



NFFCMH

*National Federation of Families
for Children's Mental Health*

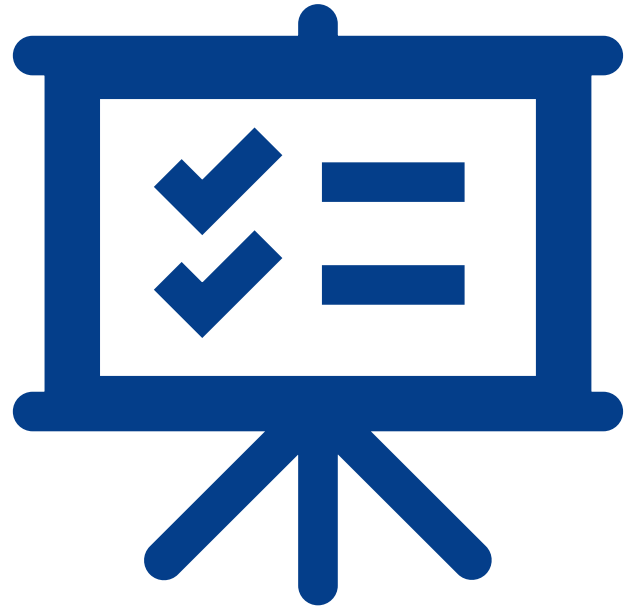
Celebrating Families for 30 Years



**Certified Parent/Family
Support Providers Core
Competencies Review**

National Competencies

- 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 lessons we have learned and to reflect the evolution of the field.
- Many states have since developed their own standards for Parent Support Providers.



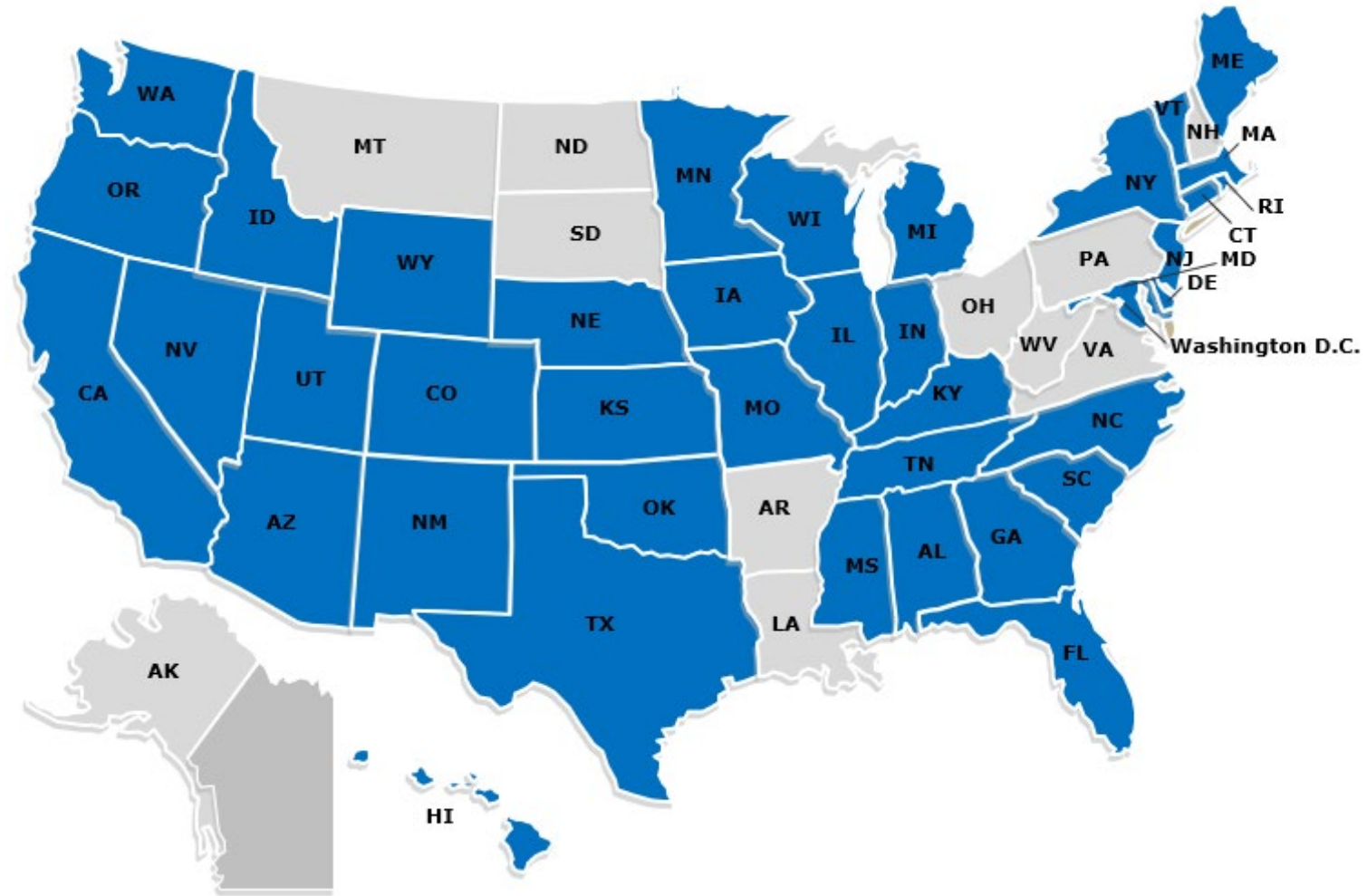
- For the revisions of the National Competencies to have impact and validity nation-wide, a scan of state competencies needed to be conducted and each state's standards compared and contrasted.
- The similarity of competencies across states were essential in order to establish a common base.
- It is 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 sites, State Departmental sites, training sites, etc. in order to find as much information as possible.

