

Trauma-Informed, Family-Centered Practices Training Series



Module 4 Reflective Supervision



Foundation for a
Healthy St. Petersburg



UNIVERSITY of
SOUTH FLORIDA
Family Study Center

Module 4. Reflective Supervision

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MODULE 4. REFLECTIVE SUPERVISION

Reflective supervision, a collaborative partnership between a supervisor and supervisee, is increasingly required of practitioners providing infant-family services in the fields of community and mental health, early education, and child welfare. Dr. LaDonna Butler, licensed mental health counselor and Associate Program Director at the University of South Florida's Family Study Center in St. Petersburg, FL, distinguishes *reflective supervision* (the partnership) from *reflective practice* (the process of examining one's personal thoughts and emotions related to their professional experiences). Through reflective practice with guidance and support from a reflective supervisor, supervisees can encourage and model reflection for their coparenting clients who in turn gain a better understanding of their child's thoughts, feelings and behavior.

This module examines the concept of reflective supervision and its main components. Three common models of reflective supervision are outlined along with guidance for starting a successful reflective supervision session. The role, attitudes and attributes of the supervisor in a reflective practice are addressed. Throughout the module, viewers are asked to relate the ideas to themselves and lastly, to reflect on the entire four-module Trauma-Informed, Family-Centered Practices Training Series.

Dr. LaDonna Butler, a licensed mental health counselor, is Associate Program Director at the University of South Florida St. Petersburg's (USFSP) Family Study Center and an Adjunct Faculty member in Psychology at USFSP. From 2018-2020 she served as the Family Study Center's Learning & Development Facilitator for the Foundation for a Healthy St Petersburg sponsored-project "Trauma-Informed Infant-Family Mental Health" and served as principal investigator for an expansion of that initiative, "Reckoning with Race & COVID-19 in Infant-Family Mental Health." She is currently leading "Opioid-Affected Youth Initiative: Aiding Drug Impacted Children in Out-of-Home Care," a joint project of Family Study Center and the Pinellas County Department of Human Services. Dr. Butler sits on multiple local boards including the Healthy Start Coalition of Pinellas Inc., Pinellas Ex-offender Re-entry Coalition, and NAMI (National Alliance on Mental Illness) Pinellas. In addition, she is Executive Director and CEO of The Well for Life, an alternative healing space serving individuals in need of mental health counseling, wellness, and self-care resources. Dr. Butler has an EdD in Counselor Education from Argosy University and Master's degrees in Human Services and in Mental Health Counseling.

REFLECTIVE PRACTICE

(Timestamp 00:00:00 – 00:06:11)

REFLECTIVE PRACTICE is . . .

the practitioner's process of examining their personal thoughts and emotions related to their professional experiences. It requires going beyond professional knowledge and can provide a direction for future action.

A SUCCESSFUL REFLECTIVE PRACTITIONER . . .

- ❖ Thoughtfully reflects on their strengths, weaknesses and solutions
- ❖ Is mindful about the parallel process
- ❖ Responds to families and their challenges with understanding, empathy and support
- ❖ Works to resolve misunderstandings and disruptions in relationships
- ❖ Questions what they have done – and not done – in their work with families
- ❖ Is motivated by curiosity and a desire for self-improvement
- ❖ Accepts and forgives
- ❖ Evolves as they interact with and learn from others both personal and professional, and experience life challenges, setbacks and achievements

Notes & Thoughts

REFLECTIVE FUNCTION & PARALLEL PROCESS

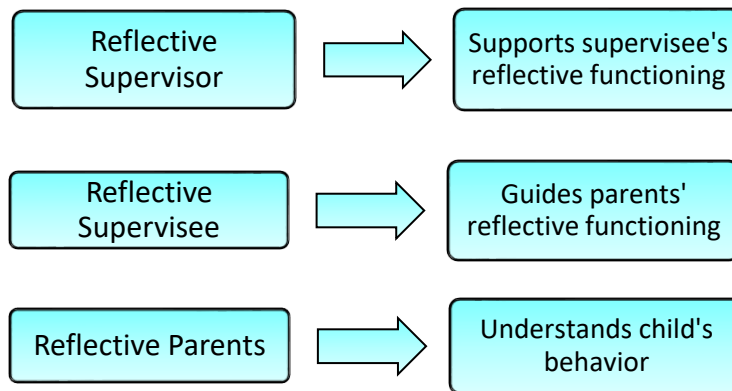
(Timestamp 00:06:12 – 00:07:51)

REFLECTIVE FUNCTIONING is . . .

one's capacity to reflect on and recognize mental and emotional states in themselves and others and to link those thoughts, intentions and feelings to behavior. It allows one to understand others by considering multiple possibilities.

