



UNDERSTANDING REFLECTIVE PRACTICE: A RELATIONAL APPROACH TO PRACTICE AND SUPERVISION

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AGENDA

- DEFINE REFLECTION, REFLECTIVE PRACTICE, AND REFLECTIVE SUPERVISION/CONSULTATION
- COMPARE REFLECTIVE SUPERVISION/CONSULTATION WITH TRADITIONAL SUPERVISION
- EXPERIENCE WITH REFLECTIVE QUESTIONING
- AN INTRODUCTION TO THE BUILDING BLOCKS AND STRUCTURE IN REFLECTIVE SUPERVISION
- RS, PARALLEL PROCESS, AND BUILDING CULTURAL SENSITIVITY
- ACTIVITY TO SUPPORT THIS PROCESS – SUPERVISORY GENOGRAM
- QUESTIONS AND CLOSING

*Do unto others as you would have
others do unto others.*

-Jeree Pawl



THE CHALLENGES OF OUR WORK

- HUGE VARIETY OF INTERPERSONAL SITUATIONS THROUGHOUT ONE WORK DAY
- LITTLE ONES BECOME DYSREGULATED MORE OFTEN – SO WE HAVE TO BE REGULATED
- THIS WORK DEMANDS THAT WE ARE EMPATHIC – RISKS FOR COMPASSION FATIGUE
- WE MUST BRING OURSELVES TO THE RELATIONSHIP – BECAUSE THE RELATIONSHIP DOES THE WORK
- MIRROR NEURONS FIRING – WE FEEL THE EMOTIONS OF THE PEOPLE WE ARE WITH, AND IT CAN BE EXHAUSTING

DEFINITIONS

- REFLECTION
 - *“STEPPING BACK FROM THE IMMEDIATE, INTENSIVE EXPERIENCE OF HAND—ON WORK AND TAKING THE TIME TO WONDER WHAT THE EXPERIENCE REALLY MEANS” (PARLARKIAN, 2001)*
- REFLECTIVE PRACTICE
 - THE EXAMINATION OF ONE’S THOUGHTS, FEELINGS, AND REACTIONS WITHIN THE FIELD OF INFANT AND FAMILY MENTAL HEALTH
- REFLECTIVE SUPERVISION AND CONSULTATION
 - *“A COLLABORATIVE PARTNERSHIP FOR PROFESSIONAL GROWTH THAT IMPROVES PROGRAM QUALITY AND PRACTICE BY CHERISHING STRENGTHS AND PARTNERING AROUND VULNERABILITIES TO GENERATE GROWTH” (SHAHMOON-SHANOK, 1991)*

REFLECTIVE PRACTICE

“ONE SEES CLEARLY ONLY WITH THE HEART. ANYTHING ESSENTIAL IS INVISIBLE TO THE EYE.”

-ANTOINE DE SAINT EXUPERY

- STEPPING BACK FROM THE IMMEDIATE SITUATION TO OBSERVE THOUGHTS AND FEELINGS ABOUT WHAT IS HAPPENING
- BEING CURIOUS ABOUT WHAT IS HAPPENING; THE REACTIONS, THOUGHTS AND FEELINGS THAT ACCOMPANY THEM
- PUSHING BEYOND IMMEDIATE REACTIONS TOWARDS A MORE COMPLEX UNDERSTANDING OF WHAT WE ARE SEEING
- WHY DOES THIS PROCESS OF INCREASING OUR REFLECTIVE CAPACITY HELP FAMILIES?
 - WE SEE SITUATIONS WITHIN A BIGGER CONTEXT THAT CAN PROVIDE PERSPECTIVE AND ENCOURAGE UNDERSTANDING
 - WITH MORE UNDERSTANDING COMES A DEEPER RESPECT FOR THIS CHILD, PARENT/CHILD, FAMILY, COMMUNITY
 - WITH DEEPER RESPECT COMES GUIDANCE THAT IS LESS JUDGMENT-BASED THAT LEADS TO A STRONGER RELATIONSHIP WITH THE FAMILY. THE STRONGER RELATIONSHIP, THE MORE THE FAMILY FEELS VALUED, AND THE MORE COMFORTABLE A FAMILY IS WITH SHARING VULNERABILITIES WITH THE WORKER, WHICH MEANS THAT IT CAN BE ADDRESSED IN A COLLABORATIVE WAY.

