

**Home Visitor Coalition Best Practices Work Group**  
**Core Competencies**  
**Revised December, 2013 (BLUE)**

*Developing Strong Home Visiting Programs: Leadership and Supervision*

**Overall competency goal:** In home visiting, relationships form the foundation upon which all other work is built. This knowledge area focuses on the competencies that are necessary for supervision of home visitors. This knowledge area closely intersects and overlaps with the three direct service competency goals: **Strengthening Parent Child Relationships, Positive Parenting, Early Learning and School Readiness (PURPLE)**, **Building and Strengthening Relationships with Families, Planning and Conducting Effective Home Visits (GOLD)**, and **Promoting Healthy Family Functioning, Self-Sufficiency, Family Health and Safety (GREEN)**.

Area of Expertise	As demonstrated by the ability to:
<p><b>Effective Home Visiting</b>  <u><b>Knowledge Areas:</b></u></p> <ol style="list-style-type: none"> <li>1. Core competencies of home visiting (GOLD, GREEN, PURPLE).</li> <li>2. Home Visiting Models and Best Practices.</li> </ol>	<ol style="list-style-type: none"> <li>a. Access and integrate current research into practice according to the needs of the community.</li> <li>b. Promote cultural sensitivity and practices.</li> <li>c. Advocate for effective models of practice.</li> <li>d. Utilize program evaluation and outcome measures for continuous quality improvement.</li> <li>e. Differentiate among evidence-based models, evidence-based practice and curriculum.</li> <li>f. Network with colleagues in the field of home visiting.</li> </ol>
<p><b>Supervision</b>  <u><b>Knowledge Areas:</b></u></p> <ol style="list-style-type: none"> <li>1. Communication skills.</li> <li>2. Supervision skills/styles.</li> <li>3. Conflict management.</li> <li>4. Relationships and boundaries.</li> <li>5. Staff support and retention.</li> </ol>	<ol style="list-style-type: none"> <li>a. Ensure data privacy guidelines are understood and maintained.</li> <li>b. Document content of meetings with home visitors.</li> <li>c. Address boundary and personnel issues.</li> <li>d. Provide feedback on performance.</li> <li>e. Review and discuss home visitor documentation.</li> <li>f. Review and discuss data management reports, program statistics.</li> <li>g. Assess home visitor ability to form relationships with families.</li> <li>h. Review and implement quality assurance protocols.</li> <li>i. Build teams for peer-to-peer support and to advance practice.</li> <li>j. Ensure assessment tool results are integrated into practice.</li> <li>k. Promote integration of training into practice.</li> <li>l. Promote cultural sensitivity and practices.</li> <li>m. Provide guidance and practice on communication style.</li> <li>n. Provide guidance and practice on use of program model/curriculum.</li> </ol>

	<ul style="list-style-type: none"> <li>o. Identify and promote areas for staff growth and skill development.</li> <li>p. Shadow family home visits for support and to advance practice.</li> </ul>
<p><b>Reflective Supervision</b>  <b><u>Knowledge Areas:</u></b></p> <ul style="list-style-type: none"> <li>1. Theoretical basis and history of reflective supervision.</li> <li>2. Key elements of reflective supervision.</li> <li>3. Trusting relationship between supervisor and home visitor.</li> <li>4. Balancing reflective supervision with the administrative aspects of supervision.</li> <li>5. Parallel process.</li> <li>6. Reflective supervision for supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>a. Actively engage in reflective practice through training, mentoring.</li> <li>b. Implement ongoing reflective supervision individually, in group consultation or team meetings.</li> <li>c. Coach and provide feedback on strengths based approaches and interventions used.</li> <li>d. Identify and promote use of behaviorally specific praise.</li> <li>e. Analyze and discuss outreach, engagement and retention.</li> <li>f. Integrate the results of tools used.</li> <li>g. Discuss home visiting achievement and assessment rates.</li> <li>h. Provide transfer of learning activities before and after trainings so that staff can integrate training information into their practice.</li> <li>i. Assess and discuss cultural sensitivity and practices.</li> <li>j. Provide guidance and practice on communication style.</li> <li>k. Provide guidance and practice on use of curriculum.</li> <li>l. Provide opportunities for reflection on techniques and approaches.</li> </ul>
<p><b>Developing Partnerships and Collaborations: Community Resources and Coalition building</b>  <b><u>Knowledge Areas:</u></b></p> <ul style="list-style-type: none"> <li>1. Value of interdisciplinary work in serving families.</li> <li>2. Seamless delivery of services; finding and accessing community resources.</li> <li>3. Value of collaborations with existing partners.</li> <li>4. Identification and promotion of new collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>a. Assist home visitors to anticipate and to help families meet basic needs &amp; obtain other needed services from public agencies and community resources.</li> <li>b. Collaborate and communicate with other community service agencies to build relationships across agencies serving children and families.</li> <li>c. Help home visitors support parents to build the skills they need to access social support from extended family, neighbors, and friends needed and as available in the community.</li> <li>d. Ensure home visitors are aware of community resources available to families during pregnancy and the child’s early years.</li> </ul>
<p><b>Law, regulation and agency policy</b>  <b><u>Knowledge areas:</u></b></p> <ul style="list-style-type: none"> <li>1. Ethical practice.</li> <li>2. Government, law and regulation.</li> <li>3. Agency policy.</li> </ul>	<ul style="list-style-type: none"> <li>a. Ensure that information is shared in a relevant and unbiased manner.</li> <li>b. Practice and promote confidentiality of each family’s information in all contexts.</li> </ul>

	<ul style="list-style-type: none"><li>c. Support staff in maintaining appropriate personal boundaries with children and families as established by the employing agency.</li><li>d. Assure prompt and appropriate report of harm or threatened harm to child health and welfare to Protective Services.</li><li>e. Accurately and clearly explain the provisions and requirements of agency, federal, state, and local laws affecting documentation and privacy practices.</li></ul>
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