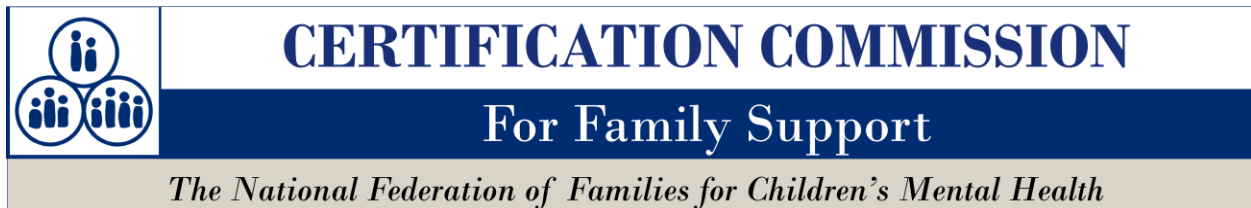


# PARENT SUPPORT PROVIDER SELF-ASSESSMENT TRAINING CHECKLIST

For use in calendar year 2013



Certification Commission for Family Support

National Federation of Families for Children's Mental Health

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INSTRUCTIONS: This checklist is designed to assist individuals in their application for Certified Parent Support Provider. The self-assessment training checklist is divided into eleven sections: ten sections for the domains of national competence and one for the local resource information competencies. The competencies are listed in the left hand column. Use the middle column to identify the dates, instructors and training materials that apply to each competency. The right hand column is for Certification Commission use only.

The level of knowledge, skills and abilities needed for certification of a Parent Support Provider is described in four levels. The following chart provides you with guidance about the type of training anticipated as necessary to minimally attain the competency:

<p><b>Aware of</b> or conversant with means that the certificant has been introduced to the information and can discuss it as a concept but will likely need to again locate the information for detailed use (with a parent and both will be processing it)</p>	<p>Introductory lectures or handouts</p>	<p>T H I S</p>
<p><b>Knowledgeable</b> about means that the certificant has been introduced to the information or the skill and can discuss it or utilize it at a beginning level (with a parent, meaning the Parent Support Providers are familiar enough that they can help a parent process it)</p>	<p>Curriculum must provide examples how the information is used by Parent Support Providers, either by video, audio or role play demonstrations</p>	<p>C O L U M N</p>
<p><b>Understands</b> means that the certificant has utilized this information or skill and can discuss it or utilize it an intermediate level (with a parent meaning they could probably explain it in a support group or help a parent process it without having the information right in front of them)</p>	<p>Curriculum must provide for the Parent Support Provider to practice utilizing the information or skill. The exercise must contain a feedback loop about the effectiveness of the PSP's application.</p>	<p>F O R  C E R T</p>
<p><b>Proficient</b> means that the certificant has utilized this information and skill, can discuss or utilize it in a manner that would be considered advanced or able to teach other Parent Support Providers.</p>	<p>Curriculum must provide for the Parent Support Provider to practice teaching or modeling the information or skill to others. The exercise must contain a feedback loop about the effectiveness of the PSP's application</p>	<p>C O M  O N L Y</p>

