

**Prevent Child Abuse New York Quality Assurance Program**

**FRS SUPERVISION OBSERVATION FORM**

Supervisor: FRS:

Program: Observer:

Date:

Supervision Environment: **Describe aspects that supported strength-based supervision, and interruptions or challenging situations that impacted the supervision and/or the observation.**

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| **Competency# 1: The Supervisor establishes a comfortable, trusting relationship with the FRS in order to support and empower them, and increase their confidence.** |
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| a. Was nonjudgmental and empathetic; maintained neutral stance |
| b. Supervisor recognized opportunities and used *Reflective Strategies* and other reflective methods |
| c. Supervisor attended to FRS’s self-care |
| d. Supervisor recognized and responded to the FRS’s cues, followed the FRS’s lead and partnered with them in setting an agenda for supervision. |
| e. Supervisor maintained appropriate professional boundaries |
| f. Supervision structure allowed time for effective reflection on practice |

**Comments:**

| **Competency# 2: Supervisor reviews FROG Scale completed by FRS to ensure that the FRS is** **using the framework of the FROG Scale to talk with parents about areas of both strength and growth as they relate to the parents’ ability to build protective factors for their child.** |
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| a. Supervisor engaged FRS in discussions about the FROG Scale process, including their use of various communication strategies to engage the family, gather information, explore family strengths and challenges and dig deeper to capture a complete picture of the family |
| b. Supervisor engages the FRS in a discussion of the FROG Scale documentation to ensure that the FRS documented information in a narrative form that is clear, complete and accurate, and reflects the parent’s story and there is inclusion of the parents’ Protective Factors and parent-identified strengths as well as those identified by the FRS |
| c. Supervisor engages the FRS in a discussion of the FROG Scale scoring, using the Scoring Guide and HFNY Scoring Method to ensure that the FRS has captured and documented all the essential points (with attention to the domain intent) to justify the scores |
| d. Supervisor engaged FRS in discussions about FRS’s efforts to engage both parents, even if they are not present, and their involvement in the assessment process |
| e. Supervisor engaged FRS in discussion/planning for families’ transition to intensive home visiting and/or other community resources.Discussions included a review of the families’ risk factors and areas relevant to the development of the Service Plan |
| f. Supervisor explored issues and concerns around safety, for both FRS and families |

**Comments**

| **Competency# 3: The Supervisor engages the FRS in conversations focusing on Outreach and Engagement.** |
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| a. Supervisor was prepared to discuss families visited and outreach activities since the last supervision and reviewed current information about caseload additions and discharges |
| b. Supervisor engaged FRS in discussions regarding attempts to schedule FROG Scale visits, and FRS’s status with regard to meeting performance targets and program goals. |
| c. Supervisor engaged FRS in discussions about the status of obtaining screens and referrals from community services with an emphasis on early prenatal enrollment |
| d. Supervisor engaged FRS in discussions to explore methods and ideas for obtaining screens and referrals, (i.e. community events, development and utilization of outreach materials) and addressing any challenges to building and improving relationships with the community and partners |
| e. Supervisor included information they gathered from the MIS and other resources and involved FRS in using it |

**Comments:**

| **Competency# 5: Supervisor identifies and acknowledges FRS’s strengths and successes and encourages continued professional development.** |
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| a. Supervisor explored FRS’s strengths and used behaviorally specific praise and affirmations, including noting the impact of the behavior on the FRS’s work with families |
| b. Supervisor employed Reflective Supervision methods to help the FRS reflect on self, recognize and explore role boundaries |
| c. Supervisor encouraged FRS to explore challenges and ask questions (without slipping into fix-it-mode or problem solving) and refrained from offering unsolicited advice |
| d. Supervisor explored opportunities to discuss and practice developing skills (including planning for and follow-up to training, TOL activities, role-play(s), MIS, training and FRS’s goals regarding growth in their practice |
| e. Discussed information gained from QA activities |

**Comments:**

**Typical FRS Supervision? Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_**

**Debrief conversation with Supervisor? Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_\_\_**

**Supervisor’s observations:**

**Observer’s additional observations (including examples of the three elements of supervision):**

**Administrative:**

**Clinical:**

**Reflective:**

**Summary of Strengths:**

**Ideas for professional development:**

**For program use:**

**Follow-up plan** (may draw on ideas for professional development above, the debriefing conversation and/or resources included with this QA visit documentation):

**Reviewed and discussed with Supervisor:**

Program Manager Initials: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Supervisor Initials: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_