IFSTAN WEBINAR

SUPERVISION STRUCTURES

For the purposes of the Iowa Family Support Credential supervision is a word that is used in many standards and could encompass several different approaches to supervision.

Programs should read the standard and apply the appropriate lens to the description of what the supervision activity entails and then adopt policy and procedure as well as practices that meet the standard but work within the program's design and the organization's chain of command and potentially MOU's with other organizations.

Policies and procedures should outline not just WHAT is done but by WHOM (job title). MOUs should also clearly define the responsibility of each party when applicable.

CO-PEER SUPERVISION

Supervision between two peers in the same organization or program whereby professionals engage in family-level supervision. Specifics relating to tasks and roles are usually outlined in policy and procedure.

OR

Supervision agreement between two organizations where two (or more) family support professionals engage in family-level supervision. Specifics relating to tasks and roles are usually outlined in a MOU or other sort of document.

SUPERVISOR WHO CARRIES A CASELOAD

A supervisor or coordinator of a program also carries a planned caseload (usually a small caseload).

FAMILY LEVEL VS. ADMINISTRATIVE SUPERVISION

Family-Level Supervision: Supervision between family support professional and an identified supervisor or co-peer supervisor where each family is discussed including assessments, goal plans, family's response to curriculum and activities, referrals, and overall progression of the family along with the family support professionals approach and role in the family's outcomes.

Administrative Supervision: Supervision between family support professional and identified supervisor for the purpose of covering topics such as trainings needed, job responsibilities/workload, performance evaluations, vacation requests, and other organization-related matters.

STANDARD 4.03

The provider and a supervisor, or peer team, review the case quarterly to assess:

a) service plan implementation;
b) the family's progress toward achieving goals and desired outcomes; and
c) the continuing appropriateness of the family's goals.

Interpretation: Experienced providers may conduct reviews of their own cases. In such cases, the provider's supervisor reviews a sample of the provider's evaluations as per the requirements of the standard. Timeframes for service plan review should be adjusted depending upon issues and needs of persons receiving services, and the frequency and intensity of services provided.

ALL SUPERVISION 4.03

Regardless of the supervision structure ALL bullet points need to be reviewed quarterly for all families.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Supervisor(s) of the co-peers should still review a portion of the reviewed service plans to ensure qualify reviews have been completed. This should be defined in policy and procedure.	Explain what experienced provider looks like. Peer Reviewers should be able to determine exactly who how an "experienced provider" is determined and be able to apply this all staff. In the event that a supervisor is identified as an "experienced provider" and reviews the service plans for the families they work with, the supervisor of the supervisor (or manager) still must review a portion. Policy should define how many or what percent is reviewed by the supervisor's supervisor (or manager). Programs should have a plan in the event that an "experienced provider" leaves the position and a new provider fills the role. Programs should avoid policy that states that would conclude that all providers will be considered experienced.	Typically standard 4.03 would be part of family-level supervision however the review of a portion of the "experienced providers" or "co-peer" by the next level of management may be done as a part of administrative supervision. This still would need to be done at regular intervals defined by the program in policy and procedure.

4.03

STANDARDS 14.01 & 14.03

14.01
Personnel have the competencies needed to:

a) engage, establish trust, develop relationships, and collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives;
b) provide services in a culturally competent manner;
c) promote respect and encourage independence;
d) use appropriate methods of support and establish professional boundaries with families;
e) observe and understand child, individual, and family functioning;
f) educate families about child development, child rearing, and positive personal development;
g) identify and build on strengths;
h) assess needs, risks, and safety;
i) recognize and address problems related to substance use, mental health, domestic violence, and child abuse and neglect;
j) recognize and respond to signs of prenatal and postpartum depression;
k) collaborate with community providers; and
l) link families with needed services offered by other community providers.

Interpretation: Competency can be demonstrated through a combination of education, training, and experience.

NA The organization provides only parent education groups or short term in-home family support services.

14.03

Personnel providing parent education services in a group setting have the competencies needed to:

a) engage and motivate group members;
b) understand group dynamics;
c) lead discussions;
d) facilitate group activities;
e) collaborate effectively with individuals and families from a wide range of backgrounds, cultures, and perspectives;
f) provide services in a culturally competent manner;
g) promote respect and encourage independence;
h) educate individuals and families about child development, child rearing, and positive personal development; and
i) recognize family needs and collaborate with community providers.

Interpretation: Competency can be demonstrated through a combination of education, training, and experience.

