

Comprehensive Family Assessment Formative Evaluation

Findings, Implications, and
Recommendations

Agenda

- CFA Fidelity Study
- Supervision Observations
- Conclusions, Implications and Recommendations
- Questions and Discussion

Worker Interviews
Case Record Reviews

FIDELITY

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Introduction & Methodology

- Purpose:
 1. To understand implementation CFA at the worker level
 2. To understand worker's experience using CFA
- Methods:
 - Interviewed all Program workers from the two pilot units
 - Coinciding case record reviews (CRRs) completed
 - Interviews and CRRs were focused on a single randomly selected CFA case for each worker

CFA Model

- Stage 1
Transfer Communication & Information Review
- Stage 2
Assessment of Family Functioning-Domains of Functioning
- Stage 3
Behaviorally-Based Case Plan Development
- Stage 4
On-Going (Continuous Assessment)
- Stage 5
Case Closure

Adherence to the CFA Model- Strengths

- Explanation of role with family
- Initial Assessment
- Worker visits (exception was visits with fathers)
- Meeting with stakeholders
- Case closure
- Workers showed a strong commitment to implementing and promoting practice change that benefits families.

Adherence to the CFA Model-Gaps

- Engagement of fathers
- Incorporating culture in the initial assessment
- Use of specialized assessments
- Family Team Meetings
- Case plans linked to safety assessment
- Update of case plans

Adherence to the CFA Model- Inconsistencies

- Review of existing documentation
- Services for immediate need (based on initial assessment)
- Assessing family and community strengths
- Family culture
- Ongoing assessment

CFA Model-Worker Impressions

- Overall idea behind CFA is a good one, that workers can get behind
- CFA is NOT different than FCA in most areas

	Not at all	Very little	Somewhat	Much different	To a great extent
Review of existing information	93%	7%	-	-	-
First visit with family	79%	14%	7%	-	-
Assessment questions/process	57%	22%	14%	7%	-
Specialized assessments	64%	7%	22%	7%	-
Frequency of visits	86%	14%	-	-	-
Content of visits	79%	14%	7%	--	--
Family involvement	72%	21%	7%	-	-
Engagement with father	71%	-	29%	-	-
Engagement with family around change	43%	22%	21%	7%	7%
Case planning	22%	7%	21%	29%	21%
Using family strengths	86%	7%	7%	-	-
Involving family culture	79%	14%	7%	-	-
Service connection	72%	7%	14%	7%	-
Conversations with stakeholders	62%	15%	-	15%	8%
Supervision	36%	7%	29%	21%	7%
Documents used	29%	29%	21%	21%	-
Overall framework/thought process	14%	14%	36%	29%	7%

CFA Model-Worker Impressions

- Focus on safety, but ignores child well-being and permanency.
- Leaving too many needs unaddressed
- Change from compliance based case plans to behavioral is about word choice
- CFA does not address Ramsey CFSSR needs.
- Model does not fit all types of cases

CFA Model Training-Worker Impressions

- Concerns with outside trainer/consultant
- Large portions of the model still unclear
- Model does not fit all cases
- Feelings among some workers that they cannot ask questions about the model.
- Group consultations were helpful

Pre-Observation Meetings

Observations

Post-Observation Meetings

SUPERVISOR OBSERVATIONS

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Introduction & Methodology

- Purpose:
 - Understand RCCSHD Child Protection Case Management supervisor responsibilities and expectations in the context of Comprehensive Family Assessment
- Methods:
 - Pre-Observation Interview
 - General supervision & logistics
 - Week-Long Observation (all Program supervisors)
 - Average Observation 38 hours
 - Fixed interval (5 min.) instantaneous sampling
 - Post-Observation Interview
 - Clarification & CFA

Supervision at RCCHSD

Supervisors report they rely on formal & informal supervision methods & prioritize the needs of their workers over other supervisory tasks

Obstacles

- Quantity of administrative tasks
- Meetings
- Billing and accountability
- Unclear communication
- Feedback provided by supervisors not acknowledged

Supports

- Management, peers, and workers
- RCCHSD provided specific on-site training in the past that was helpful