TRADITIONAL SUPERVISION

- FOCUSED ON TEACHING
- DIDACTIC
- FOCUS ON DISCIPLINE
- SUPERVISOR MAINTAINS NEUTRALITY AND OBJECTIVITY
- CASE REVIEW
- ADMINISTRATIVE DUTIES – PAPERWORK AND COMPLIANCE

TRADITIONAL SUPERVISION – THE DOWNSIDE

- IMPULSE TO FIND A SOLUTION IMMEDIATELY
- HYDROPLANING – SKIMMING OVER THE SURFACE OF AN ISSUE; PROMOTE A TENDENCY FOR RAPID ACTION
 - DOESN'T ALLOW FOR A HEALTHY RESPECT FOR THE COMPLEXITY OF CHILDREN AND THEIR FAMILIES AND COMMUNITIES
- ALLOWS FOR AVOIDING OR DOWNPLAYING SERIOUS ISSUES, TROUBLESOME FEELINGS, CONFLICTS, POTENTIAL PROBLEMS
 - MESSAGE IS TO KEEP THE HARD STUFF OUT OF THE SUPERVISORY RELATIONSHIP
- LITTLE ATTENTION TO THE CENTRALITY OF RELATIONSHIPS
 - IF YOU WORK WITH CHILDREN, RELATIONSHIPS MUST BE IN THE FOREFRONT OF OUR WORK

TRADITIONAL SUPERVISION - THE DOWNSIDE

- INCONGRUENCE BETWEEN SUPERVISOR'S THEORETICAL PERSPECTIVE AND SUPERVISEE'S ACTUAL CLINICAL EXPERIENCE
 - SUBSTANTIVE PRACTICE AND REFLECTION-IN-ACTION PRACTICE
- SUPERVISEE TAKES MORE PASSIVE ROLE
 - SUPERVISION MUST BE AN ARENA FOR DEVELOPING CONFIDENCE MASTERY AND SENSE OF AGENCY REQUIRES PRACTICE
- FOCUS TENDS TO BE ON THE CLIENT TO THE DETRIMENT OF SUPERVISEE'S DEVELOPMENT.
 - MISSED OPPORTUNITIES FOR SUPERVISEE TO LEARN ABOUT THEMSELVES, TO GROW AND TO WONDER WHAT THEY BRING TO THE WORK AND WHO ARE THEY IN THE WORK
- AVOIDS SUPERVISEE BRINGING THEIR 'WORST WORK' TO BE EXPLORED AND UNDERSTOOD
 - HARDER TO GROW IF WE HAVE TO HIDE OUR MISTAKES AND OUR WORRIES ABOUT OUR PROFESSIONAL SELVES
- LITTLE ATTENTION PAID TO THE EMOTIONAL WELL BEING OF THE SUPERVISEE
 - CHEERLEADING VERSUS DEEPER LOOK INTO WHAT IT FEELS LIKE TO TO DO THE WORK

THREE QUESTIONS:

HOW QUESTIONING MIGHT SHAPE OUR EXPLORATION OF POSSIBILITIES

- EACH PARTICIPANT CONSIDERS A CURRENT DILEMMA OR ISSUE FROM THEIR WORK THEY WOULD LIKE TO DISCUSS. ONE PARTICIPANT WILL ASK THE FOLLOWING QUESTIONS WHILE THE OTHER RESPONDS.
 - 1. WHAT IS THE PROBLEM?
 - 2. WHAT CAUSED THE PROBLEM?
 - 3. WHO OR WHAT IS TO BLAME?
- DISCUSSION: AFTER THESE QUESTIONS ARE ASKED, PAUSE TO CONSIDER HOW THESE QUESTIONS WERE EXPERIENCED

