REFLECTIVE SUPERVISION: SELF ASSESSMENT TOOLS

This set of self-assessment tools is intended to be used only in conjunction with the document titled, **"Reflective Supervision: A Guide from Region X to Enhance Practice among Home Visiting Programs"** (the Guide). The practices included in each of the tools are taken directly from the Guide and are not intended as stand alone statements. Users must refer to the Guide for complete descriptions of the practices, as well as contextual information to assure full understanding before making a decision about one's ability to demonstrate each practice.

These are **self**-assessment tools. The self-assessment tools are intended to:

- Support users to identify their own strengths and challenges as they implement the practices described in the Guide; and
- Provide opportunities for discussion within organizations, for example between administrators and supervisors and between supervisors and home visitors using a common language and shared understanding of specific reflective supervision practices; and
- Provide a standard set of practices that can be used by individual users to plan for ongoing professional development; and
- Provide information that can be referred to as individual users measure their own increase in practice over time.

The tools should not be used to:

- Evaluate the performance of others; or
- Prescribe performance improvement expectations or professional goals for others; or
- Make recommendations or decisions related to funding, staff promotion, or staff salaries or wages.

Development of reflective practices is an ongoing process that proceeds in ways that are often unique to each individual practitioner. Self-assessment tool users might find it helpful to focus on only one section of the tool at a time. The sections and practices described are not a prescribed sequence that must be followed step-by-step. Users are encouraged to complete sections at their own discretion as they find them applicable or helpful to their practice. It may be that some of the described practices do not seem to apply to your work and are therefore not helpful to you. Some users may choose to revisit the tool every six months, while others might find annual use more helpful.

Self-Assessment Tools are provided for:

- Administrators/Program Leaders
- Supervisors/Consultants
- Home Visitors

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ADMINISTRATOR/PROGRAM LEADER SELF-ASSESSMENT

How to use the self-assessment: This self-assessment tool is intended to support leaders as they identify strengths and challenges in the infrastructure of their program related to the key principles described in the Guide. Completion of the self-assessment can create dialogue and momentum within your organization specifically around areas to improve support and the infrastructure needed for reflective supervision.

NAME:_____ **DATE INITIALLY COMPLETED:**_____

SUPERVISORS RECEIVE TRAINING & SUPPORT	FULLY	PARTIALLY	NOT YET	NOTES
A. The administrator has read the Guide and discussed its contents with all reflective supervisors to assure shared understanding.				
B. Position descriptions and assigned duties for reflective supervisors allow for adequate time and an appropriate balance of responsibilities so that they can: B1. Participate in ongoing training and regularly scheduled reflective consultation for themselves. B2. Maintain a predictable reflective supervision schedule with home visitors. B3. Practice the self-care strategies they advocate for their home visitors.				
C. Administrators collaborate with reflective supervisors to prioritize, problem-solve, and resolve issues related to demands that compete with reflective supervision time.				
D. The reflective supervisor participates in ongoing professional development about how to provide reflective supervision. ***Allocation of this time is formalized within position descriptions/assigned job duties and supervisor schedules.***				
E. Each reflective supervisor receives either reflective supervision (from a trained professional within the organization) or reflective consultation (from a trained professional contracted/ arranged by the organization) to support their own reflective process. ***Allocation of this time is formalized within position descriptions/assigned job duties and supervisor schedules.***				
F. When reflective supervisors participate in reflective consultation groups with their staff, they are also provided with scheduled, protected individual time with their own reflective supervisor or consultant. These two activities are not treated as interchangeable.				
G. Organizational resources (employee assistance programs, mental health/wellness resources, other culturally-relevant community resources) are available to support reflective supervisors when encountering complex problems with a particular staff member whose need for support falls outside of the scope of reflective supervision.				

Administrator/Program Leader Self-Assessment continued

SUPERVISORS RECEIVE TRAINING & SUPPORT – CONTINUED	FULLY	PARTIALLY	NOT YET	NOTES
H. All staff participates in training addressing trauma-informed practice. These practices are supported throughout the agency where the home visiting program is housed.				