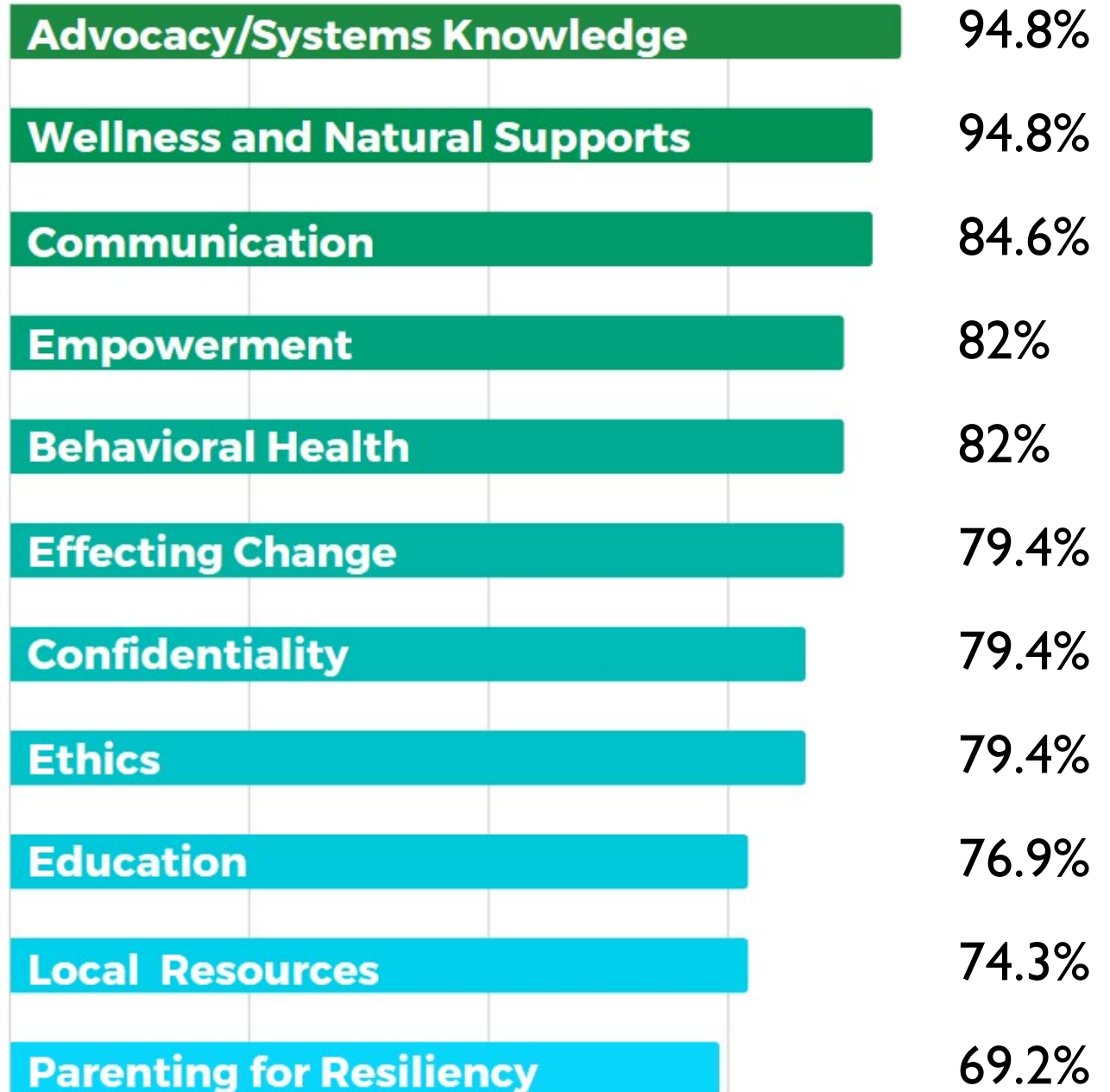


Information
from 39 states
and the
District of
Columbia was
gathered as
part of this
National Scan.



We found a high percentage of states currently using competencies that align with each of NFFCMH's current 11 competencies.

These high percentages tell us that our current competencies remain important and relevant to the work of Parent Support Providers across the country today.



We also saw several NEW potential categories emerge that are outside of the current competency areas.

