



CALIFORNIA CENTER  
for Infant-Family and Early Childhood Mental Health  
at WestEd Center for Prevention & Early Intervention

## Reflective Practice Facilitator Mentor Endorsement Applicant Video and Reflective Statement Instructions

Sharing a video of an RPF session is part of the RPF Mentor Endorsement requirements.

### Video Instructions:

Please provide a **15-minute digital** clip of a reflective facilitation/supervision session with the camera facing the Reflective Practice Facilitator but voice recording picking up both supervisor and supervisee. Avoid the use of names and any case material that would be easily identifiable (e.g. a high-profile child abuse case).

### Desired interactions:

The reviewer will be looking for specific interactions during the digital clip, so please provide a relevant sampling in the areas of: attunement, emotional regulation, collaboration & trust, attention to diversity/cultural/family issues, and balance during the session. Characteristics of these areas include:

- I. *Attunement*: Does the RPF demonstrate attunement with the supervisee?
  - a. Supervisor's responses are related to the discussion in the room and the questions raised connect with, expand or clarify the discussion.
  - b. RPF is able to demonstrate the ability to listen and respond to supervisee's needs at the level where the supervisee is operating. (Are the RPF's conversations directed in part by the needs of the supervisee?)
  - c. There are indications that the supervisor is working to expand the thinking of supervisee
  
- II. *Emotional Regulation*: Does the RPF have the skills to co-regulate during the session?
  - a. The RPF remains calm during stressful moments in the session.
  - b. The RPF shows mindfulness of their own experience (i.e., avoids constant referral to their own experiences, slows down the process as needed, uses a gentle voice to help calm, ties own affective experience during conversation to help illustrate understanding).
  - c. Inquiry is used to support the supervisee's self-awareness regarding affect during the session.
  - d. The RPF is able to explore both the supervisee's internal world and their behavior as well as the perspective of the parent, child, or other family member.



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- III. *Collaboration & Trust*: Is trust and collaboration demonstrated between the RPF and supervisee?
- The RPF is able to collaboratively develop solutions rather than providing answers.
  - There are indicators during the session that trust is being developed or has been established.
  - Vulnerability and feelings about vulnerability are supported by the RPF.
  - There is a willingness by the RPF and the supervisee to examine what is not working.
- IV. *Attention to diversity/cultural/family issues*: How are elements of culture and diversity being noticed, raised, reflected upon, handled, or attended to?
- Either the RPF or supervisee raises issues around diversity, culture, or strain related to dynamics between individuals or groups within the supervision session
    - If so, the RPF supports reflection and discussion about the issues.
  - The discussion of differences reflects sensitivity to different perspectives
  - The RPF encourages a perspective of seeking to understand, not judge issues of difference.
  - The values of the family are being brought into the discussion and are demonstrated in the planned interventions.
- V. *Balance during the session*
- The RPF does not derail the process by focusing only on the big picture issues but is able to balance a focus on details and big picture thinking.
  - Timing/pacing are an appropriate match to the needs of the supervisee and the flow of the discussion. The RPF is effective at keeping the session on track and moving forward.
  - The Session feels relaxed & comfortable for everyone.
  - The RPF is infusing reflection into the administrative and management activities.
  - The RPF helps the supervisee to translate and integrate discussion into next steps in the work (i.e., theory to practice) in an attuned and effective way.
  - The supervisor brings up parallel processes of what happens in supervision to what is occurring during sessions with the family.



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- g. The session is being directed by the needs of the supervisee rather than the RPF's own agenda and what is in the RPF's mind. (There a balance between RPF and supervisee concerns).

#### VI. *Working with challenges & encouraging growth*

The content of the video should demonstrate your ability to:

- Facilitate and maintain focus on the work and pacing of the reflective practice conversation.
- Include questions that are structured to help someone think and explore his/her work with children and families.
- Address concerns with gentle inquiry questions that provide a scaffold of support as your mentee builds reflective practice skills, trans-disciplinary knowledge and awareness of working across systems.
- Provide containment as needed.

**Confidentiality:** Do not use names or identifiable information.

**Format:** Video must be in a .mov format uploaded to the WestEd Box. When you are ready to upload your file, contact the California Center for Infant-Family and Early Childhood Mental Health ([cacenter-ecmh@wested.org](mailto:cacenter-ecmh@wested.org)) and request the link. By giving out the link on an individual basis, we are able to control and maintain confidentiality of the file so that only the evaluators are able to view it. Please label your file this way: Your Name.mov

California Center staff will contact you if we have trouble opening and/or viewing the file; however, we will not be able to convert your file or otherwise provide technical support if there is a problem.

After the panel reviewer has viewed your video, they will delete it from Box as an additional security measure to maintain confidentiality.

### **Reflective Statement for the Reflective Practice Mentor Application**

Complete a short, written narrative (*no more than a single page*) about what you were thinking during the session, including things such as whether to bring up a difficult topic, when you were struggling to find the right words to talk about an issue, etc. This should include any decisions you made about not following a specific direction in the conversation, veering back to something that had been discussed previously (that the reviewer would not



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know about), or any other information that would be helpful in understanding the process you engaged in during the session.