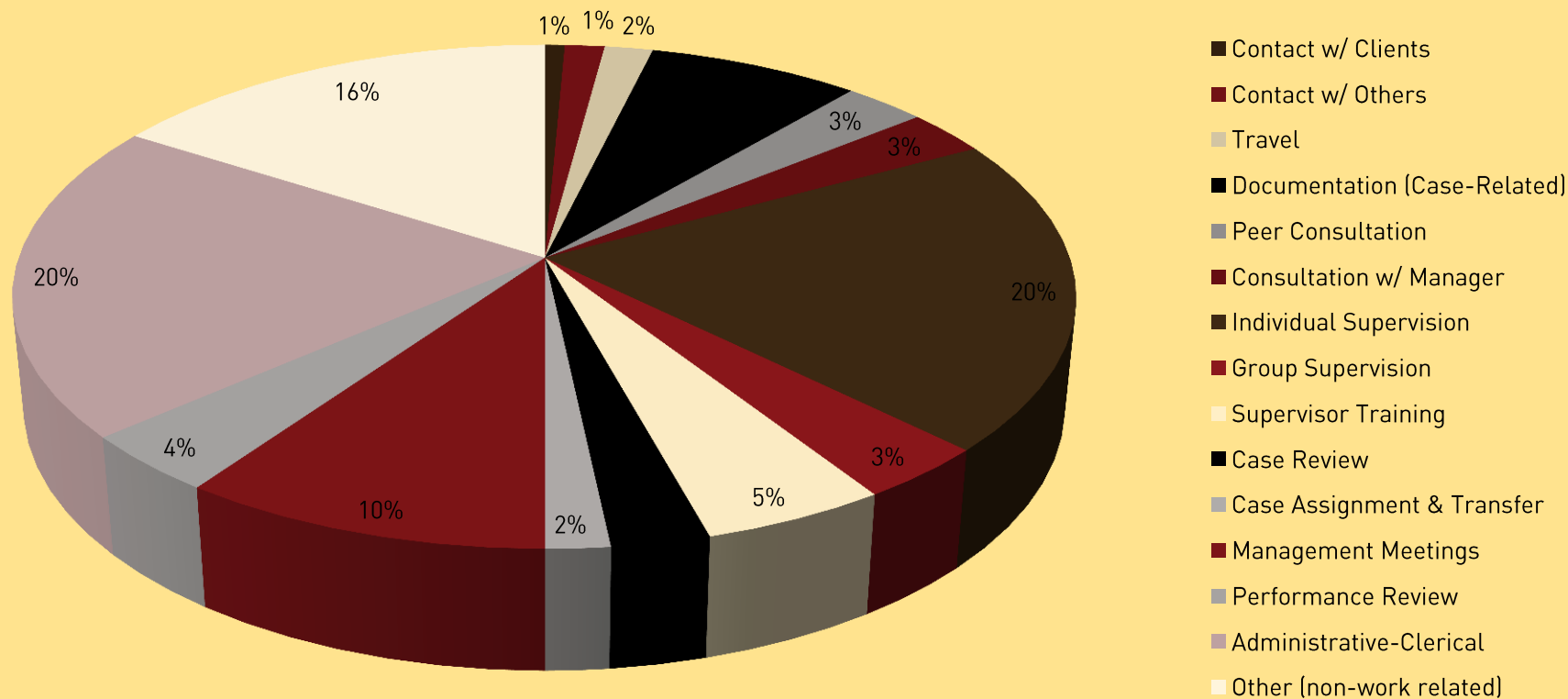
Supervisory Styles

- Varied emphasis across supervisors
 - Documentation (reading reports and reviewing cases)
 - Amount of individual and group supervision
 - Type of supervision (formal vs. informal)
 - Activity level

Main Supervisor Tasks

- Top Three Tasks
 - Individual Supervision (20%)
 - Range 13-25%
 - Administrative-Clerical (20%)
 - Range 16-26%
 - Other Non-Work Related (16%)
 - Range 12-22%
- Fourth Top Task
 - Management Meetings (10%)
 - 2 of 4 Supervisors
 - Range 5-15%

Supervisor Time

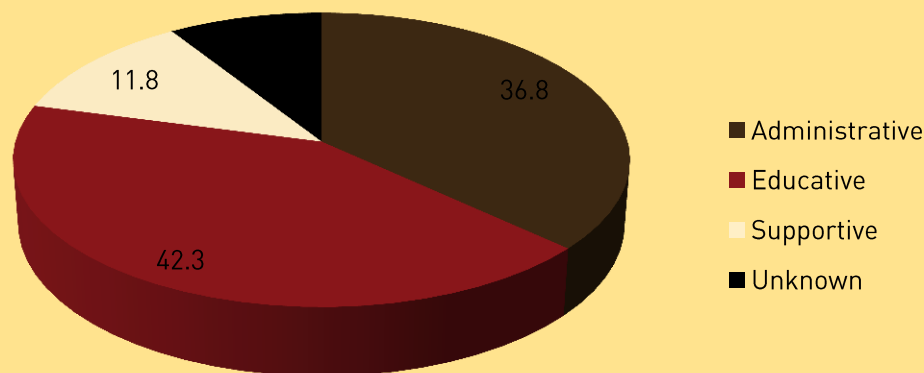


Supervision

(37.6%, Range 33.8-40.6%)

