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Michelle: Hello, everyone, and welcome to today's webinar, "What's the big deal about Reflective Supervision? How Reflective Supervision can support the work of maternal child health and early child interventions." I'm Michelle Vatalaro, and I'm on the training and technical assistance team with the Healthy Start EPIC Center and I'll be moderating today's webinar. We're going to have approximately 60 minutes set aside for this webinar, and the webinar is being recorded. The recording, along with the transcript inside, will be posted to the EPIC Center website following the webinar so anyone who was unable to participate today can access it at his or her convenience.

And before I go ahead and introduce your great speakers for today, I want to let you know that we do want your participation during this activity. So at any point, if you have questions or comments, please chat them in at the bottom left corner of your screen. We will only be taking questions via chat and if we don't get to them by the end of the webinar, we'll include them in a frequently asked questions document that we'll post with the webinar materials on the EPIC website.

This webinar will focus on the benefits of reflective supervision, core elements of reflective supervision and what you need to do to get ready for reflective supervision. This webinar aligns with benchmark 5.1 quality improvement and evaluation. The only other housekeeping reminder that I want to make is that you'll be asked to complete an evaluation survey at the end of the webinar. It'll pop up on your screen immediately afterwards. We do appreciate your feedback so please take a moment to complete it. And now, let me introduce your speakers for today.

Dr. Mary Claire Heffron is a clinical psychologist with an extensive history in the field of infant and early childhood mental health. Dr. Heffron was the clinical director of the Early Intervention Services Program at UCSF Benioff Children's Hospital Oakland. She served as the director of the Irving B. Harris Early Childhood Mental Health Training Program, the Fussy Baby Program, a clinical internship program and the program's extensive consultation and training work in the region and across the country.

Since leaving that position in 2015, Dr. Heffron has maintained engagement with these programs as a consultant and a mentor. Dr. Heffron has a particular interest in the way that reflective supervision supports quality program development across systems of care in the infant and early childhood field. She's a member of the work group that has developed and implemented the infant, family and early childhood competencies, personnel competencies and endorsement system in California, and remains active in these efforts specifically focusing on reflective facilitation and mentorship.

She is the co-author of a widely-used text on reflective supervision, and the author of multiple articles and a DVD on the topic. Currently, Dr. Heffron is involved in a number of national and local projects designed to develop in deep and reflective supervision practice in public health, infant mental health, home visiting and family support programs.

Our second presenter, Anna Gruver, is the Maternal, Paternal, Child and Adolescent Health Coordinator at Alameda County's Public Health Department and a bilingual, bicultural licensed clinical social worker. She has worked in the field of social work, focusing on children and families for almost 20 years. As the MPCAH coordinator and Alameda County Healthy Start Initiative Project Director, she leads the integration of maternal, child and early childhood family support services for pregnant women and families with young children, looking closely at social determinants of health and the strength of our families as well as supporting a work force to meet the needs of our communities across the life course.

And so without further ado, I will turn it over to our wonderful presenters.

Mary Claire: Okay, hello. This is Mary Claire Heffron and I'm going to start. Hello to everyone out there in, I guess...what would we call it? The cyberspace. So we have a lot to cover today, and this is really meant to be an introduction

both about what is reflective supervision, as we said, and also some issues around implementation.

We will welcome your questions and I'm going to start by just giving a broad overview about reflective supervision, which of course is a model of supervision that has been developed to support programs that are working with relational theories. In other words, often programs that are supporting parents and children, also this model of supervision is being used in Early Head Start, other sorts of programs that are really looking at the child as part of a broad family context and who's services are aimed at supporting both the family and the child.

The idea of this little caption here of regular, reflective and collaborative, these are the three terms that were originally used to talk about reflective supervision by Emily Fenichel, who's considered to be one of the first people who described this practice in the infant family field. So the notion here is that supervision, in order to be considered reflective, has to be regular, rather than the kind of supervision that you get only when there's problems. So it's something that is on schedule. People know when they're going to have their supervision appointment and it's used to explore strength, as well as to deal with problems and concerns.

