

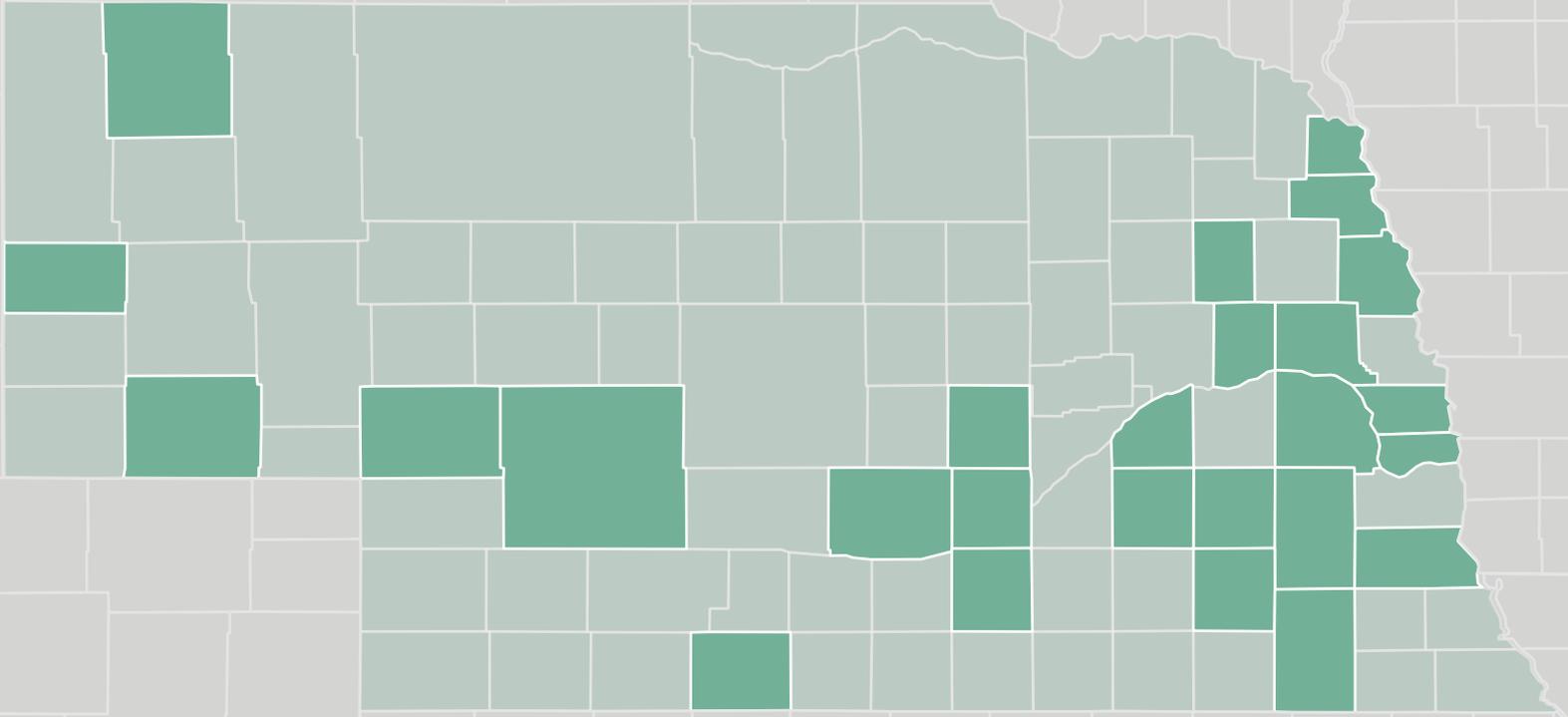


Nebraska Center on
Reflective Practice



2019 Annual Report Strengthening the Roots

Building Capacity in 2019



Trained
Professionals

In 26
Different Counties

3
Trainers Added

438
Reflective Consultation
Hours Provided

128
Total Trainees

From 54
Organizations

13
Total Trainings

In 6
Counties

What is Reflective Practice?