PARALLEL PROCESS is . . .

the idea that a new experience in intertwined relationships could result in changes in the other relationships.



- ❑ Consider a case in which reflective functioning affected the parallel process. Who was involved and how? How specifically were the people and their relationships influenced? Was the outcome successful? If not, why not?

THE IMPORTANCE & BENEFITS OF REFLECTIVE PRACTICE

(Timestamp 00:07:52 – 00:11:27)

What does reflective practice mean to you?	Why is reflective practice important to you?
Why is reflective practice important?	What are the benefits of reflective practice?

3 TYPES OF SUPERVISION

(Timestamp 00:11:28 – 00:15:36)

TYPE	FOCUS	DUTIES & RESPONSIBILITIES
ADMINISTRATIVE	Oversight of federal, state & agency regulations, program policies, rules & procedures	<ul style="list-style-type: none"> * Hire * Train & educate * Paperwork & reports * Explain rules & policies * Evaluate & monitor productivity
CLINICAL	Client- & case-focused; does not necessarily include practitioner’s experiences or emotions	<ul style="list-style-type: none"> * Administrative work * Review casework * Discuss diagnoses & intervention strategies * Review treatment plan & clinical progress * Teach, guide & advise
REFLECTIVE	Collaborative partnership between supervisor & supervisee/practitioner	<ul style="list-style-type: none"> * Build trust * Listen, nurture & support * Teach, guide * Integrate emotion & reason * Explore parallel process * Foster personal reflection * Encourage & aid skill-building

3 BUILDING BLOCKS OF REFLECTIVE SUPERVISION

(Timestamp 00:15:37 - 00:21:58)

