

Reflective Supervision/Consultation Learning Collaborative

The Society for the Protection and Care of Children

“RS is a set of caring conversations co-constructed over time by supervisee and supervisor; improvised or created in the moment, yet deepening their connection as together they develop their history and knowledge of one another and of the children and families in their conjoined care.”

Rebecca Shahmoon-Shanok

Training Description

This Reflective Supervision/Consultation Learning Collaborative is a comprehensive, experientially based, small group training for supervisors and administrative leaders in the field of infants, young children and families. Through a balance of Reflective Learning Intensive days, monthly Reflective Supervision Groups, sharing of collective group knowledge, and ongoing support, participants will experience how to implement and provide reflective supervision within their programs while simultaneously, receiving reflective consultation themselves by qualified, experienced reflective supervisors/consultants. This learning collaborative is also designed to provide infant/early childhood program supervisors and leaders with much of the training and experience needed to pursue Infant Mental Health (IMH) Endorsement.

Course Objectives

- Gain a clear and deep understanding of fundamental theories of Reflective Supervision/Consultation, and specifically how it relates to Infant and Early Childhood Mental Health work.
- Increase self-reflective capacity as a supervisor/leader.
- Understand and articulate the value of Reflective Supervision for programs and staff working with infants, young children and their families.
- Develop one's Reflective Supervisor identity and personal practice of Reflective Supervision.
- Learn the operationalized components of Reflective Supervision.
- Increase skills in navigating complex supervisory relationships.
- Meet 30 hours of training criteria for the New York State Association for Infant Mental Health Endorsement.
- Receive 20 hours of Reflective Supervision/Consultation toward the New York State Association for Infant Mental Health Endorsement.

Rationale

In addition to Reflective Supervision/Consultation being the gold standard of support for front line staff across infant and young child serving disciplines, RS/C is increasingly being highlighted as a necessary requirement of fidelity and best practice in many Evidenced Based Practices. In addition to RS/C becoming an increasing expectation in EBP's it is also a cornerstone of Infant and Early Childhood Mental Health practice. As New York State, and the Rochester area specifically, is experiencing an increased valuing of, and demand for Infant and Early Childhood Mental Health specialists across sectors, the shortage of trained RS/C providers is increasingly

evident. Additionally, in 2016 The New York State Association for Infant Mental Health adopted The Alliance for the Advancement of Infant Mental Health's *Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health*®. The Endorsement® system is the premiere, global effort that identifies best practice competencies across disciplines and settings. Receiving Reflective Supervision/Consultation through a vetted and/or Endorsed professional is a requirement of this set of standards and competencies. For professionals aiming to become Endorsed as an Infant Mental Specialist (III) or an Infant Mental Health Mentor (IV), and provide NYS-AIMH approved RS/C for supervisees seeking Endorsement, this course aims to meet many of the training and experiential standards and competencies specific to supervision for the New York State Infant Mental Health Endorsement and will allow professionals to pursue this post-degree specialization and credential; a specialization and credential increasing in demand in the Rochester area and in NYS.

Please visit nysaimh.org for further details about the trajectory of Infant Mental Health across the state and the Endorsement process.

Participants

This course is designed for multi-disciplinary professionals in supervisory or leadership roles in infant and young child serving agencies/fields in the Greater Rochester Area. While participants are not required to have prior training or practice experience in Reflective Supervision, they must value or interest in reflective capacity, relationship-based work, the professional use of self, cultural awareness, the balance between thoughts and emotions, and the parallel process. It is expected that some participants will have the goal of NYS-AIMH Endorsement as an Infant Mental Health Specialist or an Infant Mental Health Mentor-Clinical, this is not a required outcome for this Learning Collaborative. While this is not an exhaustive list, supervisors and leaders from the disciplines/fields/sectors of nursing, child-life specialists, social work, occupational therapy, speech therapy, physical medicine, nutrition, home visitation, psychotherapy, child welfare, legal field, and early childhood education will be a good fit for this Learning Collaborative.

Learning Collaborative Details

Through five Reflective Learning Intensive days, and seven Reflective Supervision/Consultation group experiences, this Learning Collaborative will provide a solid foundation of the theory and practice of Reflective Supervision. It will include a blend of training and reflective practice, and provide ample space for the group to combine its collective wisdom, learning from each other. This LC will include a small amount of reading and reflective practice exercises outside of our meetings times. Please note that Reflective Supervision/Consultation group experiences, outside readings and reflective practice exercises outside of the Learning Intensive Days will not count for CE Credits.

