# **LC Session 1: The Heart of Home Visiting: Understanding Workforce Well-being**

# Participant Reflection Worksheet

### Session 1 Review

In Learning Session 1, participants learn about and discuss specific components of home visitor well-being, including:

* The *Institute for Healthcare Improvement’s* *Framework for Improving Joy in Work*[[1]](#footnote-1), which argues that focusing on joy instead of burnout is a strength-based approach that acknowledges the compassion and dedication home visiting staff bring to their work that can lead to joy as well as effective and empathetic home visiting services.
* There are nine critical components of a system for ensuring a joyful, engaged workforce (see figure below). Understanding these key components is essential for creating supportive home visiting work environments that promote home visitor well-being and effectiveness in home visiting service delivery.
* Continuous quality improvement (CQI) and Plan-Do-Study-Act cycles are one useful method for improving joy in work.

**IHI Framework for Improving Joy in Work**



### Reflection

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| *How do these critical components of joy in work resonate with you and your experience in the home visiting field?* Reflect on how these factors have impacted your own job satisfaction and effectiveness. |
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| *What role(s) do you play to support home visiting staff well-being for yourself and in your program, agency or system? How do the key drivers show up in your work?* Discuss how the key drivers manifest in your day-to-day work and responsibilities. |
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| *What are some examples of successful strategies that you and/or your program/agency currently use under these components of joy in work? How are they working or not working – how do you know?* Evaluate their effectiveness: What metrics or feedback do you use to determine success or areas needing improvement? |
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| *Which components of Joy in Work do you see as opportunities for growth for supporting home visiting staff well-being in your program or agency?* Consider strategies and actions that could be implemented to strengthen support in this area. |
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### Integration

For each critical component, put a check mark in the column that best describes your team’s status (that component may be strength, a moderate strength, or an opportunity for improvement). You can use these reflections to engage in team conversations about the strengths and opportunities for home visiting workforce well-being.

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| **Key Components of Home Visiting Workforce Well-Being\*** | **Strength-** We have well defined and reliable processes in place for this component leading to strong outcomes  | **Moderate Strength-** We have a few processes in place for this component, but they need strengthening and we have a few gaps | **Opportunity for Improvement-** We have multiple gaps in our processes or need to get them in place | **Notes:** List a few of your strengths and gaps related to each driver |
| **Physical & Psychological Safety**  |  |  |  |  |
| **Meaning & Purpose** |  |  |  |  |
| **Choice and Autonomy**  |  |  |  |  |
| **Recognition and Rewards**  |  |  |  |  |
| **Participative Management**  |  |  |  |  |
| **Camaraderie & Teamwork** |  |  |  |  |
| **Daily Improvement** |  |  |  |  |
| **Wellness and Resiliency** |  |  |  |  |
| **Real-time Measurement** |  |  |  |  |

*\**For more information related to each of the key components and what they entail, refer to the *IHI Framework for Improving Joy in Work White Paper.*

### Action

Quality improvement is a strengths-based approach that asks us to identify and celebrate what we are doing well and opportunities for improvement. It encourages us to pause, document and reflect on what we have been doing, and to use data to see if what we are trying is working. We do this by making a **PLAN** to test something new or different. Then we **DO** it by trying it out with one staff member, or one team meeting, or one home visit to see how it goes. Next, we **STUDY** and reflect to see if it worked. And finally, we **ACT** on it, by determining what our next step is (adapt, adopt, abandon).

