

Critical Element #12

Supervision

(note that Self Assessment Tool Credentialing Standard for Supervision is #11,
not #12)

HFNY POLICY AND PROCEDURE MANUAL	
Subject	Supervision of Direct Service Staff
Policy	Each direct staff person (FSW, FAW) receives ongoing, effective supervision and is provided with skill development and professional support and held accountable for the quality of their work.
Site specific reference	11-1.A-B, 11-2.A-B
Effective date	July 2001
Revised date(s)	June 2007
Appendices	Supervisor Note (FAW, FSW, Supervisors) Supervisor Binder Review Form (FSW) Supervisor Binder Review Form (Supervisor) Sample Team Meeting Agenda

Rationale:

To ensure that direct service staff and supervisors collaborate effectively to facilitate healthy growth in families. To ensure that staff receive consistent, intensive, and reflective supervision, are provided with skill development and professional support and are held accountable for the quality of their work. To reduce stress resulting in burnout and increase job satisfaction and staff retention.

Procedures:

The primary roles of a supervisor are to create an environment that encourages staff to grow, provide motivation and support, maintain ideals, standards, quality assurance and safety, and facilitate open, clear communication.

Direct Service Staff

1. Consistent Supervision

- a. Each fulltime Family Support Worker (FSW) receives a minimum of 1½ hours (2 hours preferable) of regularly scheduled protected* individual supervision per week. (For less than full-time staff, at least 1 hour of individual supervisory time is required). There may be occasional situations that require supervision be divided into 2 sessions per week, however supervisory sessions are typically completed in one session.
- b. Each fulltime Family Assessment Worker (FAW) receives a minimum of 1½ hours (2 hours preferable) of regularly scheduled protected individual supervision per week. (For less than fulltime staff, at least 1 hour of individual supervisory time is required.) FAW supervision may be split into more frequent sessions to better support the assessment workers’ job responsibilities.
- c. The regularly scheduled supervision time is to be respected by both the worker (FSW or FAW) and the supervisor and rescheduled as infrequently as possible (e.g., FSW providing last minute transportation to participant for

a doctor's appointment, or the supervisor scheduling a conflicting meeting, would generally not be acceptable reasons for cancellation). Programs make every reasonable effort to assure that the only time supervision does not occur is when the FSW or FAW is out of the office for the entire week. Each program develops a protocol for providing weekly supervision for staff when the FSW or FAW supervisor is out of the office. This protocol is written into the program's policy and procedure manual and specifies the frequency and duration for supervision to direct service staff. Programs develop internal mechanisms to assure that their supervision policy is being followed.

*** Protected means an environment that is safe, without interruption, and secluded from the remainder of the staff.**

2. Ratio of supervisors to direct service staff

To ensure that regular, on-going and effective supervision can occur, each supervisor directly supervises no more than 5 FTE FSW/FAWs.

3. Elements of Supervision to direct service staff: Supervision to FSWs/FAWs includes skill development, professional support and accountability for the quality of their work.

a. Skill Development and Accountability for quality of work

- i. Supervisory sessions focus on Parent-Child Interaction (observation and inquiry) and discussion of the worker's role in promoting it, Child Development, Family Strengths, Parent Support and Family Functioning (i.e. self-sufficiency).
- ii. The following activities help assure that direct service staff are provided with the necessary skill development to continuously improve the quality of their performance and are held accountable for the quality of their work. While all supervision sessions will not contain all of these activities, programs' internal policies and procedures support these effective practice standards:
 - Coaching and providing feedback on strength-based approaches and interventions used
 - Identifying and promoting the use of behaviorally specific praise
 - Reviewing IFSP progress and process, and discussion of the worker's role in supporting the family's goals; reviewing family progress and level changes
 - Analyzing and discussing outreach, engagement and retention
 - Integrating results of tools used (e.g. developmental screens, PSIs)
 - Integrating information from MIS reports into clinical discussions
 - Discussing home visit achievement and assessment rates
 - Providing Transfer of Learning activities before and after trainings so that staff can integrate training information into their practice
 - Assessing and discussing cultural sensitivity and practices