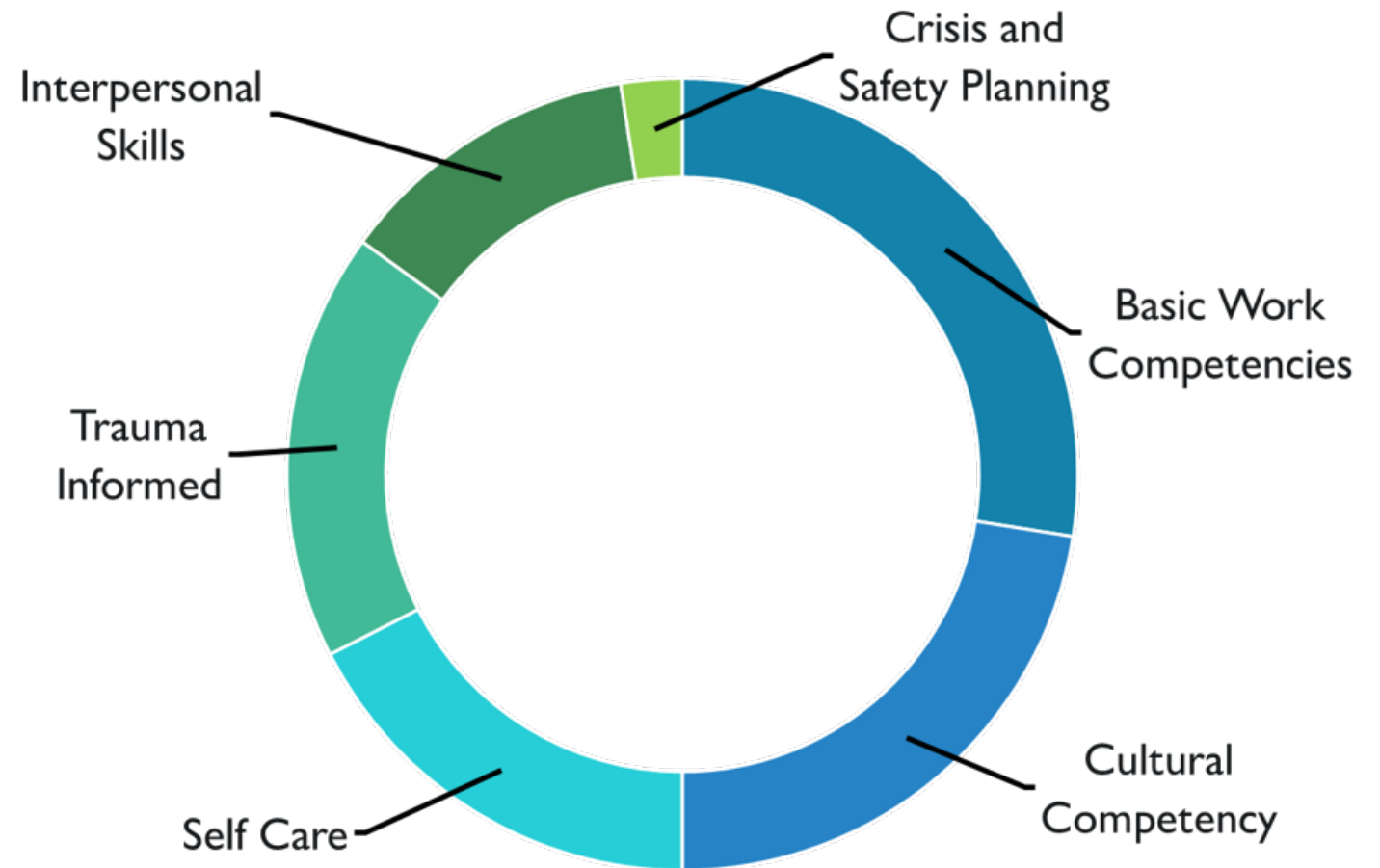
Basic Work Competencies – 12 states

Cultural Competency – 9 states

Trauma Informed Care – 8 states

Interpersonal Skills – 5 states

Crisis and Safety Planning – 1 state



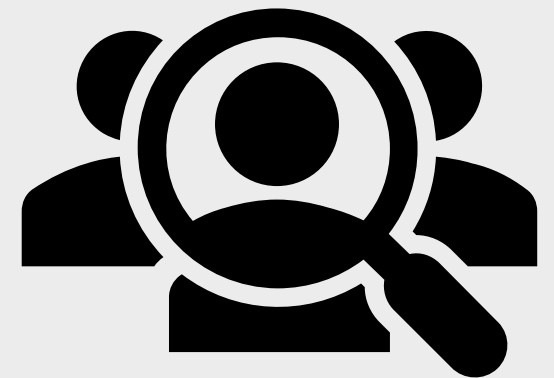
Why Create Broad Competencies?

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

With the establishment of broad competencies, states can tailor the wording they use to define AND the skills they choose to attribute to each competency to fit the unique needs of their state.

Let's take a
closer look at
the data for each
competency.

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.