Schedule Outline for the Year

(Exact dates to be determined based on participant schedules):

October 26th, 2018, 9-5pm (8 hour) Reflective Learning Intensive
November 16th, 2018, 9-5pm (8 hour) Reflective Learning Intensive
December 12th, 2018 (90 minute) Group Reflective Supervision
January 9th, 2019 (90 minute) Group Reflective Supervision
February 15th, 2019, 9-5pm (8 hour) Reflective Learning Intensive
March 13th, 2019 (90 minute) Group Reflective Supervision
April 12th, 2019, 9-5pm (8 hour) Reflective Learning Intensive
May 15th, 2019 (90 minute) Group Reflective Supervision
June 14th, 2019, 9-5pm (8 hour) Reflective Learning Intensive
July 19th, 2019 (90 minute) Group Reflective Supervision
August 14th, 2019 (90 minute) Group Reflective Supervision
September 11th, 2019 (90 minute) Group Reflective Supervision

40 hours of Training

10.5 hours of Reflective Supervision

Cost

SPCC has a deep commitment to building the Reflective Supervision Capacity in the Rochester community. This year-long learning collaborative cost is valued at \$2000 per participant. Please e-mail us at trainings@spcc-roch.org to discuss scholarships, group rates, or other fee structures.

Instructor

Sarah Fitzgibbons, LMHC, MT-BC, IMH-E[®], Infant Mental Health Mentor- Clinical has spent the past 18+ years practicing, researching, supervising, teaching and developing programs in the field of Infant and Early Childhood Mental Health, with a specific expertise in infants and young children impacted by trauma, loss, attachment disruptions, child welfare, and parent-child relationship assessments. Sarah currently works as the Clinical Director at The Society for the Protection and Care of Children in Rochester, NY. Sarah holds a Bachelor's degree in Music Therapy, and a Master's Degree in Counseling Psychology from Naropa University and completed post-Masters training in Infant Mental Health through the University of Colorado (The Kempe Center). In 2015, Sarah was invited to participate as one of six I-ECMH experts across New York State to become Endorsed at the highest level in the field: Infant Mental Health Clinical Mentor (IMHM-C). She is a governing board member for The New York State Association for Infant Mental Health (NYS-AIMH), and serves as the Endorsement Committee Chairperson for NYS-AIMH. Additionally, she works with national I-ECMH leaders to advance the field, ensure fidelity, and increase capacity. In addition to her role at SPCC, Sarah is an instructor of Infant Mental Health coursework at The Warner School of Education (University of Rochester). Sarah is deeply committed to cultivating and nurturing Infant and Early Childhood Mental Health expertise across

our community and state through relationship based, culturally sensitive practice, teaching, supervision, and consultation. Above all other training, education, experience and license, Sarah has been most deeply challenged, enriched and inspired in her professional work through her lifelong role as a mother and daughter.

Co-Instructor

Alana Russotti, LCSW, IMH-E[®], Infant Mental Health Specialist has been working with children and families impacted by trauma in our community for over 10 years. Alana holds a Bachelor's degree in Psychology and Women & Gender Studies, and a Master's Degree from Fordham University in Social Work with a Clinical Concentration. Fueled by a core belief that the most meaningful way to support children is through their relationships with their caregivers, she began her career at SPCC in the Supervised Visitation Program. In 2014, after identifying a need for more intensive treatment options for children in foster care and high-conflict custody situations, Alana co-created Rochester's first Therapeutic Visitation Program; she currently works as the Clinical Supervisor of this program. In 2012, Alana was introduced and became quickly passionate about Infant Mental Health work. Particularly interested in the way clinicians doing this difficult work are supported, she has spent the last 4 years learning about, imperfectly practicing and working to build our community's capacity of Reflective Supervision. Alana holds particular expertise in providing and consulting in areas of Reflective Supervision, parent-child Emotional Availability[®], child welfare, child-centered high-conflict custody, Child-Centered Play Therapy, the impact of trauma on children, and Infant Mental Health. Relationships are at the core of who Alana is and she deeply values the impact of healthy relationships between multi-disciplinary systems, in the supervisory relationship, and with clients alike; Alana is grateful for the personal and professional relationships that have given her the fuel and grounding to do this work.