

Reflective Supervision—A Guide and Tool Kit

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Reflective Supervision: A Guide from Region X to Enhance Reflective Practice Among Home Visiting Programs

Region X Innovation Grant
AK-103-026-VIA
Growing Together to Support Our Home Visiting Workforce

www.orimha.org

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WHY



- Promote quality reflective supervision, accountability and consistency in Region X
- Promote consistency with requirements for evidence-based models
- Align with endorsement
- Enhance reflective practice across models

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REFLECTIVE SUPERVISION
KEY PRINCIPLES

KEY PRINCIPLES AT-A-GLANCE

- SUPERVISORS NEED AND DESERVE TRAINING AND SUPPORT**
Reflective supervision requires ongoing training, support, and administrative support.
• Promote reflective supervision practices, and administrative support.
- REFLECTION IS A LIFELONG DEVELOPMENTAL PROCESS**
Reflection is a lifelong developmental process that is influenced by past experiences, the current situation, and how one's neurological system processes information.
• This is true for babies, young children, parents, caregivers, home visitors, and supervisors.
• Training affects development and neurological responses, thus reflective capacity.
- REFLECTIVE SUPERVISION OCCURS WITHIN A RELATIONSHIP THAT IS DESIGNED FOR THE PURPOSE**
Reflective supervision occurs within a relationship that is created over time between the supervisor and the home visitor.
• The relationship must be safe for both the supervisor and the home visitor in their interactions.
• The dynamics of the relationship are intentionally recognized and explored.
• Doing reflective supervision requires creating space that allows for and supports reflection, and also ensures that the home visitor is not left feeling alone to carry the message encountered in their work.
- REFLECTION REQUIRES SLOW AND INTENTIONAL STEPPING BACK**
Reflective supervision requires an intentional slowing down and stepping back to:
• Assess and respond to the needs of a situation or situation.
• Explore multiple perspectives and alternative possibilities.
• Respond to the responses that occur as part of the interaction.
- FEELINGS MATTER**
Developing and progressing relationships (family, home visiting supervisor) bring up feelings. Reflective supervision recognizes and makes sense of this complex world of experience about our interpersonal affective states and feelings. This, when and in what social context we express, recognize, and respond to feelings.
- PARALLEL PROCESS IS EMPLOYED: THE CHILD IS ALWAYS HELD IN MIND**
Parallel process is employed through reflective supervision as a way of understanding how relationships (past and present) affect relationships. The relational experiences of the baby or young child (being a primary caregiver) of our experience of the parallel process. In home visiting, we always hold the baby or child in mind.

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 SUPERVISORS NEED AND DESERVE TRAINING AND SUPPORT

- Ongoing training
- Reflective supervision
- Administrative support



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 REFLECTION IS A LIFELONG DEVELOPMENTAL PROCESS



Reflection is a **lifelong developmental process** that is influenced by past experiences, the current situation, and how one's neurological system processes information.

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REFLECTIVE SUPERVISION OCCURS WITHIN A RELATIONSHIP THAT IS CREATED OVER TIME

Reflective supervision occurs **within a relationship** that is created over time by both the supervisor and the home visitor.



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 REFLECTION REQUIRES SLOW AND INTENTIONAL STEPPING BACK

Reflective supervision requires an **intentional slowing down and stepping back** to:

- Remember and attend to the details of a situation or interaction.
- Explore multiple perspectives and alternative possibilities.
- Re-experience the feelings that occurred as part of the interaction.

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 FEELINGS MATTER



Feelings Matter: Relationships and interpersonal interactions (family, home visitor, supervisor) bring up emotions. Reflective supervision recognizes and makes sense of this important source of information.

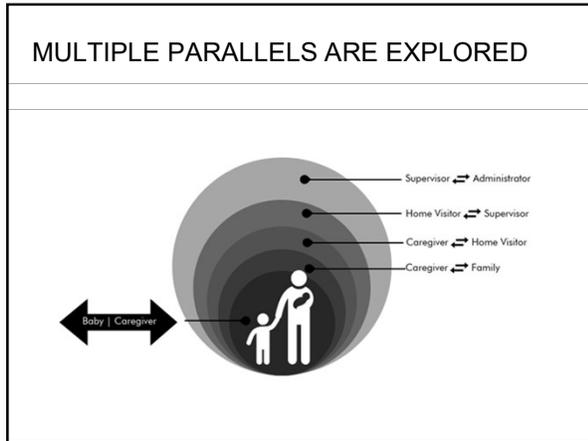
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 PARALLEL PROCESS IS EXPLORED: THE CHILD IS ALWAYS HELD IN MIND

Parallel process is intentionally explored through reflective supervision as a way of understanding how relationships (past and present) affect relationships and ultimately affect the babies and young children served through home visiting.



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Reflective Supervision Tool Kit

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Reflective Supervision Video Analysis

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Reflective Supervision Critical Skills & Strategies

- **Attunement & mindfulness**
 - Slowing down
- **Containment**
- **Sorting and selecting**
 - Perspective taking
- **Gentle inquiry**
- **Professional use of self**
 - Negative capability
 - Raising concerns, addressing differences of opinion, or spotlighting

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Reflective Supervision Critical Skills & Strategies

- **Attunement & mindfulness**
Mindful attention to the supervisee's needs, expressed or not
- **Containment**
Supporting effective management of strong feelings
- **Sorting and selecting**
Choosing from a variety of themes in a session for action in a complex situation
- **Gentle inquiry**
Using questions strategically and carefully to build broader insight
- **Professional use of self**
Awareness of how values, biases, cultural background, regional perspectives, personal history, and beliefs can impact work with children and families

Heffron and Murch 2012

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4.
**Implementation—Exploring
Challenges and Problem-
Solving Strategies**

LARGE GROUP DISCUSSION

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On scale of 1-10, how confident are you implementing or enhancing reflective process as a regular, routine activity in your agency?

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PROFESSIONAL ACTION PLAN

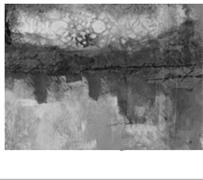
On a scale of 1 to 10 **how ready are you** to implement changes in your reflective practice? (1 = not at all; 10 = totally ready)

Think about **what you might need** to move up one number on the scale. How you would get that need met?

What will be your **first step** in using the Guidelines for Reflective Supervision?

When will you make this step?

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Thank you!

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