DOMAIN 1 - ETHICS	Curriculum pages/supplements	
1. <b>Understands</b> the Code of Ethics and consequences for its violation.		
2. <b>Knowledgeable</b> of and complies with federal, state and local laws and regulations		
3. Aware of domestic violence laws and regulations (including abuse/neglect indicators and reporting, child protection, adult protection, Indian Child Welfare Act, restraining orders, and custody determination), Health Insurance Portability and Accountability Act of 1996 (HIPAA), Individuals with Disabilities Education Act of 2004 (IDEA), Confidentiality of Alcohol and Drug Abuse Patient Records (42 CFR –Part 2), Americans with Disabilities Act, Social Security Administration benefits, involuntary commitment proceedings, juvenile justice proceeding, and basic concepts of criminal prosecution and defense		
4. <b>Understands</b> and practices fundamental of cultural and linguistic competency by treating all persons with respect, dignity and self determination. Willingness to appreciate the values and life experiences of individuals and recognition of one’s own biases and prejudices toward other cultures and lifestyles		
5. <b>Understands</b> how to use peer to peer principles (family-driven, youth-guided, consumer driven)		
6. <b>Knowledgeable</b> about current and accurate trends and issues in the field of children’s mental health and adjust practice to reflect advances in the field		
7. <b>Understands</b> the use of principles of non-exploitation of family members and colleagues for perceived personal or professional gain		
8. <b>Understands</b> personal and professional limitations based on own knowledge, skill or experience		
9. <b>Understands</b> peer and self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.		
10. <b>Understands</b> how as a certificant to promote the field, pay dues, abide by the standards of practice of the National Federation of Families for Children’s Mental Health Certification Commission, and utilize the CPSP™ trademark		

<b>DOMAIN 2 - CONFIDENTIALITY</b>	Curriculum pages/supplements	
1. <b>Aware</b> of the content of confidentiality regulations and laws and can help the family member understand their confidentiality rights and responsibilities (release of Information, waivers of confidentiality and possible exceptions) as applies under HIPAA, 42CFR-Part 2 and IDEA		
2. <b>Aware</b> of confidentiality in domestic violence laws and regulations and likely areas of differences between states, tribes and countries		
3. <b>Aware</b> of “conflict of interest” in legal representation, counseling and advocacy		
4. <b>Understands</b> the decision-making process and completion of forms related to confidentiality		
5. <b>Aware</b> of the purpose of interagency protocols, such as Memorandum of Agreement/Understanding, Business Associates Contract		
6. <b>Aware</b> of own state’s child protection and juvenile justice laws and regulations and likely areas of differences between states, tribes (Indian Child Welfare Act of 1978 - ICWA) and countries		
7. <b>Aware</b> of own state’s child custody laws and regulations and likely areas of differences with other states, tribal law or treaties and foreign laws or treaties		
8. <b>Understands</b> the formation of partnerships involving family members and child protection or other safety related agencies in order to conform with reporting report requirements and response to potential danger or harm		

<b>DOMAIN 3 - EFFECTING CHANGE</b>	Curriculum pages/supplements	
1. <b>Understands</b> supporting, teaching, coaching and mentoring parents in identifying and articulating their needs and goals		
2. <b>Understands</b> how to serve as a role model and appropriately share lived experience as a family member		
3. <b>Knowledgeable</b> in assisting the family member to find and use psycho-educational material		
4. <b>Understands</b> motivational interviewing and the stages of change model or similar material		
5. <b>Knowledgeable</b> about cultural diversity and own values and beliefs		
6. <b>Understands</b> how to assist family members to assess their own strengths, weaknesses, barriers and opportunities		
7. <b>Knowledgeable</b> in teaching and coaching family members to identify and practice self-care behaviors, including but not limited to Wellness Recovery Action Plan and relapse prevention planning		
8. <b>Knowledgeable</b> about the grief process		
9. <b>Understands</b> the principles of individual choices and self-determination		

<b>DOMAIN – 4 - BEHAVIORAL HEALTH INFORMATION</b>	Curriculum pages/supplements	
1. <b>Knowledgeable</b> about the type of treatment that is effective for specific children’s diagnoses, e.g. Evidence Based Practices, Practice Based Evidence, best and emerging practices, good and modern services		
2. <b>Knowledgeable</b> in finding and summarizing research and published literature related to children’s mental health, including as it relates to substance use, children with special needs and physical health		
3. <b>Aware of the multi-axis diagnoses and assessments of children, including appropriate use of assessment tools and protocol</b>		
4. <b>Aware of the use of medication for particular diagnoses of children</b>		
5. <b>Knowledgeable</b> in identifying common responses and reactions to a child’s diagnosis by a parent or the youth		
6. <b>Understands</b> how to assist a parent or youth address controversial information related to diagnosis or treatment, including the use of medication and treatment planning		
7. <b>Understands</b> about trauma informed care and trauma informed services		
8. <b>Understands</b> the use of peer services as differentiated from clinical services		
9. <b>Aware of data collection, documentation and measuring outcomes in health and educational services</b>		
10. <b>Aware of payment and reimbursement policies and mechanisms for children’s services</b>		

