



National CPSP Core Competencies Revision Project

November 2019

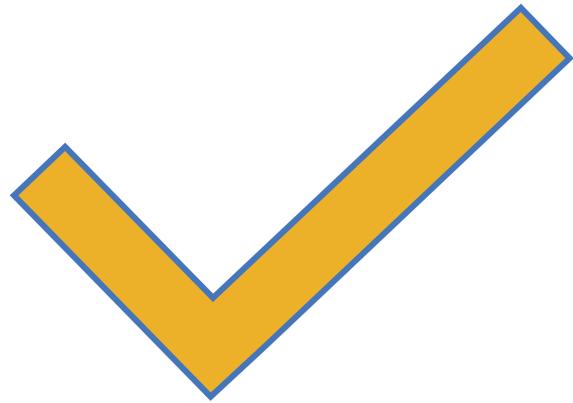


About the Project

- In 2012, the National Federation of Families for Children's Mental Health (NFFCMH) launched the national certification examination for Parent/Family Peer Support Providers (PSP).
- As the field of peer support has matured, it is incumbent upon us to revise the examination questions and protocol to incorporate what we have learned and to reflect the evolution of the field.
- Our goal was to review and update, where necessary, the National Certified Parent Support Provider (CPSP) competencies and, ultimately, the national certification exam.
- The National scans were the first steps in the process.

- For the revisions of the National Competencies to have impact and validity nationwide, a scan of state competencies needed to be conducted and each state's standards compared and contrasted.
- Identifying similarity of competencies across states was essential in order to establish a common base.
- It is important to note that the essence of a competency was often the same even though states may use different titles and wording for the competency itself.

