Building Student Capacities During Reflective Supervision:
Facilitated Attuned Interactions

- **Jessica Millward**, J.D., Practitioner in Residence, Civil Advocacy Clinic, American University Washington College of Law

- **Nicole Tuchinda**, J.D., M.D., LL.M., Adjunct Professor University of Memphis Cecil C. Humphreys School of Law

- **Linda Gilkerson**, Ph.D., LSW, Professor and Director of the Irving B. Harris Infant Studies Program at the Erikson Institute

- **Deborah F. Perry**, Ph.D., Professor and Director of Research and evaluation, Georgetown health Justice alliance

Agenda

FAN (Facilitated Attuned Interactions):

Reflective Supervision that Builds Student Capacities

- Background
- Core concepts underlying the FAN
- How to use the FAN
- Reflecting on how you can use it
- The Evidence Base Supporting the FAN

Interdisciplinary Collaboration

- Linda Gilkerson, Ph.D., LSW, developed the FAN as part of her work at the Erikson Institute's Fussy Baby Network

- Deborah Perry, Ph.D. worked with Linda to assess the evidence base for the FAN and, through her role in Georgetown's Health Justice Alliance, invited Jess Millward and Nicole Tuchinda to attend FAN training sponsored by DC Health

- Jess Millward and Nicole Tuchinda, supervising attorneys at the Health Justice Alliance trained in the FAN and applied it to their student attorney supervision

- Dorinda Williams, Ph.D., MSW, mentored Jess and Nicole while they worked to master the FAN

Value & Urgency of FAN Now:

- Students, Clinicians, Clients: Operating in a space of constant trauma

- Urgent need to attend to feelings and care for selves, while balancing need to care for others

- Using FAN model in supervision space allows clinicians to model appropriate attendance to feelings for student attorneys

FAN: Key Concepts

Attunement: Be where the student is

- *Power of being heard*

Create Relationship, Belonging, Safety

Parallel Process:

- Supervisor --> Student; Student attorney --> client

Collaborative

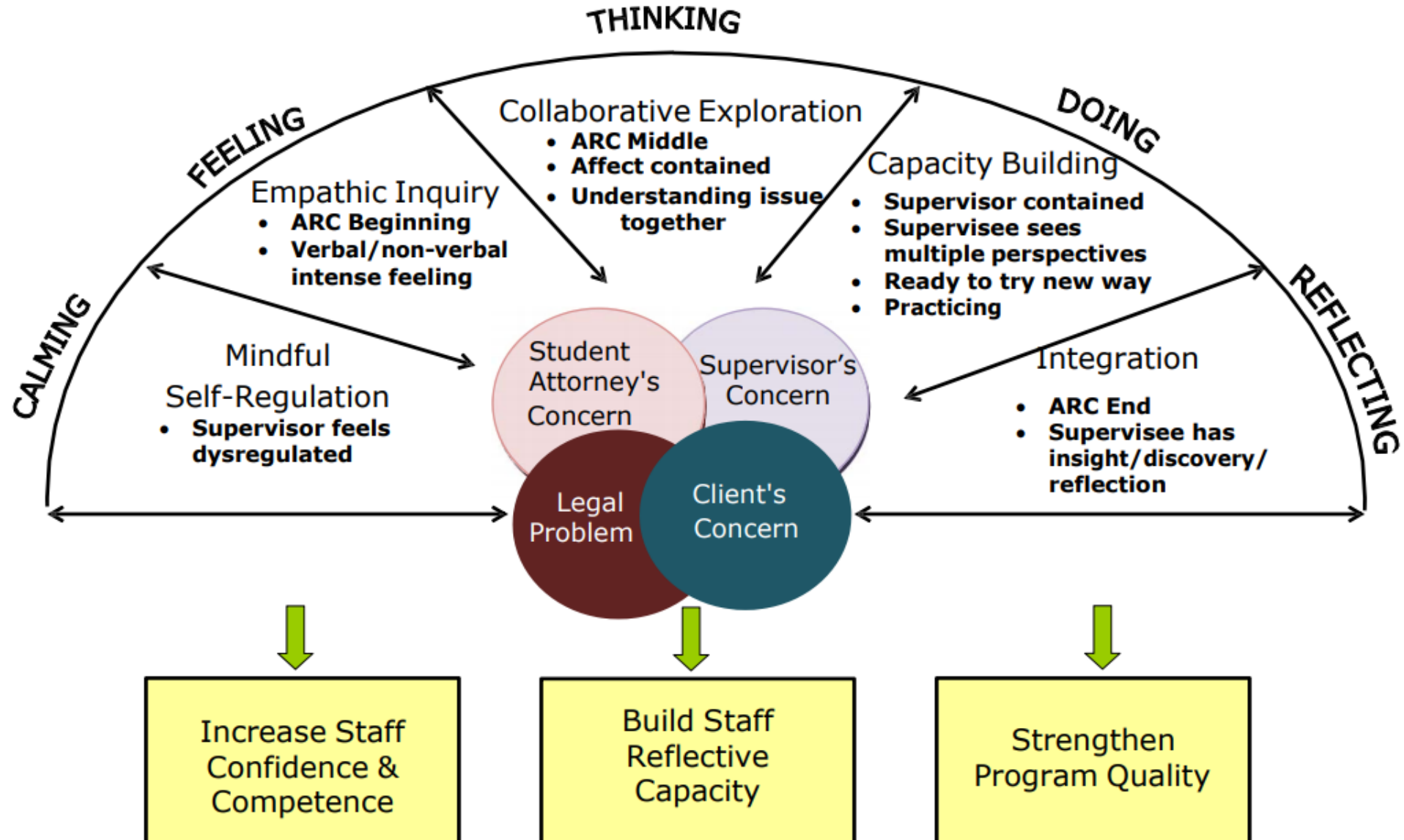Reflective: Slowing down to create space for thought

