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PREFACE

The intent of this document, The Illinois Model for the Certified Family Partnership Professional (CFPP), is to establish a valid, reliable, and defensible methodology for the evaluation of CFPP competency. To assure CFPP's meet an acceptable standard of competency, the credential itself defines, in terms of knowledge and skills, minimum acceptable standards of the CFPP.

The Illinois Certification Board (ICB) maintains competency based professional certification programs. The minimum CFPP competencies are the knowledge base and skill base which have been defined in the "Family Partnership Professional, Role Delineation Study, and Final Report, for ICB, dated November 22, 2010, and completed by the Comprehensive Examination Services (CES). These minimum CFPP competencies (Domains), define the nature and scope of the unique function of mental health peer support services, provided by the professional CFPP. The competencies are specific to the effective utilization of unique insights gained through one's life experiences parenting a child with mental health challenges and provided to support other families.

Competency Based: This professional, voluntary certification system is competency based. This means that the minimum standards for CFPP are the knowledge and skill base identified for the profession. The competencies are specific to professionals who have parented children whose emotional/behavioral challenges required accessing resources, services and supports from multiple child-serving systems as they progress toward achievement of the family's goals, thus distinguishing this profession from behavioral health/human service professions focused only on adult consumers.

Experience Based: This certification system recognizes the following avenues through which minimum CFPP competencies may be acquired: paid work experience, volunteer work, and/or supervised practicum/internship experience that is part of a process approved by ICB.

INTRODUCTION

CFPPs perform a unique function in the specialty of healthcare and human services, and can work in a variety of settings, using various approaches to provide supportive services with a wide range of consumer populations. In recognition of the need to assure quality care for children and families, the ICB, the Department of Human Services (DHS)/Division of Mental Health (DMH), DHS/Division of Alcoholism and Substance Abuse (DASA), Department of Children and Family Services, Children's Mental Health Partnership, State Board of Education, NAMI, and Illinois Federation of Families, collaboratively developed the CFPP Model (Model). This voluntary system evaluates professional competency for Family Partnership Professionals, and grants certification only to persons who meet specified minimum professional standards. The Model identifies the functions, responsibilities, knowledge, and skill bases required by the professional CFPP in the performance of his/her job, regardless of the treatment setting in which the work is performed or through which previous professional training and orientation has been received.

The Model recognizes CFPPs may have received education and/or training in a wide range of disciplines, therapeutic approaches and counseling techniques and may have experience in a number of healthcare settings/fields, including mental health, rehabilitation or substance abuse, education, child welfare, and/or juvenile justice. Therefore, the certification for the CFPP is specifically designed to measure CFPPs competency, to define their role and function and identify a unique place for CFPPs among other health/human service providers. The certification is uniquely designed to accommodate and evaluate professionals who have been previously academically and/or experientially trained.

The Model has defined a baseline criterion for CFPPs, as having met specific predetermined criteria, for working in mental health, rehabilitation or substance abuse, education, child welfare, and juvenile justice fields. The purpose of certification is to assure that quality service is available to children and families. In addition, the Model provides professional certification that can guide employers in selecting competent CFPPs, provides CFPPs validation of and recognition for their skills and competencies, and defines the unique role of CFPPs as health and human service providers.

The Model is intended to be utilized by a wide range of individuals, operating within the mental health, rehabilitation or substance abuse, education, child welfare, and juvenile justice fields. It is designed for individuals whose primary professional identification is professional peer-provided services for families whose children's emotional/behavioral challenges required accessing resources, services, and supports through multiple child-serving agencies. The Model is accountable to other professionals. The credentials are independent, private, freestanding and self-supporting. The profession establishes, monitors and maintains its own standards.