The second part of this pillar, the second pillar of this is the notion of reflection or learning from your work is a key aspect of this in supervision. Rather than being told or directed by the supervisor, what's going on is a bit of a dialogue where staff are helped to explore what has happened, to think about their own perspective on this to kind of imagine the perspective of the family or child, and to use reflection as a kind of a core way to problem solve and move forward on the work.

The third pillar is collaborative, which means that this is a form of supervision in which the supervisor certainly has authority and is responsible for the work, but the relationship between the supervisor and the supervisee is meant to be

collaborative or partnered, so they are thinking together. And certainly this is complicated, but it's meant to provide additional, more support rather than to be a relationship or where you're a little bit weary or worried about always looking like everything is perfect. So it's a notion where someone feels safe and able to discuss the concerns, struggles that they're having, things that they feel really good about and approach the work in this partnered style.

Anna: Hello, everyone. This is Anna Gruver. Mary Claire and I are kind of switching back and forth with the slides, and we are in Alameda County, level three, Healthy Start Branch E. And this slide, "What is reflective supervision?" really speaks to how reflective supervision supports staff. I think by making our meetings regular and collaborative, it really offers an opportunity for staff to discuss their work in a deeper, more meaningful way.

We also feel that as an organization that is striving to be trauma informed, that it's an opportunity for staff to also discuss vicarious trauma and compassion, fatigue and problem solve, together, the work that they're doing. And also an opportunity for supervisors to really listen around the successes and the strength of the work that is happening, and so that staff can feel better about their work with families.

Reflective supervision is so much around the relational work. The relational work between supervisor and supervisee, and then of course, direct service staff with their families and how we can really work towards improving those working relationships, and have an opportunity together to talk about what is working and what is challenging about the work and how to think about that together.

I feel so strongly, as an administrator, that reflective supervision really does promote the quality of the work that we are doing in thinking together and problem solving together, and having a regular time to review the programmatic work and to learn together. It really does enhance the quality of the services that we're providing to families.

And of course, reflective supervision isn't just reflective. It is a blending, especially at our site, and I imagine in many of your sites, that you would need to think about how the programmatic work and the programmatic needs of your services really can blend together with reflective supervision. So as we come together to talk about the programmatic issues, it is not only a directive...or it's not a directive approach to our work, but really coming together to think together to enhance our work and the quality of our work together. And then of course, we have the three pillars that Mary Claire just reviewed.

Mary Claire: Okay, so coming back here, this slide might be entitled "Some Research. What research do we have?" And rather than give you long lists of citations and things, I'm just going to go over this. And when we send out some supplementary materials, which we'll do some readings, I'll have a section for people who want to delve more deeply into the specifics of some of this research.

So one of the things we know about reflective supervision is that it reduces this notion of secondary trauma of staff who are working in high-risk situations, as I imagine many of your programs are. I know that the programs that I've been associated with and that I'm working with as a consultant and trainer, often are working with families who are involved in child protective services, maybe have been involved with...are somehow in recovery.

So lots of risk and this can really stir up staff and bring up fears, bring up worries, bring up all sorts of things that make it hard to keep working. And so it seems from the research that's been done, that this practice is a good way of protecting people, of giving people a kind of a buffer and a place to share the concerns and the notions which ultimately is protective of them.

Anna mentioned this, but it's a very important point that since we're using reflection a great deal, reflection tends to slow things down. I like to think of

reflection and mindfulness. So we're promoting an approach that, again, is related to best practices and trauma where people are having chances to slowly think, to debrief on this, to get some support around trauma that they may have been exposed to or their own traumas that may have been stirred up by this work.