The human service and early childhood workforce is engaged in work that is both rewarding and taxing. Everyone has thoughts, feelings, and experiences they carry into their interactions with others. The purpose of reflective practice is to seek out those internal processes and see how they impact decision making. Once people are aware of their own internal processes, they are able to make more thoughtful decisions that benefit those they work with. When we are unaware of our own internal processes, we make decisions based upon assumptions, personal feelings, and biases that often go unrecognized without this type of practice.

Reflective practice is a relationship-based practice that assists in mitigating the effects of emotionally intrusive work by helping individuals examine their current and past actions, emotions, experiences, and responses to evaluate their performance and learn to improve in the future. This process relies on using people's own experiences to help them become more resilient in the face of work stress.

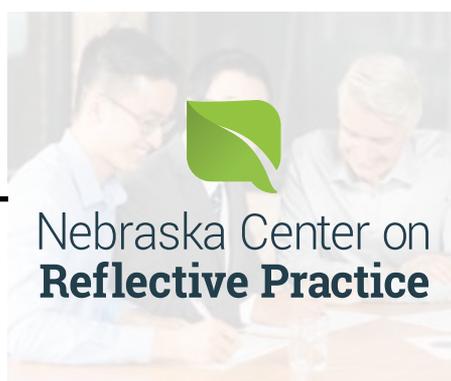


What is the Nebraska Center on Reflective Practice?

The Nebraska Center on Reflective Practice (NCRP) provides training, mentoring, consultation, and evaluation to individuals and organizations in need of reflective practice. It is the state-wide hub for the Reflective Practice FAN Training Program. The NCRP supports the use of reflective practice through three main areas: the Reflective Practice FAN Training Program, our Community of Practice, and various reflective consultation services.

The NCRP partners with key organizations to infuse reflective practice among various systems in Nebraska. We could not do the work we do without their partnership, involvement, and support.

To inquire about reflective practice services for yourself or your organization, contact Jamie Bahm at jamie.bahm@unl.edu.



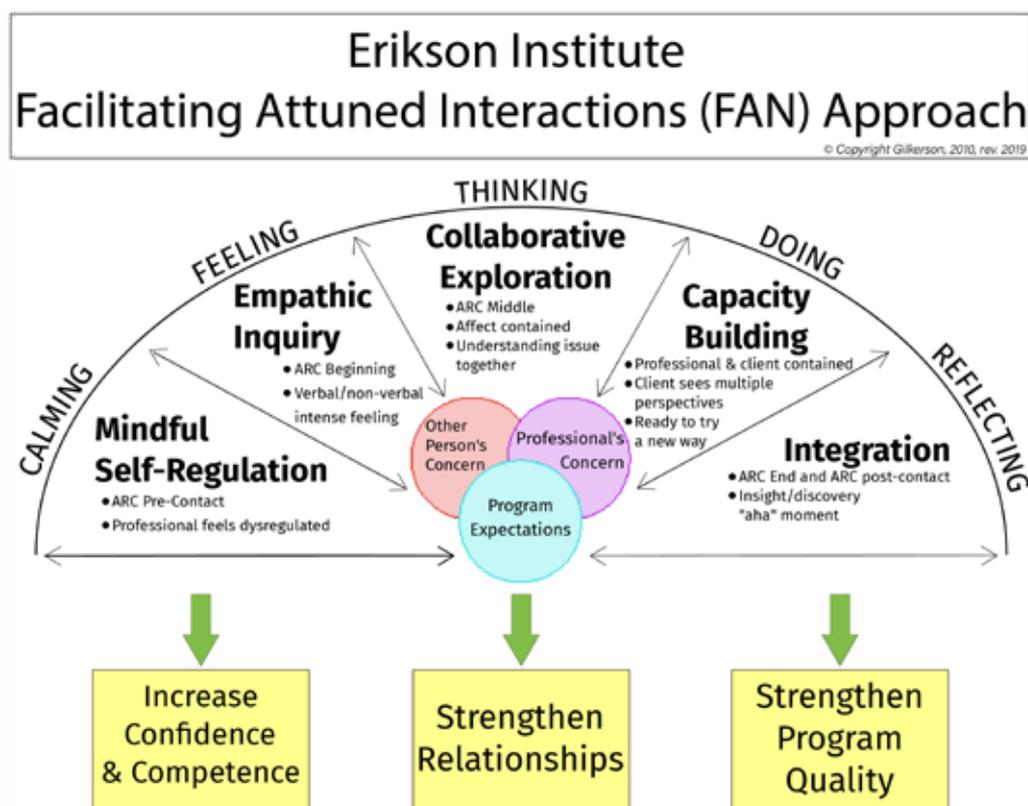
The FAN Supports Trauma-Informed Practice