REFLECTION IS VIEWED AS A LIFE-LONG DEVELOPMENTAL PROCESS	FULLY	PARTIALLY	NOT YET	NOTES
A. Home visitors and reflective supervisors are provided with ongoing training addressing the following: A1. How reflective capacity develops. A2. How both historical and current situations influence one's capacity for reflection in any given situation. A3. How the ability to be reflective is impacted by trauma, substance use, and mental health disorders.				
B. Supervisors are supported to establish environments of emotional safety and authentic curiosity with the home visitors they supervise.				
C. Trauma-informed practices are explicitly recognized and integrated into agency practices.				
THE SUPERVISORY RELATIONSHIP IS CO-CREATED OVER TIME	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. Reflective supervisors are supported to develop and utilize written materials to explain program requirements related to reflective supervision to each home visitor. Written explanations include: A1. Required frequency and length of sessions as well as how to handle inevitable scheduling conflicts. A2. How the home visitor is expected to prepare for the reflective supervision session. A3. What the home visitor can expect in terms of confidentiality. A4. If/how information that is shared through reflective supervision will be used in performance appraisals, corrective action plans or other administrative processes. A5. How records of reflective supervision will be kept and what information will be documented as well as how the documented information will be used.				
B. There is physical space for supervision sessions that is private and predictably available for scheduled sessions.				
C. The supervisor is not interrupted or expected to deal with management/administrative issues that are unrelated to the home visitor while conducting the reflective supervision session.				

Administrator/Program Leader Self-Assessment continued

REFLECTIVE SUPERVISION SESSIONS ARE CONDUCTED IN A WAY THAT ALLOWS FOR AN INTENTIONAL SLOWING DOWN AND STEPPING BACK	FULLY	PARTIALLY	NOT YET	NOTES
A. Supervisors are provided with the time, training, and support needed so that careful thought and intentional processes can be used to address administrative and clinical supervision needs without compromising the time needed for reflection.				
B. Sufficient time is allocated in the supervisor's schedule and duties so that it is possible to go into a significant level of detail about one to three cases at least once each month with each home visitor during reflective supervision.				
C. Administrators support the reflective supervisor to focus on the process of reflection with home visitors rather than on defining the "right" answer.				
FEELINGS MATTER	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. Principles and concepts related to emotional intelligence/emotional literacy are recognized by the agency as central to the work of home visiting.				
B. Reflective supervisors are able to use their own reflective supervision or consultation to sort out and stay clear about the purpose of reflective supervision as it relates to staff personal experiences.				
C. Reflective supervisors are supported to discuss with the home visitor when they might need to seek professional support in the form of mental health therapy/counseling or other community or professional resources to address needs that are outside of the scope of reflective supervision.				
D. Reflective supervisors have access to employee assistance programs or other mental health/ wellness resources as well as culturally responsive community resources that can be offered to help address home visitor needs that fall outside of the scope of reflective supervision.				
PARALLEL PROCESS IS EXPLORED	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. Agency practices and procedures are reflective of an understanding of parallel process. For example administrators interact with supervisors with the same level of respect and sensitivity that they'd like supervisors to interact with home visitors. Supervisors are expected to interact with home visitors with the same level of respect and sensitivity that they'd like the home visitors to interact with the families. Home visitors' ways of interacting with parents/ caregivers parallels the level of respect and sensitivity important to healthy parents/caregivers interactions with children.				

SUSUPERVISOR SELF-ASSESSMENT

How to use the self-assessment: This self-assessment is designed for supervisors to explore their own personal areas of growth and development within key principles described in the Guide. The intention is to create dialogue and momentum within your organization around areas to improve support for reflective supervision, as well as guide individual supervisors in their own professional goal setting. The self-assessment tool should not be used for performance evaluation.