Also, since our programs are often working with many different kinds of families...and then the kinds of families that we have in Alameda County are an incredible amount of diversity. So staff are going in, needing to have a higher level that...very high level of sensitivity to different awareness of self, and an ability to dialogue across many different kinds of differences and to engage people who are coming from very different perspectives.

And we're finding that reflective approaches are incredibly helpful with this; of giving staff time to think in supervision so that when they go out, they can be better informed of, "What did that mean? How do I address this? How can I slow myself down to begin to engage in the ways that are meaningful for this particular family?"

Much of the writing in early childhood and services to families talk about the need for reflective supervision and this is interesting and note on the bottom of this slide, it's been written into the guidelines of a number of programs more and more. And I've just recently seen some things about this being included in early intervention as well. I'm really happy to see this recognition that a reflective approach to supervision can be so supportive and related to quality work.

One thing we know from the research is that there's a direct impact on absenteeism. It reduces absenteeism and it seemed also to be protective against staff burn-out and turnover. So these things which can be very expensive, as when we think about program development and implementation because the cost of training staff is so high, are really, really important. How to keep staff in

place and feeling some of satisfaction in meeting with their work is related to reflective supervision.

We talked a lot about self-awareness and I won't dwell on that. And I'm going to come now with this, with the next slide into talking about the notion of reflective function. So this slide is, "Why do reflective supervision?" And one of the reasons that you look at little middle bulb there is that we're supporting reflective capacities and functions in staff, and this is very important because we know that these capacities and this kind of functioning in parents and in teachers leads to children who are more secure.

So in other words, when parents have higher levels of reflective functioning, they tend to have children who are more secure which leads to all kinds of outcomes that are happy outcomes, better functioning in school, better mental health, better adjustment later on in life. And this has been researched in an awful lot of detail at this point.

So one of the reasons for this approach that is incorporating reflection so deliberately is to help staff develop capacities, techniques and approaches that are supporting the reflective functioning of parents. So in supervision, we're using the same kind of approaches that we're hoping people are using in the direct service work. And that would include listening carefully to people using questions extensively, a lot of attunement to what people are presenting with, in terms of facial expressions, body language, the kinds of things that they're bringing.

And so this building of the reflective functioning in staff, again, is meant to support parents so that they are using these capacities in their day-to-day parenting. Many parents are, and often times, the work is supporting that, extending that. But the style of work that is done by someone who's receiving reflective supervision is meant really to build those capacities and to build what we call a sense of efficacy in parents, a sense, a belief in parents that they can do it, or a belief in teachers that they have the capacity that's needed to support

this child, and again, through thinking and observation, coming to those conclusions.

The other thing that we...and this little, yellow diagram that we have in front of us is just sort of highlighting this notion that I am describing in supervision, are what we call parallel process. And again, specifically, the parallel process to develop reflective function but we're talking that the supervisors are holding and supporting the staff, listening, engaging staff so that the staff can do the same thing with the parents. And then ultimately, so that parents can contain themselves, and then have more capacity to look at and engage with their child, flexibly and as an individual.

So it helps parents become less reactive and then as children get this kind of parenting or parenting support, what they're taking in is a sense of their own capacity to look, to choose, to think and to feel secure in the world over time. So this parallel process going from supervision right into the work with families is, again, one of the reasons that we've...that this reflective supervision has been designed in the particular way it's been designed.

Okay, so this is a little bit of a summary, is we're really in this work helping others uncover their own wisdom, creativity and patience, intelligence and strength so that they can help others do the same thing. Now, as their supervisor, this doesn't mean that you don't bring in information, provide help for people coming into supervision. It's not just having them reflect.

They're certainly getting information and support in the same way that they're providing information, new ideas to parents. But it's a combination also of drawing from their own experiences and then helping them uncover the strength that helps them build this sense of confidence in their parenting. Okay, I think we're ready for the next one. So we've...

Anna: So...

Mary Claire: Oh, go ahead.

