

 Nebraska Center on Reflective Practice

# 2017 - 2018 Annual Report



*It's All About Relationships*

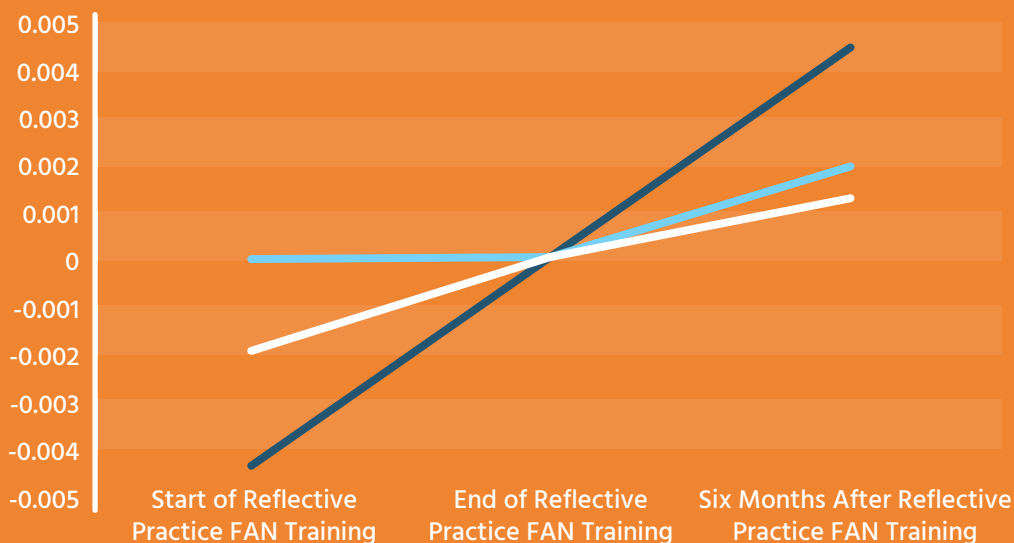
# What is Reflective Practice?

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. Not being aware of these means making decisions based upon assumptions, personal feelings,

and biases that often go unrecognized without this type of practice.

Reflective practice is a relationship-based practice which 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.

## Trainee Skill Increase After Reflective Practice FAN Training *(Standardized to the Mean)*



— Perspective Taking    — Regulation of Emotion    — Emotional Stability

Being trained to provide reflective practice is associated with a slight increase in perspective taking tendencies and a steady increase in regulation of emotion and emotional stability over the course of 12 months.

# What is the FAN Model?

The FAN (Facilitating Attuned Interactions) is both a conceptual model and practical tool for building relationships and reflective practice. The FAN model, developed by Linda Gilkerson, Ph.D, LSW, at the Erikson Institute of Chicago, is based on developmental principles and generalizable to the helping relationship. It can be used in direct care work with clients, in supervision or consultation, and in communication among professionals and systems.

The FAN is based on the concept of attunement. Feeling connected and understood creates space for individuals to learn and try new ways of relating. The FAN supports attunement by helping individuals more effectively address the needs and concerns of others by matching to the communication cues they are showing in the moment. It also allows for people to move flexibly during interactions based on others' responses. The FAN identifies five areas for communication: Mindful Self-Regulation, Empathic Inquiry, Collaborative Exploration, Capacity Building, and Integration.

## We have successfully used the FAN Model with:



Therapists

Coaches

Early Childhood  
Educators



Child Welfare

CASA

Home Visitors



Judges

Attorneys



Administrators

Research  
Professors

# Nebraska Center on Reflective Practice Timeline

## Our Partners:



### October 2016

The Nebraska Center on Reflective Practice (NCRP) is established within the NRPVYC. The NCRP serves as the statewide hub for Reflective Practice FAN training and support statewide and across disciplines.

### July 2016

A collaborative partnership begins between four systems-level organizations with the goal of infusing the FAN model of reflective practice across the state of Nebraska and throughout different systems of care.

### 2015

Nebraska Children and Families Foundation hosts the first training on the FAN model of reflective practice in Nebraska.

## September 2018

The NCRP Community of Practice is established as a support network for FAN trained professionals across the state, providing regular training booster sessions and connection with other FAN trained colleagues.