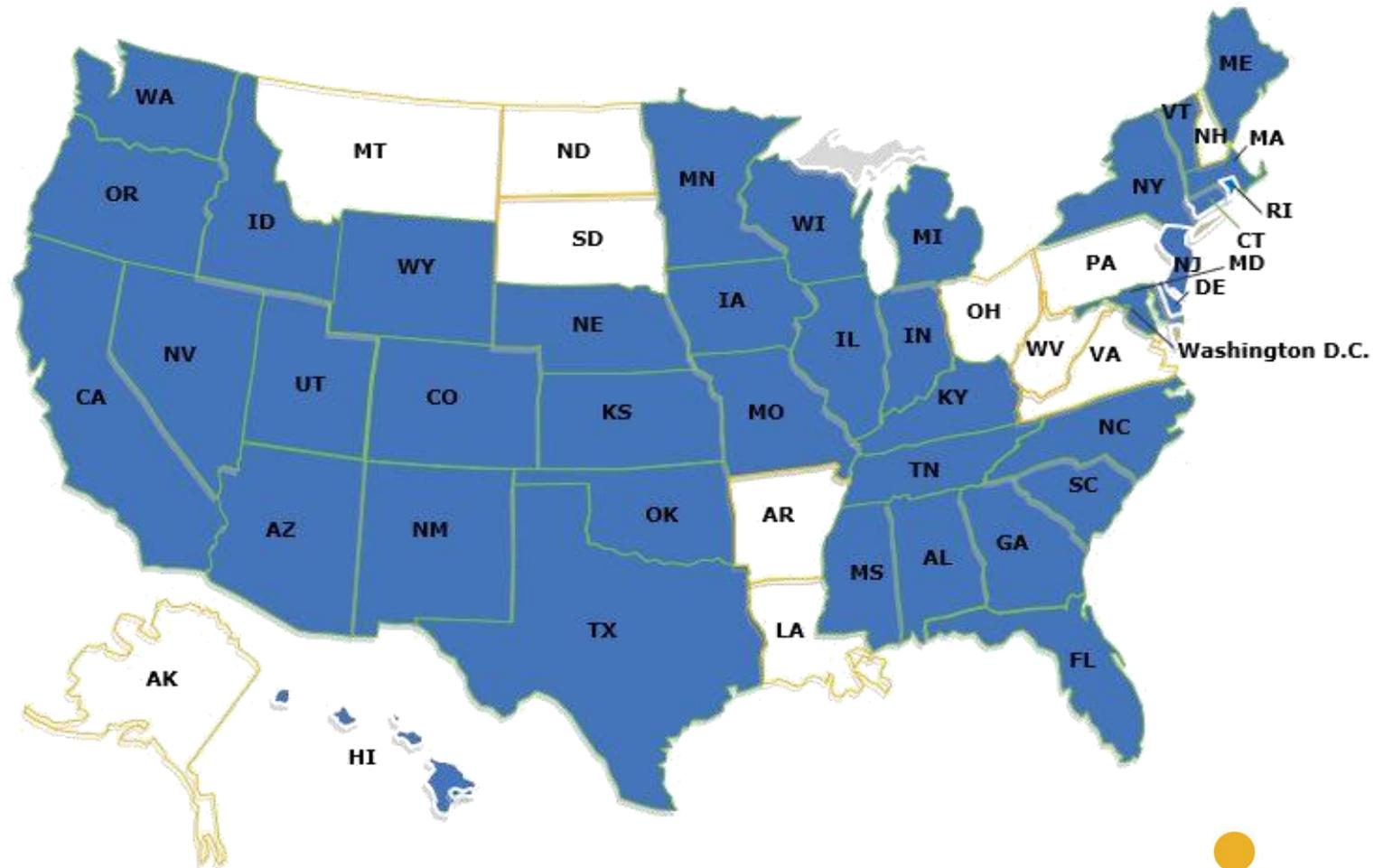




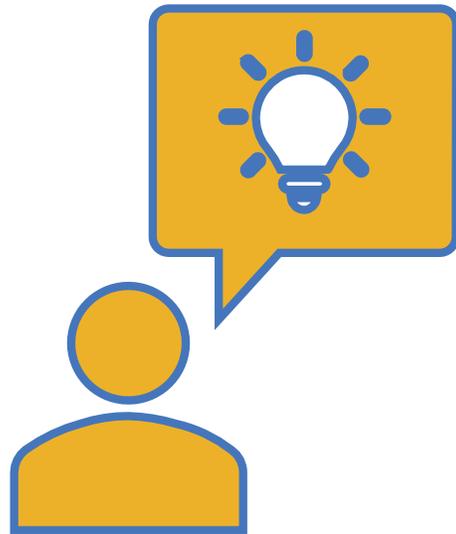
How was State Data Gathered?

- Currently there is no national database for state Parent Peer Support competencies.
- Each state's certification and competencies standards had to be searched individually.
- There was no uniform department or place to search for standards. The states vary greatly in who is responsible for certification and how it is available to the public.
- We looked at Family-Run Organization websites, State departmental websites, training websites, etc. in order to find as much information as possible.

Information from 39 states and the District of Columbia was gathered as part of this National Scan.

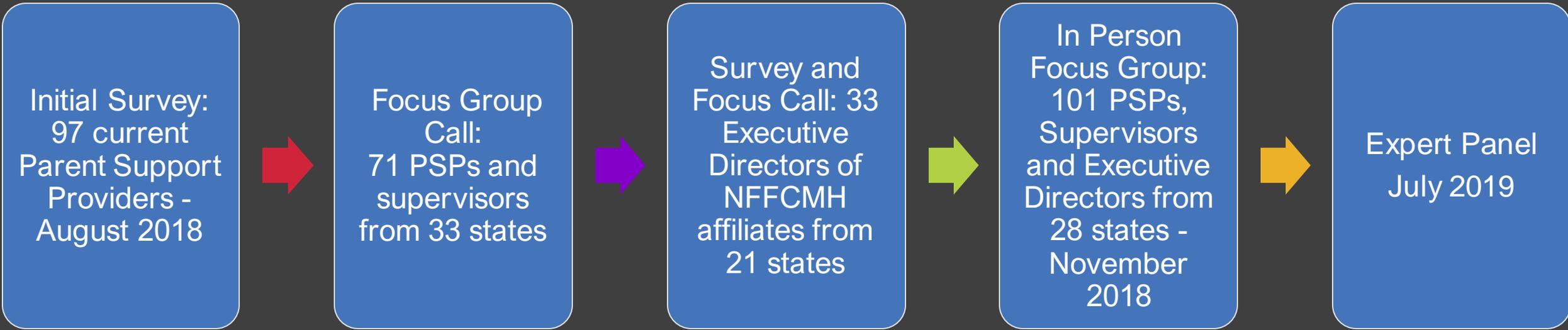


How the Competencies Scan was Conducted



- Collected Core Competencies and Job Descriptions for as many states as possible nationwide
- Presented results of those national scans and solicited initial feedback from PSPs and EDs in August of 2018
- Based on nationwide data collected and feedback from the field, presented revised suggestions to focus group of 100 PSPs, Executive Directors and PSP supervisors in November 2018
- Incorporated November 2018 feedback and issued a final call for public feedback and comments
- Convened Panel of Experts to review, analyze feedback and make recommendations





Feedback from the Field



Data from the States

Collection and analysis of Core Competencies from 39 states

- Each states' competencies were analyzed and compared to the National Competencies.
- All state competencies were compared at the macro level to the National competencies and reviewed for similarities and variations.