1. REFLECTION	
Definition	
Notes & Thoughts	

2. COLLABORATION	
Definition	
Notes & Thoughts	

3. REGULARITY	
Definition	
Notes & Thoughts	

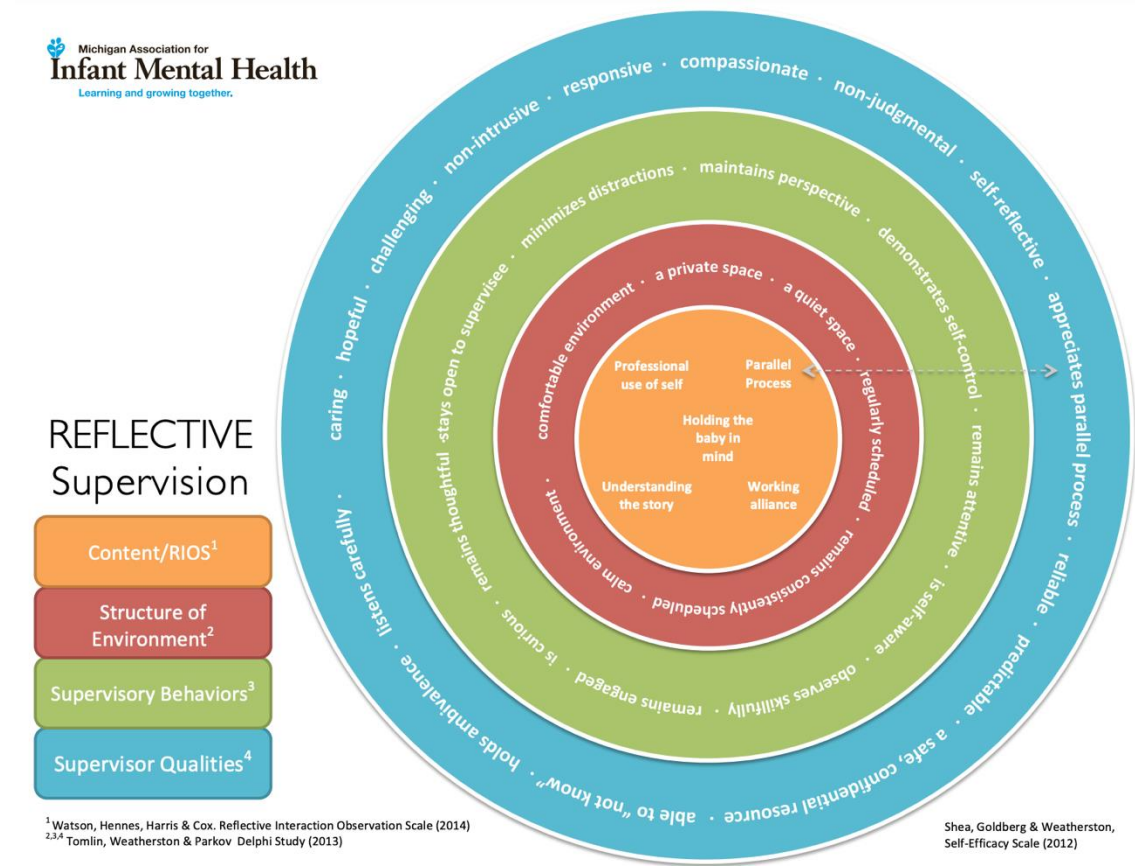
THE REFLECTIVE SUPERVISOR

(Timestamp 00:21:59 – 00:23:25)

5 KEY ROLES OF THE REFLECTIVE SUPERVISOR

- 1.
- 2.
- 3.
- 4.
- 5.

REFLECTIVE INTERACTION OBSERVATION SCALE (RIOS™)



HOW TO START A SUCCESSFUL REFLECTIVE SUPERVISION

(Timestamp 00:23:26 – 00:24:09)

REVIEW MAIN COMPONENTS OF A REFLECTIVE SUPERVISION SESSION

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

CONSIDER SUPERVISEES' FEELINGS

Raise awareness of internal states & triggers with questions such as:

- 1.
- 2.
- 3.

Modulate strong feelings & experiences with encouraging openers such as:

- 1.
- 2.
- 3.

Notes & Thoughts

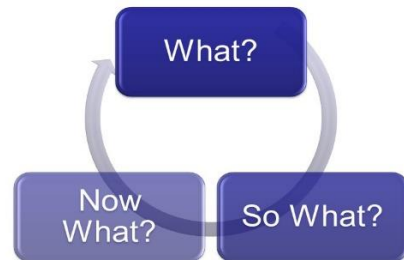
3 REFLECTIVE SUPERVISION MODELS (page 1 of 2) (Timestamp 00:24:10 – 00:27:37)

