

# REFLECTIVE AND MEANINGFUL SUPERVISION: A GUIDE FOR PUBLIC HEALTH PROFESSIONALS

---

Lunch and Learn Series



MISSOURI DEPARTMENT OF  
**HEALTH &  
SENIOR SERVICES**



Missouri Department of  
**MENTAL HEALTH**

# A GUIDE FOR PUBLIC HEALTH PROFESSIONALS

---

Supervision isn't just about performance checklists or oversight. In public health—where staff regularly face community trauma, inequity, and systemic barriers—supervision can and should be something more: **a space for reflection, support, and growth.**

**Reflective supervision** is a collaborative relationship focused not only on what you do, but how the work impacts you and how that shapes your effectiveness.

**Meaningful supervision** is intentional, regular, and focused on the whole person—not just job tasks.



## **When done well, reflective supervision:**

- Promotes professional growth
- Builds emotional resilience and reduces burnout
- Supports trauma-informed principles:  
**safety, trust, choice, collaboration, and empowerment**
- Ultimately improves the quality of services for communities

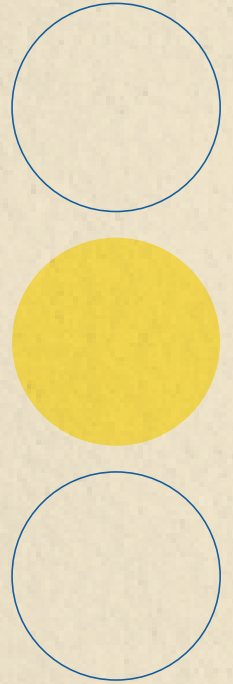
Instead of *“Did you do your job?”* reflective supervision asks, *“How is this work impacting you, and what do you need to keep doing it well?”*

# WHAT REFLECTIVE SUPERVISION LOOKS LIKE

---

**Reflective supervision rests on three core elements:**

- **Collaboration** – Supervisor and supervisee think together; it's not just top-down direction.
- **Reflection** – Time is set aside to explore:
  - What happened?
  - How did I respond?
  - What was I feeling?
  - What did I learn?
- **Regularity** – Sessions are consistent, protected time, not just crisis-driven or once a year.



In reflective supervision, supervisees can safely say things like, “That community visit really got to me,” or “I’m still thinking about that client interaction,” without fear of judgment. Mistakes and challenges are viewed as learning opportunities, not just problems to correct.

**Supervisors also check in on the emotional burden of the work:**

- *“How is this work affecting you right now?”*
- *“What’s feeling heavy?”*
- *“What support would be helpful?”*

Meaningful supervision also includes connecting staff to supports such as EAP, training, and professional development—not just reminding them to “take care of themselves,” but helping them access actual resources.

# CORE SKILLS FOR REFLECTIVE SUPERVISION

---

## 1. Active Listening & Open-Ended Questions

Active listening means being fully present, not just waiting to respond. Supervisors listen for both content and emotion, and reflect back what they hear.

Open-ended questions invite deeper thinking, such as:

- “What was that experience like for you?”
- “What do you think was at the heart of that interaction?”
- “What did you learn about yourself from that situation?”

This helps staff move beyond “it went well/it went badly” into insight and growth.

## 2. Creating a Safe, Non-Judgmental Space

Supervisees need to feel safe bringing up:

- Difficult cases
- Mistakes or missteps
- Feelings of frustration, grief, or moral distress

Supervisors can normalize and validate emotions before jumping into problem-solving:

- “It makes sense that you’re frustrated after that visit.”
- “I can hear how much you care about this community.”

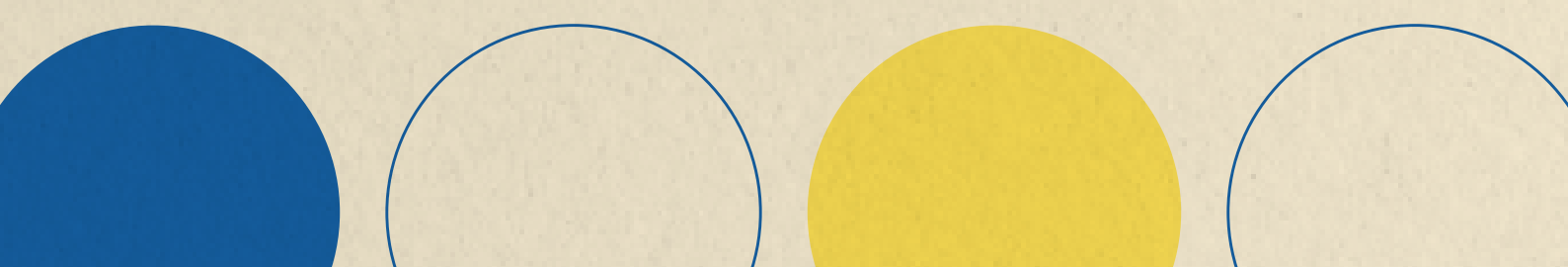
## 3. Balancing Support and Accountability

Reflective supervision is not just venting space—and it’s not just enforcement.