NA The organization does not provide parent education groups.

ALL SUPERVISION 14.01 & 14.03

Anyone one who supervises a family support professional who provides services to families will need to also document competency in each standard (as applicable, depending on program type).

This will apply to any newly hired supervisors to the organization.

Many of these competencies can be demonstrated through passing the evaluation to be a Certified Family Support Professional. Right now programs are responsible for completing that crosswalk, in the future this may change.

At the beginning of TA programs will work with their assigned program specialist to list all staff who work directly with families (including interpreter, child care personnel, or other program-related volunteers). Out of this the program specialist will identify which standards are required for which position based on their position and their start date (for renewals only).

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
All individuals participating in a co-peer supervision relationship will need documentation of all competencies described in these standards.	If a supervisor carries a caseload this means their supervisor (or manager) will be required to be document competency (as defined by the program) in these areas. On renewals this will apply to all supervisors (or managers) who are new to the organization.	Any position that provides supervision (whether family-level or administrative) will need to document competency in each area. This applies to both family-level supervisors and administrative supervisors if the roles are split in the responsibility. If a program contracts with an individual outside their organization for supervision (usually for family-level supervision) the credentialing program is responsible for documenting the competency for the contracted supervisor.

14.01 & 14.03

STANDARD 14.04

14.04 (Programs may request an exception to policy waiver for 14.04) Supervisors are qualified by:
a) an advanced degree in a health, education, or human service field; or
b) a bachelor's degree in a health, education or human service field and two years' experience working with children and families; or
c) an associate's degree in a health, education or human service field and four years of experience working with children and families. Supervisors receive ongoing educational and training opportunities.

Interpretation: When supervisors are qualified by the third bullet, prior experience with supervision is desirable.

ALL SUPERVISION 14.04

This applies to any person who provides supervision to a person who provides direct services to families.

This will apply to any newly hired supervisors to the organization.

Waivers for this standard are only granted on an individual basis, not for an organization. This means if an individual has a waiver and then leaves the organization, the organization must hire a supervisor who meets this standard. The organization will not be granted another waiver. The waiver is only for one person, not for an organization.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Programs are able to structure their "supervision" so that a co-peer supervisor does not meet this requirement as long as the position who provides administrative supervision meets this standard.

If co-peer supervisors are with two different organizations and does not meet this standard the administrative supervisor of the co-peer supervisors should review the family-level supervision for completion and accuracy. | When a supervisor carries a caseload then both the supervisor and the supervisor or manager of the supervisor must meet this standard. | When a program splits out family-level and administrative supervision at a minimum the administrative supervisor must meet the standard.

If a family-level supervisor does not meet this standard the administrative supervisor should review the family-level supervision for completion and accuracy. |

14.04

STANDARD 14.05

Supervisors provide regular support and supervision to all direct service personnel. Supervisors provide additional support to personnel when they are:

a) new;
b) developing competencies;
c) experiencing challenging circumstances with the individuals and families or staff they work with; or
d) experiencing higher workloads.

Interpretation: The type of additional support provided to personnel will vary depending on each individual's unique needs and job responsibilities. For example, personnel may require more frequent supervision, additional training opportunities, reduced workloads, or shadowing for a period of time.

ALL SUPERVISION 14.05

Regardless of the supervision structure ALL bullet points need to be addressed in policy or procedure as to the position that provides that covers each bullet.

Programs may split responsibilities for each bulled point by supervisory position (co-peer, family-level, or administrative). Policy and procedure should define who does what to make it clear for peer reviewers.

Program defines in policy and procedure what "regular" means.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Co-peer supervision that takes place between two organizations may need additional supports outlined in policy for staff that require additional time for supervision as outlined in the standard.	Supervision for supervisors carrying a caseload should be at the same frequency as supervision for staff who do not supervise family support professionals. The length might vary depending on how many families the supervisor carries on their caseload.	Policy and procedure definition for family-level activities may be at one defined "regular" frequency and at another defined "regular" frequency for administrative. For example: family-level supervision may take place weekly for at least 60 minutes but administrative supervision may take place quarterly for at least 60 minutes.

14.05

STANDARD 24

Personnel throughout the agency are trained to fulfill their job responsibilities.

24.01

New personnel are oriented within the first three months of hire to:
a) the agency's mission, purpose, and philosophy of practice;
b) programs and service goals;
c) the cultural and socioeconomic characteristics of populations served by the agency;
d) the agency's role within and relationship to the communities it serves;
e) the agency's human resource policies and procedures;
f) ethical practice and the agency's standards for professional conduct; and
g) lines of accountability and authority within the agency.