MODEL #1: THE ERA CYCLE



MODEL #2: THE WHAT MODEL

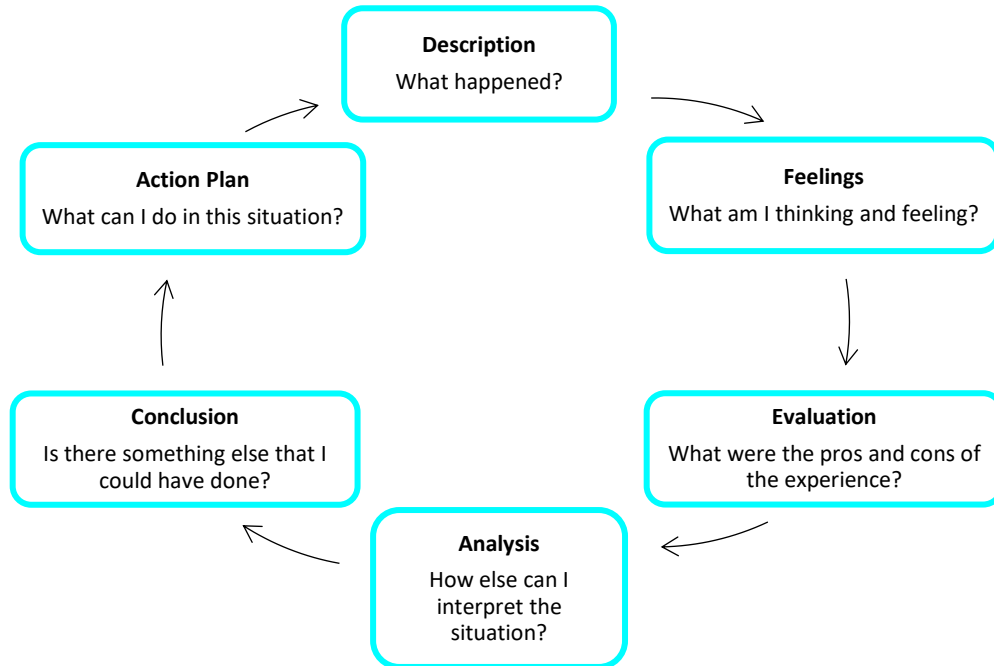
Driscoll's Model of Reflective Practice



(Driscoll, 1994, 2007)

3 REFLECTIVE SUPERVISION MODELS (page 2 of 2)

MODEL #3: GIBBS REFLECTIVE CYCLE



PERSONAL REFLECTION: REFLECTIVE SUPERVISION MODELS

(Timestamp 00:27:38 - 00:29:01)

MODEL	PROS	CONS
ERA		
WHAT		
GIBBS		

- What are the pros & cons of using a model?

- Which model works best for supporting coparents & why?

- Design a model that would work for you.

ATTITUDES & ATTRIBUTES

(Timestamp 00:29:02 - 00:31:26)

Open-mindedness

Responsibility

Wholeheartedness

Reflect & Learn

Take Action

Solicit Feedback

BARRIERS TO REFLECTIVE PRACTICE

(Timestamp 00:31:27 - 00:33:01)

COMMON BARRIERS
1.
2.
3.
4.

MY BARRIERS
1.
2.
3.
4.
5.

WAYS TO BLOCK OR MITIGATE MY BARRIERS
1.
2.
3.
4.
5.

PERSONAL REFLECTION: REFLECTIVE INQUIRY

(Timestamp 00:33:02 – 00:34:57)

- What questions do you still have about reflection, reflective practice & supervision?

- What specific strategies or concepts from this Module will be most helpful to you going forward?

- Which reflective practice skills are currently your strongest?

- Which reflective practice skills do you need to enhance?

- How can you apply lessons learned in this Module in your daily work?

- What knowledge, resources or other supports do you need in order to implement the strategies discussed here?

- What would be your preferred way of receiving additional resources and support, e.g., video/online training, in-person meetings, reading material, mentoring, etc.?

PERSONAL REFLECTION: MY TOPICS FOR REFLECTIVE SUPERVISION

The final activity of the **TRAUMA-INFORMED, FAMILY-CENTERED PRACTICES TRAINING SERIES** asks you to look back at all of your completed User's Guides. Use them to identify the two or three strategies, issues, challenges and personal or cultural biases you most wish to be getting supervisory support with. What do you want to be monitoring in your work with families?

From MODULE 1. OVERVIEW: WHAT IS TRAUMA?

- 1.
- 2.
- 3.

From MODULE 2. BASIC TRAUMA-INFORMED CARE

- 1.
- 2.
- 3.

From MODULE 3. ENGAGING FATHERS & OTHER COPARENTS IN SERVICES

- 1.
- 2.
- 3.

From MODULE 4. REFLECTIVE SUPERVISION

- 1.
- 2.
- 3.

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CONTRIBUTORS

- James McHale, PhD, Family Study Center, University of South Florida St. Petersburg
- Ajla Bilali, Family Study Center, University of South Florida St. Petersburg
- LaDonna Butler, PhD, Family Study Center, University of South Florida St. Petersburg
- Linda Kraus, PhD, St. Petersburg, Florida

VIDEO, WEBSITE & GRAPHICS

- David Brodosi, Digital Learning - Innovative Education, University of South Florida St. Petersburg
- Lily Hoddinott, Family Study Center, University of South Florida St. Petersburg
- Kathleen Holden, Family Study Center, University of South Florida St. Petersburg
- Destiny Liddle, Digital Learning - Innovative Education, University of South Florida St. Petersburg
- Robert Vessenmeyer, Digital Learning - Innovative Education, University of South Florida St. Petersburg

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