Anna: I was going to say, so now we are entering this piece of going through some key principles of reflective supervision where we're just kind of highlighting some core components, and digging a little deeper around these aspects of reflective supervision that really enhance the work and make it uniquely this practice.

Key principle number one speaks to the need of co-regulation through a process of being with, and witnessing, the staff person that we are supervising. And as a project director with so many of the demands that Healthy Start has...we have our evaluation demands, we are soon starting to work on our performance report that's due in June, and how with so many demands, how do we kind of jump off the treadmill, if you will, to really slow down?

I often take maybe 15 minutes prior to a meeting with a staff person to think about what some of the issues that they're thinking about, review some notes, and to really bring in some calm into the room after perhaps going through many e-mails and looking at all the projects and what needs to happen so that we can slow down and kind of regulate myself so that we can explore together the issues that are presented in supervision.

Mary Claire: Okay, the second principle is this notion of the ability to take the perspective and imagine the internal world of the other person. So this is contrary to an approach where the staff person, the person doing the work, judges that person or labels them in a particular way. This in using reflective approach and in supervision, we're exploring with and trying to help this staff person really understand and imagine what might that behavior mean or how might somebody be doing the things that they're doing? How do we understand that so that we can intervene in the most effective and the most attuned way?

And this slowing down process and thinking about it is often really key to engaging in finding those concerns that the parent wants to talk about, as opposed to what we feel a parent or a teacher might be needing in order to do her job better. So it's, again, this kind of collaborative process that we're talking about with this principle and using this capacity to again think about both behavior and internal motivations that somebody might have.

Why didn't that mom with a very sick baby take that child to the doctor when the fever spiked? What might have been going on? What might have been getting in the way? How do we think about it? Calm down and then again go back and re-engage in a way that's meaningful to that family. Okay, Anna.

Anna: I love this picture, the idea of reflective supervision and slowing down and letting meeting unfold. I think when we have regular supervision so that we know it's happening either weekly or every other week. Sometimes for administrative staff because we look at...looks like there's supervision for everyone in our unit, even if it is once a month; that you know that you have this time where you can really allow the staff person that's sitting in front of you to really speak to the issues that they have.

Sometimes in the rush of it all, we want to certainly avoid cutting people off and moving to the next thing. But when supervision is regular, it really does allow an opportunity to slow down and allow the person that you are meeting with to really speak to the issues that they have and be able to ask questions to uncover the deeper meaning and the complexity of the issues at hand.

Mary Claire: Okay, the next principle is really the notion of human need. And this addresses that the staff that we have doing this most valuable and important work, really need often to be seen, to be affirmed, to have a place where they can share and experience that has been either perhaps very joyful, somebody got a job or something really good happened in the family but often times, also something just of unbearable sadness or complexity where there's so much tension.

So to have staff be able to know that they're sharing this with someone and that this someone is affirming their efforts, their concern, and really helping them to realize the larger meaning of their work and the fact that these little, small steps that are occurring in this process of home visitation and whatever kind of work people are doing, have a larger meaning; often, talking about this and what this parent will remember, or what the meaning is of a parent's shift to their young child.

So this on-going...seeing the other person's value in this slow toil of this emotional labor that they're involved in is really important in helping staff stay in the work and to realize the value of their work on a dail-to-day basis, even when things aren't always going so well.

Anna: Okay, key principle number five speaks to awareness of self, the ability to recognize our reactions to others and to go beyond, to imagine, inquire and ask questions about those thoughts and feelings. I think that reflective supervision [audio skips] ask questions, to think together and as we slow down to explore those issues around vicarious trauma, compassion, fatigue, that seem to be so paramount around their staff and our direct service staff.

And to then be able to...I think that process similar to what Mary Claire talked about throughout, is this parallel process. So in our raising awareness of our own staff and then direct service staff, that they can then, in turn, do that and hold them there, up to our own families around their own thoughts and feelings and to relationships with their children.