- Comprised of:
 - Case-Related Documentation (7.5%)
 - Range 4.3-11.8%
 - Individual Supervision (20.2%)
 - Range 12.9-25.4%
 - Group Supervision (3.5%)
 - Range 1.7-6.7 %
 - Case Review (2.6%)
 - Range 1.4-5.4%
 - Performance Review (3.8%)
 - Range 0-10.2%

Aims of Supervision

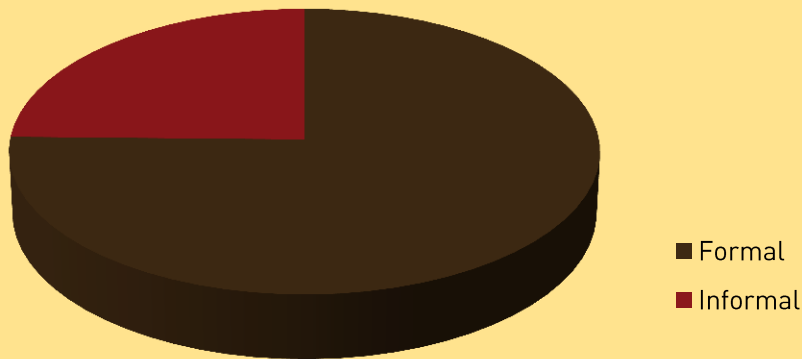


- Educative
Range 27.2-52.6%
- Administrative
Range 25.6-56.5%
- Supportive
Range 5.1-16.3%
- *Great Diversity
Between Supervisors*

Supervisors want to spend more time in clinical supervision, about 50% time

Formality of Supervision

- Largely (consistently) formal
Range 74.5-76.8%
- Inconsistency with observers' reflections of supervision



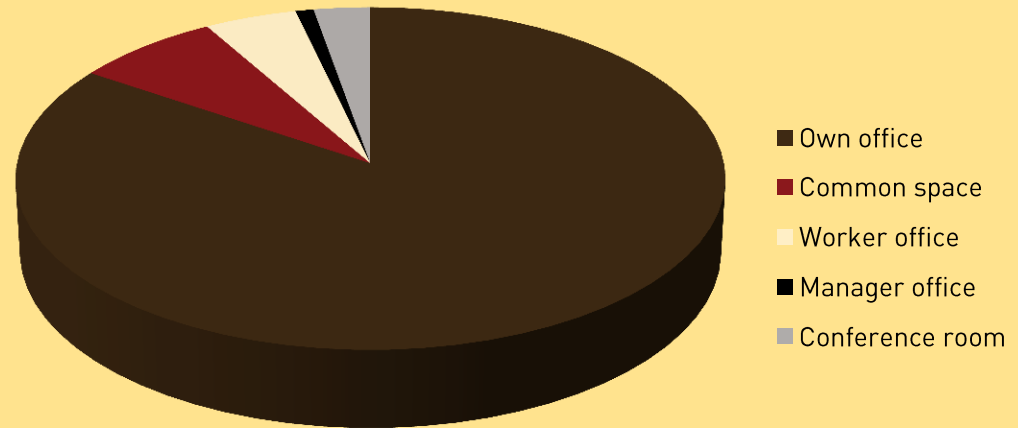
Coding technique

- Most informal supervisions <5 minutes
 - 12 informal supervisions = 1 hour of formal supervision
 - May not be able to document all
- Difficulty in discerning “unplanned” activity due to ever-changing duties of the position

Frequency vs. Time

Informal Supervision Setting

- Most occurred in supervisor's own office
- Some occurred in common spaces or in worker's offices



Limitations

- Coding didn't capture 100%-
 - Frequent interruptions do occur but not necessarily captured, such as unplanned supervision
 - Supervisor schedules not static
 - Unexpected and at times uncommunicated schedule changes were not captured in the data
 - Data do not reflect a full work week for all supervisors
 - Worker and Supervisor behavior and activity may have been impacted by observer's presence

Supervisor Reflections on CFA

- CFA paradigm good

Challenges include clarity about model, some contradiction with other policies/initiatives/statutes, time-intensive nature, implementation

Strengths include domain areas, connected process, strengths-based focus

- Frustration with training

Learning culture, clarity & content of training and guides, non-specific SWS training, consults