-from the Erikson Institute, Chicago, IL

The FAN is both a conceptual model and practical tool for building relationships and reflective practice. The FAN is based off the concept of attunement. Feeling connected and understood creates space for individuals to try new ways of learning and relating. The FAN is a critical tool in helping to support trauma-informed practice.

Reflective practice:

- o Provides a consistent, predictable structure
- o Invites collaboration and choice with a focus on identifying strengths and developing new strengths
- o Allows individuals to acknowledge their own responses and respond to them with acceptance and balancing strategies
- o Does not avoid difficult topics, but rather provides space to acknowledge feelings and others' inner experiences



Reflective Practice FAN Training Program

The Reflective Practice FAN Training Program spans six to eight months in length. The program consists of organizational support, didactic instruction, practical application, and mentoring through the learning process. We recognize that adults learn best by practicing over time, applying what they already know, and learning in the context of meaningful relationships.

The training program consists of five parts:



Our training program staff serve as the participant's secure base as they integrate the FAN into their practice.



The mentorship period is crucial to integrating the FAN into practice. Linda Gilkerson, developer of the FAN model, considers 80% of FAN learning to happen in this phase.



Building Capacity: Reflective Ability

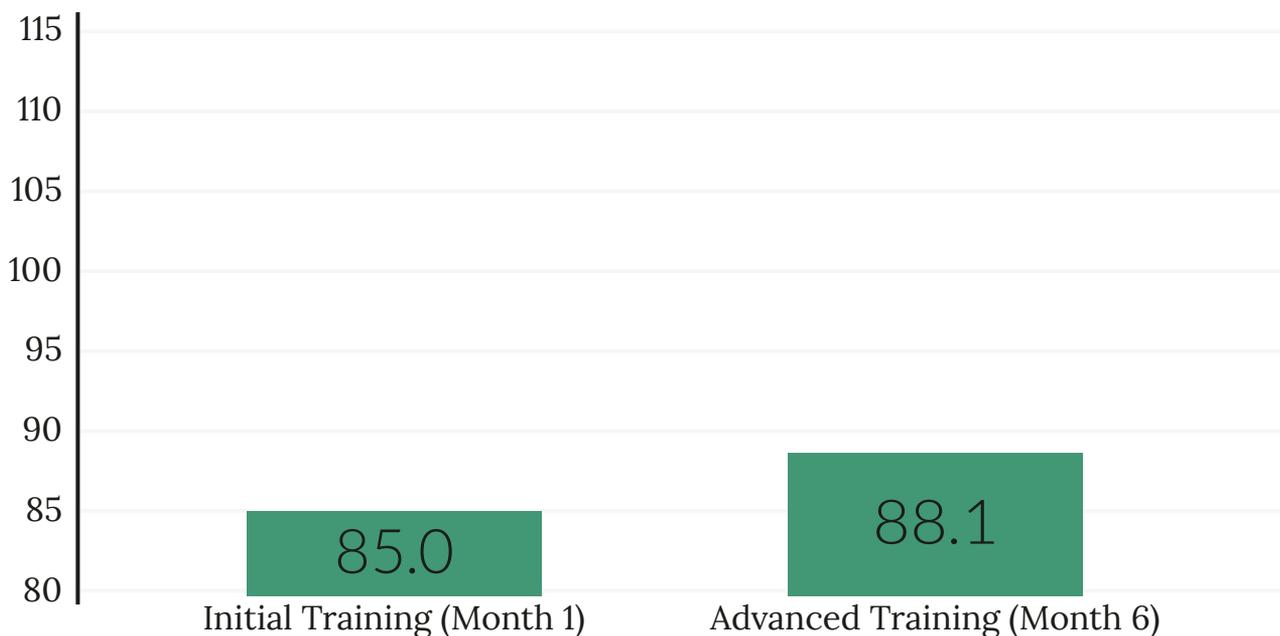
Attunement to others begins with the ability to reflect on your own thoughts, feelings, and behaviors. Evaluation of our reflective practice training reveals that practitioners grow in their ability to self-reflect.

