

Reflective Supervision/ Consultation Practice Skills Guide

A Tool to Support Reflective,
Relationship-Centered
Professional Development



Alliance for the Advancement of
Infant Mental Health

Acknowledgments

The development of the Reflective Supervision/Consultation Practice Skills Guide was made possible through the thoughtful leadership and partnership of Alliance for the Advancement of Infant Mental Health with the Minnesota Association for Children's Mental Health (MACMH).

We are especially thankful to the Sauer Family Foundation for their generous funding and enduring support. We extend our gratitude to staff at the Alliance and MACMH for their contributions to this project. Special thanks to Amanda Amos, MA, IMH-E[®], and Lauren Moberg, MA, LMFT, IMH-E[®], at MACMH, as well as Andrea Penick, LMSW, IMH-E[®], and former Alliance staff member Ashley McCormick, LMSW, IMH-E[®], whose expertise and vision were instrumental in shaping the content and direction of this tool.

We also wish to acknowledge Indigo Cultural Center and Alyssa Meuwissen, Ph.D., IMH-E[®], for their thoughtful review and feedback during development.

Introduction

Reflective Supervision/Consultation (RSC) Practice Skills Guide is a resource designed to support reflective supervisors and consultants in deepening their practice, strengthening self-awareness, and engaging in ongoing professional development. This tool offers a clear, organized framework to explore and enhance the essential skills that create emotionally safe, growth-oriented, and equity-informed reflective spaces. Whether used independently or with a mentor, supervisor, or peer, it can guide self-reflection, goal setting, and supervision planning.

This document first describes the Knowledge Base to Support Practice Skills that provide the foundational understanding to ground your work. Next is a detailed description of the Practice Skills for Providing RSC, encompassing eight skills categories. The chart that follows provides the practice skills at-a-glance with reflective prompts for each skills area that can be used to cultivate your reflective stance, strengthen relationships, and ensure your supervision aligns with practice guidelines in infant and early childhood mental health.

Reflective supervision/consultation is most impactful when grounded in intentional practice, which includes the use of a guiding framework as well as ongoing professional development such as training and receiving RSC. By explicitly practicing the skills and principles outlined here, providers can more effectively model the relational values at the heart of infant and early childhood mental health.

We Want to Hear from You

As you explore this Practice Skills Guide, we invite you to share your reflections and experiences with Reflective Supervision/Consultation (RSC). Your voice is an essential part of shaping how we understand and support the RSC field.

Please take a few minutes to complete our brief survey using the link or QR code below. Your feedback will help inform research, strengthen professional development, and support the workforce serving infants, young children, and families.



<https://forms.gle/3edp24yYLpXxZEzj9>

Knowledge to Support Practice Skills

Providing RSC is both knowledge-based and practice-based; these dimensions are deeply interconnected. Foundational knowledge helps guide how we observe, what we listen for, how we respond, and the approach we take in moments of uncertainty or complexity. Grounding practice in conceptual understanding adds depth, context, and clarity to each interaction.

Importantly, this knowledge is not about having all the answers. It's about understanding the theoretical underpinnings that support reflective work and holding that understanding with humility.

Reflective supervision/consultation providers should demonstrate foundational knowledge in the following areas:

- Early experiences and relationships and how they shape regulation, behavior, and emotional development
- The neuroscience of stress, trauma, and healing, and how these processes manifest in relationships
- Attachment and early relational experiences, and their lasting impact on patterns of behavior and interaction
- The role of relational safety as a foundation for learning, healing, and growth

Reflective supervision/consultation differs from clinical or administrative supervision. Its tone, structure, and purpose are centered on trust, emotional safety, and mutual reflection—not on oversight or evaluation. Providers must foster these conditions and recognize the parallel process that flows between supervisor, practitioner, and families.