Collection of 81 job descriptions from 44 states and the District of Columbia

- Each job description was analyzed to determine skills inherent in the description and to determine how these skills correlated to the national standards.
- Multiple job descriptions within a state were compared and analyzed to create an intrastate description.
- The final step was to compare all states to the skills embedded in the National Competencies.



Skills are the practical or cognitive things you can do.



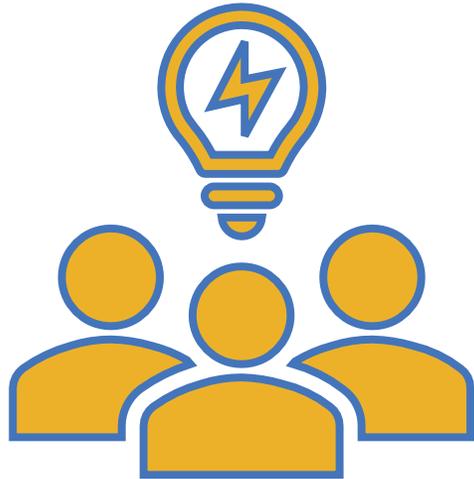
Competence is the proven use of skills, knowledge, and abilities to accomplish something. Competence is a noun that describes the ability of a person to be qualified to do a job.



Competency versus Skill

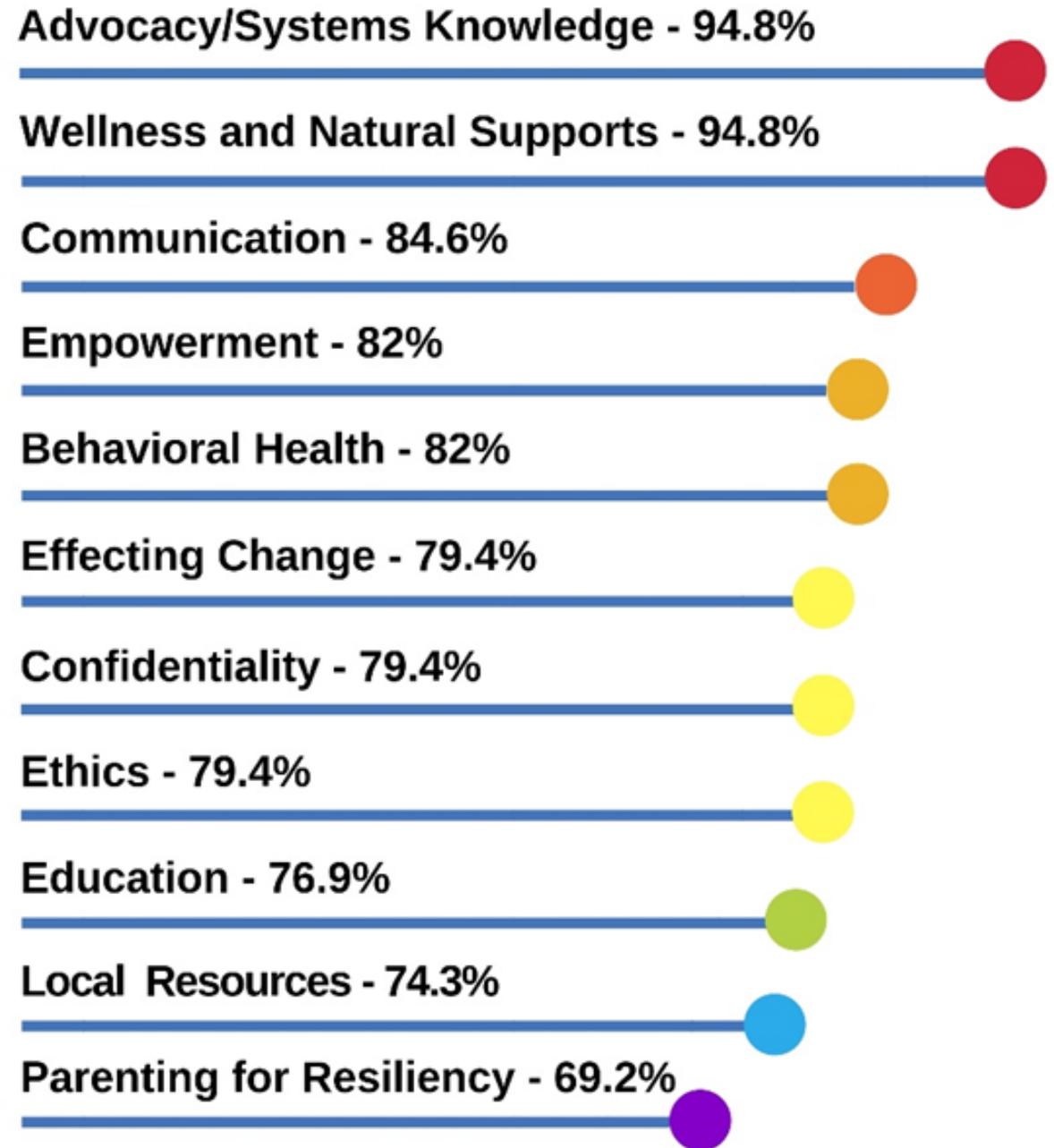


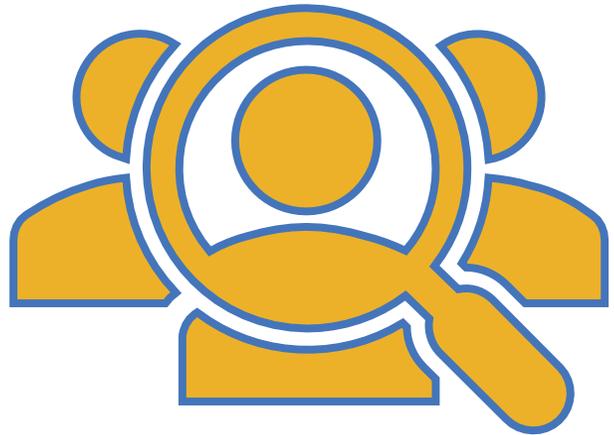
What can be learned from the Job Descriptions?



- The significant skills for each Competency
- What each Competency looks like in the field
- Which Competencies are most reflected in the skills sought by employers
- How Competencies can be made to fit state specific needs by the definition and assignment of skills

State Scan Data: % of Alignment with Current Competencies



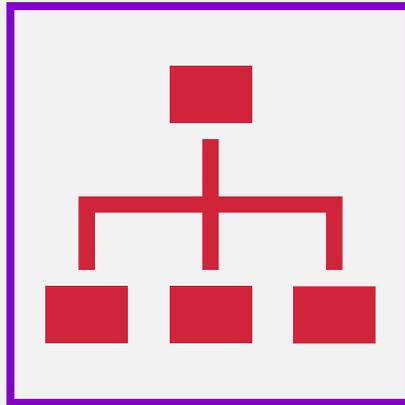


Variation in language is important to understand as we look at creating broad core competencies that can be accepted nationwide but defined more specifically by skills for each state to fulfill its own unique needs.

Why Create Broad Competencies?



There is a variation in language used by the states to describe core competencies.