We ask practitioners to complete the Groningen Reflective Ability Scale (Aukes et al., 2007) at the first training and then again six months later. Practitioners indicate how much they agree with statements related to introspection, openness to different ways of thinking, and ethical accountability. From the first survey to the second, practitioners' personal reflection abilities increase which in turn increases their capacity for attunement.

"I'm so grateful to have been introduced to the practice. I find myself using it more than I ever thought I would. Thank you!"

-Reflective Practice Recipient

Practitioners' Reflective Ability Over Six Months of Reflective Practice Training



Practitioners' Reflective Ability (N = 23), measured by the Groningen Reflective Ability Scale, can range from 23 to 115, with higher scores indicating a higher ability for personal reflection.

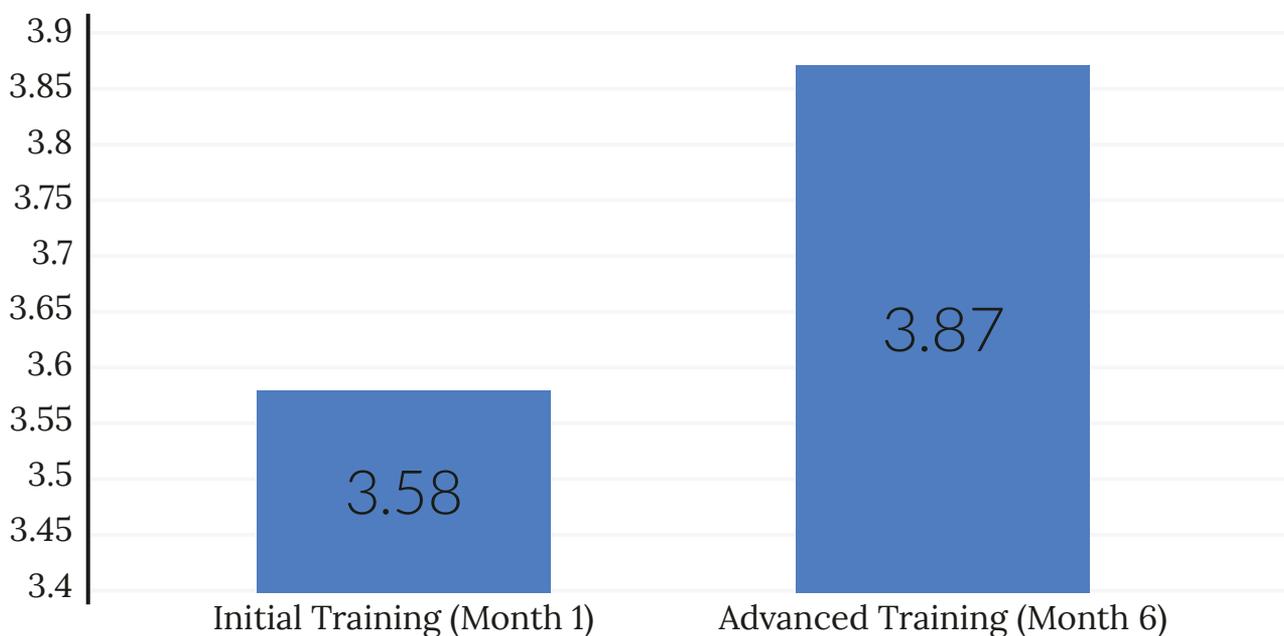
Building Capacity: Reflective Practice Sessions