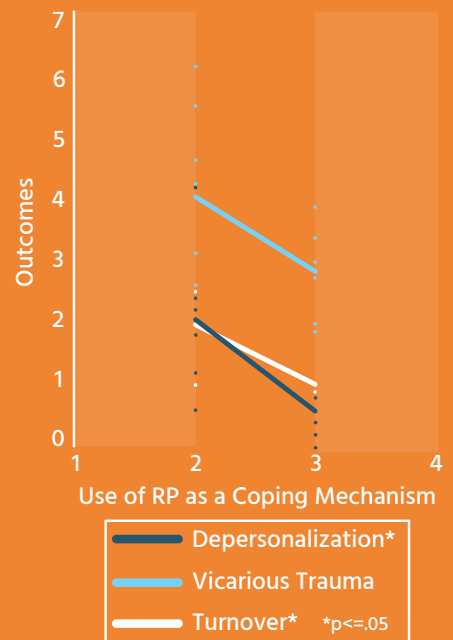
## July 2018

Three Nebraska FAN trainers engage in an additional Erikson Institute Train-the-Trainer program to train direct care professionals to use the FAN.

## March 2017

Five experts from diverse fields start the Erikson Institute's Supervisor and Consultant FAN Train-the-Trainer program. Linda Gilkerson, Professor at the Erikson Institute and creator of the FAN model, mentors them through this process.