ADVOCACY / SYSTEMS KNOWLEDGE

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



COMMUNICATION

- Ability to Develop Rapport and Demonstrate Good Interpersonal Skills / Interpersonal Skills
- Interpersonal Skills
- Engages Peers in Collaborative and Caring Relationships / Values Communication
- Use of Interpersonal and Professional Communication Skills
- Collaboration
- System Navigation for Access and Collaboration




WELLNESS / NATURAL SUPPORT

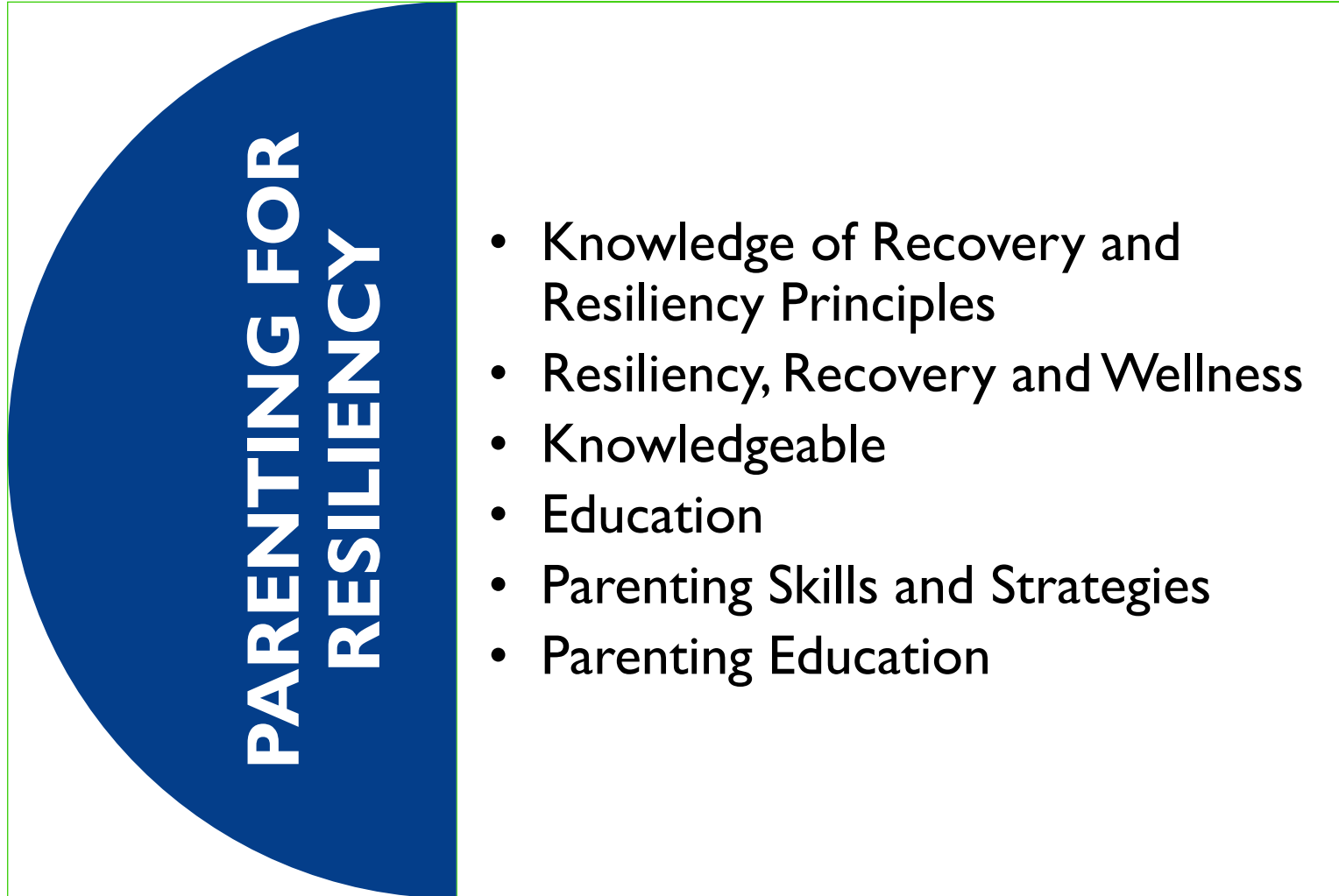
- Resiliency, Recovery and Wellness
- Recovery and Wellness Recovery Action Planning (WRAP)
- Recovery Principles
- Wellness and Self-Care
- Knowledge of Resources



