

Competency Details

Endorsed Reflective Supervisor (ERS)

ENDORSEMENT REQUIREMENTS

Documentation of Competencies	Application will document that most competencies have been adequately met through course work, in-service training and work/volunteer experiences and professional references
Professional Membership	Membership with an association for infant mental health
Endorsement Agreement	Signed
Code of Ethics	Signed
Prerequisite	Must be endorsed as a Family Specialist or Mental Health Specialist
Supervision	1 year of providing RSC to infant-family professionals <i>while</i> receiving 12 hours of RSC from a qualified provider about your provision of RSC to others. *Not required for Emerging *Can receive RSC from providers endorsed as ERS or Mental Health Mentor-Clinical
Training	15 hours on the provision of RSC (*2 hours can come from learning communities, books, articles, peer studies) Emerging 5 hours on the provision of RSC (*2 hours can come from learning communities, books, articles, peer studies) To move from Emerging to Endorsed, you need an additional... 15 hours on reflective supervision (*2 hours can come from learning communities, books, articles, peer studies)
References	<ol style="list-style-type: none"> 1. One from RSC Provider 2. One from Supervisee (*not required for Emerging, will seek a second reference from colleague/other)

RENEWAL REQUIREMENTS

Training	3 of the 15 required renewal hours need to be specific to reflective supervision/consultation
Professional Membership	Membership with an association for infant mental health
Reflective Supervision	12 hours of reflective supervision/consultation annually

Area of Expertise

As Demonstrated by

<p>Direct Service Skills <u>Knowledge Areas</u> <i>Reflective Supervision</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enables supervisees to use the supervisory/consultative relationship to reflect upon direct work with families, including: <ul style="list-style-type: none"> ○ Observation of own feelings and thoughts regarding the selection and use of interventions and professional use of self in various settings ○ Effects of supportive relationships ○ Awareness of treatment models and referral processes <input type="checkbox"/> Promotes reflective supervision/consultation
<p>Working With Others <u>Knowledge Areas</u> <i>Consulting</i> <i>Coaching and Mentoring</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes supervisory relationships in which the supervisee can explore ideas, reflect about infants, young children, families and relationships, and nurture professional development and growth. <input type="checkbox"/> Training/coaching of supervisees and/or other professionals (e.g., early care and education teacher, foster parent, health, mental health, legal)
<p>Communication <u>Knowledge Areas</u> <i>Group Process</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the ability to create an environment that allows for the co-creation of a group culture that includes, but is not limited by, cultural humility, shared boundaries, safety, and a brave space, all of which is supported by planning and organization. <input type="checkbox"/> Effectively facilitates small groups (e.g., interdisciplinary, or interagency teams)
<p>Reflection <u>Knowledge Areas</u> <i>Contemplation</i> <i>Self-awareness</i> <i>Professional/Personal Development</i> <i>Emotional Response</i> <i>Parallel Process</i> <i>Curiosity</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages others (e.g., peers, supervisors, etc.) to examine their own thoughts, feelings, and experiences in determining a course of action <input type="checkbox"/> Regularly examines own thoughts, feelings, strengths, and growth areas and discusses issues, concerns, actions to take with supervisor, consultants, or peers <input type="checkbox"/> Consults regularly with supervisor, consultants, and peers to understand own capacities and needs as well as the capacities and needs of families <input type="checkbox"/> Seeks a high degree of agreement between self-perception and the way others perceive him/her <input type="checkbox"/> Remains open and curious <input type="checkbox"/> Identifies and participates in learning activities related to the promotion of infant mental health <input type="checkbox"/> Keep up to date on current and future trends in child development and relationship-focused practice <input type="checkbox"/> Uses reflective practice throughout work with infants/young children and families to understand own emotional response to infant/family work and recognize areas for professional and/or personal development <input type="checkbox"/> Recognizes the way in which one relationship affects and is affected by other relationships. <input type="checkbox"/> Utilizes training and research resources to enhance service effectiveness
<p>Leading People <u>Knowledge Areas</u> <i>Motivating</i> <i>Advocacy</i> <i>Developing Talent</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Models' personal commitment and empathy in promotion of all aspects of the practice of infant and early childhood mental health <input type="checkbox"/> Promotes effective infant and early childhood mental health principles, practices, and programs <input type="checkbox"/> Supports professionals, students, colleagues, supervisors, supervisees, and systems of care leaders in a range of skills to help them become: <ul style="list-style-type: none"> ○ Highly effective infant and early childhood mental health professionals/leaders ○ Culturally curious in examining issues of justice, equity, diversity, ethnicity, and inclusion across all systems that interface with families and young children ○ Culturally responsive individuals