Mary Claire: Okay, moving on to key principle number six, which is awareness of others. A little bit of an extension of the perspective, but this is really trying to pull in the notion that the home visitor always has the task of individualizing, really thinking about: "How can I tailor this piece of curriculum in response to a concern? How can I tailor it or think about it in the context of this family, this

family's culture, this child's individual needs, so that things go beyond formulaic approach to doing or delivering service, but really engaging, attuning and making that intervention highly personalized for that particular recipient of services?"

The next principle, and I'm going to do this one too, it's a detour in a road here, is the notion of...it's really what I like to think as the notion of not knowing. It's about curiosity. So as people are doing reflective supervision, and certainly also as they do the work, it's very important that the supervisor holds a stance of really seeking to understand what the experience of the fat person has been, what the meaning is of a particular response that a family might have had to a service.

This idea of not knowing is genuinely inquiring so that together, the supervisor and the staff person are partnering. And the parallel of course, again, is that they want home visitors to see families as not just another family with a toddler, but "How do I understand this parent, this parent's world, this parent's dreams so that I can make these services so particular and tuned in to what that person wants for themselves and for their child, that they can be really effective?"

Anna: I think it's so ironic that I am talking about this key principle about never hydroplaning because I am certainly the queen of hydroplaning. As an administrator, I think we have such a strong urge to jump to trying to problem solve and fix and tell someone it's okay or to find a way to solve a problem. However, I'm just going to jump back to that slide.

Mary Claire: So yeah, I did that. I did something down there.

Anna: Okay.

Mary Claire: Sorry.

Anna: Okay. But we were explaining, so think about reflective supervision, what's the process of slowing down and fighting back urge so that you can think together, so that you can ask more questions, so that you can ask the person...I've seen, clearly, in our examples of what Mary Claire and I are sharing, I supervise a lot of managers and I try not to hydroplane [inaudible 00:31:21 - 00:31:23] managers and emerging leaders to [inaudible 00:31:27 - 00:31:30]. I can give them the opportunity for them, themselves. And then also what their internal process is like, is...

Michelle: Hi, sorry, you're breaking up a bit. Could you switch presenters for a moment while we maybe re-connect your line?

Anna: Yes, sure.

Michelle: Okay.

Mary Claire: Okay, great. So I think Anna was in the middle. I was having a little trouble hearing her too, so I'm going to just sort of let her...I'll let her come back to hydroplaning and I'm going to...which is a key principle of course that sometimes is called don't jump to conclusion. So let me move on to this next one. There we go. I'm going to shift into number nine, which is a tricky principle.

I think that as supervisors, and I was a supervisor for a very long time and continue to supervise in some more limited context, is that people attribute a lot of power to the supervisor and a lot of, I don't know, just sort of being in charge. And so as we think about this, what we want to do is really recognize the power that we have. Be careful about not using it in a way that's not ethical. And also, for me, this principal holds the notion that people often give me power or are weary of what...take what I say in a certain way. So I have to be

very careful about what I say and I have to be very careful to hold a reflective, collaborative hand because people may tend to see as a suggestion as a mandate.

So sorting out what power is, how people see me, what are people's other experiences have been with supervision and carefully constructing a kind of a contract about what I'm in charge of, what I will do and how I want us to work together in supervision, sharing and collaborating when possible, and also points where I may have to step in or I will step in and the circumstances under which I would do that. So it's again, trying to sort things out, talk about them ahead of time and always hold on to the notion of this sort of ethical use of the power and responsibility that you have as a supervisor.

Michelle: Are you back, Anna?

Anna: I'm back on the line. Can you hear me?

Mary Claire: Okay, I can hear you.

Anna: Great, great.

Mary Claire: I think we're on to the next slide about sports and truth.

Anna: Wonderful. This key principle is an opportunity to really hold the...I think the internal processes, the tales of the work, but also to be able to hold a bigger picture and a vision of the work that we're doing. This is an opportunity to hold both as we sit in front of our supervisors and we meet with them to be able to hold both the forest and the trees in the work that we're doing.