EMPOWERMENT

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

This was a Domain where interpretation varied widely. Many states discussed resiliency, many parenting, but the two were not frequently paired. Recovery and Resiliency were frequently used together, but not necessarily paired with parenting.



**PARENTING FOR
RESILIENCY**

- Knowledge of Recovery and Resiliency Principles
- Resiliency, Recovery and Wellness
- Knowledgeable
- Education
- Parenting Skills and Strategies
- Parenting Education



EFFECTING CHANGE

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

Ethics and Confidentiality were frequently combined.



- Basic skills set
- Knowledge of Policies
- Ethics and Professional Responsibility
- Ethics and Confidentiality
- Professional Responsibility
- Boundaries
- Professional Development and Workplace Skills

Ethics and Confidentiality were frequently combined.





BEHAVIORAL HEALTH

- 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



EDUCATION

- Education Advocacy
- Effective Advocacy and Collaboration /Overview of the Education System
- Knowledgeable
- Education of families about the systems that touch them
- Knowledge of the education system and laws, general education, etc.
- Parenting Education

This is a good example of an area with the domain name itself varies widely in its interpreted meaning.



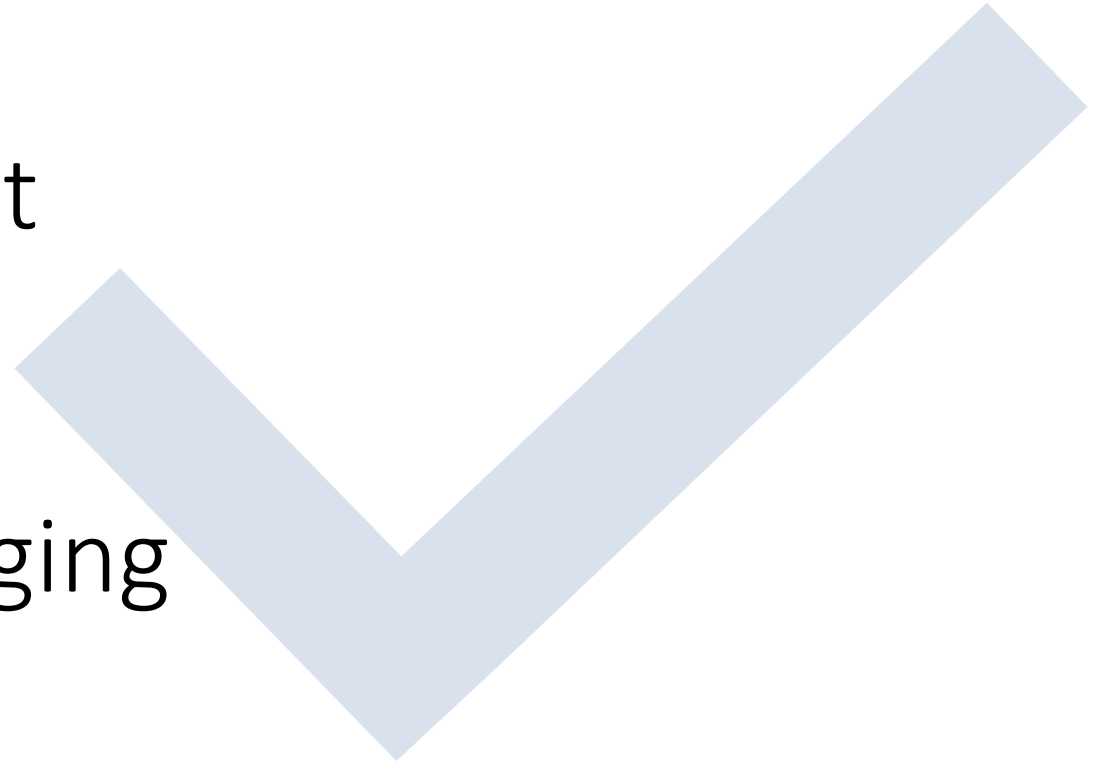
LOCAL RESOURCES

- Knowledge
- Developing Effective Partnerships
- Systems Knowledge
- System Navigation for Access and Collaboration
- Basic Skill Set
- Outreach and Collaboration
- Knowledge of Systems

Most states included Local Resources with Wellness and Natural Resources rather than separating these.



Some of the Current
Competency Areas
Strongly Lend
Themselves to Merging





We could combine two **Current** Competencies:
Ethics and Confidentiality

These were frequently combined by states.



BASIC WORK COMPETENCIES

- Organizational and Problem-Solving Skills
- Basic Computer Skills
- Maintain Appropriate and Timely Records of Activities
- Demonstrates Knowledge of Technology Concepts i.e. remote laptop systems, calendaring, email and cell phone functionality
- Basic Computer Skills in Word Processing
- Basic Knowledge of Electronic Office Equipment