NAME: _____ **DATE INITIALLY COMPLETED:** _____

AS A SUPERVISOR, I RECEIVE TRAINING & SUPPORT	FULLY	PARTIALLY	NOT YET	NOTES
A. I have discussed the Guide with my program administrator.				
B. My position description and assigned duties allow for adequate time and an appropriate balance of responsibilities so that, as a reflective supervisor, I can: B1.Participate in ongoing training and regularly scheduled reflective consultation for myself. B2. Maintain a predictable reflective supervision schedule with home visitors. B3. Practice the self-care strategies I advocate for the home visitors.				
C. I am able to collaborate effectively with the program administrator to prioritize, problem-solve, and resolve issues related to demands that compete with reflective supervision time.				
D. I participate in ongoing professional development about how to provide reflective supervision. D1. Allocation of this time is formalized within my position description/assigned job duties and my schedule.				
E. I receive either reflective supervision (from a trained professional within the organization) or reflective consultation (from a trained professional contracted/arranged by the organization) to support my own reflective process. E1. Allocation of this time is formalized within my position description/assigned job duties and my schedule.				
F. If I participate in a reflective consultation group with my staff, I also have scheduled, protected, private time with my own reflective supervisor or reflective consultant. These two experiences are not considered interchangeable.				
G. Organizational resources (employee assistance programs, mental health/wellness resources) and culturally-relevant community resources can be accessed when I encounter complex problems with a particular staff member whose need for support falls outside of the scope of reflective supervision.				

Supervisor Self-Assessment continued

AS A SUPERVISOR, I RECEIVE TRAINING & SUPPORT	FULLY	PARTIALLY	NOT YET	NOTES
H. I can count on trauma-informed practices being supported throughout the agency where my home visiting program is housed.				
REFLECTION IS VIEWED AS A LIFE-LONG DEVELOPMENTAL PROCESS	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. I have participated with the home visitors in ongoing training addressing the following: A1. How reflective capacity develops. A2. How both historical and current situations influence one's capacity for reflection in any given situation. A3. The impact of trauma, substance use disorders, and mental health disorders on the ability to be reflective.				
B. I am able to support home visitors to explore what might be influencing a caregiver's ability to reflect as well as what might be influencing the home visitor's own ability to be reflective in a particular situation.				
C. I am able to establish an environment of emotional safety and curiosity with the home visitors I supervise. C1. I am able to support the home visitor to explore how emotional safety is established with families. C2. I am able to help home visitors intentionally support parents' emotional attunement with their children.				
D. I am able to help each home visitor identify a workable starting place for reflection for the current situation being discussed. D1. I am able to support the home visitor to engage in this process with parents.				
E. I am able to integrate trauma-informed practices into the reflective supervision I provide so that home visitors are, in turn, better able to apply these practices with families.				

Supervisor Self-Assessment continued

THE SUPERVISORY RELATIONSHIP IS CO-CREATED OVER TIME	FULLY	PARTIALLY	NOT YET	NOTES
A. I have written materials that I use to explain to each home visitor the program requirements related to reflective supervision. The written materials include information about: A1. The required frequency and length of sessions as well as how we will handle inevitable scheduling conflicts. A2. How the home visitor is expected to prepare for the reflective supervision session. A3. What the home visitor can expect in terms of confidentiality. A4. If/how information that is shared through reflective supervision will be used in performance appraisals, performance improvement plans or other administrative processes. A5. How records of reflective supervision will be kept and what information will be documented, as well as how the documented information will be used.				
B. Periodically, I intentionally revisit the information listed in (A.) above with each home visitor in order to clarify expectations.				
C. I have strategies I use to intentionally recognize and explore the dynamics of the relationship during reflective supervision sessions.				
D. As my relationship with each home visitor develops over time, I ask how the supervision sessions are working for the home visitor and invite a discussion about what we might want to do differently.				
E. During supervision sessions, I am able to intentionally explore issues related to differences in power, privilege, and culture that exist between the home visitor and me and between the home visitor and the families served.				
F. I intentionally let home visitors know that "we are in this together". I have ways of letting them know I am "holding them in mind" both in terms of their challenges and successes with families.				
G. I am available to home visitors as needed between sessions to provide additional reflective support.				
H. The physical space I use for supervision sessions is predictably available and private.				
I. I am able to avoid interruptions and distractions during reflective supervision sessions.				