24.02

All personnel who have regular contact with individuals and families receive training on legal issues, including:

a) mandatory reporting and the identification of clinical indicators of suspected abuse and neglect, as applicable;

b) federal, state, and local laws requiring disclosure of confidential information for law enforcement purposes, including compliance with a court-order, warrant, or subpoena;

c) duty to warn, pursuant to relevant professional standards and as required by federal, state, and local law;

d) the agency's policies and procedures on confidentiality and disclosure of service recipient information, and penalties for violation of these policies and procedures;

e) the legal rights of service recipients;

f) any requirements associated with consent decrees;

g) reportable criminal behavior; and

h) disclosure of information and penalties for violation of these policies and procedures.

24.03

Personnel receive training on and demonstrate competence in the agency's technology and information systems, as appropriate to their position and job responsibilities, including:
documentation techniques;
data entry and data integrity; and
the maintenance and security of records.

Interpretation: As technology is constantly evolving, it is important to keep personnel up to date on any changes or updates made to existing systems and new technologies adopted by the agency.

24.04

Direct service personnel demonstrate competence in, or receive training on, as applicable:

a) the establishment of rapport and responsive behaviors with service recipients;
b) the needs of individuals and families in crisis including special service needs of victims of violence, abuse, or neglect and their family members;
c) basic health and medical needs of the service population;
d) procedures for working with English language learners and persons with communication impairments; and
e) public assistance and government subsidies.

24.05

Training for direct service personnel addresses differences within the organization's service population, including:

a) interventions that address cultural and socioeconomic factors in service delivery;
b) the role cultural identity plays in motivating human behavior; and
c) understanding bias or discrimination.

24.06
Personnel demonstrate competence in, or receive training on, the needs of special populations within the defined service population, including the need for normalizing experiences and social inclusion.

Interpretation: "Special populations" include, but are not limited to, those who are abused and neglected, those with a developmental disability, and those with mental health and substance use disorders.

24.07
Direct service personnel demonstrate competence in, or receive training on, advocacy, including how to:
access financial and other community resources;
identify the impact of the socioeconomic environment on the service population; and
empower service recipients and their families to advocate on their own behalf.

ALL SUPERVISION STANDARD 24

See descriptions for 14.01 & 14.03 relating to competencies.

All staff who work with families and supervisors who work with families and administrative supervisors are required to have a current mandatory reporter certificate.

This will apply to any newly hired supervisors to the organization.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
All individuals participating in a co-peer supervision relationship will need documentation of all trainings described in these standards.	If a supervisor carries a caseload this means their supervisor (or manager) will be required to be document training (as defined by the program) or competency (as allowed by the standard) in these areas. On renewals this will apply to all supervisors (or managers) who are new to the organization.	Any position that provides supervision (whether family-level or administrative) will need to document competency in each area. This applies to both family-level supervisors and administrative supervisors if the roles are split in the responsibility. If a program contracts with an individual outside their organization for supervision (usually for family-level supervision) the credentialing program is responsible for documenting the competency for the contracted supervisor.

24

STANDARD 25.02

When assigning supervisory responsibilities, the agency considers:
a) ratio standards established by its supervision framework;
b) the qualifications and experience of the worker and the supervisor;
c) the complexity and intensity of services; and
d) additional agency responsibilities.

Interpretation: Generally, supervisory ratios do not exceed 1:8.

Research Note: Caseload sizes impact the supervisor's ability to effectively monitor case activities and progress. As such, manageable supervisory ratios and case load sizes work hand-in-hand to ensure that supervisors have sufficient capacity to develop effective working relationships with their supervisees and ultimately promote the achievement of desired outcomes.

ALL SUPERVISION 25.02

When organizations select who is hired to fill supervisor positions they take into account the bullets points in this standard.

Also when organizations assign supervisory responsibilities to certain jobs they should also review all responsibilities of that job to make sure the FTE allows for completion of the tasks in the job description to the desired outcome and considering all the bulling points in this standard.