<b>DOMAIN 5 – EDUCATION INFORMATION</b>	Curriculum pages/supplements	
1. Aware of timelines, procedures and regulations related to Individual Education Plans, §504 plans and §1400 (c)(14) and (d) Transition plans		
2. <b>Knowledgeable</b> about resources to support parents (including programs for homeless, migrants,		
3. <b>Knowledgeable</b> about communicating written goals and outcomes		
4. Aware of procedural safeguards and enforceable regulations		
5. Aware of mediation		
6. <b>Understands</b> effective meeting skills for parents and youth		
7. Aware of bullying and stigma associated with emotional, mental or behavioral challenges		
8. Aware of transitional programs, college-based programs, supported employment and vocational rehabilitation program		

<b>DOMAIN 6 - COMMUNICATION</b>	Curriculum pages/supplements	
1. <b>Knowledgeable</b> about cultural and linguistic diversity, including but not limited to race, gender, age, ethnicity, faith and religion, sexual preference and marital status, economic and social class, language, geographic isolation, and disability		
2. <b>Understands</b> the holistic view of family members' biological, psychological, social, and spiritual needs and resources.		
3. <b>Understands</b> the value of fostering cooperation among family members and individuals involved in their lives		
4. <b>Understands</b> effective information gathering and questioning techniques		
5. Aware of effective formal and informal instructional/teaching skills for adult learners		
6. <b>Understands</b> active listening skills		
7. <b>Understands</b> effective interpersonal communication skills, including assertive communication		
8. <b>Understands</b> practical problem-solving skills		
9. <b>Understands</b> informed and shared decision making		
10. <b>Understands</b> win-win conflict resolution skills		
11. <b>Understands</b> how to translate and communicate emotive language		
12. Aware of public speaking skills, access and use distance communication technology and electronic communication technology		
13. <b>Knowledgeable</b> about support group facilitation		
14. Aware of the need and process of data collection as related to peer support		



<b>DOMAIN 7 – PARENTING FOR RESILIENCY</b>	Curriculum pages/supplements	
1. <b>Knowledgeable</b> about assisting families to identify and articulate their own culture, family and individual values and how to imbed these into their life planning		
2. <b>Understands</b> parenting skills that encourage the child to make positive decisions and develop protective factors		
3. <b>Understands</b> physical, cognitive and emotional development of children and youth		
4. <b>Understands</b> the role and effect on mental health of substance use, violence and cognitive disabilities		
5. <b>Knowledgeable</b> about parental use of control, choices and consequences		
6. <b>Understands</b> parent-child shared decision-making		
7. <b>Knowledgeable</b> about crisis planning and intervention		
8. <b>Understands</b> life skills for the transition of youth to adulthood		
9. <b>Knowledgeable</b> about issues faced by parents experiencing their own mental health or substance use challenges		
10. <b>Aware</b> of use of mood regulation techniques		
11. <b>Knowledgeable</b> about lesbian, gay, Bisexual, transgender, intersex, two-spirit (LGBTI2S) issues		
12. <b>Aware</b> of impact of foster care and adoption		