Because power is inherently present in RSC relationships, providers also need a strong ethical foundation and the capacity to address dynamics in ways that promote mutual respect. This includes:

- Understanding how power operates in reflective spaces—whose voice is heard, and how safety is experienced
- Awareness of dual roles, boundaries, and confidentiality

- Knowledge of how identity, culture, and positionality shape perception and interaction
- Awareness of systemic inequities affecting families and professionals
- Integration of diversity-informed principles and an openness to multiple ways of knowing

Additionally, providers of RSC need a solid understanding of adult learning and development. Growth occurs not through direction, but through relationship. Effective providers understand that:

- Adult learning is shaped by story, lived experience, and emotional insight
- Reflective capacity grows through time, trust, and dialogue
- Insight and integration emerge through presence, curiosity, and relational safety—not correction

This knowledge base is not separate from the skills of RSC, it brings those skills into focus, enabling providers to hold complexity, remain grounded, and support the growth of others with care, curiosity, and confidence.

Practice Skills for Providing Reflective Supervision/Consultation

Creating a Safe and Brave Holding Space

These skills focus on cultivating relational safety- a sense of trust where supervisees feel seen, respected, and free to express thoughts, emotions, and uncertainties without fear of judgment or harm. Relational safety makes space for vulnerability, which is essential to meaningful reflection. But safety alone is not enough. Reflective supervision/consultation also requires bravery: the willingness to explore discomfort, name tensions, and be accountable within the relationship. When safety and bravery are both present, supervision becomes a space where practitioners can grow, take risks, and more fully integrate who they are with how they work. These skills include:

- Establishing consistency and reliability
- Upholding confidentiality
- Holding vulnerabilities, emotional responses, and challenges without judgment
- Ensuring RSC is not used for evaluation
- Protecting reflective time from being overtaken by other agendas and role responsibilities
- Acknowledging and managing power dynamics
- Facilitating open, honest conversations around identity, equity, and systems impact

Cultivating Curiosity and Reflective Thinking

These skills emphasize the power of curiosity as a driver of reflection, learning, and connection. Just as children approach the world with wonder and openness, RSC invites supervisees to remain curious about their thoughts, reactions, and assumptions, even in the face of complexity or discomfort. By slowing down to explore rather than explain, we create space for deeper understanding and reflective thinking. These skills help ensure that we enhance, rather than diminish, our capacity to stay engaged, ask meaningful questions,

and remain open to discovery in our work, and include:

- Asking open-ended questions to invite exploration
- Promoting curiosity and exploration in the work of the supervisee
- Encouraging reflection on gaps in understanding regarding clients' experiences
- Upholding non-expert stance to encourage deeper understanding

A note about judgment: Judgment is a natural and necessary human skill, one that helps us interpret experiences and make meaning. In reflective practice, the goal is not to eliminate judgment, but to recognize it, understand where it comes from, and use it as a signal for deeper inquiry. Rather than allowing judgment to close the door to exploration, we learn to pause, reflect, and let it inform more thoughtful questions, curiosities, and approaches.

Balancing Multiple Perspectives

These skills support reflective supervisors in helping practitioners keep the central person or relationship in focus. This primary perspective is often the reason the practitioner is engaged in the work. Reflective supervision helps maintain that focus while also honoring the broader system of relationships, histories, and structures that shape both the work and the experience of the central voice. Balancing these layers invites depth, a holistic approach to understanding, and alignment with the values and mission of the work. These skills include:

- Supporting supervisees in exploring how various roles, relationships, identities, and systems shape experience and perception
- Helping supervisees identify when and why focus has shifted away from the primary relationship in meaningful ways
- Prioritizing the relational and developmental needs of the central client or dyad while balancing the perspectives and demands of the broader contexts.
- Holding space for competing truths, multiple voices, and the complexity that emerges in the nuanced and at times unclear realities of the work

Who or what is centered in reflective supervision/consultation may vary depending on the nature of the work. It may be an infant, a dyad, a family system, a professional team, a supervisee, or a larger system. The role of the reflective supervisor is to help practitioners stay attuned to the primary focus without losing sight of the broader context and to attend to the broader context without losing the developmental or relational heart of the work. This balancing act is part of what makes reflective practice so powerful and complex.