## Relationship Between Reflective Practice and Outcomes After Nine Months

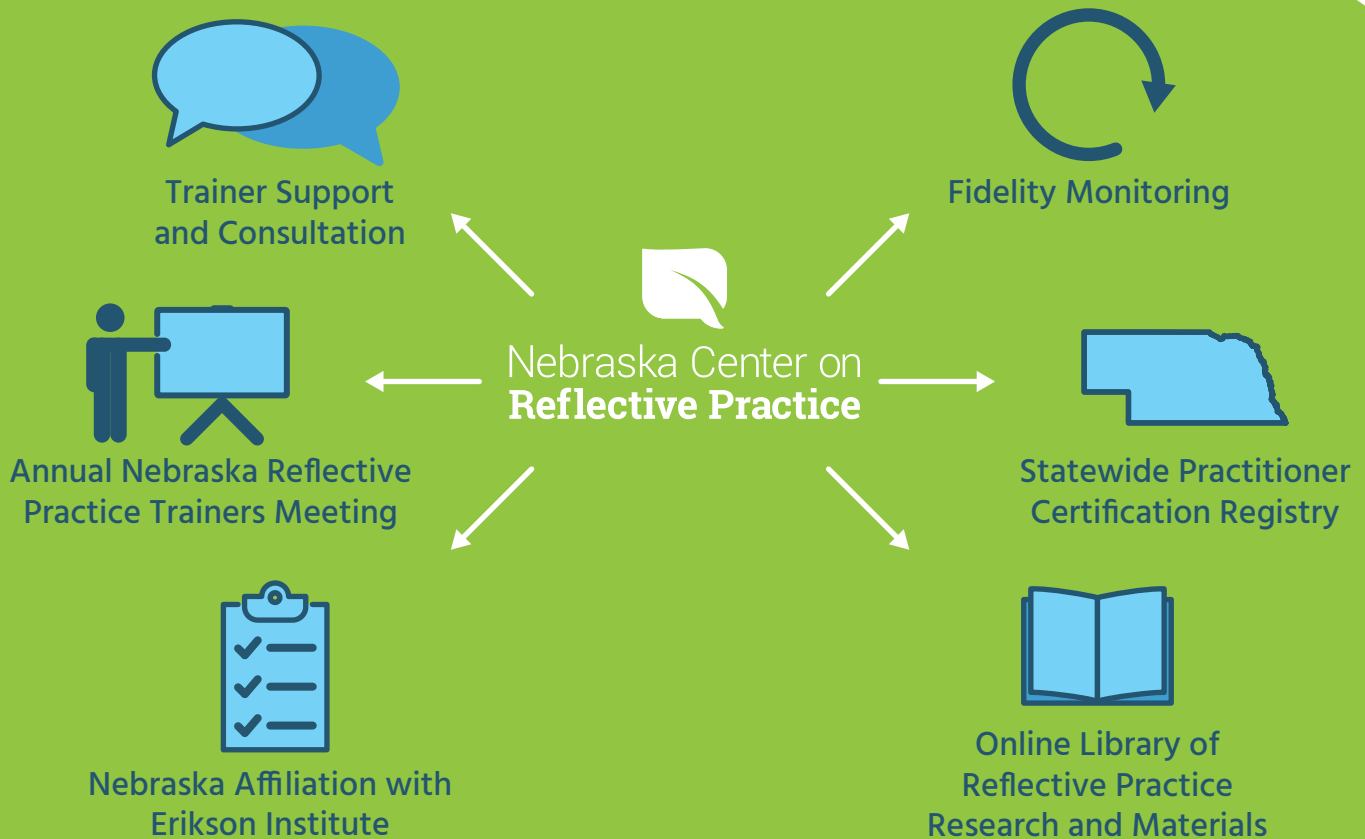


Practitioners who used reflective practice as a coping mechanism more often had lower levels of some common stress metrics, including depersonalization, vicarious trauma, and turnover intentions.

## What We Provide

# Reflective Practice FAN Training Program

The Nebraska Center on Reflective Practice provides training, mentoring, consultation, and evaluation to those in need of reflective practice. The NCRP also provides support through:



The FAN model of reflective practice can be applied to many different helping relationships. Currently, we offer two different Reflective Practice FAN training programs geared towards different audiences: practitioners working with clients, and supervisors and consultants.

## Outreach by the numbers:

4

Awareness webinars  
and trainings

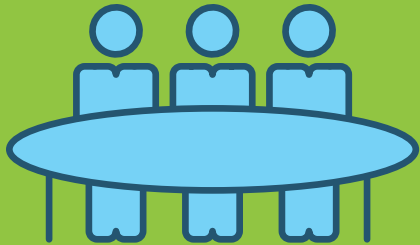
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Community of  
Practice session

8

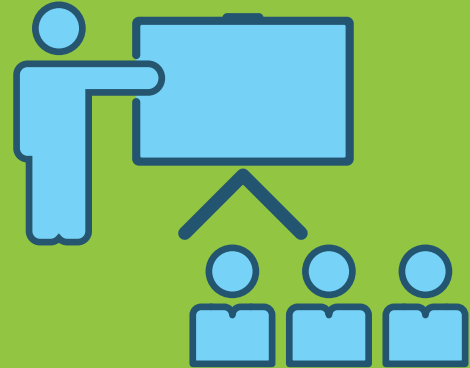
State and national  
presentations

The Reflective Practice FAN training program consists of five essential components, spanning around eight months from beginning to end. Training program components include:



### Pre-Training Planning Phase

Support for organization in thinking about the need and benefit of reflective practice in their organization



### Initial FAN Training

Two days of training that provide the fundamental knowledge and skills to provide reflective practice



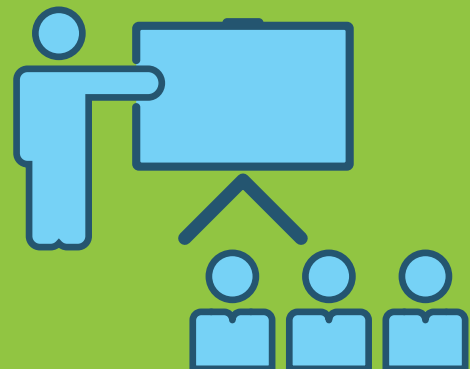
### Mentoring

Monthly FAN mentoring to help training participants process through experiences, challenges, and successes



