

# SUPERVISOR COMPETENCIES

## HFA PRACTICES

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### **General HFA Practices**

The Supervisor understands and is able to use all HFA policies and best practice standards.

### **Documentation**

The Supervisor is able to document all activities in an appropriate and timely manner as per HFA and HFNY policies.

### **Screening and Assessment**

The Supervisor support the FRS/FSS in utilizing screening and/or assessment tools to better understand the strengths and needs of families and provide appropriate resources and referrals.

## CHILD ABUSE NEGLECT AND REPORTING

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### **Process and Procedures**

The Supervisor understands the process and procedures around reporting suspected cases of child neglect and maltreatment.

### **Generating Reports**

The Supervisor supports home visitors in generating reports of suspected cases of child neglect and maltreatment.

## FAMILY FUNCTIONING AND COMMUNITY SUPPORTS

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### **Parent/Adult Functioning**

The Supervisor helps the home visitor provide appropriate information, support, resources, and referrals to help parents and/or other adults living with their child to be physically, mentally, and emotionally healthy.

### **Community Supports**

The Supervisor remains current on the variety of community supports available through informal and formal engagement with providers and assists the home visitor in building their knowledge of these community supports.

## INFANT AND CHILD HEALTH AND DEVELOPMENT

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### **Prenatal Health and Development**

The Supervisor helps the home visitor access appropriate information, resources, and referrals to give to pregnant individuals to help them have a positive and healthy pregnancy.

### **Infant Mental Health**

The Supervisor supports the home visitor to consistently apply the principles of Infant Mental Health to their work with families.

### **Infant and Child Development**

The Supervisor helps the home visitor provide appropriate information, support, resources, activities, and referrals to families to support them in providing what their infant/child needs to be safe, healthy, and developmentally on track.

### **Parent and Child Interaction**

The Supervisor supports the home visitor's engagement with family members in activities that encourage positive brain, physical, and social-emotional development and builds families' knowledge and understanding of the importance of these activities.

## PROFESSIONAL PRACTICE AND PROCESS

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### **General Professional Practice**

Individual presents and maintains appropriate professional boundaries with colleagues, supervisors, and families.

### **Cultural Humility**

Individual consistently expresses cultural humility in their interactions with colleagues, supervisors, and families.

### **Self-Care**

Individual consistently uses self-care strategies to maintain their own physical, emotional, and mental health.

## SUPERVISION

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### **Relationship-Based Supervision**

The Supervisor establishes a comfortable, trusting relationship with the home visitor in order to support and empower them, and increase their confidence.

### **Planning for Supervision**

The Supervisor creates an appropriate plan for supervision to effectively explore and discuss the home visitor's current performance and address professional development needs.

The Supervisor reviews appropriate documentation (e.g., QA activities, logs, MIS reports) when planning for supervision.

### **Reflective Practice and Parallel Process**

The Supervisor effectively allows the home visitor to reflect on their work and utilizes the parallel process to support family-centered, strengths-based, and culturally-humble interactions with families.

### **Supervision Topics**

The Supervisor partners with the home visitor to understand the initial assessment; create, implement, and update a Service Plan; support the development and ongoing review of the Family Goal plan; through addressing ongoing family strengths, needs, and safety concerns during supervision.



# Supervisor Competency Examples and Compendium Guide

## HFA PRACTICES

### GENERAL HFA PRACTICES

#### Knowledge

- Understands the Healthy Families (HFA) model including the HFA Best Practice Standards.
- Understands the site-specific policies and procedures that affect the way HFNY services are provided.
- Understands the concepts of Reflective, Family-focused, Trauma Informed, and Relationship- based practice.
- Understands the importance and concepts of parallel process.
- Understands the Stages of Change.
- Understands the principles and spirit of Motivational Interviewing (MI).
- Understands the stages of a nurturing relationship.

#### Skills

- Through the parallel process, the Supervisor applies the principles of Motivational Interviewing and its strategies to encourage and support the home visitor in integrating the principles and spirit of MI and its strategies during home visits.
- Through the parallel process, uses Reflective Supervision strategies to encourage and support the home visitor in using trauma-informed, reflective strategies during home visits.
- Supports the home visitor in using CHEERS assessment strategies during home visits.
- Provides the home visitor with recommendations for evidence-based curriculum to support family learning.
- Utilizes supervision as a planning tool to discuss and support the use of reflective strategies.

## DOCUMENTATION

### Knowledge

- Understands the importance and structure of the MIS.
- Understands the different forms within the MIS, including structure and purpose of forms and key data items.
- Understands the importance of regularly running reports to inform continuous quality improvement.
- Understands the definition of child maltreatment and the reporting/tracking process.

### Skills

- Maintains accurate and concise written notes and records to monitor screening, assessment, and progress toward goals; document strengths and concerns as required.
- Reports, documents, and tracks any instances of child maltreatment.
- Appropriately documents supervisory meetings including collaborative planning and development of next steps.
- Uses information from the MIS during supervision and involves the home visitor in accessing and using the information.
- Runs MIS reports to track staff and program performance.
- Uses data from the MIS to make plans for quality improvement.
- Uses time management and organizational techniques to complete administrative and documentation activities completely and on time.