THREE QUESTIONS:

HOW QUESTIONING MIGHT SHAPE OUR EXPLORATION OF POSSIBILITIES

- CONTINUE THE DISCUSSION WITH THE FOLLOWING QUESTIONS:
 - 1. WHAT WOULD YOU LIKE TO SEE HAPPEN?
 - 2. HAS THIS SITUATION EVER LOOKED OR SEEMED BETTER? WHAT MADE THAT POSSIBLE? WHAT MADE IT SHIFT?
 - 3. WHAT IS THE NEXT SMALL STEP YOU MIGHT TAKE THAT WOULD MAKE THE BIGGEST DIFFERENCE AT THIS MOMENT?
- DISCUSSION: WHAT FELT DIFFERENT BETWEEN THE FIRST AND SECOND SET OF QUESTIONS?

REFLECTIVE SUPERVISION & CONSULTATION

REFLECTIVE SUPERVISION IS A RELATIONSHIP FOR LEARNING. –EMILY FENICHEL

- REFLECTION

- *“STEPPING BACK FROM THE IMMEDIATE, INTENSIVE EXPERIENCE OF HANDS-ON WORK AND TAKING THE TIME TO WONDER WHAT THE EXPERIENCE REALLY MEANS” (PARLARKIAN, 2001)*

- COLLABORATION

- *“NEVER DO HARD THINGS ALONE” -JEREE PAWL*
- *“A CHANGE OF HEART AND MIND REQUIRES THE PRESENCE OF ANOTHER PERSON” –BILL SCHAFER*

- REGULARITY

- HAVE DEDICATED TIME, KEEP IT SACRED
- MAKING TIME TO SLOW DOWN

THE STRUCTURE

A SAMPLE SESSION

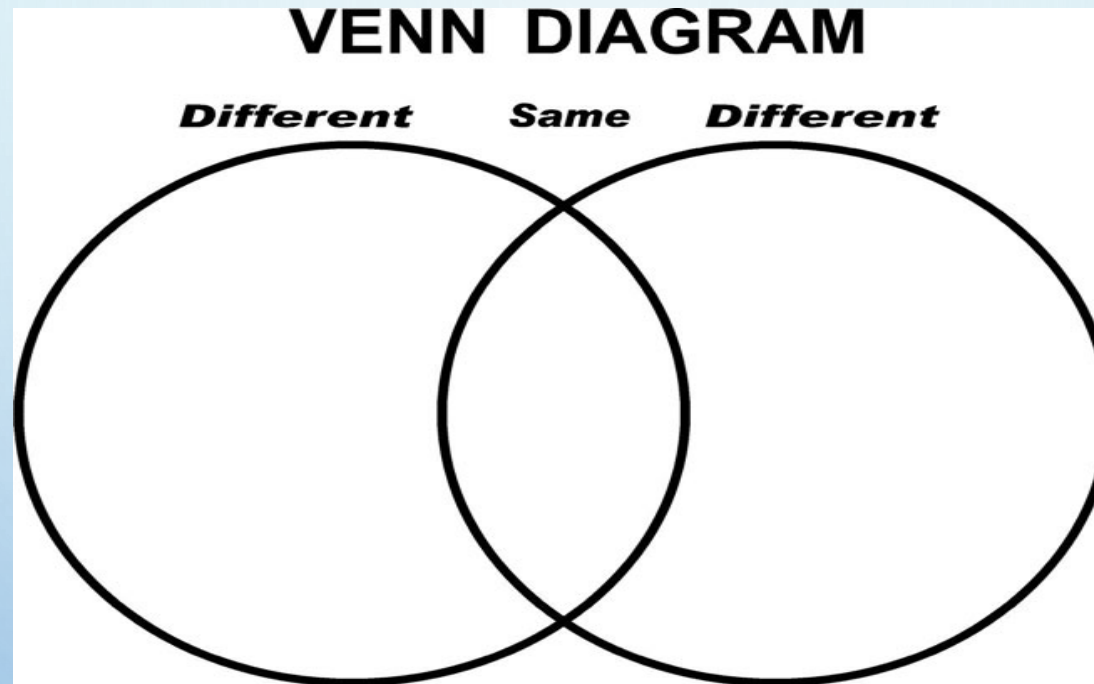
- CHECKING IN & SETTING AGENDA
- TELLING THE STORY, FOCUSING ON DETAILS
- OBSERVING STRENGTHS
- UNDERSTANDING PERSPECTIVES & GENERATING HYPOTHESES
- WHAT DO WE WANT TO KNOW MORE ABOUT?
- CONSIDERING NEXT STEPS
- CLOSING, POST-SUPERVISION REFLECTION