Trauma-informed

# How the FAN (Facilitated Attuned Interactions) Works

Fussy Baby Network®
Student Attorney Supervisor FAN

THINKING

FEELING

DOING

Collaborative Exploration
- **ARC Middle**
- **Affect contained**
- **Understanding issue together**

Empathic Inquiry
- **ARC Beginning**
- **Verbal/non-verbal intense feeling**

Capacity Building
- **Supervisor contained**
- **Supervisee sees multiple perspectives**
- **Ready to try new way**
- **Practicing**

CALMING

REFLECTING

Mindful Self-Regulation
- **Supervisor feels dysregulated**

Integration
- **ARC End**
- **Supervisee has insight/discovery/ reflection**

Student Attorney's Concern

Supervisor's Concern

Legal Problem

Client's Concern

Increase Staff Confidence & Competence

Build Staff Reflective Capacity

Strengthen Program Quality

The Arc of Engagement & The Matching Process

Moving where supervisees need to go

1. OBSERVE: What does the supervisee need now?

2. MATCH: Which core processes will match what the supervisee is showing me?

3. CHECK: Is this working? (For supervisee, the clinic, and me)

4. Re-attune: Move on the FAN based on supervisee's response or my own responses
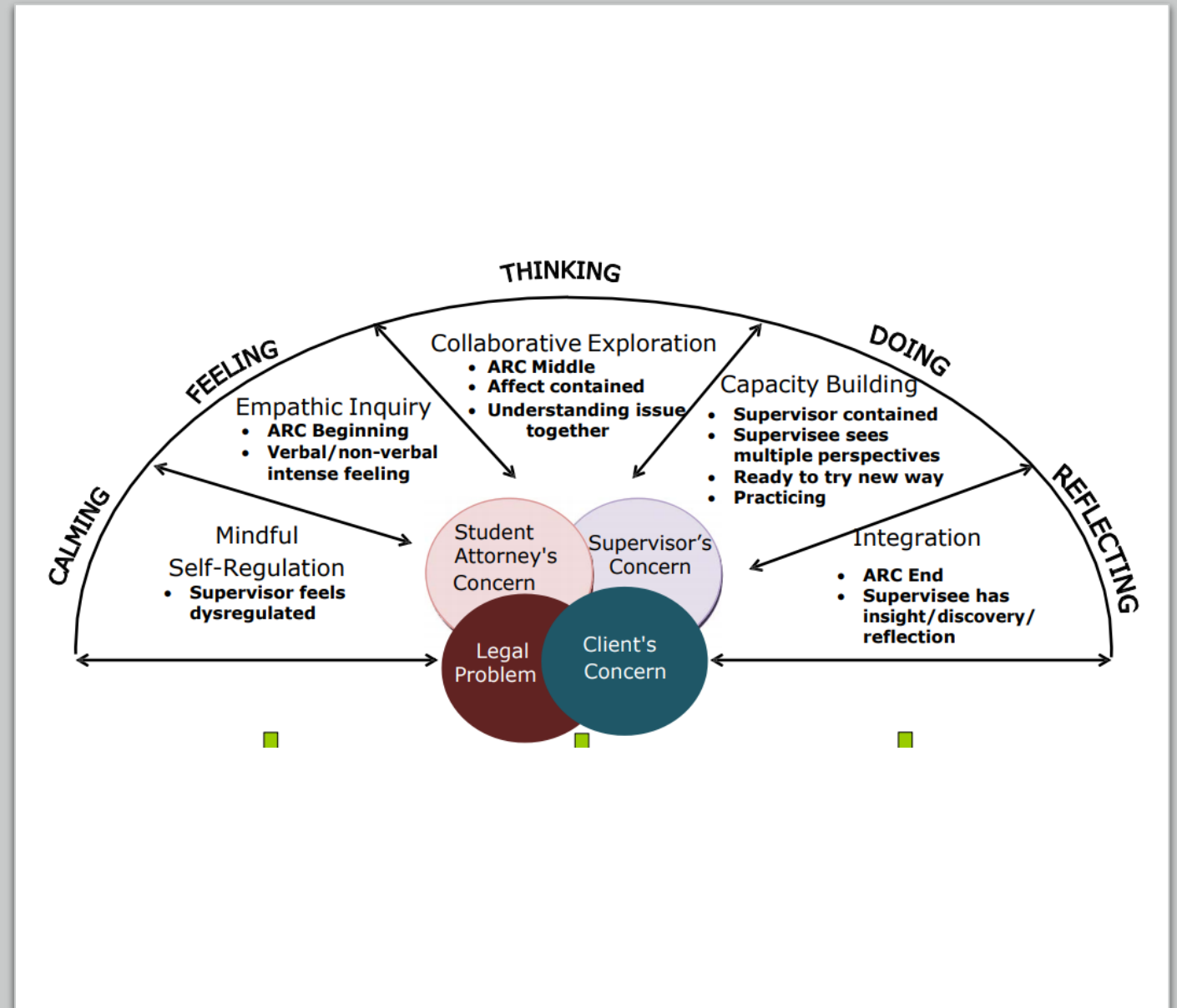
Pre-Contact Calming: Mindful Self-Regulation