- Providing guidance and practice on communication style
 - Providing guidance and practice on use of curriculum
 - Providing opportunities for reflection on techniques and approaches
 - Identifying and reflecting on potential boundary issues
 - Sharing of information related to community resources and topics related to participant education
 - Providing feedback on documentation (see Evaluation/Review of Program Quality for more information on Internal Quality Assurance.)
 - Observations of home visits and assessments, participant satisfaction surveys, follow-up phone calls after assessment refusals, etc. Note: QA observations do not take the place of regular weekly supervision and it cannot be included as part of the 1 ½ hour requirement.)
 - Integrating quality assurance results that include regular and routine review of assessments and assessment records, home visitor records and all documentation used by the program
 - Identifying areas for growth and skill development needs. Creating a plan to address the need on a regular basis.
 - Participating in first home visit with new participants if possible.
- iii. Each program develops a protocol for assuring that supervisory policies and procedures provide staff with skill development and hold staff accountable for the quality of their work.
- iv. Programs develop supervisor note forms to document and support the practices of their policies and procedures. (See attached Sample Supervisor note.) These forms will typically include space for notes taken during supervisor binder/file review to ensure integration of information gathered. These supervisor notes are reviewed by the supervisor's supervisor on a regular basis (as defined in the program's policy) to assure documentation of staff receiving skill development and are being held accountable for the quality of their work. (See Sample Supervisor Binder Review Form.)

b. Professional Support

Providing professional support includes utilizing reflection, being available when staff is in the field, and assuring a nurturing, positive work environment that is conducive to productivity. The following are some activities that help assure direct service staff is provided with professional support:

- Supervisor coverage when staff are in the field (note: it is a requirement of HFNY that supervisors be available for consultation as needed, and in emergency situations)
- Regular Staff/Team Meetings (note: these are required by HFNY.)
- Exploration and reflection of impact of the work on the worker and acknowledgement of burnout issues
- Clinical supervision

- Acknowledgement of performance
 - Creating a nurturing environment that provides opportunities for respite (i.e. staff retreats) and scheduling flexibility
4. Each program develops a protocol for assuring that supervisory policies and procedures provide staff with professional support.

5. Volunteers and interns

Volunteers and interns who are performing the same functions as FSWs or FAWs must receive the same type and amount of supervision as paid staff. They must also receive all required trainings (See Required Training). Training and supervision needs to be documented in a manner consistent with paid staff. Volunteers and interns who perform other supportive functions such as assisting with parent groups and accompanying home visitors to homes to assist with activities, are exempt from the supervision and training requirement.

HFNY POLICY AND PROCEDURE MANUAL	
Subject	Supervision of Supervisors and Program Managers
Policy Reference	Each supervisor and program manager receives ongoing, effective supervision on a regular and routine basis. They are provided with skill development and professional support and held accountable for the quality of their work.
Site specific reference	11-3.A-B, 11-4
Effective date	July 2001
Revised date(s)	June 2007
Appendices	- Sample Supervision of FSW Supervisor note - Sample Team Meeting agenda

Rationale:

To ensure that supervisory staff receive consistent and supportive supervision, are provided with skill development and professional support and are held accountable for the quality of their work. To reduce stress resulting in burnout and increase staff retention and job satisfaction.

Program Managers and Supervisors familiarize themselves with the HFA Supervisors Training Manual. They are encouraged to seek, and participate in, educational and training opportunities to further their supportive supervision skills.

Program Supervisors

1. Consistent Supervision

Supervisors receive regular, supportive and on-going supervision. It does not have to be weekly, but it is recommended that program policies and procedures require bi-weekly supervision. One of these sessions may be a group supervision meeting. Supervisors receive supportive supervision from their program manager or other qualified designated consultant or staff member.

2. Supervision elements

- a. Supervision sessions provide supervisors with skill development, professional development and holds them accountable for the quality of their work. and professional support
- b. Documentation is kept of the content of these meetings.
- c. Programs' policies and procedures include a variety of mechanisms such as:
 - addressing boundary and personnel issues
 - discussing strategies for promoting professional development and growth
 - providing feedback on performance
 - reviewing documentation

- review of data management reports, program statistics
- review of quality assurance documentation and planning for feedback to FSW/FAWs.
- Observation of supervision session

Program Managers

1. Consistent Supervision

Program Managers receive regular, supportive and on-going supervision. It does not have to be weekly, but it is recommended that program policies and procedures require the Program Managers to meet with her/his direct supervisor on at least a monthly basis.

