



National Core Competencies Revision Project Update

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.
- The goal was to review and update, where necessary, the National Certified Parent Support Provider (CPSP) competencies and, ultimately, the national certification exam.
- A National Scan was the first step in this process.

- For a revision of the competencies to have impact and validity nationwide, we needed to conduct a scan of each state's competencies and then compare and contrast their standards.
- Identifying similarities across state competencies was essential in order to establish a common base.
- It is important to note that the essence of competencies were often the same - even when states used different titles and wording to describe them.

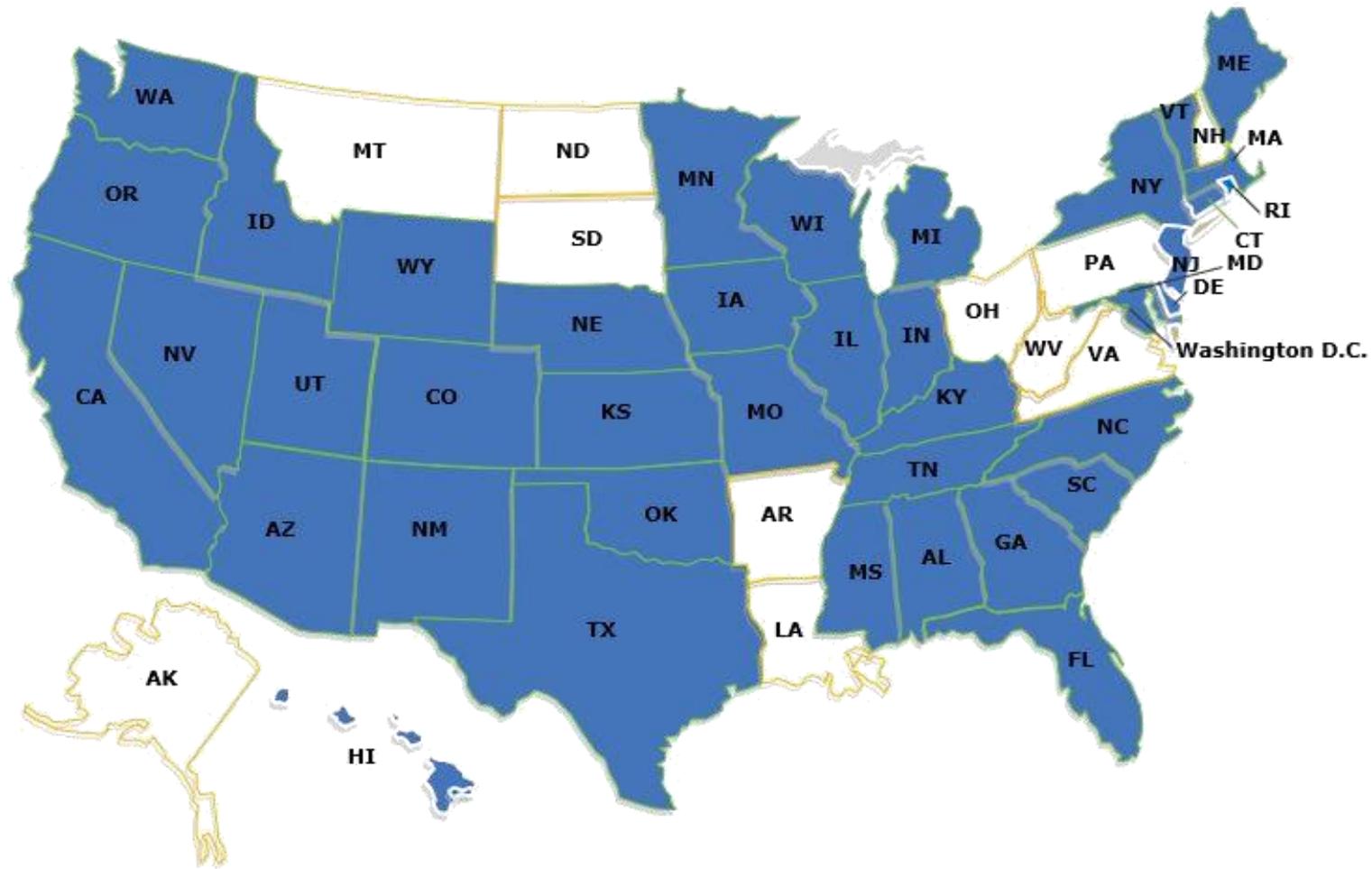




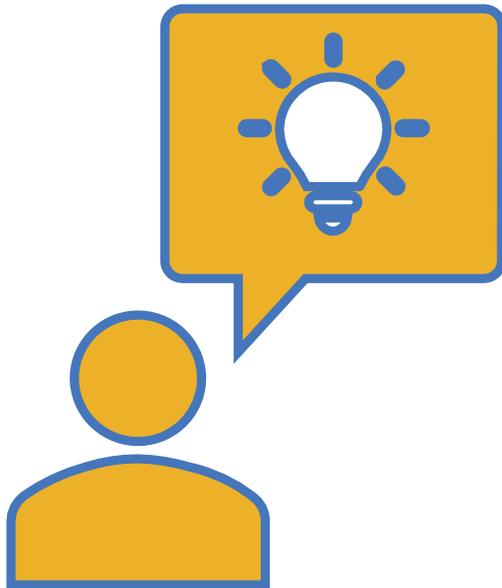
How State Data was Gathered