With the establishment of broad competencies, states can specialize them to their unique needs through the wording they use to define the competency, as well as the skills they chose to attribute to the competency in their state.

California

Education and support for individuals, families and parents/caregivers



Group facilitation skills to lead support groups



Provide a safe secure physical environment for emotional expression



Appropriate storytelling of personal experience



Education of extended family about mental illness and stigma



Help parents deal with isolation/being ostracized from extended family



Different abilities, diagnosis, and issues of developing sexuality in children



Help parents understand grief and loss issues regarding their child's mental illness

Colorado

Interpersonal Skills



Communication



Diversity and cultural competency



Relationship development



Use guiding principles pertinent to population served



Model appropriate use of personal story and self-advocacy



Goal-setting, problem-solving, teamwork, and conflict resolution

Maryland

Peer Support Principles

Being an advocate

Assists families to identify strengths and needs and to locate and access available community resources

Models appropriate coping skills, relational boundaries, and effective management of personal/family/behavioral challenges

Executes essential duties and responsibilities within the boundaries of the Family Peer Support Specialist position

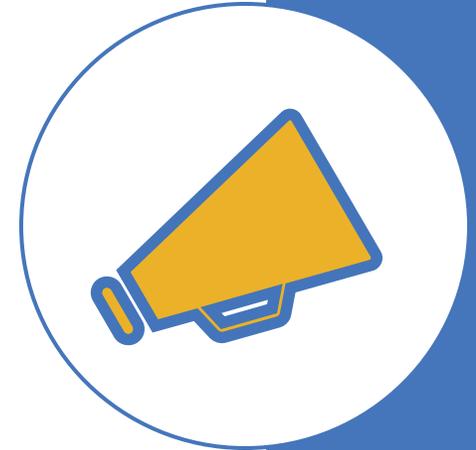
Strategically and appropriately shares lived experience