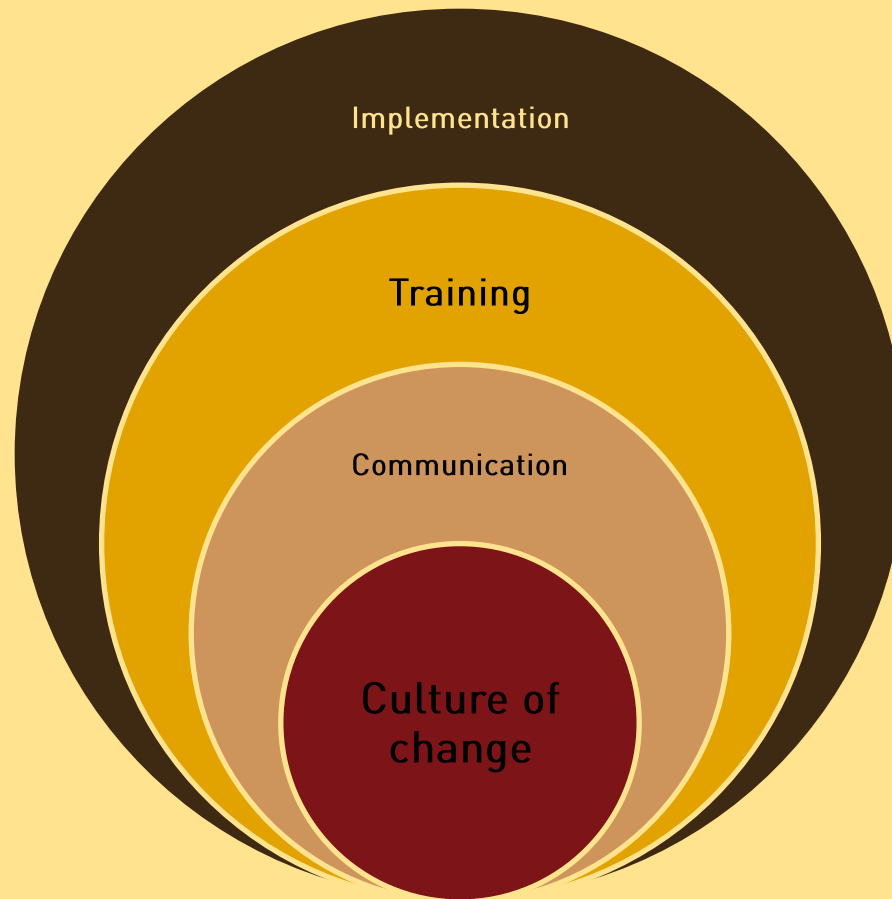
CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

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Conclusions

- Appreciation of the intent of the model
- Some obstacles encountered during implementation; ambiguity regarding CFA continues to be palpable
- Unanimous belief in the necessity of increased training in a learning environment that encourages questioning
- Need for clear and consistent communication regarding CFA model and its incorporation into Ramsey's vision for practice
- SWS recognize the incongruence of their current time commitment and the duties required in the CFA model

Systems Approach



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Implications

- Some changes to the model need to occur
- Training will need to be modified and increased
- Communication needs to be increased and improved across levels
- Framing CFA as a shift in practice (vs. an initiative) is important for supporting the vision Ramsey has for its culture
- A culture of learning would benefit implementation
- To fulfill the CFA supervisory requirements, duties of supervisors or CFA supervisory responsibilities need to be altered

Recommendations

- Tier 1-Culture of Change
 - Create a shift in mindset-this is practice change
 - Start with leadership and model to staff
 - Establish clarity of philosophy on the balance between CFA and the presenting problem
 - Make a decision about supervision requirements-aligning county policy and model expectations

Recommendations

- Tier 2-Communication
 - Create a communication plan
 - Increase and maintain regular communication about practice at *all levels* of the organization
 - Use communication to connect new information to the “big picture” of Ramsey’s vision for practice
 - This is likely a detailed and complex ongoing process due to the multiple activities and ongoing changes that Ramsey experiences and participates in.

Recommendations

- Tier 3- Training
 - Create a Training Plan
 - Plan for training new supervisors and new workers
 - Plan for ongoing training
 - Formal Training
 - More frequent, on-going training to create sustainable change
 - Detailed guides with concrete examples and shared terminology
 - Specific training for supervisors

Recommendations

- Formal Training Cont.
 - Varied formats (in-person training, large group, small group, individual)
 - Interactive training (question asking, role playing, application to current cases, etc.)
- Informal
 - Purposeful transfer of learning with opportunities to ask questions
 - Coaching and support in day to day work for staff across levels
 - Shared understanding -> consistency in messaging

Recommendations

- Tier 4-Implementation
 - Changes to the model
 - Develop a clear process for decision making and clarifying practice direction when not clearly outlined in the model
 - Modify model in the area of case planning to include cases where family challenges may not include safety threats
 - Supervisor tasks may need to be modified depending upon decisions made under supervisor recommendation in Tier 1

Recommendations

- Tier 4-Implementation cont.
 - Keep stakeholders consistently updated and involved throughout the process of model modification, training, and implementation
 - Develop a plan that allows the model to be adapted given current/future resource limitations or State/national practice changes
 - Nonexistent or unavailable services
 - Reductions or lack of funding in various areas
 - Policy changes