Reflective practice recipients, those with whom our trainees are using the FAN, provide further evidence of the growth trainees experience. When asked about their practitioners' reflective practice skills, they rated them higher six months into the program compared with the start of the program. In other words, recipients feel that their practitioner is encouraging their growth through reflective practice.

“Overall, I have found this experience enlightening, useful, engaging and informative. I have enjoyed the process.”

-Reflective Practice Recipient

Recipients' Ratings of Practitioners' Reflective Process & Skills Over Six Months of Reflective Practice Training



Reflective practice session ratings (N = 53) are based on the Reflective Supervision Rating Scale. Values range from 1 to 5, with higher scores indicating more positive experiences with reflective practice and their practitioner.

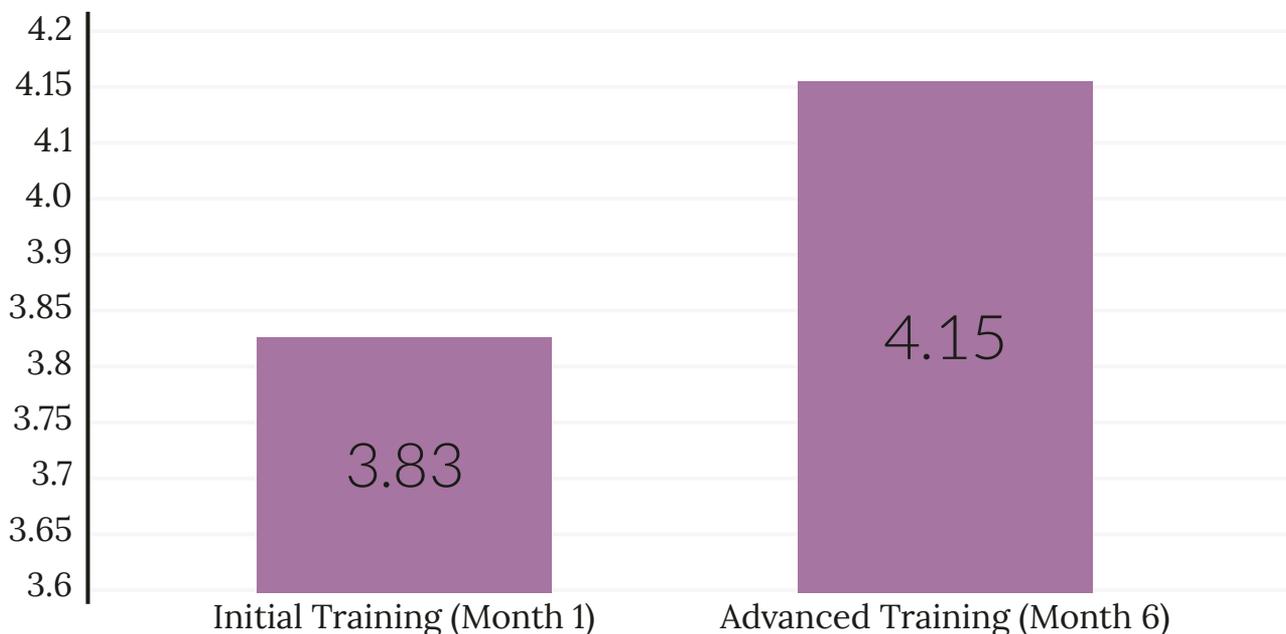
Building Capacity: Mentoring

Emerging research shows the FAN as a powerful tool for fostering and enhancing mentoring relationships. Through training and consultation, reflective practice practitioners grow in their ability to nurture trusting, attentive and collaborative learning relationships with their recipients. Six months after the initial training, recipients indicate their supervisors' mentoring abilities have increased.