For 25.02 b programs should consider not just who is currently in the position but define qualifications and experience are necessary for supervisors so it is clear what is necessary when the position opens up or if it is filled a new person.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Co-peer supervision design should be crafted with these bullet points in mind, especially considering caseload that co-peers may be carrying along with qualifications and experience. Not all staff may be qualified or have the experience to participate in a co-peer supervision structure upon hire into a position and programs should plan on how to determine when a person is ready for that. Programs should also plan on how supervision would be structured until such a time. For example: not all direct family support professionals have the experience or qualifications to do co-peer supervision immediately at hire, especially if they are new the field of family support.	Programs should sure there is a balance in the supervisors assignments for supervision of direct staff, work with the families they are assigned, and other job responsibilities.	The responsibilities of positions that provide family-level supervision and those that provide administrative supervision should be balanced in a way that provides all positions enough time and support to complete the responsibilities of the job. Supervision takes are not secondary to completing visiting with families and plans for supervision structure needs to be supportive of that approach.

25.02

25.03

Supervisors are responsible for:

a) delegating and overseeing work assignments;
b) ensuring that service delivery is performed according to the organization's mission, policies and procedures, and service philosophy;
c) providing case consultation and in-service training, as appropriate;
d) identifying unmet training needs; and
e) conducting performance evaluations.

ALL SUPERVISION 25.03

Each bullet point in this standard should be addressed in policy and procedure. If multiple positions are engaged in the completion of these tasks policy and procedure should define who completes the task.

When designing a supervision structure programs should consider not just the current people in those jobs but what would happen if there was a vacancy in the job and a new person needed to be hired. Programs should not rely on the experience of the people currently holding the position but define what the require experience / competencies are to ensure all future individuals in that position are able to complete the responsibilities necessary for successful outcomes.

For example: The agency administrator may be responsible for completing a performance evaluation for all staff at the agency but another person may be responsible for the day-to-day tasks such as case consultation or in-service training on topics.

This can be divided based on the experience and qualifications required by the positions.

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Nothing additional	Nothing additional	Nothing additional

25.03

STANDARDS 25.04, 25.05, & 25.06

25.04
Supervisors of direct service personnel are competent to assess the needs of service recipients, the resources available to meet those needs, and the legal and policy requirements governing service delivery.

25.05
Supervisors support and enhance staff's ability to perform their jobs by teaching and modeling, as appropriate:
a)   technical knowledge and skills;
b)   work management and communication skills; and
c)   conflict management skills.

25.06
Supervisors are able to:
a)   address interpersonal barriers and strengths in personnel;
b)   empower those receiving supervision;
c)   offer criticism in a constructive manner; and
d)   understand employment and labor laws.

Interpretation: This standard requires that supervisors who interview prospective employees receive training on both permissible and impermissible or unlawful categories of interview questions pursuant to applicable employment and labor laws.

All Supervision	Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
See descriptions for 14.01 & 14.03 relating to competencies.	Nothing addition	Nothing additional	Nothing additional

25.04, 25.05, 25.06

STANDARD 25.07

Supervisors of direct service personnel assume the following administrative responsibilities, as appropriate:

a) tracking and monitoring the progress of the families and individuals receiving services;
b) collecting and applying data to improve client outcomes; and
c) meeting the organization's quality improvement and evaluation requirements.

ALL SUPERVISION 25.07

Program policy and procedure should outline exactly what each bullet point means to the agency. We see a lot here where programs say it, but what does it mean? How do programs do each thing? How frequently are those things done? What are the organization's quality improvement and evaluation requirements and what specifically do supervisors do to facilitate that?

Often times this is where we see "File Audits" or "Chart Audit"

Co-peer Supervision	Supervisor who carries a caseload	Family-Level vs. Administrative Supervision
Programs should specify in policy and procedure along with the MOU agreements (if co-peer supervision is done between two organizations) what this looks like. How will file audits or chart audits be completed if co-peer supervision is done virtually? How will the program ensure that everything is in the file and that paperwork is up to date? If programs are planning to pull data from DAISEY they should consider how a co-peer with another program might get access or if they can get access.	Supervisors who carry a caseload can review these topics at an aggregate level that includes data from the families they work with (like ECI outcomes) however they should also plan to review this at an individual level. For example: review progress of a family on the LSP scales Supervision of the supervisor by their manager should include discussion around these topics for both across program data and individual family progress and data. Managers of supervisors who carry a caseload may need access to DAISEY or the program should think about a way for that person to be able to see any data needed from DAISEY.	Programs should outline in policy and procedure exactly which parts of this standard are address by position that provides family-level supervision and which are addressed by the position that provides administrative supervision. Policy would say "what" is being done. Procedure would describe the "how, when, and by whom." Again, consider access to DAISEY for people in these roles if applicable.

25.07

QUESTIONS?

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