Supervisor to Self

- How am I? What am I sensing in my body?

- What do I need to be **fully present**?

- Engage in mindful self-regulation to be fully present
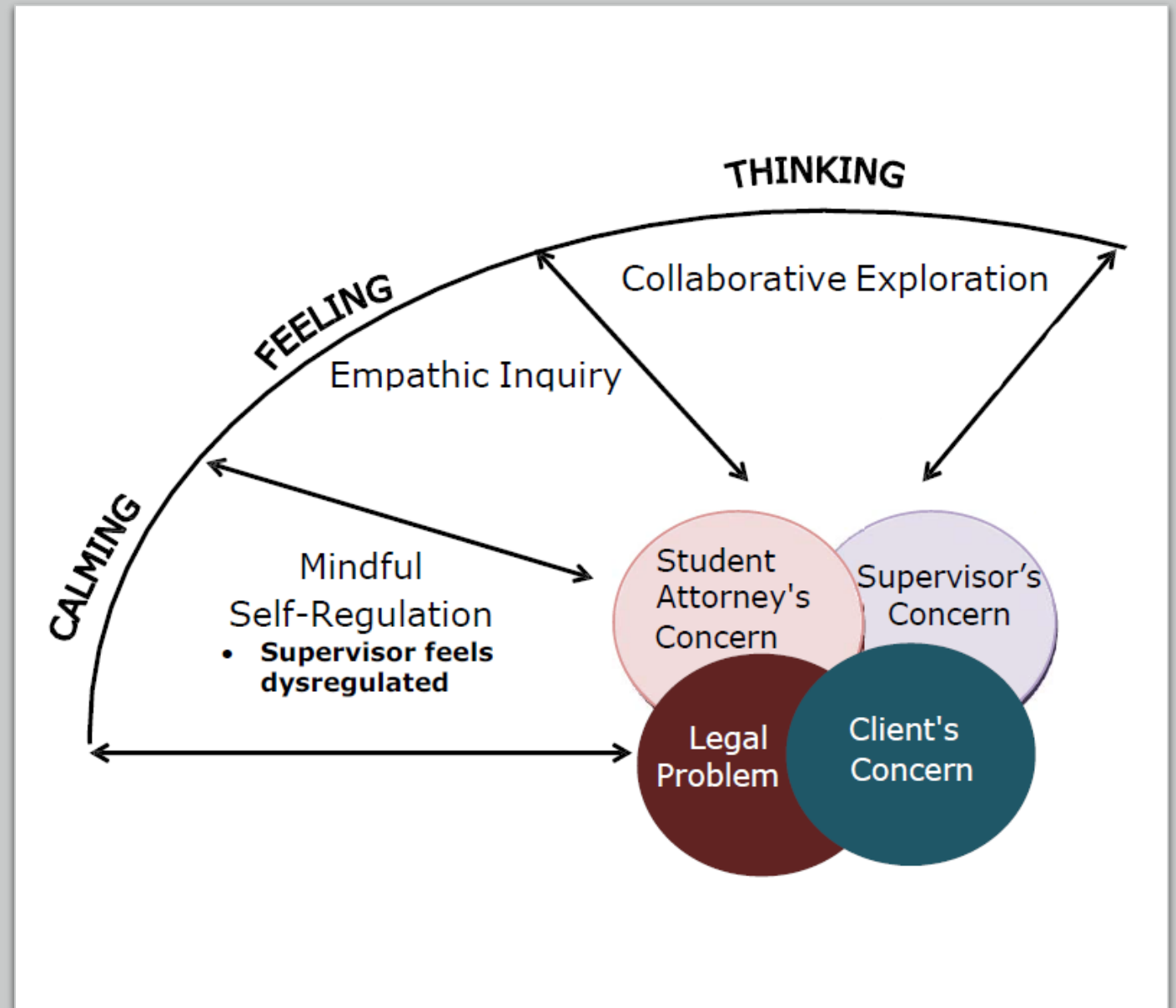
Feeling: Empathic Inquiry