- 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 Department websites, training websites, and other relevant sources that were available in an effort to collect as much information as possible.

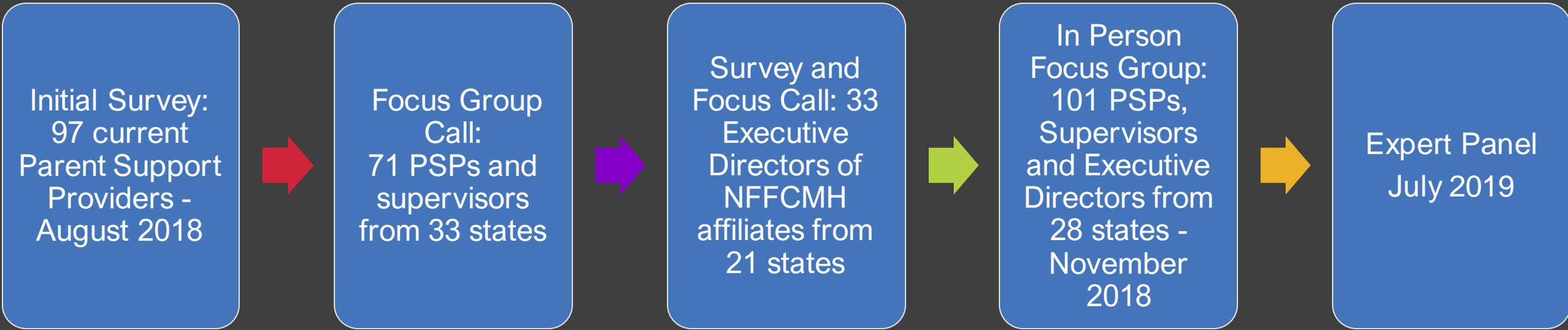
Information from 39 states and the District of Columbia was gathered as part of this National Scan.



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 a Focus Group of PSPs, Executive Directors and PSP supervisors in November 2018
- Incorporated November 2018 feedback and issued a final call for public feedback and comments
- Convened a Panel of Experts in July 2019 to review, analyze feedback and make final 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 at the '*micro level*' for similarities and variations state to state.

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

- Each job description was analyzed to determine which skills are inherent to the role and 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.



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.