## ASSESSMENT AND SCREENING

### Knowledge

- Understands the importance and purpose of the current HFA assessment tool and process, including scoring and prioritization of domains.
- Understands the relevance of assessment in identifying protective factors and strategies for building resiliency within families.
- Understands the benefits and limitations of using standardized screening tools.

### Skills

- Assists and supports the home visitor in using the required assessment tool to understand families' strengths and needs.
- Ensures the home visitor is assessing for a variety of resiliency factors and family strengths.
- Provides support to the home visitor in utilizing other assessment and screening tools (e.g., the PHQ9, ASQ, etc.) to continually monitor child and family growth, and identify additional, or monitor current, needs.

## GOAL PLANNING

### Knowledge

- Understands the importance of the parent-driven goal planning process in building protective capacities.

### Skills

- Supports the home visitor is assisting families in setting goals that are specific, achievable, and measurable.

# CHILD ABUSE NEGLECT AND REPORTING

## PROCESS AND PROCEDURES

### Knowledge

Understands the process and procedures around reporting suspected cases of child neglect and maltreatment.

## GENERATING REPORTS

### Skills

Supports the home visitor is assisting families in setting goals that are specific, achievable, and measurable.

# INFANT AND CHILD HEALTH AND DEVELOPMENT

## PRENATAL HEALTH AND DEVELOPMENT

### Knowledge

- Recognizes the importance of a healthy pregnancy in the development of early attachment and the health of newborns, infants, and young children.
- Understands the connection between Adverse Childhood Experiences (ACES) such as negative maternal health behaviors during pregnancy and environmental factors such as unsafe housing and the potential effects on family well-being and children's learning and development.
- Understands research-based curriculum to support prenatal health and development.

### Skills

- Supports the home visitor in supporting and reinforcing parents' positive behaviors during pregnancy and assists parents in obtaining additional support if needed.
- Ensures the home visitor includes partners and fathers during the prenatal period to help them better understand their importance in supporting a healthy pregnancy and developing a bond with the baby.
- Assists the home visitor in identifying areas where they may need more professional development/training in the area of prenatal health and development and makes a plan for increasing knowledge and skill.

## INFANT MENTAL HEALTH

### Knowledge

- Understands the linkage between mental, social-emotional, physical, and cognitive development and how trauma can affect development of mental, social-emotional, physical, and cognitive development.

### Skills

- Supports the home visitor in using the principles of Infant Mental Health in interactions with families.
- Assists the home visitor in identifying areas where they may need more professional development/training in this area and makes a plan for increasing knowledge and skill.

## INFANT AND CHILD DEVELOPMENT

### Knowledge

- Understands typical and atypical growth and development, and recognizes cultural influences on health and development, from conception through infancy and early childhood.
- Understands how developmental delays, physical and other disabilities impact learning and development.
- Understands the importance of protective factors such as secure attachments and stable communities in promoting early child development.
- Is knowledgeable about research-based curriculum to support early childhood development.
- Understands how to follow through with families when developmental issues are identified.

### Skills

- Assists the home visitor in utilizing developmental screening tools to discuss the child's development in a culturally humble and linguistically responsive way.
- Supports the home visitor in approaching infant and child development valuing principles of diversity, equity, and inclusion to promote belonging.
- Supports the home visitor in sharing specific knowledge of prenatal, infant and toddler stages of development and learning with families in a culturally humble and linguistically responsive manner.

## PARENT AND CHILD INTERACTION

### Knowledge

- Understands the family's role in supporting the child's development of self-regulation.
- Understands that parents who have a healthy emotional attachment with their baby provide a protective layer for future resiliency.
- Understands the value and importance of viewing parent and child interactions through an equity lens.

### Skills

- Assists the home visitor in supporting children's development of age-appropriate, self-regulated behaviors through family's routines and realistic expectations for children.
- Supports the home visitor in engaging families in parent-child activities that encourage positive brain, physical, and social-emotional development.
- Supports the home visitor in consistently encouraging parents to observe, ask questions, and try out parenting strategies.
- Supports the home visitor in encouraging parents to engage in developmentally appropriate interactions with children.
- Supports the home visitor in addressing parenting issues from a strength-based perspective.
- Ensures the home visitor is viewing parenting interactions through an equity lens and values diversity, equity, and inclusion to promote a sense of belonging.

# FAMILY FUNCTIONING AND COMMUNITY SUPPORTS

## PARENT/ADULT FUNCTIONING

### Knowledge

- Understands how substance use affects healthy family functioning.

### Skills

- Supports the home visitor in identifying and referring families in need of support for substance use disorder.

## FAMILY FUNCTIONING

### Knowledge

- Knowledgeable about internal family health and safety issues, including interpersonal violence, mental health, developmental delays, child abuse and neglect, substance use disorder, family planning, and household safety.
- Understands child welfare law, regulations, and conditions that create unsafe environments for a child or family.
- Understands how children and other family members with special needs impact family dynamics and the overall health and well-being of the family.
- Understands the impact childhood trauma (ACES) continues to have on parents and caregivers.