Listening with Acceptance

- How was your last week as student attorney?

- What was it like for you___?

- <u>Hold</u>: "Wow. I hear you."

- <u>Validate</u>: "That sounds really _____."

- <u>Explore</u>: "Can you tell me more about what it was like for you?"

- <u>Contain</u>: "I hear how hard this has been for you. Are we at a place where we can think together about next steps?"
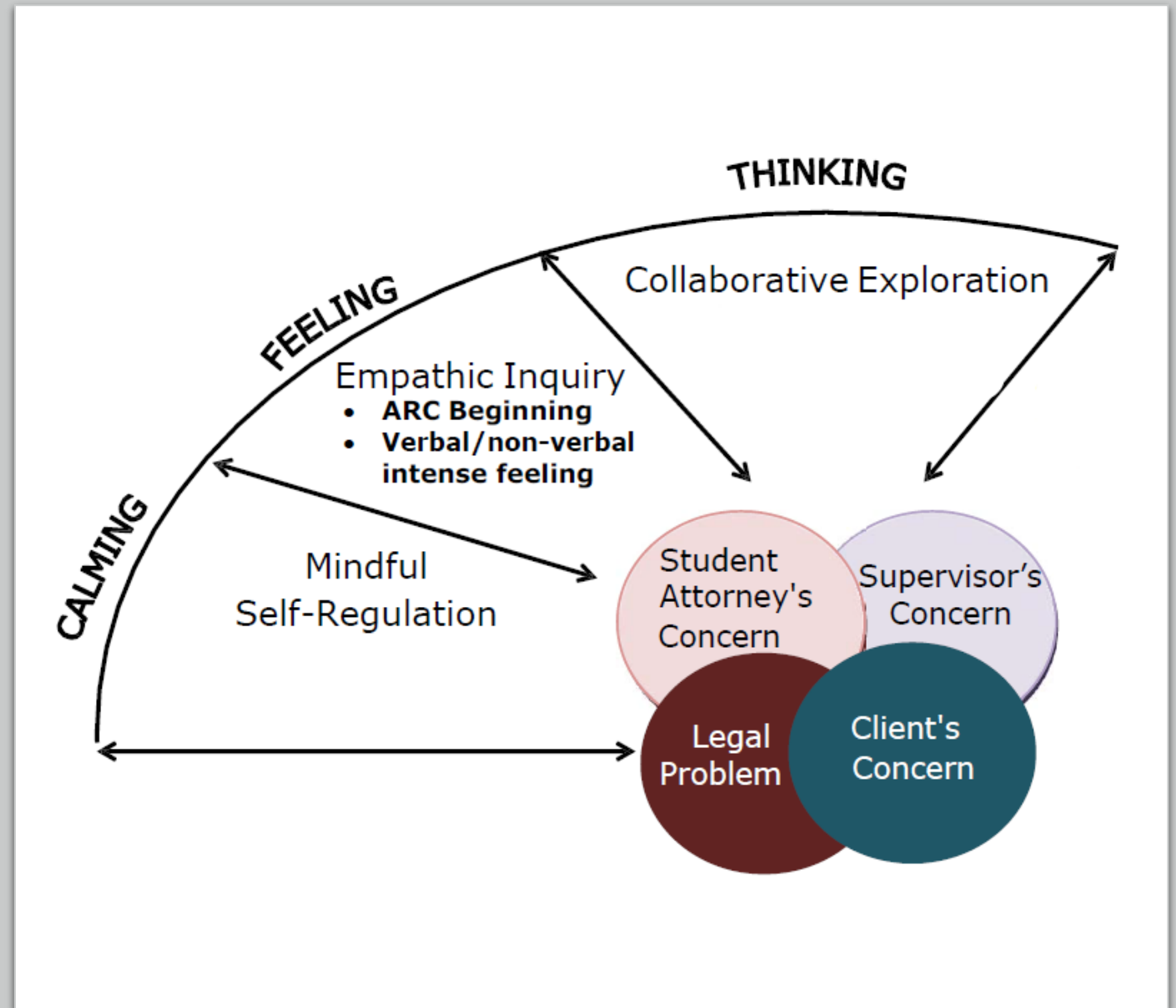
Thinking: Collaborative Exploration