<b>DOMAIN 8 – ADVOCACY IN MULTIPLE SYSTEMS</b>	Curriculum pages/supplements	
1. <b>Understands</b> People-first, person-centered and strength-based language and approach		
2. <b>Understands</b> the mission and tasks of service systems for children and youth		
3. <b>Understands</b> the mission and tasks of services systems for youth-in-transition		
4. <b>Knowledgeable</b> about federal, state and local agency services and able to assist family members in identifying and accessing services, supports and resources in accordance with their plan		
5. <b>Understands</b> funding streams for individuals and the application process of services		
6. <b>Knowledgeable</b> of family-driven and youth-guided and consumer-directed resiliency and recovery services		
7. <b>Aware</b> of role of others in children’s services, including but not limited to case managers, care coordinators, wraparound team facilitators, social worker, juvenile justice worker, counselor, clinician, physicians, government social workers, government program managers, quality assurance personnel		
8. <b>Understands</b> advocacy for the individual and assisting the family to acquire knowledge about asserting their rights and responsibilities		
9. <b>Knowledgeable</b> about fostering cooperation between family members and resources, services, supports and agencies		
10. <b>Knowledgeable</b> in the use of mediation techniques		
11. <b>Aware</b> of the grievance and appeals process for denial or misapplication of services		
12. <b>Understands</b> organizational behavior and decision-making		
13. <b>Aware</b> of system-level advocacy techniques		
14. <b>Understands</b> effective social and professional networking		

<b>DOMAIN 9 - EMPOWERMENT</b>	Curriculum pages/supplements	
1. <b>Understands</b> how to be an informed consumer by encouraging parents to learn about resiliency and mental health recovery.		
2. <b>Understands</b> the implementation of the use of consumer-driven, family-driven and youth-guided approach in behavioral health services		
3. <b>Understands</b> promotion of self-determination and coaching for independent living skills		
4. <b>Knowledgeable</b> about parenting skills, self-assessment and goal setting		
5. <b>Understands</b> recognizing stigma, common superstitions and myths regarding emotional health		
6. <b>Understands</b> interventions to prevent or overcome stigma about emotional health in society		
7. <b>Knowledgeable</b> about bridge building and group leadership		
8. <b>Knowledgeable</b> about leadership development		

<b>DOMAIN 10 – WELLNESS &amp; NATURAL SUPPORT</b>	Curriculum pages/supplements	
1. <b>Understands</b> crisis prevention and management for children and adults		
2. <b>Understands</b> self care and wellness planning		
3. <b>Knowledgeable</b> in using spirituality and strengths of culture and beliefs		
4. <b>Understands</b> assisting parents to identify self, family and community strengths		
5. <b>Aware</b> of community organization techniques		
6. <b>Understands</b> assisting family members to identify and build informal family and community supports		

<b>LOCAL RESOURCES SPECIFIC COMPETENCIES</b>			
1.	<b>Understands</b> assisting the family member to find and use local psycho-educational material		
2.	<b>Knowledgeable</b> about local IEP and §504 goal writing, mediation and local issues related to special education		
3.	<b>Knowledgeable</b> about specialization of schools or location of specialty programs		
4.	<b>Understands</b> the continuum of behavioral health services in area (prevention, out-patient, partial hospitalization, acute residential, long-term residential, transitional programs, peer support) and their approaches to treatment		
5.	<b>Understands</b> availability of local services and agencies: contact persons, process, and strengths/challenges of each agency.		
6.	<b>Knowledgeable</b> about local resources for homeless, domestic violence, sexual assault, health care, respite,		
7.	<b>Knowledgeable</b> about local resources for children 0-6, including funding process		
8.	<b>Knowledgeable</b> about local resources for children 6-18, including funding process		
9.	<b>Knowledgeable</b> about for youth-in-transition and emerging adults 18-30 resources, including funding process		
10.	<b>Knowledgeable</b> about funding streams for family members (emergency aid, employment, health, adult behavioral health services, etc)		
11.	<b>Knowledgeable</b> about the specific local cultural issues		
12.	Aware of communication issues in area, including tel-med sites and local customs of communication		
13.	<b>Understands</b> the agency data collection process (content and style of notes, purpose, and addressing confidentiality and release)		
14.	Aware of the wraparound process – benefits & challenges		
15.	Aware of regular supervision plan		

Review Date	D 1	D2	D3	D4	D5	D6	D7	D8	D9	D10	LC