

Reflective Supervision:
Roles and Relationship Repair

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What Are Your Hopes for
This Session?



Activity

Exploring the Words, Finding the Ways: Exploring Reflective Supervision and Facilitation

Mary Claire Heffron & Trudi Murch

Video Vignette 2: I've Lost My Way

Reflections

- ▶ What do you think Rose (supervisor)
 - ▶ might say about this session?
 - ▶ was thinking but not saying?
- ▶ What do you think Yvette (supervisee)
 - ▶ might say about this session?
 - ▶ was thinking but not saying?
- ▶ What might be some continuing concerns?

Reflective Supervisee's Role
Tasks that support reflection

Supervisee's Role

- ❖ Allow supervisor to support you
- ❖ Willing to explore the relationship between your feelings & your work
- ❖ Think more deeply
- ❖ Enhance self and other awareness
- ❖ Apply these new insights to your work and RS

Weatherston & Barron, 2009

Allow Support

- ❖ Come on time
- ❖ Come prepared to share
 - Detailed observations
 - Thoughts
 - Feelings
 - Concerns



ENG/NAC

Willing to Explore

- ❖ Identifying feelings
- ❖ Becoming aware about the work
 - Vulnerable families
- ❖ How feelings impact what one says and does



ENG/NAC

Think More Deeply

- ❖ About work with infants and families
- ❖ About yourself
- ❖ About your own
 - Values
 - Beliefs
 - Assumptions



Microsoft office clip

Enhance Awareness

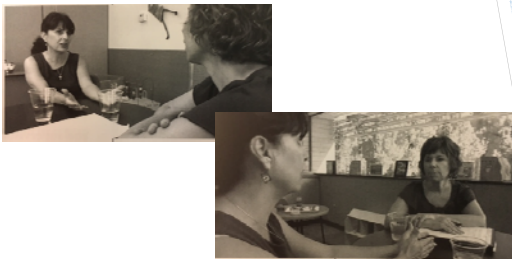
- ❖ Explore and share thoughts and feelings
- ❖ Increase awareness of self
- ❖ Enrich my understanding of others
- ❖ Wonder about the relationship between my personal and professional lives

Apply Insights

- ❖ Act on new awareness and insights to strengthen my practice



Yvette's Reflections



Activity 5 - Part 1

- ▶ Complete RSRS form from perspective of Yvette
- ▶ What did you hear from the supervisee that might be useful in your own practice?

Reflective Supervisor's Role

Important Attributes and Elements

Supervisor's Role

- Safety
- Consistency
- Dependability
- Respect/Confidentiality
- Honesty
- Curiosity
- Thinking/Feeling
- Compassion
- Shared Attention



Weatherston & Barron, 2009

Safety

- ❖ Acceptance
- ❖ Listen carefully & follow supervisee's lead
 - Non verbal & verbal used
 - Offer affirmation, guidance and/or empathic response
- ❖ Set appropriate limits
- ❖ Be available

Consistency

- ❖ Emotionally present
- ❖ Respond with care and concern
- ❖ When unclear ask for clarification



Dependability

- ❖ Regularity
 - 1 of the 3 core components of RS
- ❖ Available & invested
 - How to find me
 - When I will be away

Respect & Confidentiality

- ❖ Accept & value supervisee
- ❖ Accept what supervisee tells you
- ❖ Non-Judgmental
- ❖ Confidentiality
 - Contract
 - Supervision hierarchy

Honesty

- ❖ Open
- ❖ Positive feedback
 - Reassurance
 - Praise
- ❖ Share concerns



Curiosity

- ❖ Attentive
- ❖ Inquisitive
- ❖ Open to supervisee's thoughts
- ❖ Exploration
 - grounded



Thinking/Feeling

- ❖ Allow in response to 'stories from the field'
- ❖ Remain aware of and how impact response to supervisee

Compassion

Shared Attention

- ❖ Notice
- ❖ Wonder
- ❖ Respond to
 - Experiences of infant, parent, practitioner



Walk About

- ▶ List examples of behaviors that reflect these supervisory qualities
 - ▶ "How can you as a supervisor model dependability?"
- ▶ What are you, as the supervisor, saying to the supervisee through this supervisory attribute?
 - ▶ "Exhibiting behaviors that support an environment of safety is a way of saying to the supervisee...."

Rose's Reflections



Activity 5 - Part 2

- ▶ Complete Supervisor Self-Checklist form from perspective of Rose?
- ▶ What did you hear from the supervisor that might be useful in your own practice?

1 carry-away



Q&A



Thank you!

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