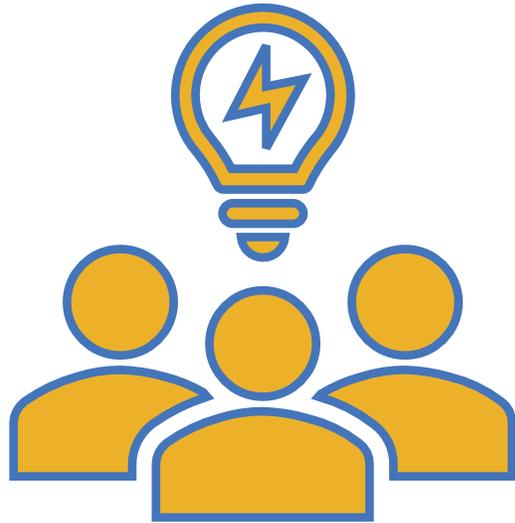


Skills are the practical or cognitive things you can do.

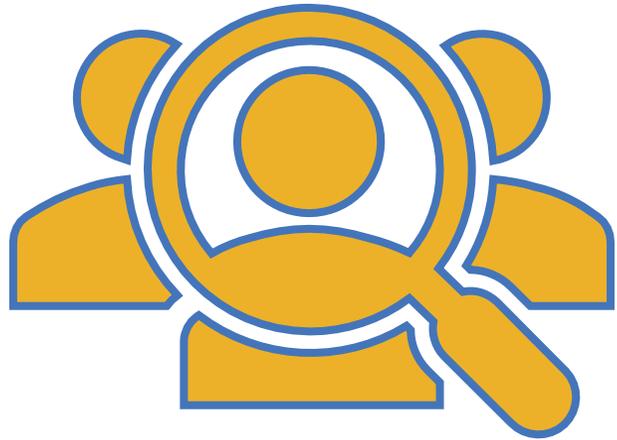
Competency versus Skill



What we learned from state Job Descriptions

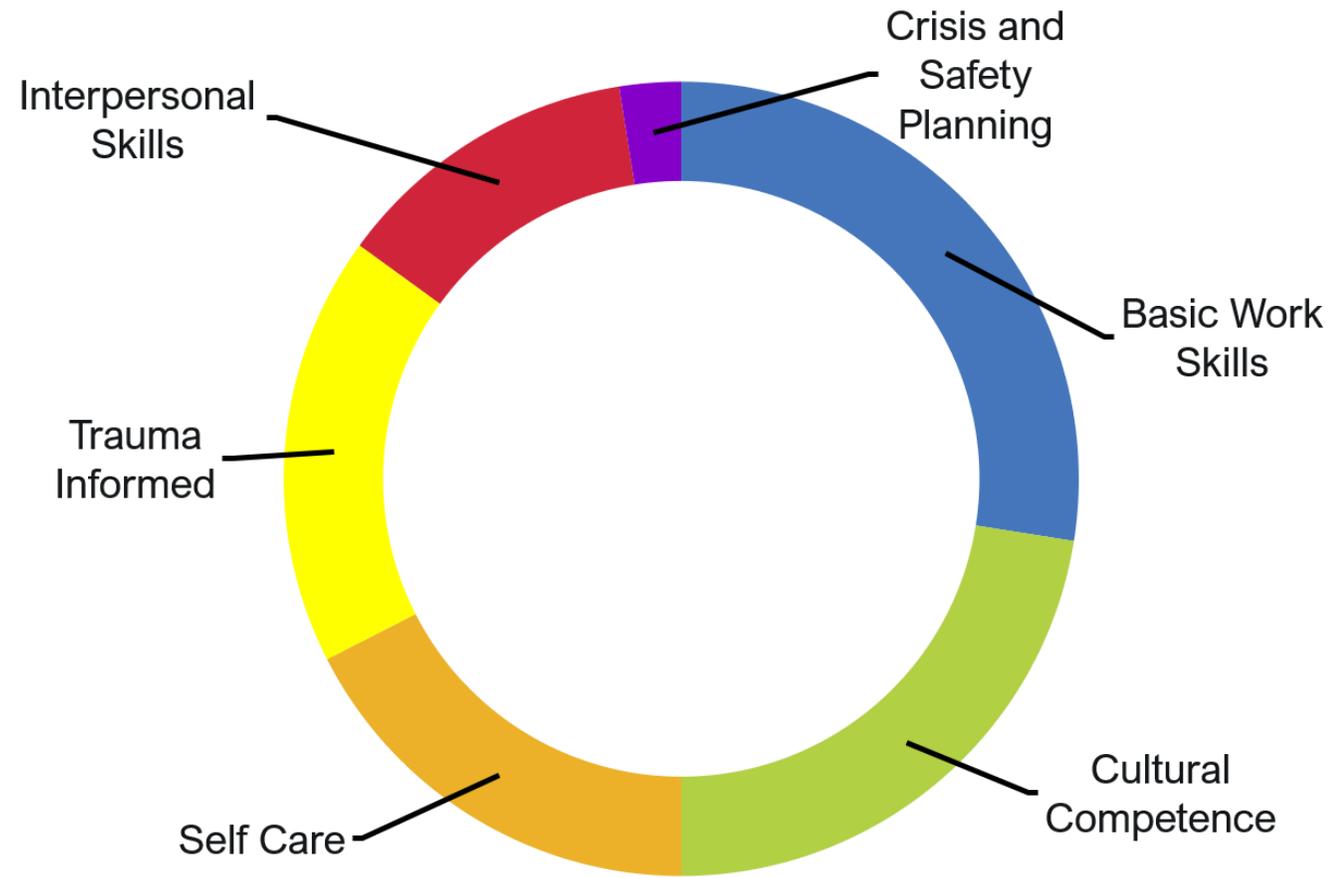


- What skills are significant for each competency
- What each competency looks like in the field
- Which competencies are most reflected in skills that are sought by employers
- How competencies can align to fit state specific needs by their definition and assignment of skills



Variation in language is important to understand as we looked at creating broad core competencies that reflect the parent peer support work nationwide **and** can be defined specifically *by skills* to fulfill the unique needs of each state.

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





Current Examples of Broad Competency Areas

From the States

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



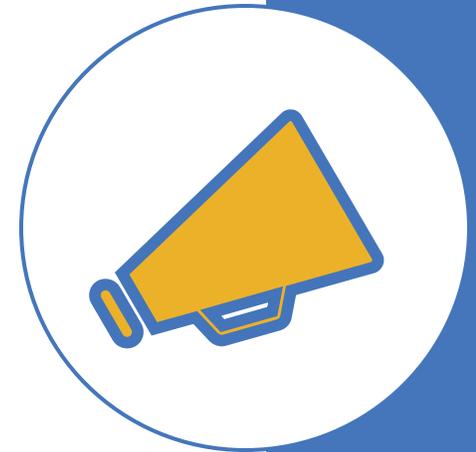
Different abilities, diagnosis, and issues of developing sexuality in children



