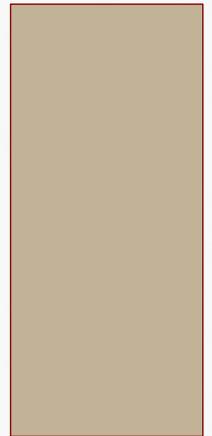




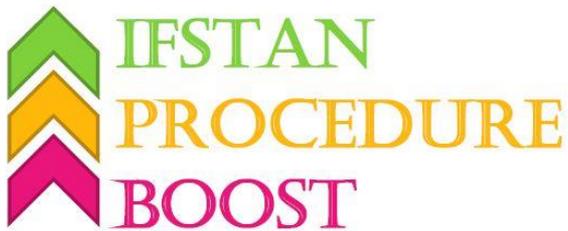
# STANDARDS 5 & 6

SERVICE PHILOSOPHY – FAMILY FOCUSED  
APPROACH TO SERVICE



# POLICY VS. PROCEDURE

Policy	Procedure
Broad application	Narrow application
General guiding principle	Describes in detail specific processes or protocols
Statements of "what" and/or "why"	Statements of "how," "when" and/or sometimes "who"
Rarely changes	Prone to change
Approved by the Board	Does not need Board approval



Look for this graphic on slides designed to help programs further define procedure beyond policy. This will help peer reviewers know what specifics to look for, especially if the program's policy is essentially the standard.



# REVISION DATES ON POLICIES AND PROCEDURES

- ✓ Tracking policy and procedure changes is a requirement to be eligible for the expedited renewal policy effective July 1, 2018.
- ✓ Programs must track these changes on a POLICY AND/OR PROCEDURE level to be eligible.

Procedure Name:	<b>Memorandum of Understanding</b>
Applicable to:	Programs, Program Specialists
Effective Date:	March 2008
Date(s) of revision:	May 2011; March 2014; May 2014; December 2015
Other References:	MOU, SEQIP; Involuntary Withdrawal Form

<b>Policy Name</b>	<b>Effective Date</b>	<b>Revised Date 1:</b>	<b>Revised Date 2:</b>
Assessments and Frequency	January 1, 2011	March 4, 2013	November 6, 2016
Family Goal Planning	January 1, 2011	April 11, 2012	July 21, 2012
Frequency of Visits	January 1, 2011	April 3, 2016	



# STANDARD 5:

SERVICE PHILOSOPHY

# STANDARD 5 – SERVICE PHILOSOPHY

The program is guided by a service philosophy that:

- sets forth a logical approach for how program activities and interventions will meet family needs; and
- guides the development and implementation of program activities and services based on the best available evidence of service effectiveness.

## GLOSSARY DEFINITIONS:

Service Philosophy - The theoretical framework that describes and explains an organization's approach to service.



# UNDERSTAND STANDARD 5

## What is a service philosophy?

Definition: The theoretical framework that describes and explains an organization's approach to service.

- A outline by which an organization can move towards closing the gap between where they want to be (their mission) and where they are today.
- Identifies how a program will use its assets, resources, and program activities to promote desired outcomes and have its intended effect.
- Concisely demonstrates an organization's quality improvement efforts at the program level.
- Organizations have strategic plans ; programs have service philosophies or logic models

## What is **not** a service philosophy?

- A mission statement
- A values statement
- Any statement that is a single sentence



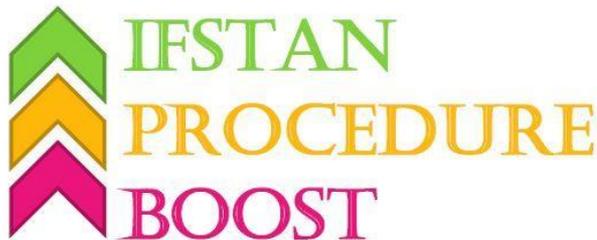
# UNDERSTANDING STANDARD 5

Building a service philosophy by thinking systematically about:

- Client outcomes the program hopes to achieve;
- The ultimate impact the programs is intended to have;
- How the program will utilize its assets and resources to achieve its goals.

