



STARTING
EARLY
STARTING
SMART

Healthy Minds, Healthy
Behaviors: Promising
Lives Right From the Start

Module III Training Goal

To gain (more) insight into the shape of reflective supervision when using the mutual competence model to support home visitors.



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Module III Objectives

By the end of this module, participants will be able to

- Observe and identify the elements of a reflective supervision style, which promotes mutual competence and partnership between supervisor and home visitor.
- Observe and identify [in the Jones-Hitch video] instances of reflective, supportive supervision.
- Review their own and colleagues' videotapes through the “mutual competence” lens by using “tools” provided in the training (handouts from this and previous sessions).



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Reflective Supervision Defined

- Reflective supervision represents an opportunity to reflect on one's own work in a safe environment—an environment that one can trust to be supportive.
- Effective reflective supervision is based on a positive, nurturing, yet professional, supervisory relationship that encourages sharing.
- Reflective supervision consists of warmth, acceptance, respect, understanding, and trust. Good supervisors self-disclose and create an atmosphere of experimentation and allowance for mistakes.



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Reflective Supervision (continued)

- The core belief behind reflective supervision is the *Parallel Process*—nurturing begets nurturing.
- Reflection provides a chance to see more clearly what may have been confusing to the Home Visitor at the time a particular event occurred.



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Supervision Components

CARETAKING vs NURTURING

Caretaking . . .

Refers to the supervisor as an authority who attends to the basic needs of the program—those needs that keep the program running:

- Do home visitors have adequate training to do their jobs?
- Are the staff seeing their families and completing paperwork on schedule?
- Does the program have the supplies it needs?
- Are timesheets, performance reviews, and vacation scheduling handled appropriately?



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Supervision Components (continued)

CARETAKING vs NURTURING

Nurturing . . .

Refers to the way(s) the supervisor tries to establish a mutually competent working relationship with home visitors.

These include:

- Sets expectations around meetings (caretaker vs reflective)
- Provides an atmosphere for sharing
- Listens, really listens
- Suspends judgment . . . tries to learn more
- Provides a way to think about, “see,” or approach the parent and child from a different perspective
- Refrains from advice-giving, but helps home visitor with planning for next visit with the family
- Grows personally and professionally with the home visitor