Engages with families in a responsive manner to build credibility and trust

North Carolina Advocacy with Families



- Ability to educate others
- Knowledge of community resources
- Communication skills
- Cultural awareness and the journey towards cultural competency, tolerance, flexibility
- Problem-solving
- Ability to constructively offer alternative ideas and solutions
- Knowledge of systems, processes, and information



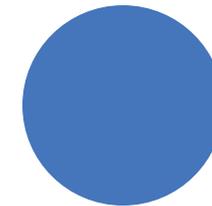
Wisconsin Knowledgeable



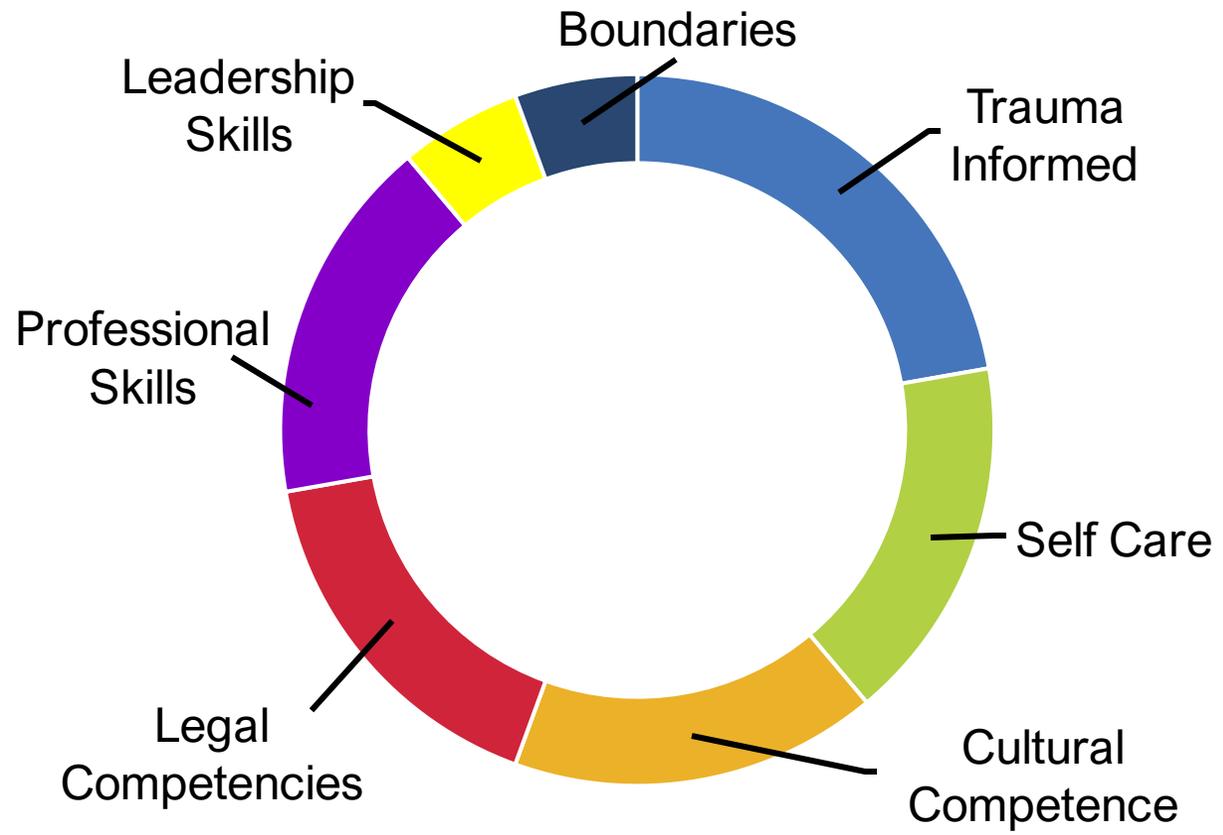
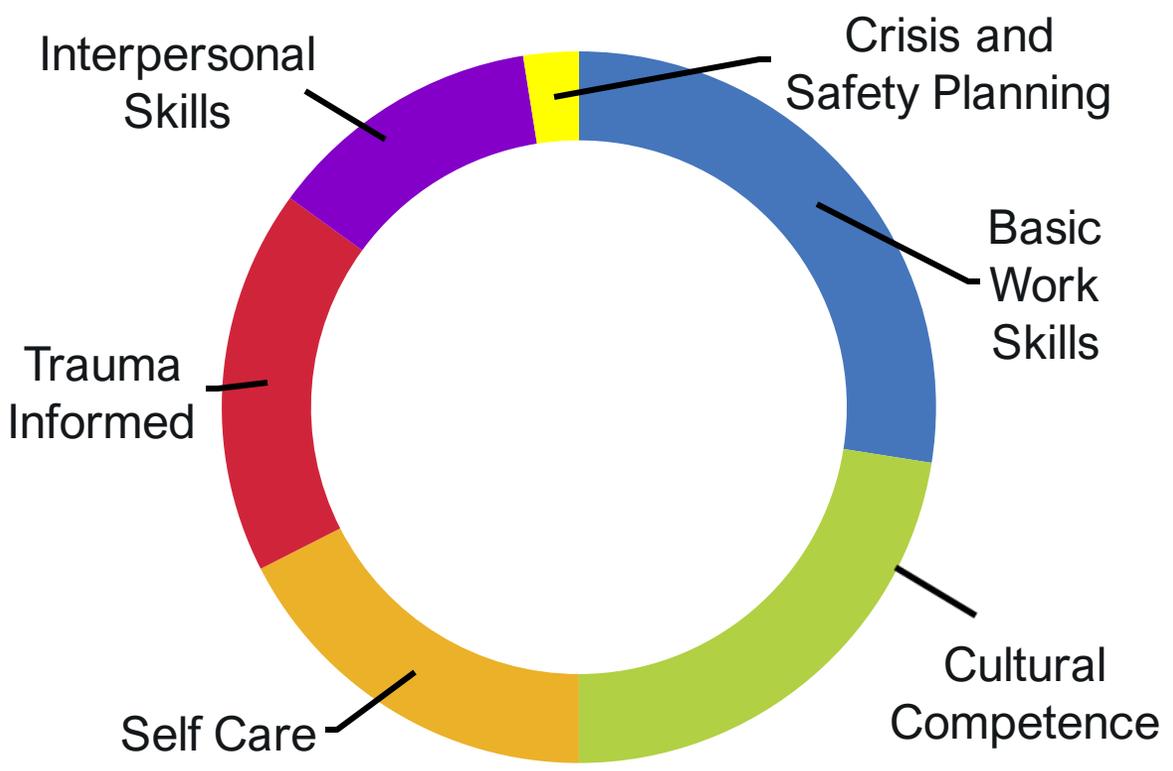
- About resources (including funding options), rules, and regulations related to children's mental health and adolescent substance abuse
- About how to find information about mental health and substance abuse systems, community resources, treatments, services, supports and individual and family rights
- About the public education system
- About how to find information regarding child welfare, juvenile justice, and health care systems
- About recovery-oriented systems of care
- About current best practices for addressing challenging behavior
- About impact of trauma on children, youth, and families
- Understands the use of peer specialist services, as differentiated from clinical services



