

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

Authors: Kuppinger, AD; Burger, ST; Burton, G; Shorter, P; Olin, SS; and Hoagwood, KE

Author Affiliations:

- Anne Kuppinger, Priscilla Shorter, Serene Olin, and Kimberly Hoagwood: IDEAS Center, New York University Langone Medical Center, Department of Child and Adolescent Psychiatry.
- Geraldine Burton: Community Technical Assistance Center, McSilver Institute for Poverty Policy and Research, New York University Silver School of Social Work
- Susan Burger: Families Together in New York State, Inc.

Background: 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. The use of Family Peer Support Services (FPSS) is expected to increase significantly as the service is being added New York's Medicaid State Plan.

Aims: This poster will describe training and credentialing for the Family Peer Advocate workforce.

Methods: A standardized approach to training this paraprofessional workforce, the Parent Empowerment Program (PEP) was developed in 2005. As this service has matured and expanded to new settings, a consensus service definition was developed (NYSOMH and FTNYS, 2014) and a formal credentialing process was initiated in 2011.

Results: To date, 750 FPAs have been trained and over 435 have been credentialed. FPA competencies have been updated and training will soon include 20+ on-line modules, in-person training, and follow-up coaching. 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).

Conclusions: The augmentation of the healthcare workforce with trained and credentialed FPAs will be critical to improving access, integration and quality of care.

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References:

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