“My supervisor has been a great teacher and guide. My challenges are with the lack of collaboration the social services personnel and attorneys are apparently used to. The process of changing that habit is slow and frustrating. When I am discouraged, it doesn't seem to stick long because I never feel like I want to give up. I can count on my supervisor sending me back into the fray after problem-solving.”

-Reflective Practice Recipient

Recipients' Ratings of Supervisors' Mentoring Skills Over Six Months of Reflective Practice Training



Mentoring ratings (N = 53) are based on the Reflective Supervision Rating Scale. Values range from 1 to 5, with higher scores indicating more positive experiences with reflective practice and their practitioner.

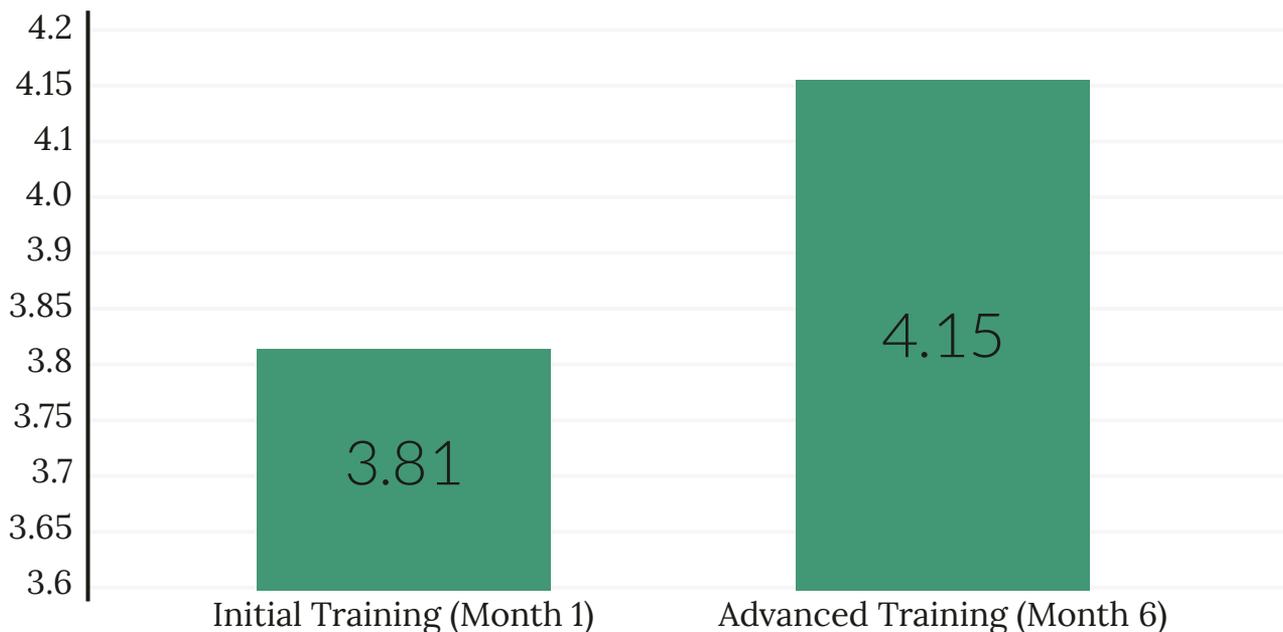
Building Capacity: Mentalization

Reflective practice enhances practitioners' mentalization skills. Rather than looking only at outward behaviors, mentalization reflects the ability to examine and understand underlying emotional, situational and cultural influences on behavior. Recipients rate their practitioners' skills in helping them process their emotions higher after reflective practice training.