Mary Claire: Okay, so I often also think of this is that staff who are out doing the work need somebody to hold the forest, the big picture but also the big administrative picture and to pull that in gently in a way that has meaning for them because when you're doing the day-to-day work on an on-going basis, sometimes some of the administrative details or the overall system are not as...don't have as much [inaudible 00:35:48] or as much meaning, so bringing that in when it's appropriate.

The next principle, and this is really kind of an implementation principle is that the...we have found, I have found and we have certainly found in the work in Alameda, that it is important when bringing on a new model of supervision to help staff, help the supervising staff, but also help the staff who are receiving the services. Understand, why are we doing supervision this way? What is the supervision supposed to look like and why is it structured like this? What is it meant to do and how is it different, and how is it alike with other models that they may have experience?

One of the reasons that this is a very important principle is that the...for some people, this was very, very different, a different way to do supervision and what is kind of disorganizing all of a sudden to have your supervisor asking you what you made of that or how, "What kinds of feelings or thoughts did it bring up for you when that happened?" And they need to understand so it will sound a bit more helpful and they understand the reasoning and how it's related to the particular, to the work that they're doing and ultimately to the quality of work that they are doing.

The next, this is related to the prior principle is that this is very important, is that reflective supervision is not therapy, that reflective supervision is always about the work. And so in the explanations about this, we try to talk with people that in order to do our work well, we have to realize and accept and work with, the notion that this work tends to stress up. It tends to engage feelings to bring up deep-seated values and responses that have to be sorted through and thought about so that they can be used effectively, and not simply acted on.

In other words, we have to think about our own responses and if reflective supervision is not done carefully, not done according to a set of competencies and standards, it can feel a little bit of that little....it can feel therapy like. So always in helping people understand this in an orientation, needs to be very clear that it is not about an individual's personal need to talk for a whole hour about their feelings, but it's about how do those feelings, how do they inform the work that is being discussed, work that is about families and children?

And so this shift and focusing on this shift is important in orienting people to the work. We also use a lot of videos of reflective supervision so people get a sense of that before they start receiving reflective supervision themselves so that they sort of get a sense of what we're talking about here, about reflection in supervision work.

Anna: Okay, so the next two slides, we're going to review the practical components of implementing reflective supervision and reflective practice in your organization. Alameda County is in its third year of engaging with UCSF Benioff Children's Hospital and they are facilitating groups for supervisors and managers. We have also another one, specifically for administrators, where we meet monthly to discuss and receive technical assistance and support around implementing reflective supervision in our work.

We are doing a lot to learn to balance how we support staff, how to use reflection in our work, as well as to build in accountability because of our grand expectations, our organizational expectations and to bring the three of those at the forefront of our support with staff.

Well, how do you start? How do you begin to incorporate reflective supervision in your organizations and agencies? I think first it would be important to talk about reflective supervision, the concept of reflective supervision with your administrator and director because it is so critical to think about your

supervision structure and to think about how to receive support as you continue this practice. I think the buy-in of administrators and directors is hugely important. It does change the work culture.

Also talking to your staff about what kind of support they need and want in their work, what do they need to feel like they are addressing the needs of the families that they're serving, how to enhance their direct services, how to become a stronger case manager, home visitor. And you want to make sure that you have a supervision structure that can support reflective supervision. So if you have a manager that is supervising 25 people, it makes it very challenging to be able to incorporate a structure where they are supervising staff, either weekly or every other week for an hour at a consistent time, and to be able to really blend in the programmatic needs and the reflective needs of staff.

It is also important to think about the infrastructure. Do you have money in your budget? Develop a support group. Is there an infrastructure so that you can make time, so that you can slow things down to be able to incorporate reflection in your meeting with staff? Where are the places? Think about starting this. Perhaps it is in case review or in case conferences. Perhaps it is in your already regular meetings with staff.