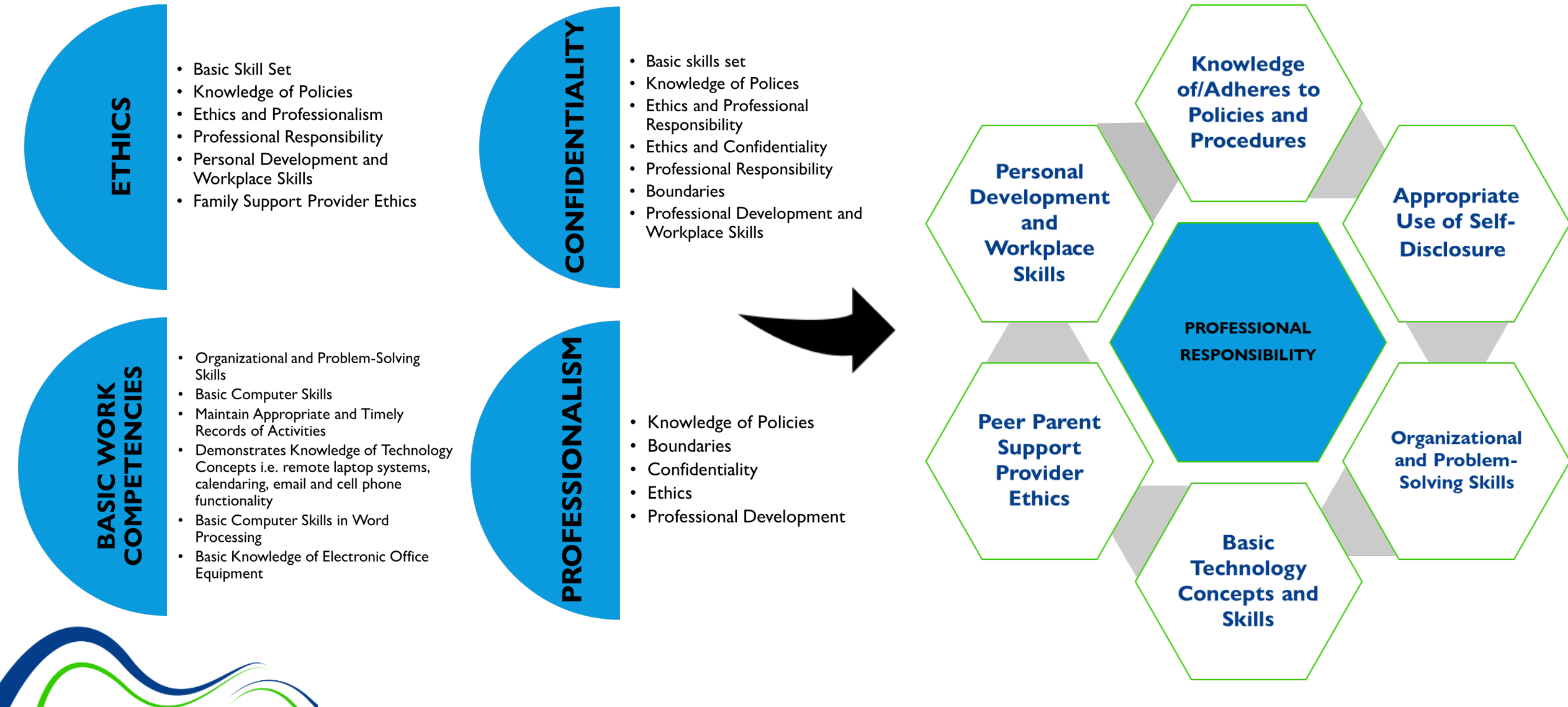


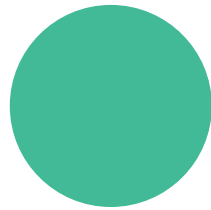
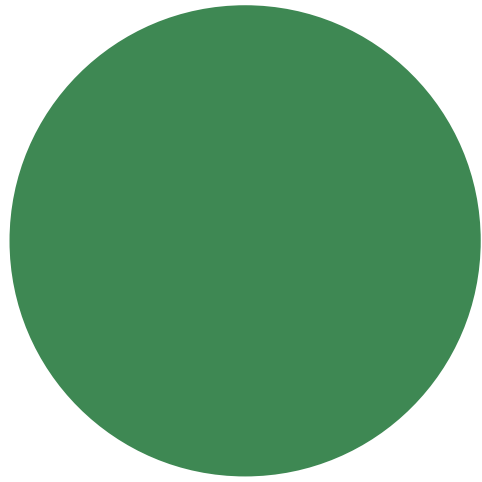
PROFESSIONALISM

- Knowledge of Policies
- Boundaries
- Confidentiality
- Ethics
- Professional Development

and Two **Emerging** Competencies: Professionalism and Work Place Skills

To Form a Broader More Encompassing Competency of Professional Responsibility





Interpersonal
Skills

Trauma
Informed

Self Care

Crisis and
Safety Planning

Basic Work
Competencies

Cultural
Competency

As we consider broadening the categories,
are there areas where the newly Emerging
Competencies should be added?

Many states have combined competency ideas to create broader, more encompassing categories that link to specific skill areas.



Let's take a closer look at how some states
have used skills to broadly define a
competency.



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



Helping parents deal with isolation/being ostracized from extended family



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



Helping 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, & conflict resolution

Maryland

Peer Support Principles

Being a role model

Instilling hope

Being an advocate

Knowing principal duties of peer support staff

Assist families to, identify strengths and needs, and 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.

Nebraska Empowerment



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

Nebraska - Wellness and Natural support

1. Understands crisis prevention and management for children and adults

2. Understands self-care and wellness planning

3. Knowledgeable in using spirituality and strengths of culture and beliefs

4. Understands assisting parents to identify family and community strengths

5. Aware of community organization techniques

6. Understands how to assist family members to identify and build informal family and community supports

North Carolina Advocacy with Families

- Knowledge of Systems, Processes, and Information
- Ability to educate others
- Knowledge of community resources
- Knowledge of language and terms
- Communication skills
- Cultural awareness and the journey towards cultural competency, tolerance, flexibility
- Problem Solving
- Ability to constructively offer alternative ideas and solutions
- Ability to understand impacts and barriers
- Ability to capture the family's story and tell it "through their eyes"