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

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

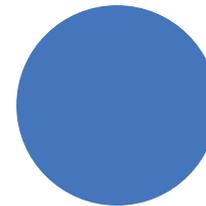


Wisconsin Knowledgeable

- 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**

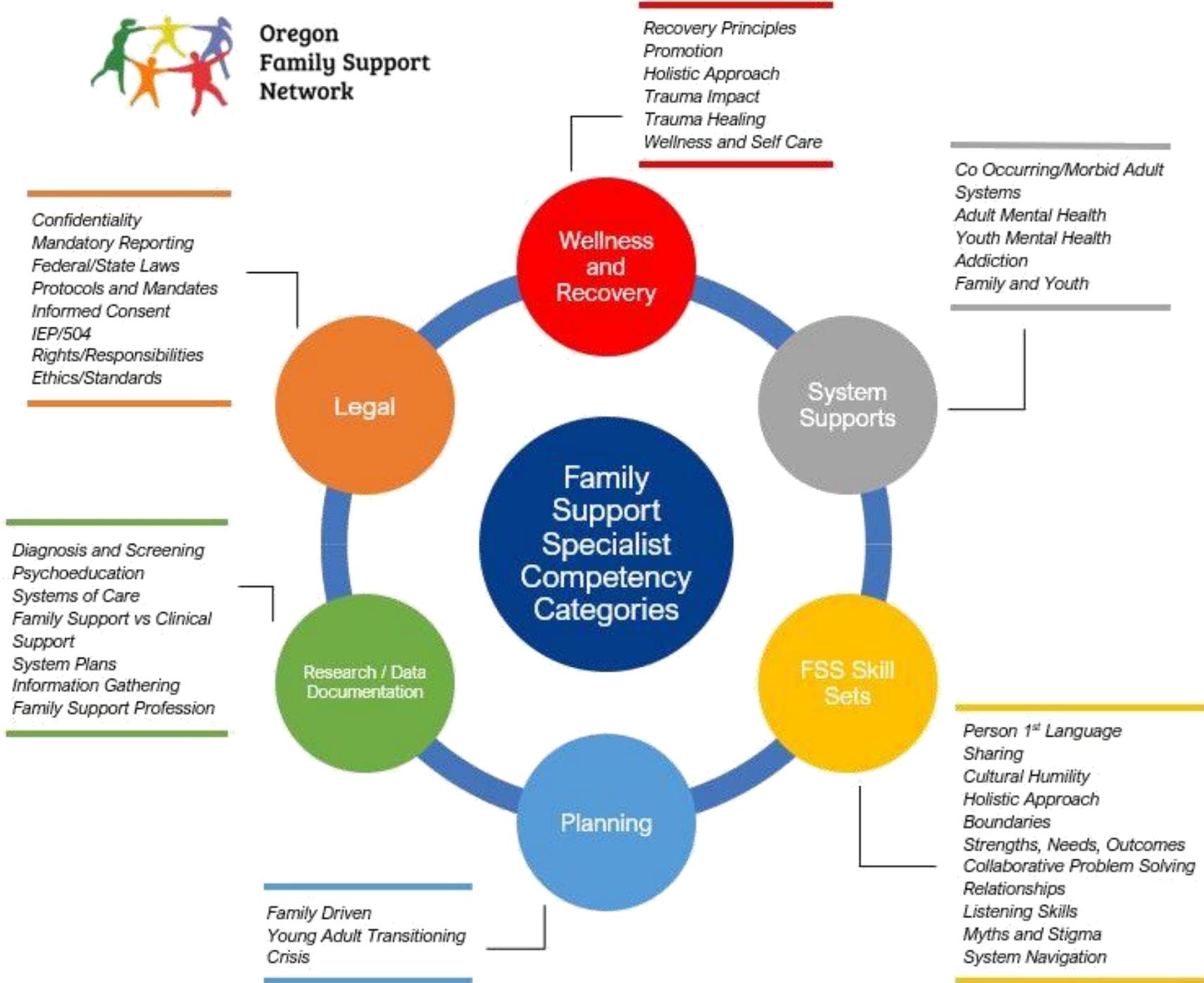


Knowledge of Systems could include:





**Oregon
Family Support
Network**





Recommendations

As an outcome of the scan, essential descriptors emerged to adequately describe the role:



Family versus Parent – “Parent” is deemed too restrictive to describe the evolving constellation of caregivers who are fulfilling the parenting role



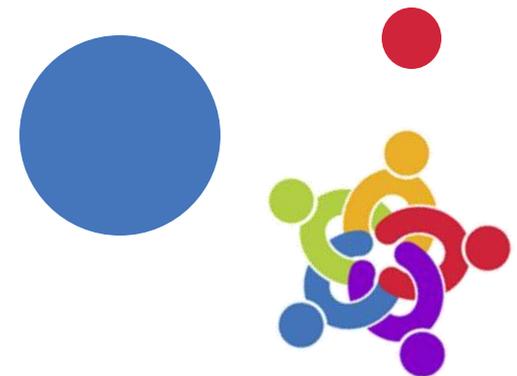
Peer – It is essential that “peer” be used to emphasize that this role is not just knowledge-based service being provided but that the element of “lived experience” serves as the foundational underpinning



“Partner”, “Provider” and “Specialist” are widely utilized as a part of the job title

While each has advantages, for the purposes of National Certification, the title that offers the most inclusive universal description is...