Knowledge of Systems could include:

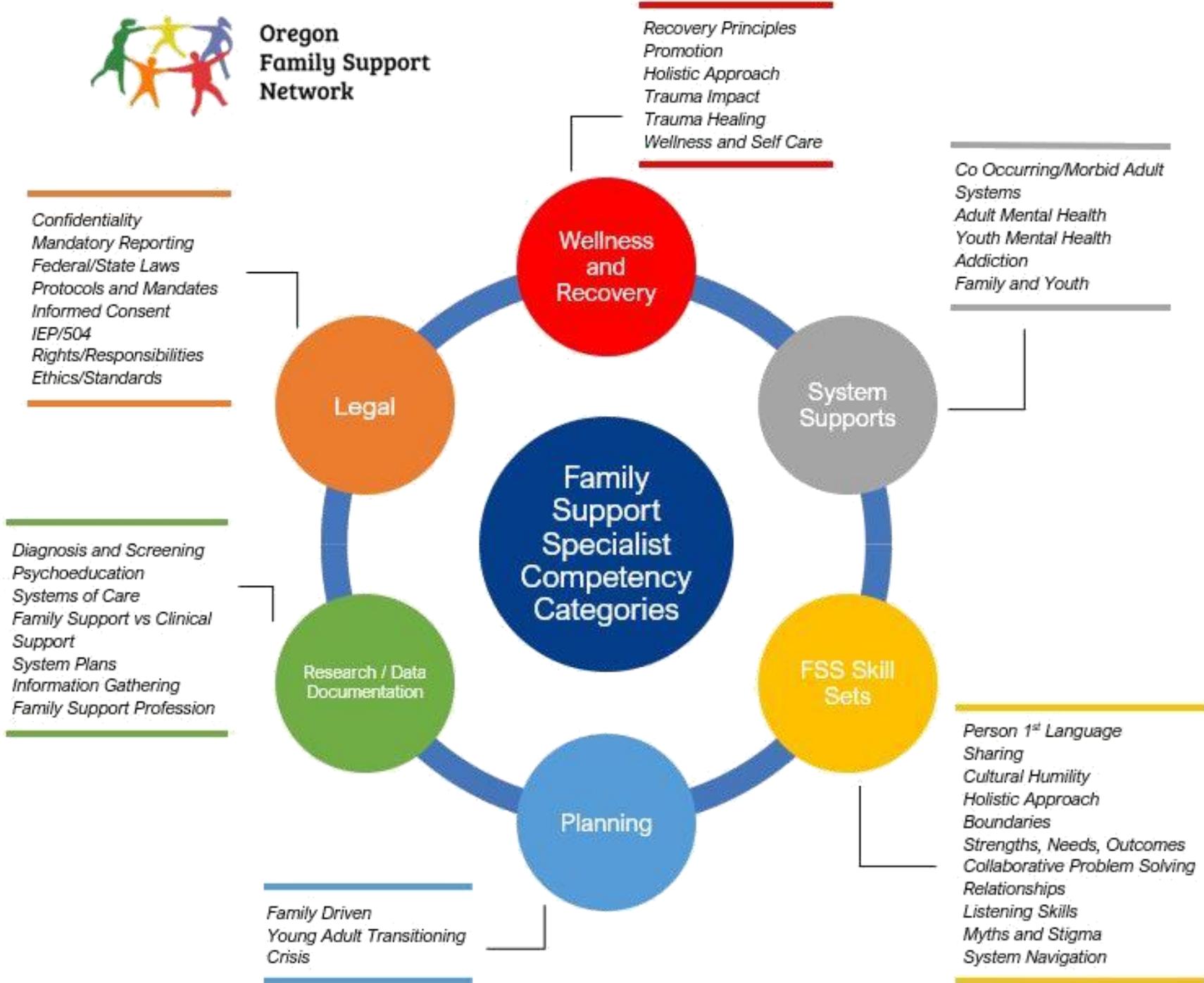


Several new potential competency categories emerged from the review of the state competencies and job descriptions and at the recommendation of current PSPs.



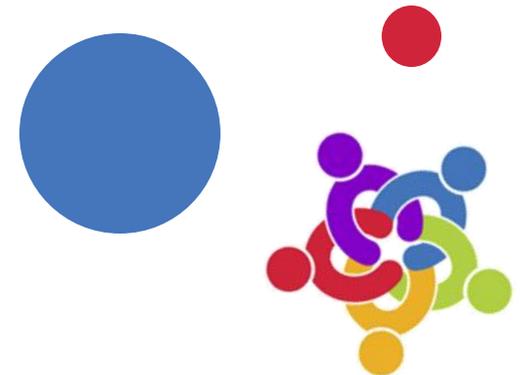


**Oregon
Family Support
Network**



While the basis of the competencies were very similar nationwide, states used different titles or language to describe their competencies *and* the skills attributed to competencies varied.

What Did We Learn





We use more than 50 different titles.

- Consistency won't be possible in everything
- Just like families, each state is unique and has its own culture and needs
- Managed Care Organization and funder language varies

We learned that **Communication** is integral to all of the competencies.



Written and Oral Skills



Person first, strengths-based language



Values Communication



Rapport Development



Empathy



Interpersonal Skills



Active Listening & Perspective Taking

Just like families, each state is unique and has its own culture, needs and terminology. Because of the unique nature of each state, and due to the variation in managed care organizations from state to state, complete consistency nationwide is not possible.



Recommendations

In order to develop national consistency, broad competency domains need to be developed to allow for national consensus and allow for each state to be able to meet its unique needs through the creation and assignment of necessary skill sets and knowledge.

As a result of the Expert Panel review of the state gathered data and the focus group feedback, five competencies domains emerged from the panel's review of the data and recommendations:

Combine two current Competencies: **Ethics and Confidentiality**

Ethics

- Basic Work Skills
- Knowledge of Policies
- Ethics & Professionalism
- Professional Responsibility
- Personal Development & Workplace Skills
- Family Support Provider Ethics



Confidentiality

- Basic Work Skills
- Knowledge of Policies
- Ethics & Professional Responsibility
- Ethics & Confidentiality
- Professional Responsibility
- Boundaries
- Professional Development & Workplace Skills

These two were frequently combined by the states.