PHILOSOPHY

In 2003, the President's New Freedom Commission on Mental Health issued "*Achieving the Promise: Transforming Mental Health Care in America*." Goal 2 of that report calls for "consumer and family driven care." The report cites research showing that hope and self-determination play a key role in recovery. The Commissioners insisted that families "must stand at the *center* of the system of care." They also said that the needs of children, youth, and families must "drive the care and services that are provided."¹

Across the country, a transformation is continuing in which communities are working to build comprehensive, coordinated, community-based, clinically appropriate, culturally competent, and family-driven systems of care for children and youth with mental health/behavioral health needs, and their families. This transformation is evidenced by new or re-energized partnerships among agencies, families, private organizations, the business and faith communities and service providers... Partnerships are being established to ensure that children and youth with complex needs and their families access the services and supports necessary to be successful in their school and in their communities.²

Family peer-to-peer support is the most fundamental element of the children's mental health family movement (hereafter referred to simply as the family movement) and has been for more than 20 years. Families have always intuitively known that sharing information, support and advocacy with one another is a key to overcoming the challenges of raising and supporting a child with emotional, mental or behavioral disorders.³

¹The Need for a Definition of Family Driven Care, Gary Blau, Trina W. Osher, David M. Osher, January 2005

²Transforming Children's Mental Health Through Family-Driven Strategies, National Federation of Families for Children's Mental Health Policy Academy, February 24-26, 2009, Pg. 1

³Family Peer-to-Peer Support Programs in Children's Mental Health, A Critical Issues Guide, National Federation of Families for Children's Mental Health, September 2008, pg. 3

MISSION

To assure that services in the State of Illinois are both family-driven and youth-guided and protect Illinois children and families accessing services through the provision of competency-based credentialing of Certified Family Partnership Professionals (CFPP).

This Mission shall be achieved by:

- The establishment of standards, procedures and assessments for the voluntary and professional credentialing of individuals employed in the CFPP field of mental health, rehabilitation or substance abuse, education, child welfare, and juvenile justice fields
- The assurance that professional CFPP services to children and families be provided by competent, credentialed individuals.
- The provision of a respected and recognized credential of professional competency in CFPP services in the fields of mental health, rehabilitation or substance abuse, education, child welfare and juvenile justice.
- The provision of a structure and protocol for maintaining and updating appropriate professional credentialing standards.

CERTIFIED FAMILY PARTNERHIP PROFESSIONAL (CFPP)

As the field of authentic peer support and assistance continues to expand, we believe in a fundamental need for CFPP's to assist children and families, agencies and professionals in making proper decisions concerning the correlating of CFPP competencies with existing needs.

The CFPP certification process recognizes a wide range of experience and training, and a full range of job functions, knowledge and skills for CFPPs. This Model incorporates all elements of a professional system and is based upon accepted and validated standards. The CFPP credentialing program includes:

- objective testing instruments
- a meaningful code of ethics
- a disciplinary review mechanism
- a continuing education requirement and
- a supervised work experience

The CFPPs are individuals trained to incorporate their unique. life experiences gained through parenting a child who's emotional and/or behavioral challenges required accessing resources, services and supports from multiple child-serving systems as they progressed toward achievement of the family's goals.

This combination of experience and training allows the CFPPs to empower the family and build resilience in children and families. The knowledge and skill base may be acquired through a combination of specialized training, education and supervised work built upon unique life experiences. CFPPs assist children and families to address their physical, intellectual, emotional, social and spiritual needs to facilitate and maintain wellness through the three-tiered public health model of universal prevention, early intervention, and treatment. The CFPP will serve children and families who's emotional and/or behavioral challenges require resources, services and supports available through multiple child-serving agencies. In addition, CFPPs recognize problems beyond their training, skill or competence, and are carefully trained to refer to appropriate professional service(s).

APPLICATION CRITERIA

Applicants for CFPP must meet all requirements outlined by the Model. These requirements include completion of the application, successful completion of approved training and education, successful completion of the written examination with a passing score and payment of all appropriate fees. All applicants must also subscribe to the ICB, CFPP Code of Ethics and to the jurisdiction of the ICB in enforcement of the Code.

The CFPP is recognized as a direct service provider, with formal CFPP services responsibilities available to children and families. The CFPP at this level is expected to have knowledge of accessing resources, services, and supports from multiple child-serving systems. Following approved training, CFPPs at this level will be able to identify services and activities which build resilience; articulate points of their own parenting story that disclose challenges that are relevant to the obstacles faced by others; and promote personal responsibility.