Exploring Parallel Process

These skills support noticing how relational patterns within the supervisory relationship may echo those between the practitioner and the individuals, children, families, or systems they engage. Parallel process is a naturally occurring phenomenon. Whether we recognize it or not, the quality of our relationships carries forward. In RSC, it becomes a powerful tool for fostering intentional, relationship-centered practices. By attending to these dynamics, supervisors and supervisees attempt to deepen awareness, model attuned interactions, and support healthy relationships across every layer of the work. These skills include:

- Helping supervisees notice relational patterns across relationships and systems
- Exploring how dynamics in the reflective space mirror work with families
- Connecting emotional experiences to professional behavior and care delivery

Navigating Conflict and Relational Repair

These skills support recognizing and addressing moments of tension or rupture within the supervisory relationship. Rupture is a natural and meaningful part of deepening trust. It signals that the relationship is authentic, relational, and courageous. When conflict or discomfort arises, it doesn't mean something is wrong; rather, the willingness to stay engaged, explore the challenge, and work toward repair is what strengthens the relationship and models growth for reflective practice. Transformative repair is grounded in relationship and occurs when both supervisor and supervisee remain engaged through, and despite, the rupture.

The following skills help providers recognize, navigate, and grow through these important moments of rupture and repair:

- Recognizing tensions and relational disruptions within the supervisory relationship
- Addressing conflicts, misunderstandings, or relational ruptures
- Modeling vulnerability and accountability in the repair process
- Supporting supervisees in practicing feedback, accountability, and mutual growth
- Turning toward rupture, staying connected, and making meaning together to foster ongoing relational resilience

Relational ruptures can range from subtle disruptions to significant conflicts. A Practical Guide to Reflective Supervision (Heller & Gilkerson, 2009) highlights common indicators, such as:

- *Supervisee silence or overly factual responses*
- *Frequent cancellations or rushing through sessions*
- *Supervisors overtalking or regularly rescheduling*
- *Missed opportunities for appropriate leadership*
- *Microaggressions or overt relational harm*

Recognizing these signals is the first step toward repair and deeper reflection.

Intentional Use of Self in Professional Practice

These skills focus on how identity, lived experience, and emotional awareness shape RSC and professional growth. In relationship-based work, the self is not separate from the work. The self is integral to the work. It is our most powerful tool. Cultivating self-awareness, reflection, and intentional use of self allows practitioners to show up with clarity, integrity, and impact. These skills include:

- Demonstrating self-awareness, emotional regulation, and reflective curiosity
- Sharing personal reflections when appropriate to guide supervisee growth
- Using intentional self-disclosure to support learning
- Helping supervisees explore how their personal histories and lived experiences influence their practice
- Encouraging exploration of identity, positionality, and lived experience

Fostering Professional Growth Through Reflection

These skills support growth by creating space for supervisees to make sense of their experiences, deepen insight, and integrate knowledge in ways that are authentic to their work. Reflective supervision/consultation is not a directive, teaching role; it does not rely on telling or instructing. Instead, it trusts that supervisees carry wisdom within them and that learning emerges through reflective dialogue. Guidance is offered not from an all-knowing stance, but through curiosity, attunement, and a commitment to co-creating meaning. This process nurtures growth that is enduring, meaningful, and aligned with the supervisee's evolving professional identity, and includes these skills:

- Supporting the development of professional goals, strengths, and areas of growth
- Tailoring support to the individual needs, strengths, and experiences of the supervisee
- Offering insight into IECMH systems, policies, and evidence-informed practices
- Encouraging alignment between theory and practice
- Balancing guidance with inquiry to promote integration of knowledge and reflection
- Supporting supervisees in providing equitable and culturally responsive care

RSC is grounded in concepts that feel familiar, words like professional, growth, supervisor, relationship, support, trust, and power. But in practice, these words can hold vastly different meanings depending on our identities, roles, and experiences. When we pause to explore the meaning behind the words we use most often, we make space for deeper understanding, clearer communication, and more intentional practice. Shared language isn't built by assuming agreement, it's built by staying curious and collaborating around how we are using words.