Supervisor Self-Assessment continued

REFLECTIVE SUPERVISION SESSIONS ARE CONDUCTED IN A WAY THAT ALLOWS FOR AN INTENTIONAL SLOWING DOWN AND STEPPING BACK	FULLY	PARTIALLY	NOT YET	NOTES
A. I am able to intentionally address administrative and clinical supervision needs without compromising the time needed for reflection.				
B. I arrange my supervision time and facilitate supervision sessions so that each home visitor is able to go into a significant level of detail about one to three cases at least once each month during reflective supervision.				
C. I am able to use culturally responsive ways to support the home visitor to share details, impressions, perceptions, feelings and perspectives about their work with families.				
D. I am able to focus on the process of reflection rather than on defining the "right" answer for the home visitor.				
E. I am able to allow silence during my reflective supervision sessions.				
FEELINGS MATTER	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. While recognizing that feelings are always present, I am also able to be sensitive to each home visitor's comfort level and tolerable starting place for exploring the feelings associated with their work.				
B. I am able to apply an understanding of emotional intelligence or emotional literacy to my interactions with home visitors and to help them apply this understanding to their work with families.				
C. During my reflective supervision sessions, I am able to explore cultural differences related to how feelings are expressed, discussed, and responded to within and across different social contexts. C1. I am able to use examples from my own life as well as to explore differences between the home visitor and me. C2. I am able to support this exploration with the home visitor in relationship to their interactions with families.				
D. I am able to maintain a focus on the work with families as central to our exploration of feelings.				
E. I am able to rely on both my relationship with the home visitor and on my own reflective supervision or consultation to sort out and stay clear about the purpose of reflective supervision as it relates to staff personal experiences.				

Supervisor Self-Assessment continued

FEELINGS MATTER – CONTINUED	FULLY	PARTIALLY	NOT YET	NOTES
F. I am able to discuss with the home visitor when they might need to seek professional support in the form of mental health therapy/counseling or other community or professional resources to address needs that are outside of the scope of reflective supervision.				
G. I am able to support home visitors when they may need to engage in discussions with caregivers regarding caregiver or family needs that fall outside of the home visitor's scope of practice and/or the intended service.				
H. I have access to employee assistance programs or other mental health/wellness resources as well as culturally responsive community resources that can be offered to help address home visitor needs that fall outside of the scope of reflective supervision.				
PARALLEL PROCESS IS EXPLORED	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. I am able to support each home visitor to hold in mind and explore the experiences of all of the people in a situation, including the home visitor's own experience. A1. I am able to ask carefully timed clarifying questions as the home visitor is describing a visit. A2. I make choices in the moment about what question or observation might be most helpful to the home visitor's reflective process. A3. I am able to help the home visitor consider the perspective of all family members involved in the child's care, not just those present during the visit.				
B. As the home visitor's story of the family unfolds, I can help them attend both to "who-was-doing-what" (behaviors) and to "how did the others seem to respond?" (mental states). B1. The experience of the young child is always considered in this discussion.				
C. I can help the home visitor to keep in mind and as necessary re-present the experience of the young child when describing a situation even when the primary interaction being described was among the adults.				
D. I am able to help the home visitor consider and explore the child's experience as a powerful influencer of, as well as being strongly influenced by the experiences and interactions of the adults.				

Supervisor Self-Assessment continued

PARALLEL PROCESS IS EXPLORED – CONTINUED	FULLY	PARTIALLY	NOT YET	NOTES
E. I am able to support home visitors to think about how they are being influenced by the families they serve.				
F. I am able to support the home visitor to hold in mind the perspectives and influences of family members that may not be physically present at the home visits yet are clearly "present" in the family dynamics.				
GROUP SUPERVISION PRACTICES	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. I am able to attend to the verbal and non-verbal communication of each individual group member as well as to the group as a whole.				
B. I am able to intentionally pay attention to the mental states of individuals as well as my own mental states and how those states interact to affect the group process.				
C. I am able to track the impact of emotional regulation on reflection and of reflection on emotional regulation during complex group discussions.				
D. I am able to create a reasonable balance so that group interactions are typically "safe enough" to allow for reflection, yet challenging enough to support professional growth in individual participants as well as in the group as a whole.				
E. I am aware of and able to help the group to explore issues related to imbalances in power and privilege related to race, language, education, gender, sexual orientation, economic, education, and professional backgrounds.				
F. I am able to make in-the-moment decisions about when to support the group to keep their view more broad and when to help the group focus on more specific details in order to support the work with families.				
G. I have the confidence and clear reasoning needed to make decisions about when and how to shift the focus of a conversation to promote reflective functioning while maintaining a reasonable level of emotional safety as well as maintaining the focus on the work of home visitors.				
H. I am able to recognize, name, and respond sensitively to inevitable ruptures in relationships and the needed repairs that are sometimes amplified by group dynamics.				
I. I can help the group consider the parallels in the family stories being shared, while also attending to the parallels of group members' experiences and ways of processing those experiences.				