2. Supervision elements

- a. Supervision sessions provide Program Managers with skill development, professional development and holds them accountable for the quality of their work, and professional support
- b. Brief documentation is kept of the content of these meetings. This documentation may be written by and kept by the Program Manager.
- c. Programs' policies and procedures include a variety of mechanisms such as:
 - discussing strategies for promoting professional development/growth
 - providing feedback on performance
 - addressing boundary and personnel issues
 - assisting with funding opportunities
 - assisting with credentialing requirements
 - reviewing quarterly and annual reports
 - reviewing data management reports, program statistics and performance indicators
 - reviewing external quality assurance and site visit reports
 - observation of supervision session
 - discussing strategies for promoting community support and participation in the referral process

Team/Staff Meetings

Programs are strongly encouraged to have team or staff meetings at least every two weeks at a regular set time. Programs document team meetings. This may include the agenda, and/or meeting minutes and who was present. See sample Team Meeting agenda.

HFNY POLICY AND PROCEDURE MANUAL	
Policy	Participant File/Binder Review
Multi-Site Reference	Each participant's file/binder will be regularly reviewed by the FSW/FAW's supervisor.
Site specific reference	11-2.A-B
Effective date	July 2001
Revised date(s)	July 2007
Appendices	Sample Home Visit Record

Rationale:

To ensure that each participant's progress is regularly reviewed by the FAW/FSW and Supervisor.

Procedures for FSW file/binder review

Effective supervision includes file reviews of all participants. To assure that quality services are being provided to all program families, it is important for the supervisor to review all families that had a visit due, or were seen, the previous week. It is recommended that families in "crisis" be reviewed last, avoiding the problem of not having enough time to focus on and learn from the work with the families who seem to be doing well. (These procedures do not refer to the activity of quality assurance binder reviews explained in the "Internal Quality Assurance policy.")

1. It is recommended that each home visit record that has been completed since the last supervision is read by the Supervisor in preparation for supervision. By reading notes in advance, supervision time can be used for more exploration, reflection, clinical depth and future visit planning than if most of the time is spent updating the supervisor on the basic details of the visit.
2. The supervisor initials and dates each note as it is reviewed and checks the Home Visit Log to assure that all activities documented in the record are also reflected in the Home Visit Log.
3. While reading the record, the supervisor looks for many of the following items:
 - Observations of parent-child observation (PCI), family strengths and successes
 - How PCI and Child Development were promoted (e.g. use of behaviorally specific praise)
 - Prenatal and father involvement strategies
 - Activities/handouts/curricula used with the family and the family's reactions
 - How the IFSP is guiding services and how is the worker supporting family goals

- Development screenings and PSIs completed and the implications of scores/strategies
 - Significant events happening with the family
 - How FSW set and observed boundaries.
 - Health and safety
 - Progress toward addressing issues identified at assessment or through working with the family
 - Possible level changes
 - Follow-up on referrals, and assessing if new referrals are needed
 - Strategies to engage or re-engage families who seem to be losing interest in program
 - Plans for next visit
4. The supervisor makes notes of the above issues to provide FSW with behaviorally specific praise, discuss follow-up activities, provide education and resources, assist with documentation skills, and raise issues of concern and/or missing information. These notes are brought into supervision.

During FSW Supervision

See Policy 11-1.A-B, 11-2.A-B: Supervision of Direct Service Staff, Elements of Supervision.

Procedures for Family Assessment File/Binder review

1. Programs develop their own internal systems, however, in order to provide feedback in a timely fashion and to assign families to FSWs quickly, FAW Supervisors are encouraged to review and discuss assessments with the FAW as they occur. For this reason, FAW supervision may be split into more than one session
2. Supervisors review items such as tracking forms, outreach calendars and MIS reports and ticklers in advance of supervision. As each form/document is reviewed, the supervisor initials where appropriate and makes notes regarding:
 - outreach to and engagement of families
 - review of referrals that have been made
 - successes
 - inclusion of fathers and other family members in outreach and engagement efforts
 - presentation of the home visiting program
 - completeness of forms
 - if items on the Kempe Assessment reflect the guidelines for scoring
 - if the written assessment is accurate and thorough

3. Supervisors note any issues that might help or challenge the transition to the FSW.
4. Supervisors are encouraged to highlight and discuss Kempe issues in need of follow-up within the first six months of service.
5. The supervisor makes notes of the above items to provide behaviorally specific praise to FAW, discuss follow-up activities, provide education and resources, assist with appropriateness and content of documentation, and raise issues of concern and/or missing information. These notes are brought into supervision.

During FAW Supervision

See Policy 11-1.A-B, 11-2.A-B: Supervision of Direct Service Staff, Elements of Supervision.