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

**FSS Supervision Observation**

Supervisor: Program:

FSS: Date:

Length of supervision: Observer:

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

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**Competency #1:** *The Supervisor establishes a* **trusting relationship with the Home Visitor** **(safe, predictable, comfortable and pleasurable)**  *in order to support and empower them, and increase their confidence.*

| **a.** Was nonjudgmental and empathetic; maintained neutral stance |
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| **b.** Used active listening skills, including open-ended questions, affirmation, reflection and summary |
| **c.** Expressed ideas and information clearly  |
| **d.** Recognized and responded to the FSS’s cues |
| **e.** Offered information or advice after sufficient exploration |
| **f.** Maintained appropriate professional boundaries |
| **g.** Recognized opportunities and used *Reflective Strategies* |

**Examples and comments:**

**Competency #2**: *The* *Supervisor provides opportunities for the FSS to reflect on their role in* **supporting PCI and Child Development.**

| **a.** Used observation and inquiry to help FSS reflect on understanding of and responses to families’ cues |
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| **b.** Explored FSS’s role in supporting PCI, (including helping both parents and other caregivers understand and respond to their child’s needs and experience); supported FSS’s use of *Reflective Strategies* |
| **c.** Supported FSS’s use of the *CHEERS* assessment |
| **d.** Discussions included reflection on activities that encouraged PCI and child development (including brain development and breast feeding)  |
| **e.** Discussions included reflection on selection and use of curriculum  |

**Examples and comments:**

**Competency #3:** *The Supervisor* **identifies and acknowledges the FSS’s strengths and successes** *and* **uses a solution-focused approach** *to assist the FSS* **to meet challenges****and discuss professional development.**

| **a.** Offered behaviorally-specific praise and affirmations, and these included noting the impact of the behavior on the FSS’s work.  |
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| **b.** Engaged FSS in noticing their unique strengths, successes, and needs since last supervision, and discussed how those strengths and successes can contribute to positive practice outcomes in the future (used a *solution-focused* approach).  |
| **c.** Found ways to assess FSS’s skill and confidence |
| **d.** Helped FSS reflect on self, role boundaries, and professional development |
| **e.** Explored opportunities for FSS to acquire knowledge and skills, and practice skills (ex: training, role play, TOL website), and followed-up on previous professional development activities and plans |
| **e.** Explored FSS’s level of motivation and readiness for change |
| **f.** Discussed information gained from QA activities |

**Examples and comments:**

**Competency #4:** *The Supervisor supports the FSS’s* **Family-centered, Strength-based, and culturally-humble interactions with families.**

| **a.** Helped FSS explore the role of primary caretakers (mothers *and* fathers) and efforts at engaging them |
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| **b.** Helped FSS explore the roles of other significant people in the baby’s life (grandparents, siblings, neighbors, etc.) |
| **c.** Helped FSSexplore support networks available to the family in their neighborhood and community (i.e. attended to decreasing isolation) |
| **d.** Helped FSS explore their understanding of and feelings about the beliefs, values and practices of families |
| **e.** Planned for transition from FROG Scale to home visiting. This includes an in-depth review of the FROG Scale at the onset of services, identifying each of the risk factors and stressors, and using them to develop an HFA Service Plan.  |
| **f.** Reviewed the HFA Service Plan with the FSS and strategized activities to address concerns and build protective factors, considered families’ readiness for change, discussed the success of activities already implemented, and planned for next steps |
| **g.** Reflection on the *Family Goal Plan (FGP)* process and specific content of families’ *FGPs* (including: families’ unique strengths, interests and needs; results of formal and informal assessment; assessment of parents’ level of motivation and readiness for change; referrals related to family goals; and FSS’s role in *FGP* development) |
| **h.** Planning for and review of formal assessments (ex: ASQ, PSI, etc.) |

**Examples and comments:**

**Competency #***5: The Supervisor attends to the* **health and safety of the FSS and families.**

| **a.** Facilitated FSS’s reflection on the health and safety of families including protective factors that fortify the health and safety of families. |
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| **b.** Attended toany risks to FSS’s health or safety, promoted self-care.  |
| **c.** Attended to any risksto the health or safety of families |
| **d.** Explored any challenging issues identified after completion of the FROG Scale (i.e. mental health issues, substance abuse, intimate partner violence, challenges identified through the use of screening tools such as depression screens, ASQ’s, the CHEERS Check-In, etc.) Discussions included planning for integration of these issues to the HFA Service Plan. |
| **e.** Shared knowledge of health and safety resources available in the program and the community |

**Examples and comments:**

**Competency #6:** *The Supervisor* **plans for supervision**

| **a.** Was prepared to discuss all families visited since last supervision |
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| **b.** Supervision structure allowed time for effective depth of reflection on practice  |
| **c.** Followed-up on previous supervision content |
| **d.** Addressed caseload management (including assessment of families’ levels and possible level changes) |
| **e.** Used the information from MIS in supervision and involved FSS in using it |
| **f.** Partnered with FSS in planning and content of supervision |

**Examples and Comments:**

**Typical supervision? Yes No \_\_\_\_\_\_\_\_**

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

**Supervisor’s observations of the supervision:**

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

**Administrative:**

**Clinical:**

**Reflective:**

**Summary of strengths:**

**Ideas for professional development:**

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

**Reviewed and discussed with FSS:**

Supervisor initials \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

FSS initials \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_