

Certification Reviewer Training



Presented by:
The Certification and Ethics Committee

Certification & Ethics Committee

- **What is the Certification & Ethics (C&E) Committee?**
 - Quality assurance and standards processes
 - Recommends Sponsor Site Certification status to the Board of Directors
- **Who serves on the C & E Committee?**
 - Site designated representatives who have evaluation skill competency; one voting member per Certified Agency
- **How do Certified Agencies support the Certification Process?**
 - Commitment to supporting the Peer Review Teams
 - Commitment to at least a two year term
 - Commitment to resources necessary to develop their staff to Qualified Reviewer level.

TFA Certification

TFA Certification is Supportive

- Reviewers are seeking to help agencies being reviewed do better!
- Reviewers assigned based on a number of factors including experience with population of the site being reviewed – in order to provide added expertise and guidance.
- Process is not punishing – reviewers are NOT looking for mistakes or problems!!
- The Teaching-Family Model is a supportive, strength-based Model – the review process incorporates the tenets of the Model!

More about Peer Review Teams

- **Review teams include at least two qualified reviewers and can include up to five individuals.**
 - The **primary reviewer** is the coordinator and leader of the review team.
 - The **secondary reviewer** works in cooperation with the primary reviewer.
 - One or more **trainees** are typically assigned to most reviews.
 - Smaller sites require smaller review teams while larger sites require larger review teams.
 - The C&E Chair and the Executive Director assign teams.

Steps in Becoming a Reviewer

Reviewer Selection:

- Site Directors identify staff who are eligible to begin the training process.
- Candidates must complete C&E Site Reviewer Training (at annual conference or on-line training approved and coordinated by C&E chair)

Training Steps:

- Assigned by C&E Chair in the following roles:
 - Trainee on an On-Site Triennial (at their agency's cost)
 - Secondary Reviewer in Training
 - Qualified Secondary Reviewer
 - Primary Reviewer in Training
 - Primary Reviewer

Training Steps continued

- A qualified reviewer (QR) is paired with the trainee at each level
- QR provides mentoring, training, and written feedback
- Trainee must meet criteria before moving to the next level

Systematic training with evaluation criteria leads to reviewer reliability

Preparing for Your Review Team's Assignment

Pre-Site Visit Preparation

- Go to the TFA website and use the flow chart to select the appropriate materials
 - www.teaching-family.org
 - Click on Certification & Implementation
 - Click on "Learn More about Certification"
- Review (and *download) these Reviewers' Materials:
 - Instructions to the Review Team
 - *Reviewers Instrument/Questionnaire
 - *On-Site Prompt Sheet
 - Reviewers Report Form
 - Primary Reviewers Assessment Form

Print and carry these two forms:

The Prompt Sheets

- The prompt sheets will assist you while conducting the site visit; they provide space to take notes and record data/observations and answers to questions.

The Instrument/Questionnaire

- Toward the end of the visit, after interviewing staff, youths, consumers and reviewing records and visiting programs, the Review Team will rate each question under each standard based on the data and information collected throughout the review.

Review of Agency Materials

The Site undergoing the review submits its application to the review team one to two weeks prior to the review visit. The primary reviewer needs to check and make sure all review team members receive the application. If the visit is approaching and you have not received your copy of the application, contact the primary reviewer assigned to your team.

Review of Agency Materials

- Read the report. Some of the questions can be answered prior to the visit, especially those related to policies and outcomes.
- If documentation evidence is missing, notify the primary reviewer who will contact the site and request the missing materials. If it is not sent prior to the visit, the primary should make sure it is available on day one of the review.
- Review the Standards of Ethical Conduct. Have a copy available to you on the review.

Review Team Etiquette

- Bring “thank you” cards to send hosts of any homes you visit.
- Bring small gifts or mementos representative of your agency for youth with whom you visit for a meal.
- Be sure you are aware of cultural norms, etc. for families or youth so you do not offend.
- Reviewers wear no less than business casual apparel during the review.

On-Site Coordination

(Primary Reviewer Responsibility)

Review team meeting

- Touch base the night or morning before meeting with the site

Review the Schedule -

- Ensure there are enough visits to programs (agencies with 5 or fewer member programs, on-site reviewers must visit at least 80% of the members programs. At agencies with more than 5 programs the on-site reviewers will visit at least $\frac{1}{4}$ but no fewer than 5 of the member programs)
- Ensure there is enough meeting time with staff to complete interviews (be sure to speak with staff without supervisors being present).
- Ensure there is enough review team meeting and work time.

Pre-Meeting with the Team

- Review Schedule
- Prepare Questions in Advance from reading the application materials.
- The primary reviewer will assess areas of expertise and experience within the review team and determine roles and responsibilities of the reviewers and trainees.
 - Visits/Observations (who will go where; service delivery areas, etc.)
 - Specific systems or areas of focus (i.e., consultation, evaluation, administrative support, etc.)