HOME VISITOR SELF-ASSESSMENT

How to use the self-assessment: This self-assessment is designed for home visitors to explore their own personal areas of strength, growth and development within key principles described in the Guide. The intention is to support conversations between the home visitor and their reflective supervisor as they identify reflective practice strengths as well as areas for focused growth related to reflective practice. The self-assessment can help guide home visitors in their own professional goal setting and should not be used for performance evaluation.

NAME: _____ **DATE INITIALLY COMPLETED:** _____

I RECEIVE TRAINING & SUPPORT RELATED TO REFLECTIVE SUPERVISION	FULLY	PARTIALLY	NOT YET	NOTES
A. I have read and discussed the Guide with my reflective supervisor.				
B. My position description and assigned duties allow for adequate time and an appropriate balance of responsibilities so that, as a home visitor, I can: B1. Participate in ongoing training and regularly scheduled reflective supervision and still complete my assigned job duties; B2. Participate in a predictable reflective supervision schedule; B3. Practice the self-care strategies necessary to support me in my work.				
C. I am able to collaborate effectively with my reflective supervisor to prioritize, problem-solve, and resolve issues related to demands that compete with reflective supervision time.				
D. I participate in ongoing professional development about how engage effectively in reflective supervision.				
E. Organizational resources (employee assistance programs, mental health/wellness resources) and culturally relevant community resources can be accessed when I experience support needs that fall outside the scope of reflective supervision.				
F. I have participated in training addressing trauma-informed practices.				
G. I can count on trauma-informed practices being supported throughout the agency where my home visiting program is housed.				

Home Visitor Self-Assessment continued

REFLECTION IS VIEWED AS A LIFE-LONG DEVELOPMENTAL PROCESS	FULLY	PARTIALLY	NOT YET	NOTES
A. I have participated with my reflective supervisor in ongoing training addressing the following: A1. How reflective capacity develops A2. How both historical and current situations influence one's capacity for reflection in any given situation. A3. The impact of trauma, substance use disorders, and mental health disorders on the ability to be reflective.				
B. I am able to engage in conversations with my reflective supervisor that support me to explore what might be influencing a caregiver's ability to reflect during a particular interaction as well as what might be influencing my own ability to be reflective in a particular situation.				
C. I am able to contribute to an environment of emotional safety and curiosity with my reflective supervisor during supervision sessions. C1. During supervision, I am able to explore how emotional safety is established with the families I serve. C2. During supervision, I am able to explore how I am able to intentionally support parents' emotional attunement with their children.				
D. During supervision, I am able to engage in conversations that help us identify a workable starting place for reflection for the current situation being discussed. D1. I am able to engage in this same process with parents.				
E. I am able to integrate trauma-informed practices into the services I provide to families.				

Home Visitor Self-Assessment continued

THE SUPERVISORY RELATIONSHIP IS CO-CREATED OVER TIME	FULLY	PARTIALLY	NOT YET	NOTES
A. I have received written materials and fully understand program requirements related to reflective supervision. The written materials include information about: A1. The required frequency and length of sessions as well as how we will handle inevitable scheduling conflicts. A2. How I am expected to prepare for the reflective supervision session. A3. What I can expect in terms of confidentiality. A4. If/how information that is shared through reflective supervision will be used in performance appraisals, performance improvement plans or other administrative processes. A5. How records of reflective supervision will be kept and what information will be documented, as well as how the documented information will be used.				
B. Periodically, my supervisor and I have opportunities to revisit the information listed in (A) above in order to clarify expectations.				
C. I am able to participate in conversations exploring the dynamics of the relationship between my reflective supervisor and me during reflective supervision sessions. C1. As my relationship with my reflective supervisor develops over time, I feel able to share how the supervision sessions are working for me and can contribute to a discussion about what I would find more helpful. C2. As my relationship with each family develops over time, I am able to ask parents how our home visits are working for them and can invite a discussion about what we might do differently.				
D. During supervision sessions, I am able to intentionally explore issues related to differences in power, privilege, and culture that exist between my reflective supervisor and me and between me and the I families serve.				
E. I feel able to trust that my supervisor and I "are in this together". E1. I believe that my reflective supervisor is "holding me in mind" both in terms of my challenges and my successes with families. E2. I know when I should wait for my next scheduled supervision session to tell my supervisor able a particular situation with a family and when I should not wait and instead discuss a situation with my supervisor more immediately.				
F. I do my best to participate in scheduled sessions and to be fully present without distractions.				