### Fidelity Monitoring

Reflection tools help guide and ensure proper use of the skills and model



### Advanced FAN Training

Covers advanced training concepts and focuses on fine-tuning skills





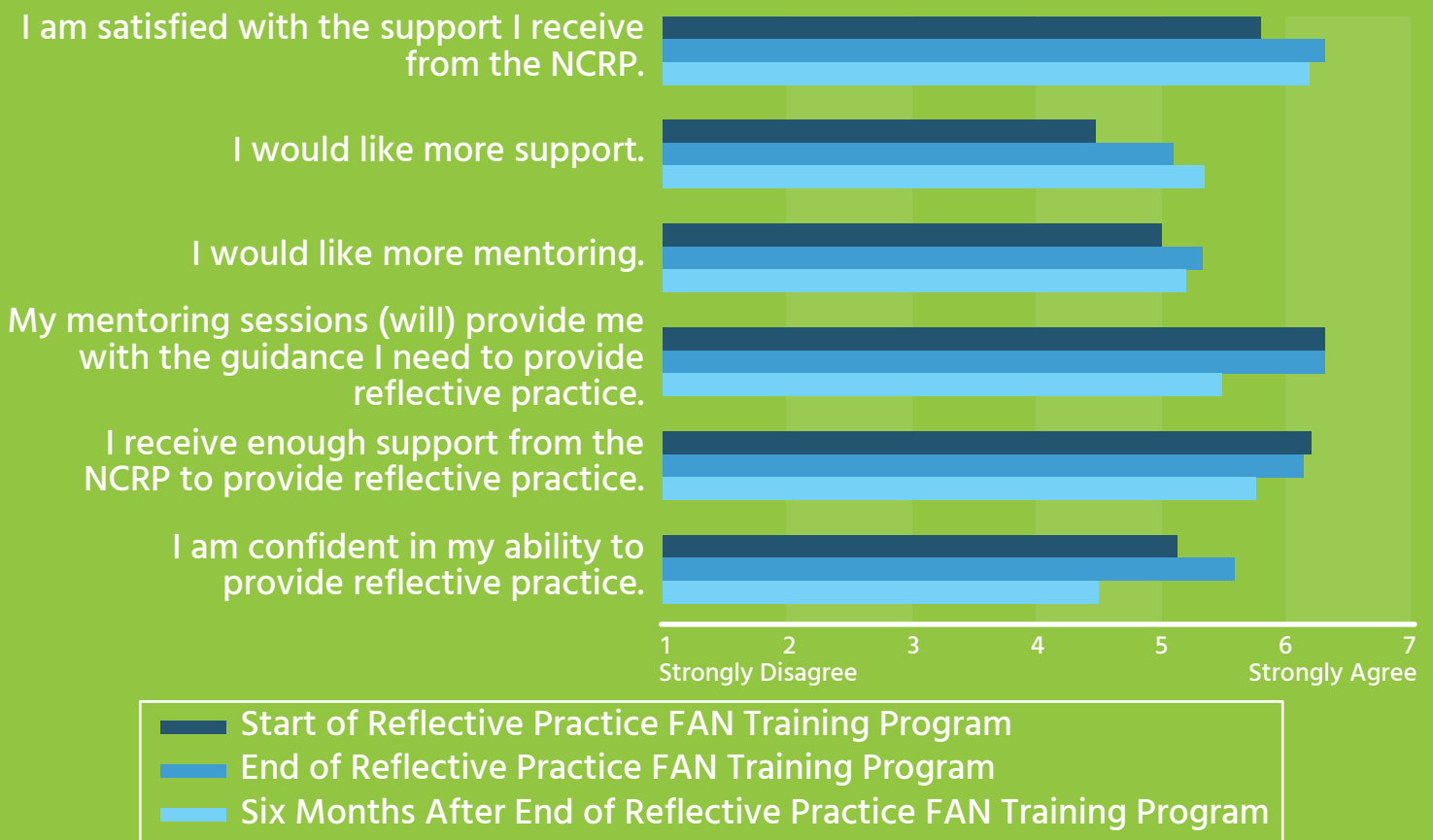
## What We Provide

# Reflective Practice Consultation

Reflective practice consultation has historically been a component of clinical supervision; however, more recently it has been used to complement existing supervision models in child welfare, law, and early childhood education. In reflective consultation, a FAN trained professional meets with an individual or group within an organization on a regular basis to talk

through work related situations. The NCRP partners with a network of consultants across the state to offer reflective consultation to both individuals and groups. Reflective consultation for groups aims to enhance team collaboration and cohesiveness by promoting an environment of mutual respect and shared understanding.

## Trainee Satisfaction with Reflective Practice FAN Training



Professionals trained by the NCRP to provide reflective practice as a supervisor or consultant are overall satisfied by the training and support they received, but slightly less confident in their ability to provide reflective practice six months after they complete the program. The NCRP provides ongoing consultation and communities of practice to help bridge this gap for reflective practice providers.