"Let's think about this together"

- First, see through the supervisee's eyes: "I really want to hear how you see this."
- Is this something you'd like to work on? What might be some first steps? What might it be like to try this new way?
- Let's see if we can understand this better together.
- What do you think might be causing the client to respond in that way?
- What have you tried so far? What seems to help?
- How do you think your client sees things?
- Can you tell me more about how it went when you tried the new way?
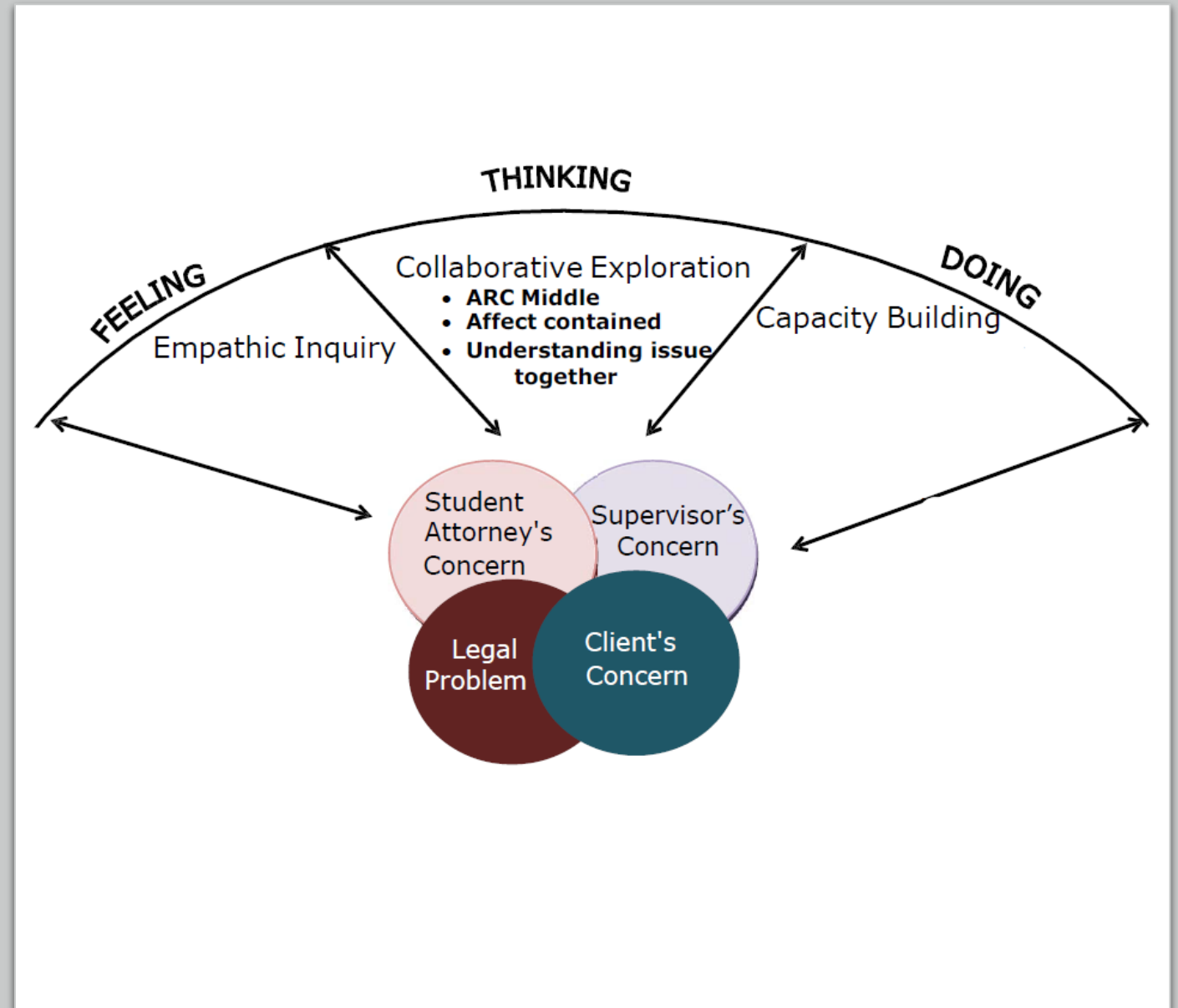
Doing: Capacity Building

Support during action

- <u>Highlight</u> supervisee effort & success

- <u>Offer</u> information related to supervisee's concerns in small pieces (one drop)

- <u>Explore</u>: "Does that make sense to you?" "What do you think?"