The requirements for each level of ICB certification (CFPP) include:

- Training in the Illinois Certified Family Partnership Professional Performance Domains: **Advocacy, Professional Responsibility, Mentoring, Family Support and Child and Adolescent Development**
- Successful mastery of the core functions and knowledge base required for CFPP certification, demonstrated by a passing score on the CFPP examination
- Agreement to self-disclose as the parent of a child with emotional/behavioral challenges requiring the access of resources, services and supports from multiple child-serving agencies., as demonstrated in the signature of a CFPP Statement of Disclosure.
- Ongoing continuing education
- Training/education specific to the certification level
- Supervision in CFPP functions
- Supervisory evaluations
- Payment of appropriate fees

MINIMUM REQUIREMENTS FOR CERTIFICATION

The following chart details the minimum requirements for board certification based on work experience, supervised practical experience, and training/education:

Board Certification Level	Degree	Hours of Training/ Education	Supervised Practical Experience	Work Experience	Required Examination
CFPP	High School Or GED	100 clock hours <u>40 hours*</u> CFPP Specific <u>6 hours</u> Professional Ethics and Responsibility <u>54 hours</u> Core Functions	supervision received in the CFPP Domains	2000 hours (One Year)	Successful score on the CFPP Written Examination

***Minimum of 8 hours in each of the domains**

Degree Requirement

- Must be documented to meet the criteria for board certification.
- The applicant for CFPP must have a High School Diploma, GED, or higher degree.

Training / Education

- The applicant for CFPP must document a minimum of 100 clock hours of education.
- Some accepted sources of education are the Illinois Family Partnership Professional Training Program, Illinois Federation of Families courses, NAMI education classes, seminars, conferences, in-service, lectures, and other pre-approved ICB courses.
- One college semester hour equals 15 clock hours
- One college quarter hour equals 10 clock hours
- One college trimester hour equals 12 clock hours.

Supervised Practical Experience

- In order to meet the experience requirements for the CFPP, the applicant must submit a completed Supervisor Evaluation Form from a work/volunteer/internship experience, which was maintained for at least one year (2000 hours).
- The supervision must be documented. The supervisor does not need to be ICB certified.
- Supervision is broadly defined as in the SAMHSA Technical Assistance Publication Number 21 (TAP 21). TAP 21 defines supervision/clinical supervision as the administrative, clinical and evaluative process of monitoring, assessing and enhancing counselor performance.
- The applicant must submit verified documentation of supervision covering the CFPP five Performance Domains.
- Supervision includes any time the individual is being observed, either directly or indirectly (audio/video tapes, chart review, etc.) performing these services, time spent discussing topics related to the CFPP role and responsibilities in staff meetings, or time spent with a designated supervisor discussing the CFPPs work performance.
- Realizing that supervision may take place in a variety of settings and have many faces, ICB has determined not to place limiting criteria on either the areas of supervision, or qualifications of a supervisor.

Supervised Work Experience

Work experience is defined as paid, supervised employment or volunteer work in a position where an applicant spends at least 51% of his or her time providing direct services to children and families. A supervised internship experience that is part of a process approved by ICB may also be utilized. Applicants minimally must have primary responsibility for providing CFPP services to children and families and be supervised by an individual who is knowledgeable in the Family Partnership Performance Domains.

A non-resident of Illinois pursuing a credential as a CFPP is eligible for ICB Certification, if at least 51% of the applicant's work experience in the last 90 days prior to application was performed in an Illinois setting.

APPLICATION PROCESS

The application process is a series of steps leading to ICB certification. Payment of fees is required only as the individual completes each step. It is the applicant's responsibility to assure that all materials are present and completed as accurately as possible. Missing, incomplete or inadequate information will result in delays in the review process. To prevent delays in the review process, applicants must insure that the supervisor's form(s) have been forwarded in a timely manner.