Training and support is another very significant component in incorporating supervision. For me, I found it very helpful to be able to participate in trainings, webinars such as these, to be able to see...have support and to see technical assistance for my own supervisor or from...we've been very fortunate that Mary Claire has been facilitating our groups for the past two years, and to seek that consultation has been hugely pivotal, I think, in changing the culture and incorporating reflective supervision in our organization.

Luckily, we also have resources throughout our country around reflective supervision. Zero to three I think have some very interesting and helpful information on their website, I called it to download, books to order, one of which we use is Mary Claire's book on reflective supervision in our groups.

And then of course, practice. Practicing, trying it out, having discussions with staff as Mary Claire said in the previous slide so that people have an understanding of what we're trying to do and the shift and the change is another key component with starting on reflective supervision and incorporating it and using it in your organization.

Mary Claire: Okay, so now it's your turn.

Anna: Mary Claire, is there anything you'd like to add in this note? You said someone who was so pivotal in having our organization do this.

Mary Claire: Well, I think one thing that you said which was really important is that before we began this work, there had been a large amount of work that Anna and her staff had done to really meet with staff to talk with them about their experiences of doing the work and what did they feel they needed to do this more effectively?"

Their responses of wanting more support, wanting to be seen more, wanting to be able to talk about this when things happen that were difficult, was very [inaudible 00:45:06] a strong case than in rationale to build a system where people could then rely on being able to meet in a group, and also individually, for reflective supervision on a regular basis.

I think that work ahead of time of thinking, "What is the need? What's going on is important." And then as demonstrated here, this is something that takes time to practice and to feel comfortable but in the meanwhile, people are getting these services and the shifts that Anna is reporting and that we've seen in the staff are quite remarkable. Their sense of ownership, their sense of feeling that they have some real tools to manage difficult things, even including some of the regular things they were handling before, like problems in documentation and people who are late and all sorts of things.

They've got some new tools that have been very effective. So I think knowing that this is not something that you do, you go to a workshop or even a couple of workshops and then just start doing it. This is something when the administrative pieces need to be in place, you start doing it and then you work on really building the depth and the competency of the supervision staff to do this. Okay, we're ready for your hard questions now at this point.

Michelle: Great, thank you both so much for taking the time to present today. Your presentation was wonderful. And so I just want to remind everybody that if you have questions, please chat them in. We'll be taking questions by chat and if we don't get to them in our time remaining, then we will put them into a Q&A document. Yes, again, please remember to type them into chat. So let me just give it a second to see if chat questions come in. Okay, I see we have our first. And so the first question is, what's the hardest thing about starting this practice or bringing it into an organization? So what's the hardest thing?

Mary Claire: Okay. Anna, do you want to tackle that or do you want me?

Anna: Sure, yes. I mean, I think that there are a couple of things. The biggest challenge that we face with the change of culture, I think there is a tradition in our culture in particular, for there to be very directive, working relationships around the supervisor and the supervisee, so if there's an issue, do this, do that. How can we make this happen?

And so what was missing, I think, is why being able to really slow down to be able to ask the deeper questions around perhaps, why do we have this problem? What do you think is happening here? Why were you late? What was the situation? Tell me more about it. What can we change together? And joining with staff in a different way was a huge change in culture.

And then being able to slow down. I think in our organization as with many organizations, people move at a very fast pace and you have to be able to jump off that treadmill to be able to slow down and think about the work that you're doing. I think those two pieces were pretty significant for us and still continue to be, but we're working around it and we're changing it.

Mary Claire: I would add one thing, that the...and it's the hardest thing but it's the most important thing, is that the top leadership in an organization absolutely have to buy in, that this is an important thing and it's something that...where they will be being asked also in their support of their supervisors to use reflective approaches. So again, it's an organizational change sort of notion and that's number one. Number two, people really have to, I think, understand the benefits and be willing to take it on. It's not something you send your staff to to learn and then just say, "Go off and do this." It is an engagement that really requires that everyone take it in and participate and think about it.

