



Training and Credentialing the Family Peer Advocate Workforce in New York State

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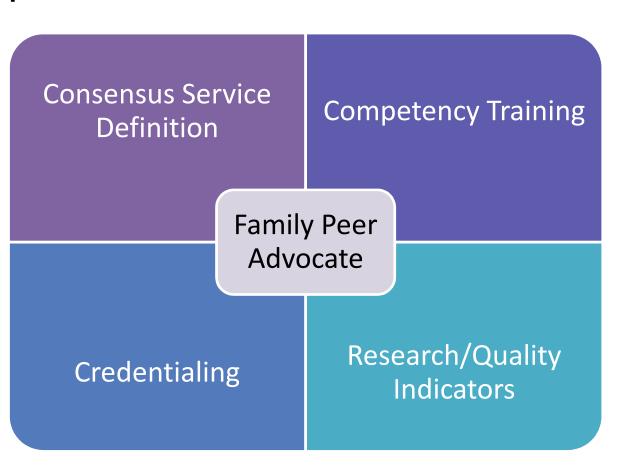




Introduction

Family Peer Advocates (FPAs) are increasingly being used to assist parents to navigate multiple child-serving systems, improve engagement, promote family-centered decision-making and support effective parenting for children and youth with complex health, behavioral health, and developmental needs.

FPAs are trained, 'veteran' parents with lived-experience. New York State has a longstanding commitment to Family Peer Support Services (FPSS). As FPSS have matured and expanded to new settings, a consensus service definition was developed, steps have been taken to define core competencies and quality indicators, and a formal credentialing process was initiated in 2011. This poster describes key aspects of this process.



Credentialing Process

Consensus Service Definition

The first step in this process was the development of a consensus definition of Family Peer Support Services (FPSS) which includes activities that fall under these broad categories:

- § Outreach and Information
- § Engagement, Bridging and Transition Support
- § Self-Advocacy, Self-Efficacy and Empowerment
- § Community Connections and Natural Supports
- § Parent Skill Development
- § Promoting Effective Family-Driven Practice

(NYSOMH and FTNYS, 2014)

Competency-Based Training

A standardized approach to training this paraprofessional workforce, the Parent Empowerment Program (PEP), was first developed in 2005. The training has evolved to address new competencies needed for work in a more integrated and outcome-focused changing health care environment. This new twolevel modularized PEPm training(Table 1) includes the following components:

- Online Training Modules
- In-person Training
- Consultation Calls
- Work with Supervisors

PEPm Family Peer Advocate Training

Table 1. Family Peer Advocate Parent Empowerment Program Modularized (PEPm) Training

Parent Empowerment Program Modularized (PEPm)

Level 1 Training

Orientation Modules (on-line)

Navigating the Family Peer Advocate Training Learning Management System FPA Training Overview

NYS FPA Credential: Eligibility and Application Process

Training Modules (on-line)

- Family Peer Support Services: Overview, History and New Directions
- The FPA Role: Working with Families to Improve Child Outcomes
- Introduction to Family-Driven Care
- Power of Lived Experience
- Embracing Each Family's Culture
- Essential Communication Skills for Family Peer Advocates
- Engagement Strategies for Family Peer Advocates
- Learning About Families: Exploring Strengths, Needs and Culture
 - Measuring Progress and Outcomes
- Creating a Family Support Plan
- **Empowerment Strategies for Family Peer Advocates**
- Developing Effective Partnerships
 - Recognizing and Responding to Safety Concerns
 - 14 Documenting Your Work
 - Professionalism: FPA Code of Ethics, Confidentiality, Boundaries
 - 16 The Importance of Self-Care

Level 2 Training

A. Required On-Line Modules (complete all)

- Learning About Systems: Education
- Running Groups: Planning and Strategies for Success
- **Building Community Connections and Natural Supports**
- Supporting Parents in their Parenting Role
- Trauma Informed Care: Supporting Family Resiliency
- B. Elective On-Line Modules (complete a minimum of 3) Learning About Systems: Juvenile Justice
- Learning About Systems: Child Welfare
- Learning About Systems: Mental Health Learning About Systems: Substance Use
- Learning About Systems: Developmental Disabilities
- Learning About Systems: Special Health Care Needs
- Learning About Systems: Early Intervention
- Working with Families with Transition Age Youth/Youth-Guided Care

C. In-Person Training (2 days)

Engagement, Communication and Empowerment Strategies Putting it All Together: Assessment, Goal Development, Progress Evaluation, Plan Revision, Structuring for Self-Sufficiency

D. Consultant Calls

12 hour-long calls to reinforce application of skills and competency in practice

FPA Credentialing

Credentialing of FPAs was initiated in 2011. Professional FPA Credential requirements include:

- 1000 hours FPA work experience
- § Lived-experience as the parent of a child with social, emotional, behavioral, health and/or developmental challenges
- Completion of PEPm Training
- Three recommendations
- Agreement to practice according to the Code of Ethics

(FTNYS, 2016)

Quality Indicators

This work is taking place in the context of a commitment to understand the impact of this service through an expanded research agenda (Hoagwood and Burns, 2014).

In the Family-to-Family Study, IDEAS researchers have used a structured approach to develop quality indicators for both the programs employing FPAs (e.g., certified FPAs, clear roles, specialized supervision) and the FPAs themselves (e.g., specific knowledge and skills; partnership with family/team; Olin et al 2013).

These quality indicators were significantly associated with positive organizational social context in 21 NYS programs that deliver team-based family support services. (Olin, et al, 2014) This work, as well as other research, contributes to quality improvement efforts.

Progress to Date

782 FPAs have been trained in PEP and over 425 have been credentialed. PEPm training will begin in 2017. The availability of a statewide protocol has aided the state's efforts to obtain approval for FPSS as a Medicaid State Plan service.

Discussion

The use of Family Peer Support Services (FPSS) is viewed as pivotal to achieving many key health care goals including, but not limited to: improving patient engagement, activation, and experience, and supporting the integration of health, behavioral and developmental services.

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