Staff of ICB will screen the application for completeness. If documentation or verification is not present, the review will be delayed. The applicant will be notified of receipt of the application and the reason for any delays will be identified. **Applications not completed within one year of initiation will be destroyed.**

APPEAL PROCESS

When applicants are denied certification, question the results of the application review, question examination results, or are subject to an action by ICB that they deem unjustified, they have the right to inquire and appeal. If, after having been provided an explanation or clarification of the action of ICB, applicants (complainants) still think an action taken is unjustified, they may appeal. Complainants may appeal the decision within 30 days of receipt of the notice of denial, or any other action deemed unjustified, by sending a certified letter to the Executive Director of ICB.

If applicants wish to appeal their written examination scores, they must submit a written request to ICB within 30 days of the postmark of the exam score report. Applicants will be required to pay a fee to re-score the examination. They should be aware that examination security and item banking procedures do not permit them to have access to examination questions, answer keys, or other secure materials.

ACCOUNTABILITY

This system is accountable to other professionals. The credentials are independent, private, freestanding, and self-supporting. The profession determines and maintains its own standards.

EXAMINATION PROCESS

Applicants approved for the CFPP credential will be required to take an examination. CFPPs who choose to change their level of registration are required to meet the requirements for that level. (Currently there is only one level.) However, the written examination, once successfully passed, need not be taken for qualification to another level requiring the same examination.

The written examination is designed to assure that applicants applying for certification at each level have acquired the knowledge necessary to function in a competent manner. Maintenance of the test questions is ongoing and the model and exam may be updated periodically.

Applicant must pass a written examination that measures proficiency in CFPP service domains. Upon approval of the application for the level at which they were approved, applicants will receive notification of eligibility to take the examination. The applicant also will be informed of the locations, dates, times, fees and procedures for official examination registration.

In accordance with Americans with Disabilities ACT (ADA), accommodations may be made for any individual who has applied to sit for the exam. Due to resource limitations the applicant must notify ICB at least 60 days prior to the examination of the need for an accommodation. It is imperative you take the initiative to bring such needs to ICB's attention to assure all accommodations can be arranged.

ICB will make the written examination available no fewer than twice a year at locations geographically distributed across the state. Applicants are responsible for arriving at the testing location in a timely manner. ICB will notify the applicant of the examination results.

- **Pass:** Applicants will be notified that they have passed the examination and will be provided with the procedure to become officially certified.
- **Fail:** Applicants will be notified of their failure to pass the examination and will be provided with the policy for re-examination.

Applicants who fail the examination will be given additional opportunities to retake the examination. ICB will automatically notify applicants of the next examination date for which they will be eligible to test. Applicants must notify ICB in writing of their intent to be seated for that

examination by completing a Test Code Sheet. All examination fees and forms must be received by ICB prior to the date of re-examination.

CERTIFICATION MAINTENANCE AND RECERTIFICATION

ICB believes that CFPPs must be committed to ongoing personal and professional growth. This commitment results from CFPPs recognition of the necessity to offer children and families the best and widest range of currently accepted CFPP services. The ever-changing research findings require ongoing attention and study.

CFPPs are responsible for maintaining their own certification, and they are responsible for completing the necessary work in regard to certification maintenance. Unless it is renewed, their certification shall expire bi-annually on their certification anniversary date. CFPPs will be notified that their certification is about to expire no fewer than 30 days prior to the expiration date. To maintain certification, they will submit their certification fee and documentation of a total of 30 continuing education units (CEUs) every two years to ICB by their expiration date. Forms for the documentation of CEUs will accompany the notification and must be completed, signed, and submitted with proof of attendance. Documentation of continuing education should not be submitted, and will not be accepted or maintained by ICB until notification of expiration is received by the CFPP. **(Renewals are not prorated - late renewal will not incur a new anniversary date.)**

Continuing Education Policy

The purpose of continuing education is to promote ongoing professional development. It benefits children and families, the CFPP and the profession. Through the pursuit of continuing education, the CFPP will build upon his/her previously demonstrated competencies and demonstrate his/her professional development.

Thirty (30) continuing education units (CEUs) are required to maintain board certification, and must be earned within the two-year certification period. An average of 15 CEUs should be obtained each year. CEUs are not transferable to any other certification period. CEUs earned prior to initial certification are not eligible to be used for maintaining certification. The CFPP may receive CEU credit only once for a training event, even if repeated during different certification periods. A CEU is equivalent to one clock hour. Non-program hours, such as breaks, social hours, registration time, and meal times, are excluded. One college semester hour of credit is equivalent to 15 CEUs, one college trimester hour of credit is equivalent to 12 CEUs, and one college quarter hour of credit is equivalent to 10 CEUs.