The complete service philosophy (or logic model) identifies:

- needs the program will address;
- available human, financial, organizational, and community resources (i.e. inputs);
- program activities intended to bring about desired results;
- program outputs (i.e. the size and scope of services delivered);
- desired outcomes (i.e. the changes you expect to see in service recipients); and
- expected long-term impact on the organization, community, and/or system.<sup>1</sup>



<sup>1</sup> COA 2020 edition: Digging into our new standards. Council on Accreditation. (2020, September 28). Retrieved November 15, 2021, from <https://coanet.org/2020/02/coa-2020-edition-digging-into-our-new-standards/>.





# STANDARD 6:

## FAMILY-FOCUSED APPROACH TO SERVICE

Services are of the appropriate type and intensity needed to build on family strengths, address risks, and improve family functioning.

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

# IFSC DEFINITIONS FOR STANDARD 6

Reference	Word/Phrase and Definition
**throughout standards**	Supervisor - program decides who supervisor is. For example, one supervisor hires/fires and another supervises day to day activities for program
6.02	Family members - Individuals and families may define their family to include extended family members, significant others, close friends, current or former foster family, adoptive family, and others with an important role in supporting individual or family well-being.

**IMPORTANT**



Standard 6 is the starting point for the program's service philosophy. Strong policy and procedure in approaching service in a family-focused manner is instrumental to the outcomes desired for service philosophy.



# STANDARD 6.01

Families and providers establish respectful relationships that facilitate productive service planning and delivery.

*Research Note: One home visiting study found that providers' and parents' views about their relationships were strong predictors of service dosage, and suggests that the parent-provider relationship may play a role in determining whether a family will remain enrolled in a program and accept a greater number of home visits. The importance of developing positive relationships is underscored by research suggesting that higher service levels are associated with better outcomes.*



# “RESPECTFUL RELATIONSHIPS”

## **What is a “respectful relationship?” What does that look like in family support?**

Family Support Professionals demonstrate the following:

- sensitivity to the willingness of the family to be engaged;
- a non-threatening manner;
- respect for the person’s autonomy and confidentiality;
- flexibility; and
- persistence.

## **What is “productive service planning and delivery?” What role does the FSP play in that?**

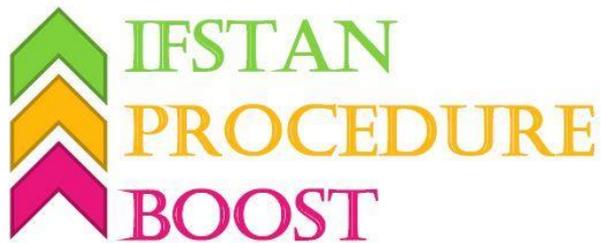
Family Support Professionals accomplish this by:

- helping family members develop a vision of what they want;
- encouraging family members to explore their own reasons for making positive choices and changes;
- helping family members consider the pros and cons of different choices, including any discrepancies between their current situation and their hopes for the future;
- helping family members see how services can help them;
- highlighting past successes and strengths family members can draw upon when trying to change; and
- avoiding argumentative or blaming strategies that might prompt family members to withdraw or become defensive.



# UNDERSTANDING 6.01

What?	Descriptive Words	Procedure Definition	Where is it Documented?
Respectful relationship	How? Who?	Describe the approach Family Support Professionals take to establishing and maintaining a respectful relationship.	Contact notes describing the conversations between the family and FSP. Contact notes should contain statements of fact and not interpretation. Signature acknowledging rights & responsibilities documents.
Respectful relationship	How? Who?	Describe how supervisors monitor this and ensure there is a good match between FSP and family.	Home Visit or Group Observations conducted by the supervisor.



# STANDARD 6.02

Services involve and accommodate all family members to the extent possible and appropriate, and are provided at times acceptable to the family.

*Interpretation:* The organization can consider factors such as staff availability and safety when deciding the hours services will be offered.



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*Interpretation:* The organization can consider factors such as staff availability and safety when deciding the hours services will be offered.