Home Visitor Self-Assessment continued

I ENGAGE IN REFLECTIVE SUPERVISION SESSIONS IN A WAY THAT ALLOWS FOR AN INTENTIONAL SLOWING DOWN AND STEPPING BACK	FULLY	PARTIALLY	NOT YET	NOTES
A. I am able to collaborate with my supervisor to intentionally address administrative issues without compromising the time needed for reflection.				
B. I use reflective supervision time to go into a significant level of detail about one to three cases at least once each month during reflective supervision.				
C. As I share details, impressions, perceptions, feelings, and perspectives about my work with families, I am able to engage with openness and curiosity about issues related to differences in culture, power, and privilege.				
D. I am able to tolerate a focus on the process of reflection rather than on finding the "right" answer.				
E. I am able to allow silence during my reflective supervision sessions.				
FEELINGS MATTER	**FULLY**	**PARTIALLY**	**NOT YET**	**NOTES**
A. I am able to use my reflective supervision time to help me apply an understanding of emotional intelligence or emotional literacy both to my own way of being and to my work with families.				
B. During my reflective supervisions sessions, I am able to explore cultural differences related to how feelings are expressed, discussed, and responded to within and across different social contexts.				
C. With the help of my supervisor, I am able to maintain a focus on the work with families as central to our exploration of feelings.				
D. I am able to engage in discussions with my supervisor when I might need to seek professional support in the form of mental health therapy/counseling or other community or professional resources to address needs that are outside of the scope of reflective supervision.				
E. I can use reflective supervision to sort out and prepare myself when I may need to engage in discussions with caregivers regarding caregiver or family needs that fall outside of my scope of practice and/or the intended service.				
F. I have access to employee assistance programs or other mental health/wellness resources as well as culturally responsive community resources that I can use to help address needs that fall outside of the scope of reflective supervision.				

Home Visitor Self-Assessment continued

PARALLEL PROCESS IS EXPLORED	FULLY	PARTIALLY	NOT YET	NOTES
A. I am able to use reflective supervision to hold in mind and explore the experiences of all of the people in a situation, including my own experience and the experiences/ perspectives of all family members, not just those who were physically present during the visit.				
B. As I share the story of a family during supervision, with the support of my supervisor I can describe both "who-was-doing-what" (behaviors) and "how did the others seem to respond?" (mental states).				
C. With the support of my reflective supervisor, I can keep in mind and as necessary re-present the experience of the young child when describing a situation even when the primary interaction being described was among the adults.				
D. With the support of my reflective supervisor, I am able to consider and explore the child's experience as a powerful influencer of, as well as being strongly influenced by the experiences and interactions of the adults.				
E. With the support of my reflective supervisor, I can think about how I am being influenced by the families I serve.				

WHEN I PARTICIPATE IN GROUP SUPERVISION	FULLY	PARTIALLY	NOT YET	NOTES
A. I try to pay attention to the verbal and non-verbal communication of each individual group member as well as to my own ways of communicating.				
B. I am able to intentionally pay attention to the mental states of other group members as well as my own mental states and how those states affect the group process.				
C. I am able to notice the impact of emotional regulation on reflection and of reflection on emotional regulation during complex group discussions.				
D. I am able to engage in a way that typically feels "safe enough" to allow for reflection, yet can tolerate sometimes feeling challenged or uncomfortable, knowing this can support my professional growth.				
E. I can contribute to discussions exploring issues of imbalances in power and privilege related to race, language, education, gender, sexual orientation, economic, education, and professional backgrounds.				
F. With the support of the group supervisor, I am able to recognize, name, and respond sensitively to inevitable ruptures in relationships and can contribute to the needed repairs.				
G. I can listen for the parallels in the family stories being shared.				