All 30 CEUs required to maintain certification must be recognized by ICB or petitioned for ICB approval. Continuing education is broken down into two categories. Some continuing education may be recognized by the ICB for both categories.

- **Category I** - Minimum 10 CEUs of education specific to knowledge and skills related to the provision of services to children and families and the role of peer support to families.
- Examples of Category I education are: Advocacy, Professional Responsibility, Mentoring, Family Support and Child and Adolescent Development
- **Category II** - Minimum 20 CEUs of education specific to knowledge and skills related to the Core Functions of CFPPs, but do not have to be specific to direct service provision and peer support. This education covers support services skills, competencies, and knowledge base.
- Examples of Category II education may include evidence-based practices, evidence-informed practice, leadership skills, communication skills, trauma-informed care, alternative therapies, conflict resolution, confidentiality, legal systems, crisis intervention,

health and safety, roles/boundaries, relapse prevention, cultural competency, and intervention.

Sources of Continuing Education Units

Recognized programs are training/education programs that ICB has identified as fulfilling the criteria for CEU credit and have been awarded CEUs by ICB or are pre-recognized sources. The certificate of completion will contain the name of the participant, name of program, date of program, program number assigned by ICB, number of CEUs, and the category.

- Structured individual continuing education, such as ICB Bibliocredit Reading Program and other self-study programs, may be available for a maximum of 15 CEUs' every two (2) years.
- The CFPP may receive up to 12 Category II CEUs every two years for volunteer time serving as a member of a supervising board of a child-serving agency.
- Teaching and/or Training other professionals in CFPP knowledge areas qualifies for up to 15 CEUs every two years. The number of CEUs awarded will equal the number of hours spent in actual training time. Patient education lectures and public education lectures are not eligible. Presentations, for which the CFPP has previously received credit, are also not eligible.
- Research papers, accepted for publication, reading or discussion at a professional meeting or conference, qualify for up to 15 CEUs every two years. The topic of the publication must pertain to one of the CFPP Domains. The publication can be counted only once, even if it is published or presented in more than one format or location.

Agency In-service Education and Training Programs

Of the 30 CEUs required biennially, 15 CEUs may be agency in-service training programs. In-services not previously awarded CEU recognition by the ICB may be petitioned for CEUs.

Validation of Continuing Education

CFPP's must document that they have obtained CEUs and submit the appropriate validation for each educational experience.

- Certificates or other proof of completion from ICB recognized or petitioned trainings.
- Transcripts or other official grade reports for college or university courses.
- Documentation on "Official" agency letterhead documenting participation on a child-serving agency Board or related committee.
- Training Brochure with your name if you're applying for CEU's for a training you conducted
- Documentation on "Official" agency/university letterhead of a teaching experience.
- Copy of research and/or publication you're submitting for CEU's

Procedures to Petition for CEUs

Not all educational experiences available to CFPP's will have been awarded CEUs by ICB, and may require a petition for such education/training to receive CEU credit. Requests are to be submitted to ICB using the Petition Form, with the following information:

- Documentation of attendance
- Goals and objectives of the program
- Date/length of program in clock hours
- Brochure or other document describing program content
- Sponsor, location, instructor, and population of focus
- Definition of the training type (publication, workshop, seminar)

- Identification of the specific content and/or knowledge/skill related to the Core Functions
- Non-refundable petition fee (\$10.00)

Requests will be reviewed within 30 days, and CFPP's will be notified of the results. If recognized, they will be informed of the number of CEUs awarded.

Extension of Continuing Education Requirements

CFPP's unable to meet the continuing education requirements for certification maintenance may request an extension, in writing. The fee for application of extensions is \$5.00 per month, for up to six months from their expiration date. CFPP's who do not meet the CEU requirement after the six-month extension shall not be permitted to place their certification on inactive status, and shall be terminated. Reinstatement shall be accomplished through completion of the full certification requirement.