And Two Emerging Competencies: **Basic Work Skills** and **Professionalism**

Professionalism

- Basic Work Skills
- Knowledge of Policies
- Ethics & Professionalism
- Professional Responsibility
- Personal Development & Workplace Skills
- Family Support Provider Ethics



Basic Work Skills

- Basic Work Skills
- Knowledge of Policies
- Ethics & Professional Responsibility
- Ethics & Confidentiality
- Professional Responsibility
- Boundaries
- Professional Development & Workplace Skills

Combining all 4 competency areas to create...



1

To form a broader more encompassing competency of:
Professional Responsibilities



Examples of skills that can be assigned to this new competency area:

- Basic Work Skills
- Knowledge of Policies
- Ethics
- Confidentiality
- Boundaries
- Peer Support vs. Clinical Support Principles
- Professional Development
- Cultural Humility

Combine two current Competencies: **Education Information and Behavioral Health Information**

Education Information

- Education Advocacy
- Effective Advocacy and Collaboration /Overview of the Education System
- Knowledgeable



Behavioral Health Information

- Behavioral Health / Recovery / Resilience
- Knowledge of Systems
- Knowledge
- Mental Health 101
- Stages in Recovery Process
- Understanding Different Illnesses
- Recovery and Resilience
- Managing Crisis and Emergency Situations



And add the emerging need to have knowledge of...

Child Welfare
Systems

Use of Peer
Services

Justice System

Intellectual &
Developmental
Disabilities

Social
Services

Health Care

Mental Health
Services

Substance Use

...for both **Children and Adults** in the home.

2

To form a broader more encompassing competency of: **Systems Knowledge and Navigation**



Examples of knowledge areas that can be assigned to this new competency:

- Education
- Behavioral Health/Mental Health
- Justice System
- Health Care
- Child Welfare
- Use of Peer Services
- Intellectual & Developmental Disabilities
- Substance Use
- Social Services
- Legal Rights and Responsibilities In System Supports

Take two current competency areas: **Local Resources** and **Wellness and Natural Supports**

Local Resources

- Knowledge of Resources
- Developing Effective Partnerships
- Outreach and Collaboration



Wellness and Natural Supports

- Understands crisis prevention and management
- Assists parents to identify self, family and community strengths
- Aware of community organization techniques
- Assists family members to identify and build informal family and community supports

Most states already combine these.



3

To Create a New Competency Area titled: **Resources & Natural Supports**



- Help Families Identify and Use Natural Supports
- Access and Navigate Local Resources
- Identifying Family Strengths, Needs, Outcomes
- Crisis and Safety Planning
- Family Relationship Building
- System Partner Relationship Building

Combine components of the following two current competency areas:

Wellness and Natural Supports

- Holistic Approach to Wellness
- Recover Principles
- Wellness Education
- Identifying Strengths
- Knowledgeable in using spirituality and strengths of culture and beliefs



Parenting for Resiliency

- Promoting Resiliency
- Parenting Skills
- Physical, cognitive and emotional development of children and youth



Combined with the following emerging competency:

Self-Care

- Self-Care Strategies
- Impact of Trauma, Compassion Fatigue, Burnout and Grief
- Crisis Planning



4

To Create a New Competency Area titled : **Wellness and Resiliency**



- Holistic Approach to Wellness
- Promoting Resiliency
- Recovery Principles
- Impact of Trauma, Compassion Fatigue, Burnout and Grief - *Emerging*
- Wellness Education
- Parenting Skills
- Self-Care Strategies (For Providers and Families) - *Emerging*



Combine the following three current competency areas:



Advocacy In/Across Multiple Systems



Effecting Change



Empowerment

- Education Advocacy
- Effective Advocacy and Collaboration
- Knowledgeable
- Knowledge of Systems

- Building Collaborative Partnerships/Relationships
- Problem Solving
- Addressing Stigma
- System Navigation
- Developing Direction and Determination
- Developing Rapport / Good Interpersonal Skills

- Mentoring
- An Understanding of Healing and Collaborative Relationships
- Support
- Creating Relationships that Build Resilience
- Interpersonal Skills

5

To create a new competency titled: **Effecting Change**



Building Collaborative Partnerships



Problem Solving



Relationship Building



Effective Advocacy



Addressing Stigma



Systems Navigation



Communication Skills



Interpersonal Skills

Current

Ethics

Confidentiality

Effecting Change

Behavioral Health

Education Information

Communication

Parenting for Resiliency

Advocacy In and Across Systems

Empowerment

Wellness and Natural Supports

Local Resources

Proposed

Professional Responsibilities

Systems Knowledge and Navigation

Resources and Natural Supports

Resiliency & Wellness

Effecting Change

What's Next?