On-Site Activities

Site Presentation – Overview of the Agency's Programs, Purposes, Missions, etc.

Review Team Procedures –

- Have a place to work and review written documentation
- Laptop
- Reviewing and rating
- Review practices related to all of the Integrated Systems: Training, Consultation, Evaluation and Administration.

Organization of the Questionnaire/Standards/Report

Standards begin with

the Four Goals:

- Humane
- Effective
- Individualized
- Consumer Satisfaction

Organization of the Standards, continued.

Standards continue with the

Four Integrated Systems:

- Facilitative Administration
- Training
- Consultation
- Evaluation

Organization of the Standards, continued.

Final section reviews Elements:

- Teaching
- Self-Determination
- Relationships
- Family-Sensitive
- Diversity
- Professionalism

Taking a Closer Look at the Questionnaire

- Brief generalized description of the purpose of each standard.
- Indicators are the questions that are individually scored. (Key words in each indicator are highlighted).
- Each standard earns an average score taken from accumulated indicators.
- Sources of compliance help reviewers identify which data are used to determine compliance.

Humane

5 indicators to rate (see questionnaire)

Evidence of criteria:

- reviewer will need to look at training of ethical conduct
- review policies
- observe the living/treatment environments for family style/natural and appropriate teaching to youths

Humane

Other evidence:

- Inhumane treatment practices (restraint, isolation, etc.)?
- Youth Rights concerns?
- Systems to deal with youth or practitioner concerns?
- Youth Safety Questionnaires?

Effective

4 indicators to rate (see questionnaire)

Evidence of criteria:

- Information can be taken from the application materials with follow-up questions
- Interviews with youths, review of practitioner evaluations and observations provides the reviewer with the information
- Youth achieving goals?
- Youth demonstrate progress?
- Youth satisfaction?
- Stability of qualified practitioners?

Individualized

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Interview youth, review treatment plans and review practitioner evaluations for youth satisfaction.
- Assess the flexibility of the program to meet the individual youth needs.
- Treatment Planning
- Inclusion of youth and Family in Treatment Plans
- Timeliness of Treatment Planning
- Program fits the youths' needs
- Youth view the program as individualized

Consumer Satisfaction

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Most of this information is in the application materials
- Agency wide and practitioner consumers
- Youth satisfaction is in the practitioner evaluations
- Follow-up questions are often required in the Director interviews about selection of consumers as well as plans for implementing consumer feedback.

Consumer Satisfaction

Evidence of criteria continued:

- Youth in the programs indicate satisfaction
- Consumers of the Practitioners indicate Satisfaction
- Agency Wide Consumers indicate Satisfaction
- Practitioners indicate Satisfaction
- The Agency has responded to any issues raised by Consumers

Integrated Systems

Facilitative Administration

Training

Consultation

Evaluation

Facilitative Administration

6 indicators to rate (see questionnaire)

Evidence of criteria;

- Does the administration function in a manner that is youth needs driven?
- Take a conceptual approach to determine how the organization promotes the Teaching Family Model.

Facilitative Administration

Evidence of criteria:

- Resources to Implement TFM
- Selection and Training of Staff
- Staff Retention
- Promote the Goals, Elements, & Principles of TFM
- youth and Practitioner Driven Decisions
- Staff and Practitioner Satisfaction

Training

6 indicators to rate (see questionnaire)

Evidence of criteria:

- Information is in the application, training materials, & on-site presentation on training services
- Pre-service – prior to working alone
- Trainers are qualified
- Content of pre-service training
- Competency-based
- In-services
- Practitioner's satisfaction

Supportive Consultation/Supervision

6 Indicators to rate (see questionnaire)

Evidence of criteria:

- Consultation service delivery plan submitted in the application.
- Specific expectations such as on call, where appropriate.
- The consultant training will be reviewed in the consultation presentation as well as from the interviews with consultants and practitioners.

Supportive Consultation/Supervision

Evidence of criteria continued:

- Service delivery plans are effective
- Observations are included in service delivery
- Documentation of service delivery
- Consultant training
- Facilitate effective TFM services to youths
- Practitioner satisfaction

Evaluation

Six Indicators to rate (see questionnaire)

- Occur annually
- Comprehensive and “eyes on”
- Include consumer polls
- Evaluation procedures enhance fairness and effectiveness
- Qualified evaluators
- Practitioner satisfaction with the process

Evaluation

Evidence of criteria:

- Evaluation tools/questionnaires
- Site presentation about evaluation
- Review actual evaluations
- Feedback from practitioners
- Documentation/chronology report

Teaching Family Elements

- Teaching
- Self-determination
- Relationships
- Family-sensitive Approach
- Diversity
- Professionalism

Teaching

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Some is determined through the documentation in the training section but most of this section requires on-site observation of practitioner skills
- Reviewers will get most of the information through visits to the programs.
 - Observations
 - Interviews with practitioners and youths

Teaching

Evidence of criteria continued:

- Behavioral Approach
- TFM procedures
- Teaching procedures are supportive
- Supportive De-escalation Techniques
 - Since there are rarely crises during site reviews, reviewers need to ask practitioners and youths what de-escalation techniques are utilized.
- Modeling

Self-Determination

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Reviewers will get this information during observations to programs as well as during youth interviews.
- Goal Setting
- Youth Goals support independence
- Supports youth decisions
- Self-Determination skills are taught
- Youth are given choices

Relationships

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Requires on-site observations
- Practitioners are:
 - Positive
 - Respectful
 - Sensitive
 - Responsive to youth needs
 - Encourages the expression of feelings

Family Sensitive

5 Indicators to rate (see questionnaire)

Evidence of criteria:

- Criteria determined through discussion with the staff and youth as well as observations
- Review youth files
- Advocates for family
- Involves and facilitates family involvement
- Family Friendly Environment
- Staff and Practitioners are trained

Diversity

4 Indicators to rate (see questionnaire)

Evidence of criteria:

- Review training materials, hiring practices, policies and procedures
- On-site observations in the programs and administrative offices.
- Training, program reflects diversity
- Program environment reflects diversity
- Program activities reflect diversity
- Services are offered regardless of race, color, religion, sexual orientation, disability, national origin, etc.

Professionalism

5 indicators to rate (see questionnaire)

Evidence of criteria:

- Review application materials regarding evaluations
- Documentation for training to practitioners
- Staff resumes
- Agency promotes professional development
- Leadership roles for practitioners
- Practitioner participation in treatment teams
- Practitioner independence and autonomy
- Abide by Basic Standards of Professional Conduct

COMPLETING THE REPORT

Ratings, Comments, Summary of Strengths, Suggestions, recommendations, Summary Report, Certification Decision

Ratings/Reliability

4-Point Rating Scale

- 4 – Extremely Satisfied
- 3 – Satisfied
- 2 – Needs Improvement
- 1 – Dissatisfied

- Only one score for each indicator
- Each reviewer scores each indicator independently
- Team comes together to create consensus for the final score for each indicator
 - All of the scores under one area are averaged to give a final score for the area (i.e., Humane, Effective, Individualized, etc.)

Ratings/Reliability

4 = Extremely Satisfied

The agency demonstrates full compliance (i.e., the agency provides consistent, full support for the indicator, demonstrating the initiative to excel).

3 = Satisfied

The agency demonstrates adequate compliance (i.e., the agency provides consistent, solid performance; deficits or shortcomings are not significant enough to interfere with or detract from the overall purpose or function of the indicator).

2 = Needs Improvement

The agency demonstrates minimal compliance (i.e., the agency attempts consistent, solid performance but deficits/shortcomings interfere or prevent the agency from effectively meeting the overall purpose of function of the indicator)

1 = Dissatisfied

The agency demonstrates no compliance (i.e., the agency neglects and/or fails to support this indicator.)

Reliability: Determining Ratings

If disagreement in scores:

- Leads to further discussion within review team
- Further discussion with site staff
- Review additional materials

Compiling/Writing the Report

- Primary reviewer will assign writing assignments. Typically, each review team member is given two to three standards to write. The summary should be based on all team members' notes and observations.
- Each standard requires comments addressing each indicator

Compiling/Writing the Report

- All writing should be done using “Microsoft Word.”
- Write-ups should be submitted to the primary for proof-reading.
- The primary will paste or enter the edited write-up into the report form as assignments are turned
- Write-ups should be clear, concise, and thorough, including information that will help the site with further development
- Further directions regarding preparing the completed report are provided in the “Instructions for the Reviewers” document provided on the web.

Completing the Report

- Comments (or thorough notes) should be completed prior to leaving the review to facilitate the report completion process.
- Themes from comments/notes will be used in the summary as well as at the verbal feedback session at the end of the review.

Summary and Recommendations

- Summary of Strengths should be pulled from the themes derived from the comments from each standard.
- **Suggestions** – Optional feedback that could strengthen a standard.
- **Recommendations** – Comments pertain to the areas of the standards that the review team has scored a 2 or below and the site is required to address and make changes.

Summary and Recommendations

Finally the choice is made between the three options:

- **Certify**-all areas average 3.0 or higher
- **Certify with Conditions** –one or more areas is below 3.0 and requires an Action Plan. Agency may not engage in dissemination activities
- **Certification Denied**- several areas fall below criteria, a full retake of the On-Site is required.

Distribution of the Report

- The Primary reviewer is responsible for making sure that the review team agrees with the complete report. This usually means that the Primary reviewer sends the document out as a draft to the reviewers for further comments.
- The Primary Reviewer is then responsible for getting the report to the TFA office for distribution to the certification committee.

Developing a context

- Does it look different? (Remember, it is not your site you are reviewing.)
- What is the treatment setting where the Model is being implemented?
- Are the standards met?
- Is the evidence clear?
- Objectivity - Leave your quirks at home.
- Learn something.