NOTE: CFPP's should remember this process leaves only 18 months to obtain CEU credit for the current recertification period.

INACTIVE STATUS

CFPP's in good standing unable to meet the continuing education requirements for certification maintenance due to health or extenuating personal reasons may place their certification on inactive status. The process for reactivation from inactive status will then be followed when they wish to activate their certification.

Inactive status allows CFPP's to prevent expiration of their certification, thus avoiding the full reapplication process. Inactive status will not be granted for noncompliance with the continuing education requirement of the certification. CFPP's not meeting the continuing education requirement at renewal, or after the granted extensions provided for under the Illinois Model, will be terminated.

Inactive status will be made available to CFPP's who are in good standing with ICB, who expect to be inactive for more than two years, and who are unable to meet the requirements for certification maintenance.

CFPP's may petition for inactive status and petitions may be approved for persons who:

- Intend to remain active in the CFP profession and leaves the state;
- Leave the CFP profession field to retire;
- Leave the CFP profession for purposes of academic achievement;
- Leave the CFP profession for extended military active duty;
- Leave the CFP profession for health reasons;
- Leave the CFP profession because of extenuating personal reasons; or
- Leave the CFP profession and elects not to maintain their certification via the continuing education mechanism.

CFPP's requesting inactive status for health or extenuating personal reasons may do so after a petition to ICB has been approved. Such petitions may be sought after a health or extenuating personal circumstance has occurred, but in determining approval, ICB will decide if the circumstance warranted the late petition.

Procedures

The process for placing certification on inactive status includes:

- Requesting inactive status in writing to ICB, including documentation/petition for the status change.
- Receiving a letter from ICB acknowledging the retention of his/her certification number and his/her inactive status.
- Surrendering documentation of certification provided by ICB

During the period of inactive status, CFPP's will, for the purposes of professional use and designation, be deemed to be without the certification.

Process for reactivating certification from inactive status:

- CFPP's who are on inactive status and have surrendered their certification, but find that they are ready to reinstate their certification prior to the lapse of two years time, will submit a written request and the required certification fee, reapplication fee and verification of the resumption of CFPP employment/volunteer work.
- CFPP's, who have been on inactive status for more than two years, will submit a written request for reinstatement to ICB, the required certification fee, application fee, examination fee and proof of renewed employment/volunteer activity in the CFP profession. They will successfully complete the examination. They must submit a current job description, on agency letterhead, signed and dated by their current supervisor, and include the amount of time spent in direct service.

TERMINATION OF CERTIFICATION

Reasons for Termination

- Failure to apply for a fee extension beyond the expiration date for renewal of certification, without a request for extension
- Failure to comply with the conditions of an extension by the deadline
- Failure to document appropriate continuing education as required in this model
- Failure to submit annual fees, and without a request for an extension or payment plan
- Ethical violation substantiated by ICB.

Notification Procedure

The ICB will give CFPP's a written notice at least 30 days prior to expiration of CFPP certification, pending documentation of renewal. At the time of renewal, if certification is not maintained, it will be considered terminated and CFPP's will be notified of termination by ICB. All requests for re-instatement must be in writing to the attention of the Executive Director, 401 East Sangamon Avenue, Springfield, IL, 62702. A written response will be sent to the member.

Due Process Appeals

CFPP's who are not awarded certification and who disagree with the certification decision may appeal following the Appeals Process.

FEE SCHEDULE

CFPP Application Fee.....	\$ 85.00
Examination	\$125.00
Biennial Certification Fee	\$140.00
CEU Extension Fee (per month - maximum six months)	\$ 10.00
CEU Petition Fee	\$ 10.00

For a comprehensive listing of fees (appeals, petitions, etc.), go to <http://www.iaodapca.org/faq/> or contact ICB at (217) 698-8110.

For special considerations or to develop a payment plan, contact ICB at (217) 698-8110.

PERFORMANCE DOMAINS

ICB measures competency through the four Performance Domains, as defined by, the Family Partnership Professional, Role Delineation Study, Final Report, dated 11/22/10, prepared by Comprehensive Examination Services (CES). CFPP's perform the Core Functions of each Performance Domain to various degrees. CFPP's are not required to be experts in the Core Functions, but are expected to gain proficiency in these functions as they advance in their careers.