"It has been my experience with reflective consultation that it has encouraged me to look at myself. In looking at my self more I have discovered understandable reasons why I may feel or think a certain, which then gives me clarity on how to move forward in a positive manner."

-Reflective Practice Recipient

Recipients' Ratings of Supervisors' Mentalization Skills Over Six Months of Reflective Practice Training



Mentalization ratings (N = 53) are based on the Reflective Supervision Rating Scale. Values range from 1 to 5, with higher scores indicating more positive experiences with reflective practice and their practitioner.

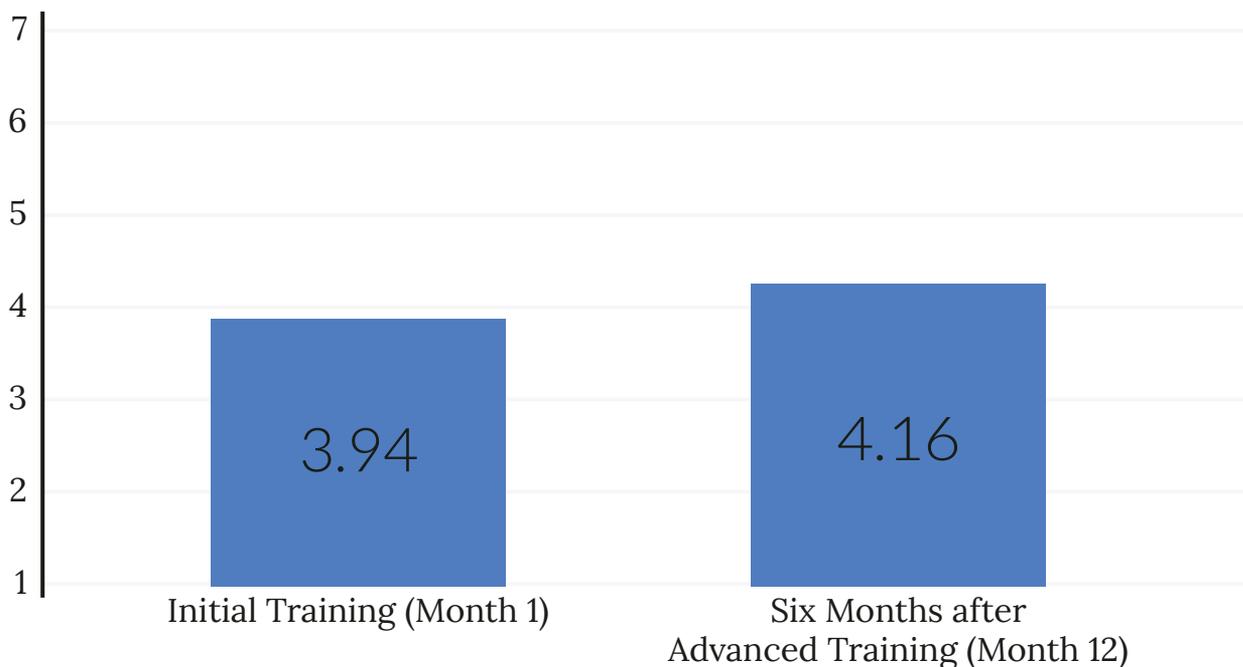
Building Capacity: Personal Accomplishment

Ultimately the goal of providing FAN training to supervisors in human service and early childhood workplaces is to help lessen the stress of workers on the front lines of these important professions. In our evaluation, we are seeing early signs of this positive impact. Specifically, we find that recipients of our practitioners experience a growing sense of personal accomplishment from their initial reflective practice sessions to one year later.

“This has been a great experience so far, and I look forward to continuing to learn more and better ways to be an effective leader at work.”

-Reflective Practice Recipient

Recipients' Sense of Personal Accomplishment 12 Months After the Start of Reflective Practice Training



Higher scores on the personal accomplishment subscale of the Maslach Burnout Inventory (N = 41) indicate greater feelings of competence and personal accomplishment at work. Values range from 1 to 7.