- <u>Build Capacity</u>: Acknowledge recurring issues, validate efforts, highlight success

  "I'm here to support you," "I see you"
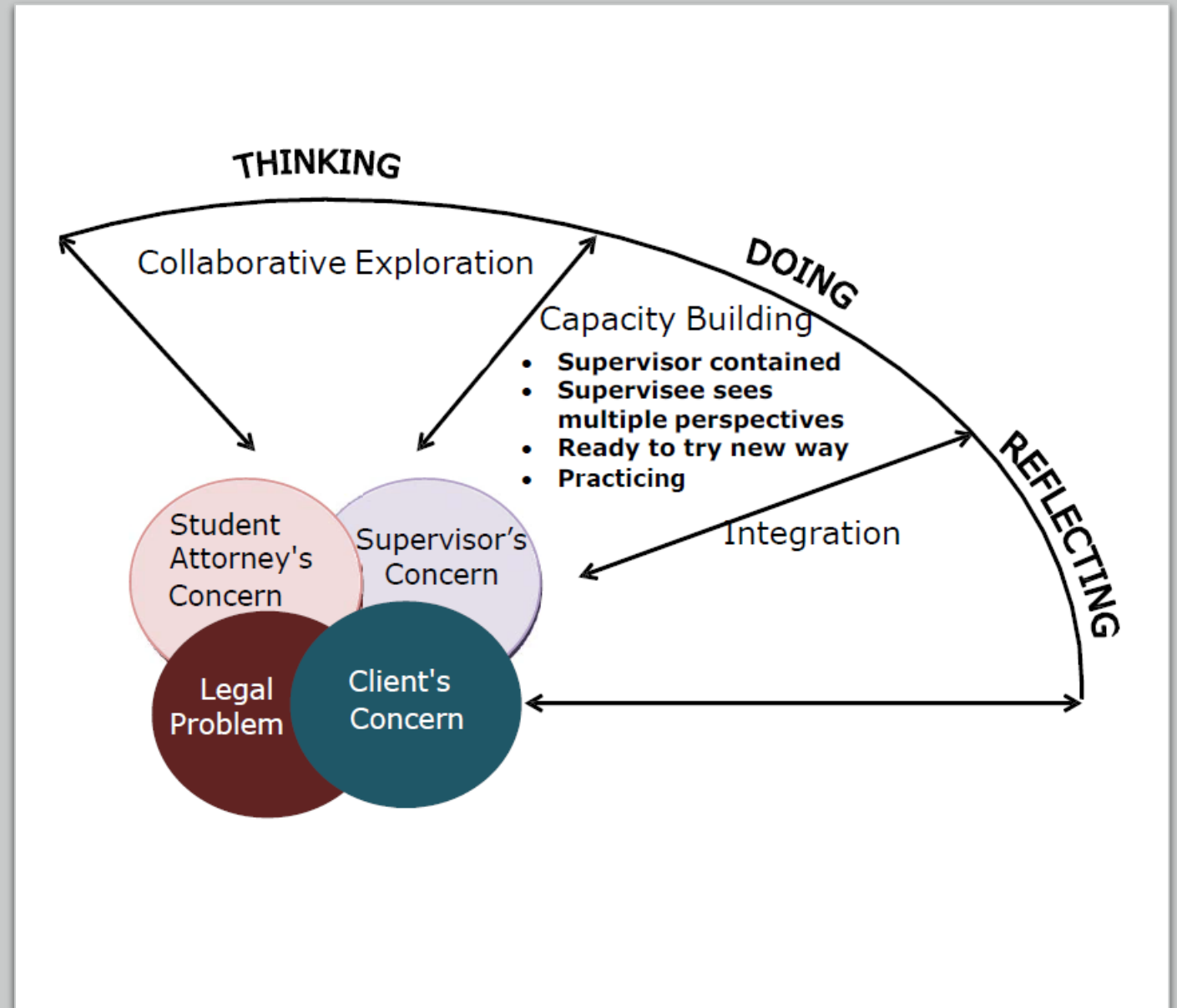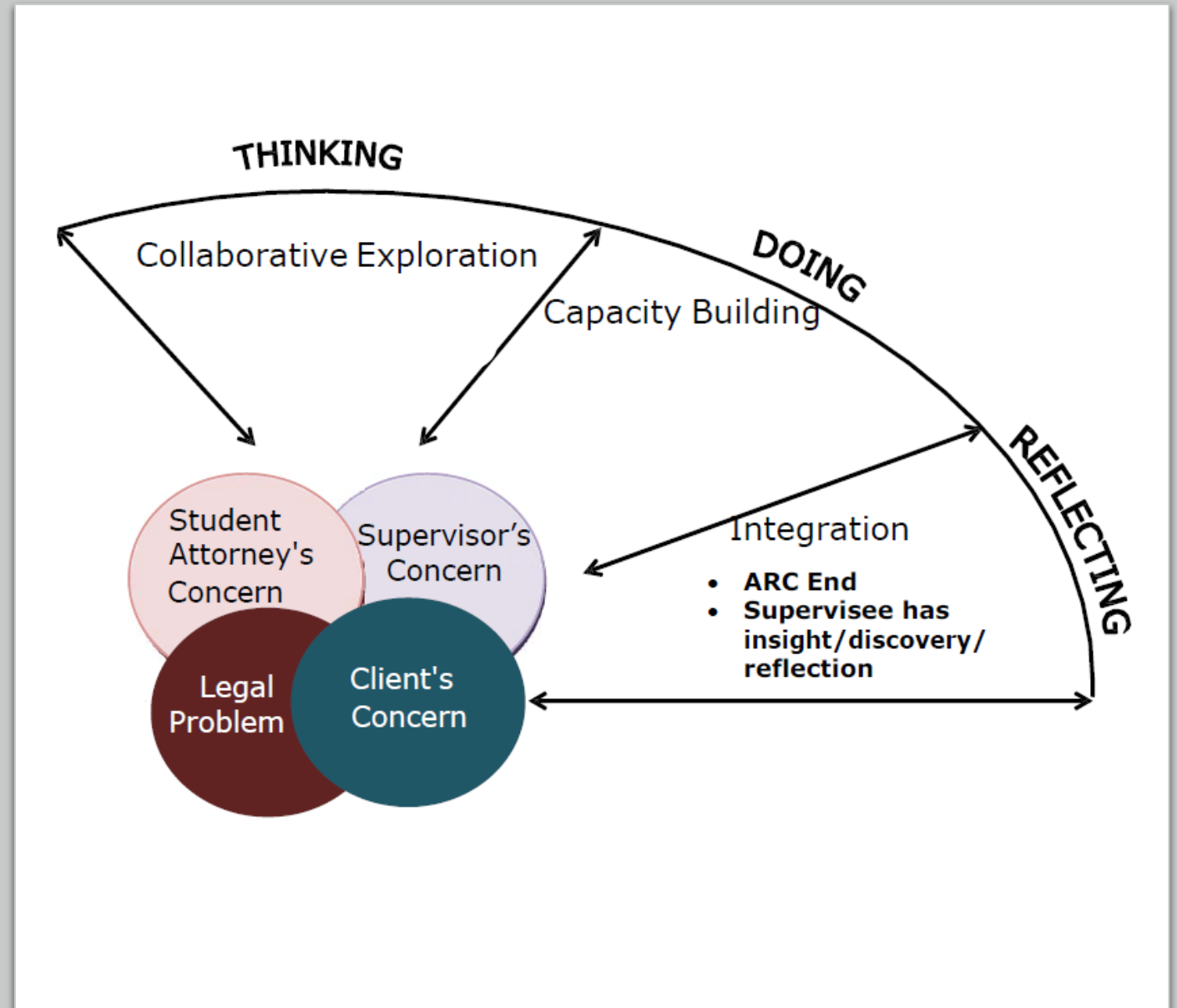
Reflection: Integration