ICB certification focuses on the evaluation and demonstration of professional competency, with emphasis on professional competency. Competency is defined as the ability to perform the job and to perform the required tasks. The professional competencies are cumulative as an individual moves through his/her professional development.

Advocacy

- Amplify the voice, perspective and preferences of the consumer family and assure the family voice drives care.
- Identify consumer families' strengths and needs for treatment planning and subsequent coordination and provision of services.
- Encourage service delivery according to the CAASP model.
- Advocate for the family within and between child-serving systems.

Professional Responsibility

- Support consumer rights and ensures that family voice and preference is driving every aspect of care.
- Demonstrate cultural competence.
- Immediately report suspicions that the consumer is being abused or neglected.
- Maintain confidentiality.
- Communicate personal issues that impact your ability to perform job duties.
- Document service provision as required by the employer.
- Gather information regarding the family's personal satisfaction with their treatment.

Mentoring

- Empower and educate parents and families to make their own informed decisions about all aspects of services.
- Develop trusting relationships in an effort to reduce the barriers and stigma associated with receiving mental health services and to facilitate movement into services.
- Promote social learning through shared experiences.
- Assist consumers in understanding, seeking, and achieving the best possible outcomes for their child.

Family Support

- Help families identify and use natural supports and community resources.
- Help the family build resilience.
- Help families identify evidence-informed treatment options and interventions.
- Identify strengths and needs in treatment planning and subsequent coordination and provision of services.
- Help the consumer family develop problem-solving skills.
- Assist families in transition to other levels of service.

Child and Adolescent Development

- Help families identify the current stage of their child's development.
- Provide accurate information about raising young children and appropriate expectations for behaviors.
- Demonstrate the importance of Early Identification and Intervention.
- Serve as a resource for parenting information and problem-solving.

CORE FUNCTIONS

Advocacy

- Define and explain Family Driven Care according to the definition adopted by the National Federation of Families.
- Explain the concept of a strength-based approach to recovery.
- Use active and empathetic listening skills with the consumer family.
- Use Motivational Interviewing Skills with the consumer and family.
- Identify examples of family strengths, resiliencies, and challenges.
- Familiarization with local resources and referral process.
- Explain the principles of the Child and Adolescent Service System Program (CAASP).
- Explain what it means to advocate within and between child-serving systems.
- Explain the importance of using “person-centered” language that focuses on the individual, not the diagnosis.
- Demonstrate non-judgmental behavior.

Professional Responsibility

- State the foundational principles of recovery.
- Explain the fundamental concepts related to cultural competency.
- Understand the concept of accountability.
- Explain mandatory reporting.
- Explain basic federal, state, employer regulations regarding confidentiality.
- Explain what, where, when and how to accurately complete all required documentation of activities.
- Explain decompression and de-escalation techniques.

Mentoring

- Describe the difference between a peer relationship and a hierarchical relationship.
- Explain the concept of mentoring.
- Define social learning.
- Explain what is meant by a respectful, trusting relationship.

- Use active listening skills.
- Use empathetic listening skills.
- Demonstrate consistency by support consumer families during ordinary and extraordinary times.
- Explain the relevance of measured outcomes to mental health services.
- Explain the importance of asking questions regarding interventions and the specific roles of the clinician and parents in treatment.
- Be able to share your story of recovery in a way that inspires hope.

Family Support

- Identify the family's natural support system.
- Explain the process of Evidence-Informed Practice.
- Explain the difference between Evidence-Based and Evidence-Informed Practice.
- Work with consumer family to identify and discuss treatment options, and alternatives.
- Help parents develop and reinforce community norms around child-rearing.
- Define resilience.
- Describe the three levels of service within the public health model.

Child and Adolescent Development

- Name the six Protective Factors.
- Understand the developmental stages of children and adolescence.
- Explain the value of Social and Emotional Learning.
- Understand the concept and importance of Early Intervention.
- Explain the problem-solving process.