PARALLEL PROCESS



- PROVIDER INCREASES ABILITY TO LISTEN AND WAIT TO ALLOW THE CHILD (PARENT/CHILD) TO DISCOVER PERCEPTIONS & SOLUTIONS ON THEIR OWN WITHOUT INTERRUPTION.
- SUPERVISOR BECOMES “SECURE BASE” FOR WORKER
- AFFECT IS CONTAGIOUS. CALMING FLOWS DOWN THROUGH REFLECTIVE PROCESS AND ENCOURAGES REGULATION, REFLECTION, AND WELLNESS TO ALL INVOLVED

CREATING SPACE TO EXPLORE CULTURAL DIVERSITY



Engagement Challenges: Asking and exploring - what is the broader ecological, cultural, historical context related to this problem and the strengths?

SUPERVISORY GENOGRAM ACTIVITY

EXPLORING THE QUALITIES OF OUR SUPERVISORY RELATIONSHIPS

- DRAW A HORIZONTAL LINE TO REPRESENT A TIMELINE OF YOUR JOURNEY AS A PROFESSIONAL
 - ADD: THE PEOPLE WHO SUPERVISED YOU AT EACH IMPORTANT TIME PERIOD
 - CIRCLE = FEMALE SUPERVISORS; SQUARE = MALE SUPERVISORS
 - WITHIN EACH CIRCLE OR SQUARE, DRAW A FACE TO EXPRESS THE QUALITY OF YOUR RELATIONSHIP
 - E.G. CLOSE, DISTANT, HOSTILE, SUPPORTIVE, CARING
- QUESTIONS:
 - WHAT DO YOU NOTICE ABOUT YOUR HISTORY WITH PAST SUPERVISORS?
 - WHICH SUPERVISORS WERE MOST/LEAST LIKELY TO CHERISH YOUR STRENGTHS AND PARTNER AROUND VULNERABILITIES? WHAT WERE THESE DIFFERENT EXPERIENCES LIKE FOR YOU?
 - HOW HAVE THESE RELATIONSHIPS IMPACTED YOUR OWN WORK WITH CHILDREN/FAMILIES?
 - WHAT QUALITIES OF A SUPERVISOR DO YOU VALUE & FIND HELPFUL?





QUESTIONS?

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ADDITIONAL RESOURCES & EMPIRICAL EVIDENCE

RS IS ETHICAL PRACTICE

- ALLOWS FOR SELF-EXPLORATION, INSIGHT (FORSTADT, 2012; VIRMANI & ONTAI, 2010; WEATHERSTON & BARRON, 2009)
- SKILL BUILDING, NEW IDEAS (FORSTADT, 2012; WATSON ET AL., 2014)
- RESULTS IN HIGHER QUALITY SERVICE (HEFFRON, 2005; WATSON ET AL., 2014)
- INCREASE IN POSITIVE INTERACTIONS WITH CHILD (VIRMANI ET AL., 2013)
- INCREASE IN JOB SATISFACTION (FORSTADT, 2012)
- REDUCTION IN EXPULSION OF YOUNG CHILDREN (GILLIAM & SHAHAR, 2006)