It’s both:

- **Support:** “You’re carrying a lot, and it’s understandable you feel overwhelmed.”
- **Accountability:** “We still need to meet these deadlines. Let’s look at what support, adjustments, or planning will help you get there.”

Staff feel seen and guided, not shamed or abandoned.



# STRUCTURING MEANINGFUL SUPERVISION SESSIONS

---

**Reflective supervision works best when it's structured and predictable, not random.**

## **Co-Creating Agendas**

At the start of the session, the supervisor and supervisee briefly agree on priorities:

- "What's most important to talk about today?"
- "Here's what I'd like us to cover—does that match what you need?"

This ensures the time addresses both management needs and the supervisee's lived experience.

## **Building in Reflective Questions**

You might regularly include questions such as:

- "What surprised you this week?"
- "What are you proud of?"
- "What's something you wish had gone differently?"
- "Where are you feeling stuck?"

These help staff reflect on both outcomes and their internal responses.

## **A Simple Time Structure**

Even a short session (10–30 minutes) can be meaningful with a basic structure, for example:

- **Difficult cases / emotional impact**
  - What's weighing on you? What happened and how did it feel?
- **Planning and practical support**
  - Next steps, resources, priorities for upcoming work.
- **Feedback and check-in on the supervision relationship**
  - Supervisor offers observations and appreciation.
  - Supervisee shares what's working or what they need from supervision.

# Activity suggestion (for the PDF):

Invite supervisors and supervisees to map how they currently use supervision time, then redesign it using three chunks (reflection, planning, support/feedback) and share with a colleague.

## Power Dynamics

Supervisors hold formal power over evaluations, assignments, and opportunities. This can make supervisees hesitant to be honest.

Strategies:

- Be transparent about decisions and expectations
- Explain the “why” behind feedback
- Invite questions: “Does this make sense? How are you feeling about this feedback?”

Clarity and openness can soften the impact of power differences.

## Time Constraints

Everyone is busy, and supervision is often the first thing to get cut when schedules are tight.

Keep in mind:

- Short, consistent supervision (e.g., 20 minutes biweekly) is more effective than rare, long meetings.
- Focus sessions on the most important issues and schedule follow-ups for deeper exploration.

## Emotional Intensity

Public health work exposes staff to distress, loss, and systemic barriers. Supervisors may hear troubling stories and strong emotions.

Helpful responses:

- Validate: “Given what you’re dealing with, your reaction makes sense.”
- Explore supports: “Would it help to adjust your workload?” “Have you considered using EAP?”
- Clarify your role: You’re not acting as a therapist, but as a connector to resources and a supportive leader.

# CREATING A REFLECTIVE SUPERVISION CULTURE

Reflective supervision is strongest when it's supported at the organizational level, not just practiced individually.

## Ways to build a reflective culture:

- **Protect supervision time**
  - Advocate for supervision to be recognized as essential, not optional.
- **Provide supervisor training**
  - Offer or request training in reflective supervision, trauma-informed supervision, and secondary traumatic stress.
- **Encourage peer supervision**
  - Small groups of colleagues can meet regularly to share cases, reflect, and support each other—using the same reflective practices.

**When reflective supervision becomes a norm, staff are less isolated and more equipped to manage the emotional weight of public health work.**

# SUPPORTING **SUPERVISEES' WELL-BEING**

---

**Supervisors play a key role in noticing and addressing signs of stress and burnout, such as:**

- Withdrawal or disengagement in meetings
- Increased irritability or cynicism
- Long hours with declining productivity

**Helpful approaches include:**

- Gentle inquiry: “I’ve noticed you seem more withdrawn lately. How are you doing?”
- Exploring workload and stressors together
- Linking staff to mental health supports, EAP, training, or schedule adjustments
- Modeling healthy behavior—using vacation days, taking breaks, and setting reasonable boundaries around work hours

**When supervisors visibly prioritize their own well-being, it gives their teams permission to do the same.**

# CALL TO ACTION

**Reflective, meaningful supervision is not just a task—it's a powerful tool for retention, growth, and quality of care.**

## **If you're a supervisor, consider:**

- Scheduling protected supervision time and sticking to it
- Bringing one new reflective question to your next session
- Checking in on both workload and emotional impact

## **If you're a supervisee, consider:**

- Identifying what you need from supervision (feedback, emotional support, planning help)
- Bringing one difficult case or experience to discuss
- Suggesting co-created agendas or peer supervision if those aren't already in place

Choose **one concrete change** you will make in how you give or receive supervision this month, and write it down.

For additional tools on reflective and trauma-informed supervision, visit [dmh.mo.gov](https://dmh.mo.gov) and explore resources related to supervision, well-being, and workforce development.

When we invest in reflective supervision, we invest in **people**—and when people are supported, the communities they serve benefit too.