

# Reflective Supervision

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## Field Instructor Enrichment 2009



# Objectives

- Define reflective supervision
- Identify the benefits of reflective supervision as a tool in field education
- Understand the influence of phases of professional development on field education
- Apply an understanding of the impact of learning styles on reflective supervision

# Types of Supervision

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- Administrative
- Clinical
- Reflective

**Reflective supervision supports professional development through promoting understanding of what the student brings to the situation that can help or hinder the change process.**

# Objectives of Reflective Supervision

- Establish a trusting relationship
- Be emotionally present
- Listen, teach, guide, nurture and support
- Apply integration of emotion and reason
- Foster reflective process for student
- Attend to how reactions to the content affect the process
- Allow time for personal reflection

# Reflective Questions

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- What was your experience with supervision as a student and young professional?
- In what ways will this influence your work with students?

# List ways to foster a reflective process

# Best Practice Guidelines

- Set regularly scheduled meetings that protect against interruptions
- Create an agreed upon an agenda
- Model openness, curiosity and emotional availability
- Avoid harsh judgment
- Observe and listen carefully
- Ally with student strengths
- Support development of student's observation and listening skills



# Best Practice Guidelines

- Invite sharing of details
- Listen for student's emotions
- Invite student to talk about feelings
- Respond with empathy
- Encourage exploration of thoughts/feelings
- Maintain balance of attention to case and student
- Reflect on process in preparation for next meeting
- Be available in crisis

# Phases of Professional Development

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- Lay Helper
- Beginning Student
- Advanced Student
- Novice Professional
- Experienced Professional
- Senior Professional

# Growth across phases

- Application of techniques and methods shifts from conforming and rigid to personalized and flexible.
- Beginning practitioners rely on external expertise, seasoned professionals rely on internal expertise.
- Beginning practitioners experience much anxiety in their work. Over time, anxiety is mastered by most

# Growth across phases

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- Continuous reflection is a prerequisite for optimal learning and development at all phases.
- Major influences are relationships
  - Clients
  - Personal functioning and development
  - Supervisory experience

# Beginning Student

- Question suitability for the work
- Professors and field instructors major influence
- Meeting clients for the first time is central task
- Anxiety and apprehension are calmed by feedback
- Specific methods (models, theories and techniques) are helpful

# Advanced Student

- Internalizes professional identity
- Often acts in a conservative and cautious yet excessively thorough fashion
- Begins to critically assess and evaluate methods (models, theories and techniques)
- Vulnerability and insecurity may lead to seek confirmation and feedback from instructors and peers
- Still externally focused, simultaneously increasing internal focus

# Reflective Questions

- With what phase do you identify?
- What were your experiences at the beginning and advanced student phases?
- How will this impact you as a field instructor?

# Understanding Adult Learning

- Adults learn best when the focus is on process first and content second
- A student's learning style impacts how a field instructor approaches them with information
- People have a tendency toward one style
- Look for patterns of traits that show learning style



# Three Learning Styles

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- Learn through seeing
- Learn through hearing/talking
- Learn through touching/doing

# Tools for Reflection

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- Assessment of Learning Styles
- Process Recording
- Reflective Questions

# Times to pause and reflect

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- Labeling/dehumanizing language
- Sarcasm
- Sugar coating
- Avoidance
- Loss of Empathy

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