Certified Family Peer Specialist (CFPS).



Levels of Proficiency

It should not be expected that Family Peer Specialists will demonstrate full proficiency in every competency area. Competencies require awareness of information and broad knowledge about how to use that information. It is acknowledged that levels of experience and proficiency will vary.

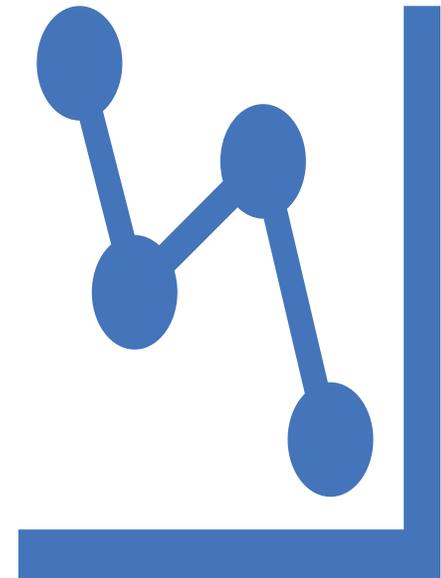
For the purposes of the National Certification competencies, the following 4 proficiency levels will be utilized:

Basic: Uses basic understanding of the field to perform job duties

Working: Successfully completes diverse tasks of the job; applies and enhances knowledge

Extensive: Performs without assistance; is recognized as a resource to others

Expert/Leader: Seen as an expert and/or leader; guides, troubleshoots; has strategic focus



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



**Expert Panel
Recommendations
For Core Competencies**



In order to establish national consistency, broad competency domains need to:

- Allow for national consensus
- Allow each state to assign necessary skill sets and knowledge to meet their own unique needs

The Expert Panel's review of the state data and focus group feedback resulted in the final recommendation of the following 5 competencies areas.

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...



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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
- Professional Development
- Demonstrating Cultural Groundedness

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 & 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 Children, Youth and Adults in the home.

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 & Collaboration



Wellness and Natural Supports

- Understands Crisis Prevention & Management
- Assists Parents to Identify Self, Family & Community Strengths
- Aware of Community Organization Techniques
- Assists Family Members to Identify & Build Informal Family and Community Supports

Most states already combine these.



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



- Help Families Identify & Use Natural Supports
- Access & Navigate Local Resources
- Identifying Family Strengths, Needs, & Outcomes
- Crisis & 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 & Strengths of Culture and Beliefs



Parenting for Resiliency

- Promoting Resiliency
- Parenting Skills
- Physical, Cognitive and Emotional Development of Children & Youth



With the following Emerging Competencies:



Self-Care

- Self-Care Strategies
- Crisis Planning

Impact of Trauma, Compassion Fatigue, Burnout and Grief

- Impact of Trauma
- Compassion Fatigue
- Burnout Prevention
- Understanding Grief

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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 & Determination
- Developing Rapport / Good Interpersonal Skills

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

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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

National Core Competencies



Professional Responsibilities



Systems Knowledge and Navigation



Resources and Natural Supports



Resiliency and Wellness

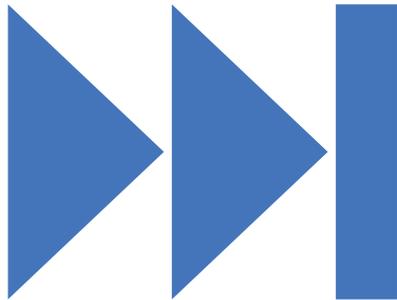


Effecting Change



What's Next Nationally

- Feedback will be accepted through December 2019
- Revised competencies will be effective January 2020
- NFFCMH will issue new certificates to all nationally certified peers to reflect the revised job title
- This afternoon we will be adding the full Core Competencies Revision Project paper and this presentation to the WHOVA app



We're Here to Help



Throughout the conference Michelle will be available to work with states to review their core competencies and to offer suggestions as to how they can be incorporated into the 5, adopted National Competencies.



This support and technical assistance will be available on an ongoing basis as we work toward establishing meaningful national standards.