What	Descriptive Words	Procedure Definition	Where it is documented?
Family Members	Who?	Define who decides who is included in services.	Enrollment paperwork, contact notes, goal plans
Time acceptable to the family	When?	Times that accommodate the family's schedule and needs may include, for example, evenings and weekends, as well as specific times relevant to the educational content addressed (e.g., nap time, bath time).	Enrollment paperwork, contact notes



# STANDARD 6.03

The frequency, intensity, and duration of services are:

- based on each family's needs, strengths, and circumstances; and
- appropriate to the type of services offered.

*Research Note: Literature emphasizes that a relatively high dose of service may be needed for positive changes to occur, and some home visiting research suggests that families receiving higher levels of service experience better outcomes. However, this research also finds that it can be difficult to retain families in voluntary support services and indicates that many families do not receive the levels of service that may be needed to yield beneficial results.*



# UNDERSTANDING 6.03

## **Frequency, intensity, and duration address the following questions:**

- How **often** are visits? (i.e. weekly, bi-weekly, monthly...)
- How **long** does each visit last? This could be based on family needs or how many children are enrolled.
- How long does the program have to work with the family (based on program design and child's age)?
  - How does this impact visits? Do visits need to be increased in frequency or intensity for family to be prepared to close?

## **How is the family's needs, strengths, and circumstances evaluated?**

- Is the family's needs, strengths, and circumstance reviewed with the family?
- How does the program ensure that all families are evaluated the same way here?
  - If there are multiple Family Support Professionals reviewing this, how does the program make sure each FSP does it the same way? (Try to ensure all families are treated objectively)

## **How is frequency, intensity, and duration balanced with the family's needs, strengths, and circumstances considering the type of services offered?**



# UNDERSTANDING 6.03



## Documentation is key!!

- Where is the initial discussion with the family about frequency, intensity, and duration of services documented?
- Where are changes in these documented?
- Where are discussions about needs, strengths, and circumstances with the family documented?

**\*\*Peer Reviewers will compare dates of visits from case notes to how often visits occur for each family to determine adherence to this standard\*\***

**Make sure to document all contacts (phone calls and text messages). If a visit is cancelled and documented peer reviewers will know why there is a gap in visits. If a family can't meet for an extended period of time make sure that is documented as well.**

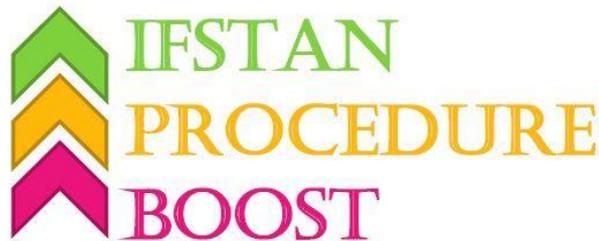
Consider this: If you were a peer reviewer and the family was supposed to be weekly and found that there wasn't a contact note for a family for a month, how would you know if which of these has occurred:

- visits were taking place and just weren't document (part of standard 27.02),
- if the frequency changed (standard 6.03),
- That the family was unable to visit due to an illness or being out of town



# UNDERSTANDING 6.03

What	Descriptive Words	Procedure Definition	Where it is documented?
frequency, intensity, duration	WHO does this? WHEN is this discussed? HOW is this discussed? Where is this documented?	Describe who participates in the discussion determining visit frequency. Describe WHEN this is decided and updated. Describe HOW this is discussed and how the family involved in this. Describe where this is all documented. This should all tie back to the service philosophy.	enrollment forms, contact notes, forms documenting change in frequency, forms used to assess risk
family's needs, strengths, and circumstances	WHO is part of this conversation? WHEN is this discussed? WHERE is it documented?	Describe WHO is part of the discussion about family needs, strengths, and circumstances. Describe WHEN this is discussed. Describe HOW this is discussed and how the family is involved. Describe where this is all documented.	enrollment forms, contact notes, forms documenting needs, strengths, and concerns, forms used to assess risk



Purpose drives the process  
by which we become what  
we are capable of being

Lolly Daskal





**QUESTIONS?**

**COMMENTS?**

**CONCERNS?**





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