Fostering Professional Wellbeing

These skills support sustainability in relationship-based work by tending to emotional health, stress, and resilience. The goal is not to help professionals simply tolerate hardship or adjust to unsustainable conditions, but to build awareness of how the work, and the connected systems, impact the self. Reflective supervision/consultation offers time and space to name challenges, explore their effects, and make intentional decisions that honor both personal wellbeing and the wellbeing of those served. Attending to professional wellness is not a luxury, it's a necessary foundation for ethical, connected, and lasting practice. These skills include:

- Supporting self-reflection to sustain meaningful practice
- Recognizing and processing signs of stress
- Supporting and advocating for professional wellness practices within relationships and systems

Practice Skills at a Glance

CREATING A SAFE AND BRAVE HOLDING SPACE	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Establishing consistency and reliability	<i>How do I demonstrate consistency in my presence and follow-through with a supervisee?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Upholding confidentiality	<i>When is confidentiality less clear in my work?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Holding vulnerabilities, emotional responses, and challenges without judgment	<i>Where have I noticed I am more judgmental or lack empathy when someone is sharing?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Ensuring reflective supervision/consultation is not used for evaluation	<i>How do I clearly communicate that RSC is separate from evaluation? Are there times when my multiple roles create confusion for the supervisee? How can I clarify my role and intentions to preserve the reflective nature of this space?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Protecting reflective time from being overtaken by other agendas and role responsibilities	<i>What boundaries do I need to maintain to preserve the integrity of a reflective space?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Acknowledging and managing power dynamics	<i>How am I attending to the influence of power in relationships and dialogue?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Facilitating open, honest conversations around identity, equity, and systems impact	<i>How do I support conversations about identity and equity that are real, respectful, and relational?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this

CULTIVATING CURIOSITY AND REFLECTIVE THINKING	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Asking open-ended questions to invite exploration	<i>When have I noticed I am more and less curious in my response or approach?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Guiding reflection on thoughts, actions, responses, and decisions	<i>How do I invite reflection that brings forward not just the events, but the supervisee's internal process open exploration of intended or unintended outcomes?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Promoting curiosity and exploration in the work of the supervisee	<i>How do I intentionally support the supervisee's curiosity, especially when they feel stuck, convinced, or overwhelmed?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Encouraging reflection on gaps in understanding regarding clients' experiences	<i>How do I help supervisees notice what might be missing in their understanding of a client's experience?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Upholding non-expert stance to encourage deeper understanding	<i>When do I notice myself shifting into advice-giving or problem-solving? How can I pause and return to a stance of curiosity?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this

BALANCING MULTIPLE PERSPECTIVES	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Supporting supervisees in exploring how various roles, relationships, identities, and systems shape experience and perception	<i>How do I help supervisees stay grounded in the experience of the primary client or dyad, while making space to explore the impact of intersecting relationships and systemic pressures?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Helping supervisees identify when and why focus has shifted away from the primary relationship in meaningful ways	<i>How do I support supervisees in noticing when attention has shifted away from the client or dyad and exploring what that shift might be telling us?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Prioritizing the relational and developmental needs of the central client or dyad while balancing the perspectives and demands of the broader contexts.	<i>Where is my own comfort zone? In the intimate details of the primary relationship, or in the complexity of the systems around it? How can I stretch myself to hold both with intention?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Holding space for competing truths, multiple voices, and the complexity that emerges in the nuanced and at times unclear realities of the work	<i>When multiple perspectives emerge, how do I help supervisees stay open and reflective, rather than feeling pressure to align with one view?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this



EXPLORING PARALLEL PROCESS	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Helping supervisees notice relational patterns across relationships and systems	<i>How do I help supervisees identify when a dynamic with a family, colleague, or system mirrors something they've experienced elsewhere in their work?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Exploring how dynamics in the reflective space mirror work with families	<i>How do I notice the ways our relationship in supervision may reflect or echo relationships in the supervisee's direct work?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Connecting emotional experiences to professional behavior and care delivery	<i>How am I attuning to the emotional experiences of the supervisee? How would I know if they are impacting care delivery?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this

