Wisconsin Public Psychiatry Network Teleconference (WPPNT)

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WPPNT Reminders

- Call 877-820-7831 before 11:00 a.m.
- Enter passcode 107633#, when prompted.
- Questions may be asked, if time allows.
- To ask a question, press *6 on your phone to un-mute yourself. *6 to remote.
Demystifying Reflective Practice & Reflective Supervision

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My viewpoint comes from serving young children and families—we have the responsibility of helping families and children develop their social, emotional, and cognitive skills—and this is best practice.

Principles and values apply to any one working in a human service field.
Definition: Reflection

- A tool that enhances a professional’s capacity to recognize **mental states**
  - Feelings
  - Thoughts
  - Intentions

- In themselves and others
- Link the mental states to behavior
Definitions: Reflection

Professionals across all systems and disciplines can benefit from:

- developing and practicing ways to slow down
- carefully examining their attitudes, beliefs, and perceptions.
What is Reflective Practice?

- Regular “practice” of reflection
- Integration into the routine structures of an agency
- In IMH field, this has proven beneficial to:
  - Direct providers of services
  - Supervisors
  - Consultants
  - And, the children and families being served.
What is Reflective Practice?

A way of practicing where...

- the professional is able to step back from the immediate, intense experience of direct work
- to take time to consider what the experience means to the professional and the family

(1. Parlakian, R. 2001)
Building reflective capacities is an important skill set for *anyone* because:

- it strengthens resiliency
- helps maintain a balanced outlook

It is *CRITICAL* for professionals working with young children and their parents/caregivers who are striving to support early relationships.
What is Reflective Practice?

- Reflective Practice begins with oneself.
- Not just looking back on past actions and events
- Taking a conscious look at emotions, experiences, actions, and responses
- Using that information to add to their existing knowledge base to reach a higher level of understanding².

(2. C. Paterson & J. Chapman 2013)
Questions to Foster your Journey Toward Self-Reflection

1. What did it feel like to be in this situation?
2. Given who I am, what did I bring to this situation?
3. What might I be taking for granted in this situation?
4. How might my relationship with others be affecting this relationship?
5. How do I explain the other person’s behaviors? Are there alternative explanations?
What is Reflective Practice?

- Recognizes that working with people is *RELATIONAL* and *COMPLEX*.

- Child development occurs within the context of relationships.

- Adults grow, strive and do their best within the context of healthy relationships.
This effect of relationships on relationships is the essence of parallel process.

Recognizes that the various components (or people) of a system are in relationship and influence each other.

The influence can be negative or positive.
Reflective Practice

- When Supervisors & Leaders practice reflectively, this “way of being” contributes to a healthier, more supportive environment where staff feel safe which enables them to grow and develop.

- By gaining skills and practicing in a reflective manner, professionals carry forth these qualities with families—using their relationship to bring out the family’s strengths and resiliency.
Think of your favorite Supervisor...

- Take a few seconds to jot down words or phrases that describe an effective leader.
- What qualities do you remember?
Reflective capacities are developed, supported, and maintained through intentional and regular practice.

Reflective Supervision and/or Consultation is one way for professionals and agencies to consistently engage in reflective practices.
Defining Reflective Supervision & Consultation

- Provided by a Supervisor within the agency
- Provided individually and/or in groups
- Contracted from outside the agency
- Provides to individuals and/or groups
- Knowledge and experience with reflective practices

Reflective Supervision

Reflective Consultation
Three Types of Supervision

- **Administrative**—focuses on oversight of regulations, policies, rules, and procedures.

- **Clinical**—focuses on reviewing casework, diagnostic impressions, interventions, treatment plans, and clinical progress.

