

Showing Your Work Through Self-Studies: An Accreditation Webinar

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Objectives

- Describe the accreditation process.
- Differentiate between the types of self-studies.
- Identify what to include in your self-study submission.
- Write core service narratives in a way that demonstrates alignment with the guiding principles.



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Purpose of Accreditation

- Assessment of sexual assault and domestic violence services to ensure the best possible outcomes for victims and survivors
- Determines if core services are being provided in a meaningful way and have sufficient organizational support
- Ensures that the Guiding Principles are reflected throughout all aspects of accredited organizations



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Purpose (cont'd)

- Guides development of new organizations
- Provides existing programs an outline for continuing operations and guidance for growth/sustainability



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Peer-Reviewed Process

- The Accreditation Committee is comprised of Executive Directors from Member Programs across the State
- Each committee member serves as a Site Reviewer during Accreditation Site Visits



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Accreditation Resources & Forms

Accreditation resources and forms can be found on KCSDV's website: www.kcsdv.org



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Resources and Forms

Login ➡ Account ➡ Member
Programs Area ➡ Directors
➡ Accreditation

- Building a Better Future for Survivors
- Accreditation Policies and Procedures
- Sample Submissions



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Accreditation Cycle

Full Self-Study Site Visit Year:

Full Self-Study ➡ Site Visit ➡ Final Findings Report ➡ Program Responds to the Final Findings Report ➡ Accreditation Committee makes *status determination*

- Full Accreditation
- Provisional Accreditation
- Denial of Accreditation



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Accreditation Cycle, cont'd

- If the program receives full accreditation, that status is intended to be valid for five years
- The program must submit a maintenance self-study each year during the rest of the accreditation cycle



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Maintenance Self-Study

- The Maintenance Self-Study is an abbreviated self-study with a predetermined set of questions.
- The Maintenance Self-Study should be used when none of the Full Self-Study circumstances apply:
 - New Executive Director (within one year of hire)
 - If the Program has a scheduled Full Self-Study & Site Visit
 - When a Program has received Provisional Accreditation Status
 - At the request of the Accreditation Committee



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Maintenance Self-Study Submission

- Narratives
- Drop down boxes
- Check boxes
- Supporting Documentation



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Purpose of Full Self-Study

- An opportunity to self-assess agency operations and services based on accreditation standards.
It's your chance to show us ALL you do!
- Think critically about quality and effectiveness of services provision, including all policies, procedures.
- Reflect on the experiences of survivors seeking services while navigating multiple systems
- We can't possibly review everything we need to review in a 2 day site visit so the self-study gives us a baseline from which to guide the site visit.



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Full Self-Study Contents

- Governance Standard
- Administrative Standard
- Sexual Violence Core Service Narratives
 - Supporting documentation
- Domestic Violence Core Service Narratives
 - Supporting documentation



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Core Services

Sexual Violence

- 24-Hour Hotline
- Crisis Intervention
- Personal Advocacy
- Medical Advocacy
- Court Advocacy
- Law Enforcement Advocacy
- Emergency Accommodations
- Shelter
- Supportive Counseling
- Support Groups
- Child/Youth Advocacy
- Community Education & Awareness

Domestic Violence

- 24-Hour Hotline
- Crisis Intervention
- Personal Advocacy
- Medical Advocacy
- Court Advocacy
- Law Enforcement Advocacy
- Emergency Accommodations
- Shelter
- Supportive Counseling
- Support Groups
- Parent & Child Advocacy
- Child/Youth Advocacy
- Community Education & Awareness



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Understanding and Articulating the difference between SA & DV core services



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Ask yourself:

- What are the many different service activities an advocate might provide that would fall into this core service?
- How might those activities look or be different when done with a survivor of sexual violence rather than a survivor of domestic violence?
- In particular, what about sexual violence OUTSIDE the context of a domestic violence relationship (i.e. adult survivors of childhood sexual assault, child victims of sexual assault, date or acquaintance rape, etc.)? How might your services provision look different in that instance than when you're providing services to a survivor of DV?



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Narratives

Who?
 What?
 When?
 Where?
 Why?
 How?



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Thinking about narrative content:

- **Who** provides/is involved in provision of the service?
- **What** service activities does the agency provide related to this core service?
- **What** is the effectiveness of those activities and that service?
- **When** is the service provided/available?
- **Where** is the service provided? Outreach offices? The hospital? Police Department? Library?
- **Why** is this service provided in the manner it is?
- **How** are the service activities provided/administered/tracked/evaluated?



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Supporting Documentation

- Event Flyers or Posters
- Brochures
- Handouts for survivors
 - **Include any written materials you distribute to survivors**
- Examples of support group materials or curricula activities
- MOU's with community partners/allies
- Survivor Satisfaction survey results



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Narrative Content (cont'd)

- Does the agency have any strengths to highlight for that service?
- Are there areas for improvement or growth?
- What plans does the agency have in place related to achieving improvements or growth?



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Guiding Principles

- **Competent**
- **Safe and Confidential**
- **Respect, Dignity and Compassion**
- **Trauma-Informed and Survivor-Centered**
- **Informed by Survivors**
- **Culturally Relevant**
- **Free and Voluntary**
- **Universally Accessible**
- **Available to All**



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Integrating the Guiding Principles

- How are staff trained and supervised to ensure that **competent** services are provided?
- How is survivor **safety and confidentiality** maintained?
 - When and how does safety planning occur?
 - How are records protected?
 - How does the agency meet all federal confidentiality requirements?



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Integrating the Guiding Principles

- How do staff members convey **respect, dignity, and compassion** to survivors?
- What **trauma-informed and survivor-centered** policies and practices have been adopted? What is in place to reduce barriers faced by survivors?
- How are services evaluated to ensure that they are **informed by survivors**?
 - Include survey responses or other survivor feedback



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Integrating the Guiding Principles

- What cultures are prominent in your services area? What has the agency done to connect with those cultures? How does the agency ensure that services are **culturally relevant**?
- How do survivors drive their service plans? How are survivors made aware that all services are **free and voluntary**, that they cannot be charged for services or required to participate in any specific services?



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Integrating the Guiding Principles

- What has the agency done to ensure that services are **universally accessible?** How are the needs of all people met, regardless of their age, ability, literacy, language, or other characteristics?
- How do you ensure that services are available to survivors of any ethnicity, race, education level, gender, gender identity, age, economic status, sexual orientation, immigration status, geographic location, marital status, spiritual beliefs, ability/disability, or criminal status? Are services truly **available to all?**



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Submission to KCSDV

Formats

1. Hard Copy
 - 3 –ring binders (no loose pages)
2. Flash Drive
3. CD

Delivered

1. Postmarked Mail by April 15, 2019
2. Hand-delivered

All self-studies are due by April 15th unless an extension is requested!



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Questions

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