NAVIGATING CONFLICT AND RELATIONAL REPAIR	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Recognizing tensions and relational disruptions within the supervisory relationship	<i>How am I attending to when there is tension? What might I notice in myself, a supervisee, or the group?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Addressing conflicts, misunderstandings, or relational ruptures	<i>How do I acknowledge and address a rupture and also maintain connection and relationship?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Modeling vulnerability and accountability in the repair process	<i>What might vulnerability look like for me when engaging in a repair process?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Supporting supervisees in practicing feedback, accountability, and mutual growth	<i>How will I share feedback honestly and in a way that promotes growth?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Turning towards rupture and making sense of it together	<i>What signals might indicate a rupture has occurred in our relationship, and how do I typically respond in those moments? How can I create space for open dialogue about tension or discomfort, and what might support us in making meaning of it together?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this



INTENTIONAL USE OF SELF IN PROFESSIONAL PRACTICE	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Demonstrating self-awareness, emotional regulation, and reflective curiosity	<i>How do I recognize and regulate my own emotional responses in supervision, and how does that shape the way I remain present and curious with a supervisee?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Sharing personal reflections when appropriate to guide supervisee growth	<i>How am I discerning when my own reflections will support supervisee growth?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Using thoughtful self-disclosure to support learning	<i>What boundaries guide when and how I share about myself?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Supporting supervisees in understanding how personal history and experiences inform practice	<i>How do I actively create a space that encourages a supervisee to share their own personal experiences and connect them to their practice?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Encouraging exploration of identity, positionality, and lived experience	<i>How do I invite conversations about identity and lived experience in ways that feel safe and respectful for my supervisee? In what ways do my own identities and positionality influence how I show up in RSC, and how might that shape the space for others?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this



FOSTERING PROFESSIONAL GROWTH THROUGH REFLECTION	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Supporting the development of professional goals, strengths, and areas of growth	<i>How do I invite a supervisee to reflect on their professional goals and strengths, and how do I support them in identifying areas for growth in ways that feel empowering and collaborative?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Tailoring support to the individual needs, strengths, and experiences of the supervisee	<i>How do I adjust my approach to honor the unique strengths, learning style, and lived experiences of each supervisee, and how do I know when my support is effectively meeting their needs?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Offering insight into systems, policies, and evidence-informed practices	<i>Where might my professional expertise and experience be useful in supporting a supervisee?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Encouraging alignment between theory and practice	<i>How do I support a supervisee to bring their theoretical knowledge into their work?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Balancing guidance with inquiry to promote integration of knowledge and reflection	<i>How do I attend to my own gravitation towards getting curious versus offering guidance?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Supporting supervisees in providing equitable and culturally responsive care	<i>How am I supporting a supervisee's exploration of what equitable and culturally responsive care looks like for each person they work with?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this

FOSTERING PROFESSIONAL WELLBEING	REFLECTIVE PROMPT	TO FURTHER SUPPORT MY DEVELOPMENT I WOULD LIKE TO:
Supporting self-reflection to sustain meaningful practice	<i>How can I encourage deeper self-reflection in a supervisee?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Recognizing and processing signs of stress	<i>How do I support supervisees in noticing and exploring the early signs of stress in themselves or their work?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this
Supporting and advocating for professional wellness practices within relationships and systems	<i>How do I recognize and respond to signs that professional wellness is being compromised, and how can I advocate for changes that support sustainable practice?</i>	<input type="checkbox"/> Discuss this with my supervisees <input type="checkbox"/> Explore this in my own RSC <input type="checkbox"/> Receive training around this

Don't Forget to Share Your Reflections

Before you go, we hope you'll take a few moments to complete our RSC survey. Your input supports ongoing research and helps the Alliance and its network develop tools, training, and programs that reflect the real experiences of the workforce.

Thank you for contributing to this important work.



<https://forms.gle/3edp24yYLpXxZEzj9>



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