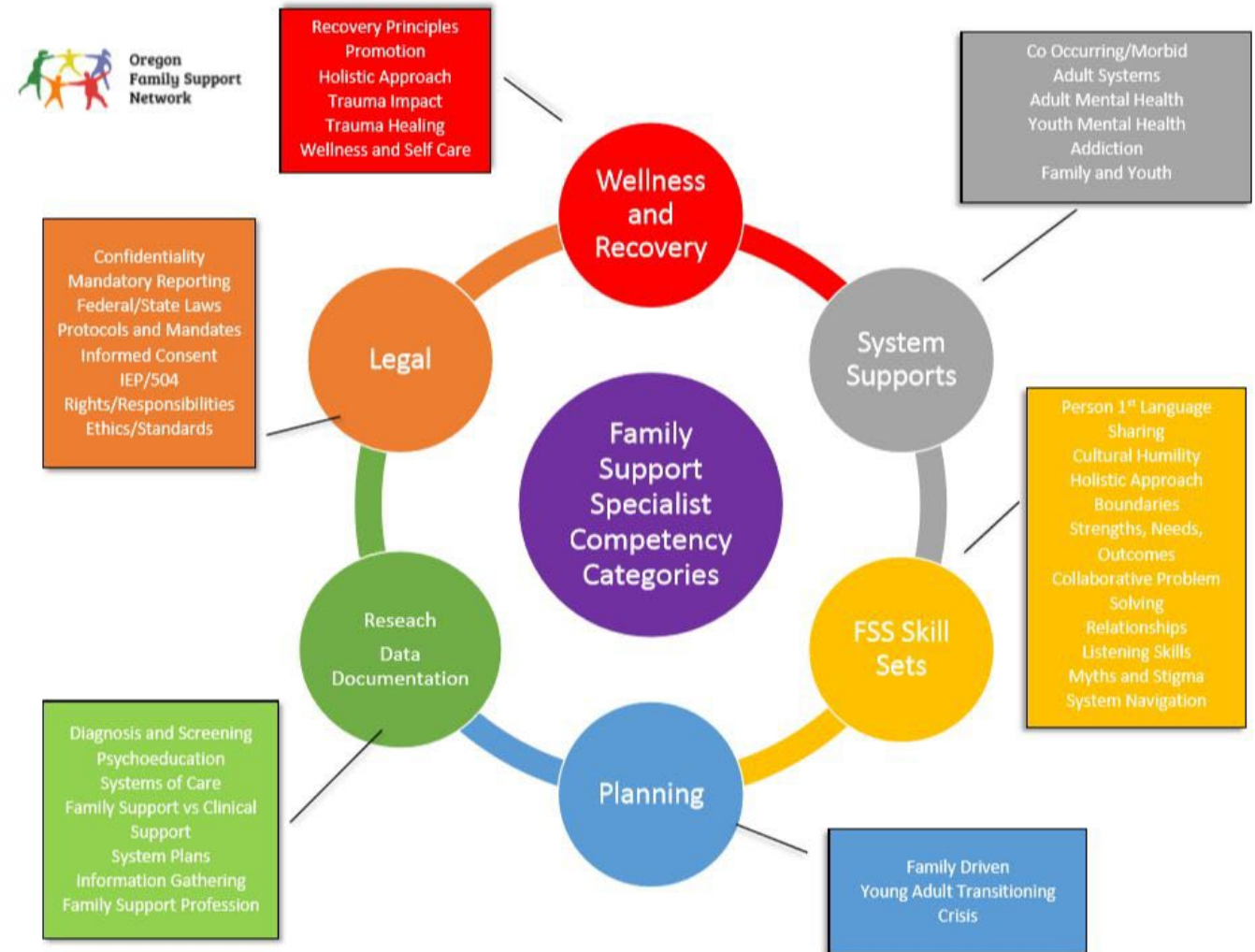
Wisconsin Knowledge

- Knowledgeable about resources (including funding options), rules, and regulations related to children's mental health and adolescent substance abuse
- Knowledgeable about child and adolescent mental health and substance use conditions, treatments, services, and supports
- Knowledgeable about how to find information about mental health and substance abuse systems, community resources, treatments, services, supports and individual and family rights
- Knowledgeable about the public education system as it relates to children and youth with mental health and/or substance use issues
- Knowledgeable about how to find information regarding child welfare, juvenile justice, and health care systems in Wisconsin
- Knowledgeable about the process and principles of collaborative systems of care, also known as “wraparound”
- Knowledgeable about recovery-oriented systems of care
- Knowledgeable about current best practices for addressing challenging behavior
- Knowledgeable about impact of trauma on children, youth, and families
- Understands the use of peer specialist services, as differentiated from clinical services



Oregon

Using 6 Competencies to cover 43 Core Areas



Next Steps



An expert panel will convene this summer to review all of the Competency Data collected to date.



They will make recommendations about revisions to the National CPSP core competencies for the future.