Help supervisee to create a more coherent narrative

<u>Watch</u> for and validate/highlight supervisee's

- Discoveries/a-ha moments
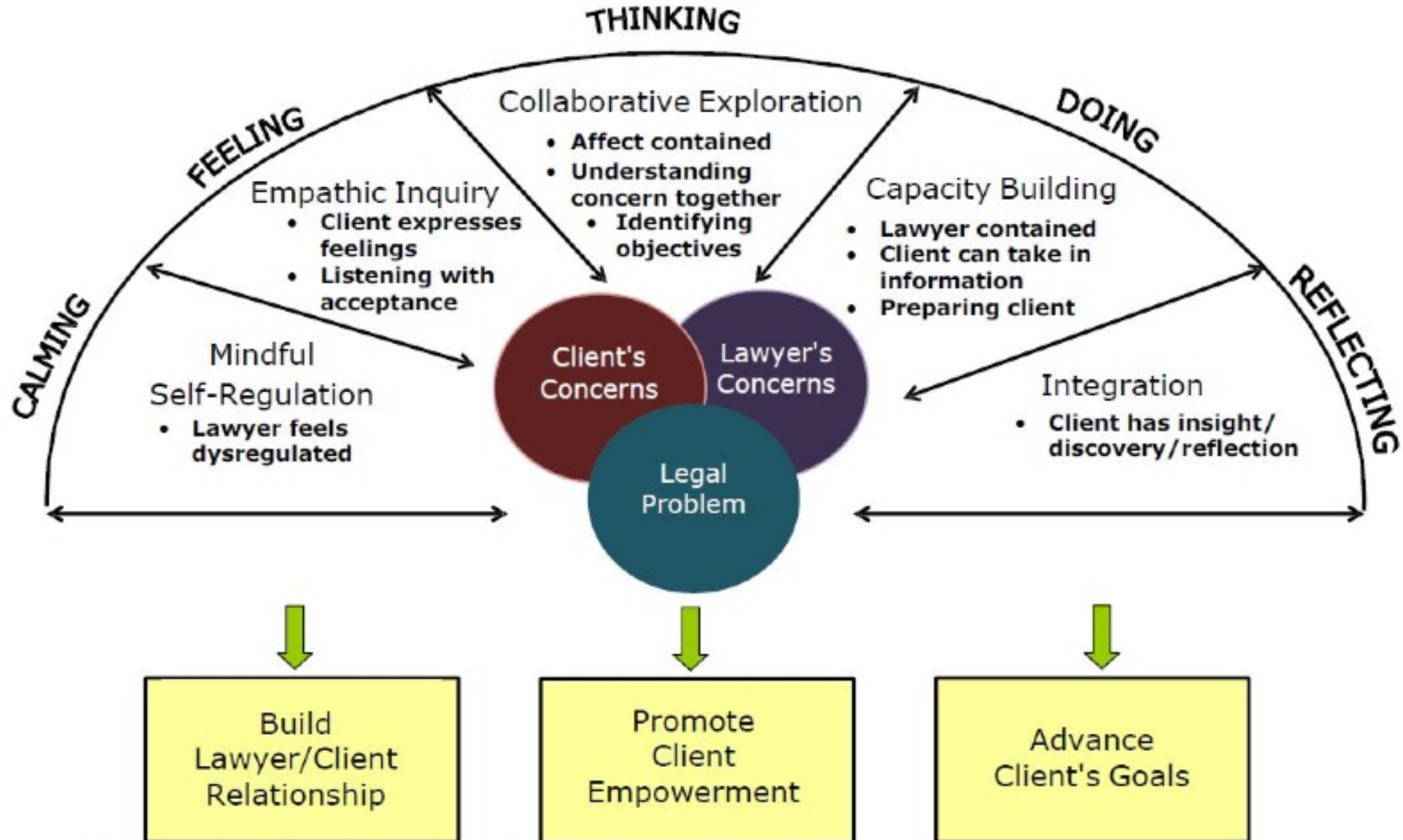- Moments of reflection

<u>Prompt</u>: facilitate opportunities for reflection to occur.

Integrating FAN into Clinic

- Use during every supervision meeting

- Teach students to use this approach with their clients

- Reveal that you are using this approach during supervision

Client Counseling FAN

THINKING

FEELING

DOING

CALMING

REFLECTING

Collaborative Exploration
- **Affect contained**
- **Understanding concern together**
- **Identifying objectives**

Empathic Inquiry
- **Client expresses feelings**
- **Listening with acceptance**

Capacity Building
- **Lawyer contained**
- **Client can take in information**
- **Preparing client**

Mindful Self-Regulation
- **Lawyer feels dysregulated**

Integration
- **Client has insight/ discovery/reflection**

Client's Concerns

Lawyer's Concerns

Legal Problem

Build Lawyer/Client Relationship

Promote Client Empowerment

Advance Client's Goals

Time to Reflect

- **How could You use FAN in your clinical teaching?**

- **How could FAN benefit your students and clients?**

The Evidence Base

- Rated as a "Promising Practice" by the Association of Maternal and Child Health Programs (AMCHP)

- Home Visitors
  - Greater reflective capacity: greater self-regulation, less pressure to fix, more acceptance of client
  - Calmer in distressing situations
  - More able to focus on parenting

- Early Intervention Therapists
  - More empathic with parents
  - More collaborative: Shift from " Watch me" to "Let's do together."
  - More satisfied with their work

- Judges
  - Clear mind before each hearing
  - Slow down and listen to gain perspective
  - Use the calming methods and feelings to explore the thoughts of others that may vary drastically from their own

- Pediatric residents
  - Increased relational empathy
  - Improved diagnostic skills due to increased collaboration;
  - Increased efficiency in clinical encounters: "Get to the real problem quicker and partner to solve it."

- Research conducted at: Chapin Hall at University of Chicago, University to Nebraska-Lincoln, Erikson Institute, Loyola University-Chicago

Stay in touch!

- Nicole Tuchinda: ntuchinda@gmail.com

- Jessica Millward: millward@wcl.american.edu

- Deborah Perry: Deborah.Perry@georgetown.edu

- Linda Gilkerson: LGilkerson@erikson.edu