Continuing Support

Reflective Practice is a practice by its very definition. The practice lends itself to a need for ongoing personal reflection, self-awareness, and the fine-tuning of one's own skills and practice.

The NCRP recognizes the need for support beyond the scope of the training program. Our program evaluation supports this notion as well. In the six months after practitioners' final training, their reported confidence in providing reflective practice and knowledge of what to do next dips slightly. At the same time, practitioners are more likely to agree that they would like more support and more mentoring.

The NCRP supports continued reflection and learning beyond the scope of the training program through our reflective consultation services and Community of Practice.

Increasingly, organizations are requesting continued reflective consultation services outside the scope of the training program. Reflective consultation complements existing supervision.

The NCRP partners with a network of consultants across the state to offer reflective consultation to a diverse array of professionals.

Director	Extension Educator	Home Visitor	Director
Attorney	Project Specialist	Counselor	Attorney
IT Manager	Family Advocate	Coordinator	IT Manager
Teacher	Psychologist	Supervisor	Teacher
Trainer	Administrative Assistant	Judge	Trainer
Coach	Family Engagement Manager	Mentor	Coach

Community of Practice

The NCRP Community of Practice is a supportive network for individuals who have completed the Reflective Practice FAN training program. Reflective practitioners are able to continue to develop and refine their reflective practice skills through:

- o Twice yearly Community of Practice booster training sessions
- o Listserv access
- o Connections to other reflective practitioners across Nebraska

Staying connected to the NCRP and other FAN trained professionals helps people sustain their practice in a meaningful way.



Trainer Biographies

Jamie Bahm

Jamie Bahm is a Project Manager with NRPVYC. Prior to her current position, she worked for the NE DHHS as the Supervisor for the FTDC program, as well as specializing in casework with adjudicated youth with high behavioral health needs. Jamie earned her MS in criminal justice and criminology from the University of Nebraska.



Kari Price

Kari is an Assistant Project Director and Early Childhood Program Evaluator at UNMC Munroe Meyer Institute. She is also an affiliate trainer for Teachstone where she trains the CLASS at the Toddler, Pre-K and K-3 level. She received her MS in elementary education from the University of Nebraska at Omaha.

Carrie Gottschalk

Carrie has spent over 25 years in education and mental/behavioral health working with children, adolescents, and families. In her current role with Nebraska Extension, Carrie works as an Engagement Zone Coordinator supporting Extension staff and clients throughout a six county region.



Lynne Cook

Lynne is responsible for the recruitment, training, development, and assignment of SU2Q coaches. Lynne's experience includes a wide variety of early childhood roles, including family home care provider, lead teacher, preschool teacher, home visitor, and Early Head Start supervisor. She has worked in ECE for over 20 years.



Stephanni Renn

Stephanni Renn is the Sixpence Associate Vice President of Sixpence and Early Childhood Programs at Nebraska Children and Families Foundation. Stephanni has spent the last 15 years in the early childhood field working with Nebraska's most vulnerable infants and toddlers. She received her MS in Management from Doane University.

Karen Pinkelman

Karen is responsible for providing technical assistance, educational guidance, and fiscal oversight for Nebraska's thirty-eight Sixpence programs. Her passion is to help create positive environments for Nebraska's highest risk children and their families. She is a COS-P facilitator and provides a broad range of early childhood trainings.



Samantha Byrns

Samantha Byrns is the Early Childhood Mental Health Project Manager with NRPVYC. She is a licensed mental health practitioner providing outpatient individual and family therapy with specialized training in trauma and early childhood. She received her Clinical Mental Health Counseling MS from the University of Nebraska - Kearney.



NEBRASKA RESOURCE PROJECT
FOR VULNERABLE YOUNG CHILDREN



Nebraska Center on
Reflective Practice



**CENTER ON CHILDREN,
FAMILIES, AND THE LAW**



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