### Skills

- Ensures the home visitor is providing relevant, culturally-humble information to families about attachment and supports healthy attachment between the parents/caregivers and child.
- Supports the home visitor in utilizing strategies to support families to effectively manage chronic stress and trauma.
- Ensures the home visitor is providing information, referrals, and coordination with other community agencies as needed to support family members with mental health and/or special needs.
- Supports the home visitor in identifying and referring families in need of support for interpersonal violence.

## COMMUNITY SUPPORTS

### Knowledge

- Understands the importance of connecting with other service providers to support the achievement of family goals.
- Is familiar with the array of local resources and supports within the community to serve families.
- Understands the importance of families being able to access natural social supports from extended family, neighbors, friends, and other informal supports within their community.

### Skills

- Engages with other service providers to create and maintain cross-agency connections and referrals to best meet the needs of families.
- Supports the home visitor in assisting families in obtaining needed and desired services from public and community resources while building skills families need to access services independently.
- Assists families in building the skills they need to access natural social support from extended family, neighbors, friends, and other informal community supports.



# PROFESSIONAL PRACTICE AND PROCESS

## GENERAL PROFESSIONAL PRACTICE

### Knowledge

- Understands the Stages of Change.
- Understands the importance and concepts of parallel process.
- Understands safety practices for home visits.
- Understands professional ethics and boundaries.

### Skills

- Participates in professional development and learning activities (including current and future trends in child development, behavior, and relationship-focused practice) to continually enhance knowledge and skills.
- Participates in their own supervision to be held accountable for their own work and receive support around administrative issues as they arise.
- Sustains appropriate boundaries and interactions with co-workers, supervisors, families, and other service providers.
- Integrates all available information/data and consults with others when making important decisions.

## CULTURAL HUMILITY/DIVERSITY, EQUITY, AND INCLUSION

### Knowledge

- Recognizes and respects the way culture impacts caregiving practices and developmental expectations of children.
- Understands that each family has their own unique perspective and culture that might not be the same as their own.
- Understands the importance of using an equity lens to view all services, supports, and interactions with families to promote a sense of belonging.
- Recognizes the influence culture and language have on screening and assessment processes.
- Understands the importance of self-assessment and self-reflection.

### Skills

- Supports the home visitor in providing culturally humble and linguistically relevant information and resources on parenting and child development.
- Ensures the home visitor approaches families' racial, cultural, ethnic, or other differences in a curious, humble way.
- Identifies personal biases, judgments, and assumptions and recognizes the potential impact on building relationships with families.
- Maintains responsibility for how their own biases, values, and attributes influence their decisions.
- Assists the home visitor in identifying personal biases, judgments, and assumptions and recognizes the potential impact on building relationships with families.
- Uses appropriate approaches and materials that support parents who are LGBTQIA+, married, unmarried, custodial, and non-custodial.

## SELF-CARE

### Knowledge

- Understands the importance of taking care of one's own emotional and physical health.
- Understands the principles of vicarious trauma and how it may affect a home visitor's work with families; as well as the Supervisor's own emotional and physical health.

### Skills

- Implements self-care to remain effective and present in practice.
- Assists the home visitor in implementing self-care to remain effective and present in practice.
- Utilizes reflective supervision as a tool to manage potential vicarious trauma.

## SUPERVISION

### RELATIONSHIP-BASED SUPERVISION

### Knowledge

- Understands the knowledge and skills needed to effectively engage in home visiting activities.

### Skills

- Uses active listening skills including open-ended questions, affirmations, reflections, and summary.
- Offers appropriate information and advice after sufficient explorations.
- Appropriately engages the home visitor in identifying their unique strengths, successes, and needs.

### PLANNING FOR SUPERVISION

### Knowledge

- Understands what is needed to effectively complete supervisory activities.
- Understands the importance of partnering with the home visitor to plan content of supervision.

### Skills

- Follows-up on previous supervision content.
- Partners effectively with the home visitor to plan supervision session.
- Reviews and is prepared to discuss all families visited according to HFNY policy.
- Reviews and is prepared to address recent assessments completed.
- Addresses caseload management during supervision.

## REFLECTIVE PRACTICE AND PARALLEL PROCESS

### Knowledge

- Understands the importance of reflective practice to effective supervision.
- Understands the importance of parallel practice to effective supervision.

### Skills

- Structures supervision to allow time for effective depth of reflection on practice.
- Maintains appropriate professional boundaries during supervision.

## SUPERVISION TOPICS

### Knowledge

- Is familiar with the current HFA endorsed/required assessment tool.
- Understands program eligibility criteria.
- Understands the importance and process for creating an initial Service Plan.
- Understands the process and importance of home visitor observation to hold staff accountable for their work with families.

### Skills

- Supports home visitor in determining family eligibility for program.
- Partners with the home visitor to develop a Service Plan for each family and update it over time.
- Utilizes home visitor observation and other strategies to support staff in addressing family needs and goals as outlined in the Service Plan, Family Goal Plan, etc.
- Supports the home visitor in celebrating family successes.