Michelle: Great, thank you.

Mary Claire: Okay.

Michelle: So I see we have another question. How is reflective supervision different from regular supervision?

Mary Claire: Okay, now it's a great question. I think it's different in the sense that it is collaborative so that the supervisor really doesn't...really is trying to understand what is that person's experience of the particular work that they're doing? How do they understand it? How do they feel? What do they make of it so that they can work together? It is very different than top down. You've got these tasks to accomplish, do them. Here's a checklist, let's see what you've got done. It's maybe more, "Wow! We've got this. This is the scope of our work. Let's think about where is it going well? What are the places that are a little harder?" So it's a different kind of approach.

The change in the power differential is a huge part of it. The supervisor is often really seen as an ally and a support person, a mentor of sorts as opposed to "the boss." So there is a shift that happens over time, and one of the ways that we do this is we spend quite a bit of time on this idea of what have your experiences been? What has it been like for you to be supervised? What are the ghosts in you? What are the ghosts of supervisor past that are coming in to this supervision? So in other words, we have many people coming into this work who've been supervised in a very directed fashion. So again, they have to understand, they have to have the information given to them and they also have to experience over time and learn to trust and build a relationship.

This is a relationship-based approach to supervision. Again, the person is still the boss. There's still a power difference, but there is an active attempt to build a relationship around the work together but that makes it different. And over time, it begins to feel different. And Anna's program was an example of a program that had very, what I would like to think of as mostly old fashioned kind of supervision. And I think now, going into a couple of years of doing this, we'll be getting to see staff respond and react in ways where we can see that they're liking this better, that this is more useful to them, that they're looking forward to this time as supposed to dreading the time with the supervisor.

Anna: And if I can add, traditional supervision, I define it as administrative and directive. "I need you to do A, B, C, D," and you check it off your list and you have your plan to move forward, but this supervision, this type of supervision as Mary Claire has just talked about, is relational, is collaborative, is coming together, is regular, so that you don't just meet with staff only when there's a problem. You're meeting them regularly to talk about the successes of their work, what is working well and then the challenges to think together.

Mary Claire: The other...just adding to this. It's a blended model, so the requirements that we have in our programs are not going to go away and also the notion of things changing, which I know they often do in terms of data

collection and other requirements, but the stance of the supervisor is different. So it's more of, "This is the work. We've got to figure out how we're going to do this. What can we...let's really take this. Let's take it on."

So the staff person is given more agency. Their strengths are brought forward more. They're allowed to bring in the knowledge that they have of how things are done in the field or what works into the mix, as opposed to being just sort of told in this more directive way. And frankly, I think this is one of the reasons that the practice seems to be leading to more effective kind of outcomes because the staff are more engaged in the kind of the problem solving around these requirements from the get-go.

Michelle: Great. Well, thank you so much to both of you for today's presentation. It was wonderful. And in the interest of time, I do want to wrap up. But before I do, I want to remind everyone of the upcoming webinars we have. Please mark your calendars for Thursday, March 24th, Marketing Toolkit 101 webinar which is going to be from 3:00 to 4:30 Eastern Time. That's again, this Thursday, March 25th...March 24th, excuse me. Then on April 6th, we'll host a joint CoIIN webinar with the Healthy Start Infant Mortality and Home Visiting CoIIN.

You can get the registration information for both of these webinars from the latest EPIC Center Training Alert or you can visit the EPIC Center website which is healthystartepic.org. It's right there on the slide. As a reminder, there are a variety of webinars and training materials available on the EPIC website, including stress dependency and resilience and also care coordination in the Healthy Start community.

Again, I want to thank you both for presenting and thank everybody else for joining. This concludes today's webinar and we hope to see you again on our webinar soon.