## Trainees by location:



Trainees who finished initial training in 2017-2018: **133**

Trainees who finished the training program in 2017-2018: **57**

## 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 twice yearly Community of Practice booster training

sessions, listserv access, and 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.

## Trainings by the numbers:

**19**

Number of NCRP trainings in 2017 and 2018

**225**

Average number of staff hours per training program

**4,275**

Total staff hours for 2017-2018

## Trainer Biographies



### **Jamie Bahm, MS**

Jamie Bahm is a Project Manager with the NRPVYC. Prior to her current position, she worked for the NE DHHS as the Supervisor for the Family Treatment Drug Court 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.

### **Carrie Gottschalk, MS, LMHP**

Carrie has spent over 20 years in education and mental/behavioral health working with children, adolescents, and families. She is a Circle of Security - Parenting facilitator and certified Compassion Fatigue Professional. In her current role with Nebraska Extension, Carrie is dedicated to providing research-informed practices to parents, providers, & professionals working with young children.



### **Lynne Cook**

Lynne is responsible for the recruitment, training, development, and assignment of Step Up to Quality 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. Lynne wants caregivers to understand the incredible impact they can make on a child's life.

### **Kari Price, MS**

Kari has been working in education for 19 years and has spent her last eight at UNMC Munroe Meyer Institute as an Assistant Project Director and Early Childhood Program Evaluator. She is also an affiliate trainer for Teachstone where she trains the CLASS (Classroom Assessment Scoring System) at the Toddler, Pre-K and K-3 level. She received her MS in elementary education from the University of Nebraska at Omaha.



### **Jennie Cole-Mossman, LIMHP**

Jennie Cole-Mossman is Co-Director of the NRPVYC. She is currently one of only four trainers for Child-Parent Psychotherapy in Nebraska. In her current role, she provides system and case level consultation on issues related to early childhood trauma and the infusion of early childhood wellbeing into court systems and trains on a number of early childhood topics.

### **Jamie Bahm, MS**

Meaningful relationship-based work is paramount to not only a healthy human services workforce, but also systems that work together in the best interest of those they serve. Relationships are the mechanism for change. Investing oneself in relationships with clients and colleagues can be difficult and at times, complicated. The FAN model for reflective practice provides both a conceptual framework and practical tool in order for individuals and systems to learn healthy and effective communication habits and to build improved relationships in a sustained manner.

### **Carrie Gottschalk, MS, LMHP**

The FAN training programs provides participants with an essential framework for creating connection and attunement with their clients and staff. Such relational elements are always referenced and recommended, but individuals are rarely provided the specific skills necessary for acquiring and establishing such skills. Through the training program, participants are able to experience the parallel process first hand; receiving from their mentor the same level of attuned connection they in turn are able to provide to their clients and staff.

### **Lynne Cook**

As a trainer for Reflective Practice FAN training, I appreciate having the opportunity to learn and hone my skills every time I train or mentor. Through this process I have learned to trust the tool in order to ensure I am meeting the needs of the other person. Then in turn, they can use the tool and strategies as they work with others. It is also incredibly rewarding to see the growth exhibited by participants as they progress through the initial training, mentor sessions, post-consultation tool reviews and advanced training. I often hear how they wish they would have had this training years ago. I look forward to offering this to more early childhood providers throughout Nebraska.

### **Kari Price, MS**

The FAN has been a wonderful model that has come alongside to enhance and fine-tune the great reflective skills our supervisors already had. It has been huge asset in their daily work and is helping them to connect with their staff not only through their teaching practices but also on a personal level. They feel they are able to meet the needs of their staff exactly where they are and relate to them in ways they have not in the past. Adapting the techniques learned in the training have helped to create a positive approach to reflective supervision.

### **Jennie Cole-Mossman, LIMHP**

The FAN tool used for reflective practice allows people to become vulnerable in a safe space. This vulnerability can be met with authentic support to help people create meaningful insights. These insights in turn can be used to help create changes or learn acceptance. It allows people to explore and grow both in themselves and in their relationships.



Nebraska Center on  
**Reflective Practice**



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