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| How might you “leave in action”? (Complete as a team if possible)Review the list of Key Components of Home Visiting Workforce Well-Being on the previous page. Identify just 1 – 2 components of well-being that have opportunity for improvement and that you are most interested in working on as a team. Using the checklist below, identify any action step(s) that you might take with your team to support home visitor professional well-being and discuss together. You may also have other ideas to try, which you can write in.  |
| **Critical Components** | **Change Ideas\*** |
| Physical & Psychological Safety  | * + Provide training on physical and psychological safety for staff and leadership
	+ Create an anonymous feedback loop for staff to voice concerns and leadership to respond
	+ Develop policies and procedures that help home visitors maintain their personal safety (e.g. providing cell phones, sending home visitors in pairs, emergency safety plans)
	+ Use a check-in app on work issued phones to support home visitor’s safety in the field
	+ **Other**:
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| Meaning & Purpose | * + Revise home visitor job descriptions to match the responsibilities of the program (e.g. paperwork, data entry, connecting families to resources and referrals)
	+ Use team activities to celebrate successes and reflect on purpose and meaning
	+ Spotlight home visitors at senior leadership staff meetings
	+ Develop a formal peer recognition award system
	+ **Other**:
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| Choice and Autonomy | * + Provide opportunities for flexible/alternative work schedule/hours
	+ Ensure home visitors have a balance of time on desirable and less desirable job functions
	+ Identify opportunities for staff to confidentially report issues related to their supervision
	+ Provide protected time to practice self-care and take mental health days
	+ Involve home visitors in programmatic decision making
	+ **Other**:
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| Recognition and Rewards | * + Examine pay and promotion practices
	+ Develop policies to reimburse staff for accessing emergency childcare
	+ Create a physical or virtual board for home visitors to post accomplishments
	+ Clearly communicate standards for receiving incentives and rewards for job performance
	+ Develop career ladders for home visitors
	+ Offer scholarship programs or stipends for home visitors pursuing higher education
	+ **Other**:
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| Participative Management | * + Develop clear guidelines for how home visitors allocate time during home visits
	+ Provide support to ease burden of data collection
	+ Create channels for sharing new guidance, materials, expectations for all team members
	+ **Other**:
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| Camaraderie & Teamwork | * + Use team meetings to share, recognize and celebrate individual and collective success
	+ Create a virtual space (e.g., Slack, chat, group text, email chain) to post questions, discuss tips/ideas, share joys/successes, and send messages of encouragement
	+ Offer peer mentorship for new home visitors
	+ Provide protected time for on-going reflective supervision
	+ **Other**:
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| Daily Improvement | * + Use CQI and other data in routine meetings to highlight bright spots and connect the work to positive outcomes
	+ Create a visible program goals chart that can be displayed, and update routinely
	+ **Other**:
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| Wellness and Resiliency | * + Engage home visitors in identifying organizational issues contributing to burnout and designing solutions to address them
	+ Create individualized professional development plans and goals for home visitors
	+ Offer training to promote home visitor awareness of stress management techniques
	+ Ensure equitable distribution of caseloads
	+ Ensure supervisors access regular reflective supervision
	+ **Other**:
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| Real-time Measurement | * + Provide opportunities for regular feedback, including job satisfaction surveys
	+ **Other**:
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\*Change ideas represent a subset of strategies to address drivers as outlined in [*Improving home visitor professional well-being: A resource for state and tribal home visiting programs, model representatives, and local programs*](https://www.acf.hhs.gov/sites/default/files/documents/opre/Professional-Well-Being-HV.pdf).

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| *Create a* ***plan*** *for your change idea:*  |
| Which change will you test? |  |
| With whom? (remember - start small) |  |
| When? (set a start and end date)  |  |
| What will you measure? (keep it simple) |  |

#### **What matters to you?**

Before beginning to foster, restore and nurture home visiting staff well-being, it is helpful to start with engaging conversations among home visitors, supervisors and program leaders to identify what contributes to and detracts from home visitor well-being. Use the prompts below, or follow the *“What Matters to You?” Conversation Guide for Improving Joy in Work[[2]](#footnote-2).*

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| *1) Ask: What Matters to You?* What brings you joy in your work? What makes for a good day for you? What makes you proud to work here? When we are at our best, what does that look like? |
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| *2) Identify unique impediments that get in the way.* What gets in the way of what matters (the “pebbles in your shoes”) is…? What gets in the way of a good day is…? What frustrates me in my day is…? |
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| *3) Commit to making joy in work a shared responsibility at all levels of the organization.* Where do you have responsibility and/or agency to support the well-being of you, your colleagues and your organization? Where are you interested in supporting or leading efforts to foster, restore and nurture home visitor professional well-being? Who will you need support from? |
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| *4) Consider: What resonates with you about the Joy in Work framework?* How might you use this framework with your team to support you, your colleagues and your work? |
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1. Perlo J, Balik B, Swensen S, Kabcenell A, Landsman J, Feeley D. *IHI Framework for Improving Joy in Work.* IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2017. (Available at ihi.org) [↑](#footnote-ref-1)
2. *“What Matters to You?” Conversation Guide for Improving Joy in Work*. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2017. (Available at ihi.org) [↑](#footnote-ref-2)