

**Note to Learner:** The Institute for the Advancement of Family Support Professionals (IAFSP) encourages you to complete the training and activities with the support of your supervisor, a peer or a technical assistance consultant. The notes below will guide you in preparing to take the training, following up with your support person after the training and supporting transfer of learning into daily practice.

**Ongoing:** View the Professional Development Program and each training module as an investment in skills and knowledge to help improve home visitor effectiveness.

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**Before the training:**

- Learner and support person review course objectives and family support professional competencies
- Learner rates knowledge of learning objectives

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**During the training, the learner:**

- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Prints reflective responses to share with support person
- Completes post-training evaluation

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**After the training:**

- Learner:
  - Rates knowledge of learning objectives
  - Completes post-training activities, as required
  - Develops an action plan for applying skills and knowledge in daily practice
  - Meets with support person to:
    - Review pre- and post-training activities
    - Discuss reflections, questions, and concerns
    - Review action plan for applying skills and knowledge in daily practice
    - Assess personal learning goals, transfer of learning, and action plan over time

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This 45-minute online module introduces supervisors to the basic principles of reflective supervision including its roots in infant mental health theory and practice, its definitions and its principles. The module explores the purpose and benefits of reflective supervision, as well as its various components.

**National Family Support Professional Supervisor Competencies Addressed:**

*Domain 2: Professional Practice*

*Dimension 5: Reflective practice*

*Component a: Critical reflection*

*Component b: Observation*

*Component c: Biases*

*Dimension 6: Professional boundaries*

*Component b: Stress management*

*Domain 3: Relationship-Based Partnerships*

*Dimension 8: Respect and Responsiveness*

*Component b: Relationship building*

*Domain 6: Effective Work Environment*

*Dimension 19: Coaching and mentoring*

*Component c: Empathy and compassion*

**BEFORE THE TRAINING**

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

Learning Objective	Before the Training	After the Training
Describe reflective supervision as it relates to infant mental health work		
Explain the purpose and benefits of reflective supervision		
Identify the core components and elements of reflective supervision		
Differentiate between the three types of supervision		

**My personal learning goals for this training are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## AFTER THE TRAINING

**Reflections on what I learned:**

**Questions and concerns I identified:**

**Action Plan:** (Each learner’s plan will be unique. To get you started, some ideas are listed below.)

As a result of this training, I will...

- Share what I’ve learned about reflective supervision with my supervisor or peers and reflect on how it may support staff and families
- Reflect with staff about support they may need with boundaries: keeping the families’ “stuff” separate from their own
- Seek out additional training in reflective supervision

### My Action Plan

ACTION	TARGET DATE	DATE COMPLETED