- **Reflective**—focuses on shared exploration of parallel processes and addresses the emotional content of the work.
Reflective Supervision/Consultation

GOAL:
- To create an environment in which people do their best thinking about their work with young children, families, and staff members.
- To create an environment characterized by safety, calmness, and support.
- To create an organizational climate and culture of safety, trust, collaboration, and shared exploration.
Reflective Supervision/Consultation

- Collaborative relationships
- Professional growth
- Improved practices by cherishing strengths
- Partners around vulnerabilities
Reflective Supervision/Consultation

Creates a “holding” environment
  ◦ An emotional breathing space
  ◦ Safe to explore
    • Accomplishments
    • Insecurities
    • Mistakes
    • Questions
    • Differences
A note about SAFETY…

- Safety is essential for genuine reflection to take place.
- Individuals must have trust in themselves, their peers, supervisors, and leaders to engage in a deeper exploration of their work.
- Without safety, the reflective process will likely stay at the surface, resulting in a practice that lacks authenticity and meaning and doesn’t yield desired outcomes.
Essential Elements in Providing Reflective Supervision/Consultation

Key Elements:

- Collaborative
- Regular/Consistent
- Relationship-Focused
Essential Elements of RS/C

1. Collaboration
   ◦ Working together to address a problem or shared goal
   ◦ Exchanging ideas
   ◦ View each other as partners
   ◦ Each provide expertise and knowledge
   ◦ Engage in shared exploration
Collaboration

What would someone at peephole A see?

What would someone at peephole B see?

2. Regular/Consistent
   ◦ Predictable schedule
   ◦ Respect
   ◦ Routine
   ◦ Stability
   ◦ Commitment
   ◦ Practice
3. Relationship–Focused
   ◦ Thoughtful consideration of all relationships (direct and indirect)
   ◦ Explore emotions
   ◦ Explore strengths
   ◦ Explore perspectives
   ◦ Explore the *Parallel Processes*
WHO can provide RS/C?

Based on:
- Knowledge
- Personal characteristics
- Reflective capacity
- Experiential learning
- Lived experiences
- Aptitude

Experts in the field strongly recommend that someone receives RS before providing it to others and to continue receiving it while supporting others with RS/C. *This will honor the Parallel Process.*
An International credentialing system that verifies professionals who work with or on behalf of infants, young children and families have unique knowledge, skills, experience, and attitudes to serve these populations.

For more information, please contact the Wisconsin Alliance for Infant Mental Health (WI–AIMH)

www.wiaimh.org
The Benefits of Reflective Practice

Engaging in these practices has a positive effect on agency practice and functioning:

- Increased client engagement
- Increased goal attainment
- Reduction in “burn-out”
- Reduction in Staff turn over
- Increased job satisfaction
- Creates a more effective, healthier workforce
The Benefits of Reflective Practice

Changes in staff include increases in the ability to:

- become self-aware and self-regulate
- pause
- consider multiple perspectives
- explore options and new approaches
- maintain a curious stance
The Benefits of Reflective Practice

- It’s good for the BRAIN!

- Pausing and considering what’s happening inside and outside of one’s body and mind utilizes the prefrontal cortex and posterior cingulate cortex

- Also strengthens the prefrontal lobes
The Benefits of Reflective Practice

Prefrontal Cortex
Responsible for diverse cognitive functions

• Planning
• Flexibility
• Delayed responding
• Active problem-solving
• New Learning
• Creativity
• Emotional Regulation
• Modulating Anxiety
The Benefits of Reflective Practice

- Research clearly demonstrates that the brain responds to experience, both positive or negative.

- Reflective Practices target key regions of the brain that help us:
  - Regulate ourselves
  - Think more clearly
  - Think creatively
  - Feel less anxious
Resources

Books
  ◦ **Reflective Supervision & Leadership in Infant and Early Childhood Programs**
    By: Mary Claire Heffron & Trudi Murch
  ◦ **A Practical Guide to Reflective Supervision**
    Edited by: Sherryl Scott Heller & Linda Gilkerson
  ◦ **HAND-OUT: Demystifying Reflective Practice***
    Developed by the WI Infant/Early Childhood Mental Health Policy Committee

(*References listed here regarding the information presented)
Want to Learn more?

- WI–AIMH: Reflective Supervision Learning Collaborative [www.wiamh.org](http://www.wiamh.org)
- FAN (Facilitating Attuned Interactions) Training: [https://uwm.edu/mcwp/home-visiting-training-descriptions/](https://uwm.edu/mcwp/home-visiting-training-descriptions/)
THANK YOU!!!

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