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AMCHP/SPARC  
Peer to Peer Exchange

# IOWA FAMILY PEER SUPPORT SPECIALIST TRAINING PROGRAM



## PROGRAM OVERVIEW

Funded by the Iowa Department of  
Human Services – 5 years/2015-2021

Program Goal & Work Plans:

### 1. Recruitment and Training

- ✓ Peer Support Specialists – Adults in recovery, working with other adults
- ✓ Family Peer Support Specialists – Parents/caregivers working with other families

### 2. Certification

### 3. Continuing Education



NATIONAL RESOURCE CENTER  
FOR FAMILY CENTERED PRACTICE  
UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK



PARTNERS

# RESEARCH & DEVELOPMENT



Statewide listening  
sessions



Advisory Committee



Research Questions

What existing training is available for Family Peer Support Specialists?  
What are the Scopes of Practice?  
What competencies are included?



## DRAFT

reviewed by FPSS Advisory on 7/13/16  
(suggested edits in red font and strikethrough)

Peer Support Specialist Scope of Practice - by Curriculum Workgroup (June 2016)

### Practice within the FPSS code of ethics and relevant laws

- Includes ethical limits to confidentiality (e.g., child neglect, duty to warn)
- Recognize limitations of FPSS scope of practice (i.e. medical advice, not a social worker, etc)
- Seek the services of trained professionals **when needed service is outside FPSS scope/limits** in complex social situations – **explain this more clearly** -
- Complies with mandatory reporting requirements
- Understands the **decision-making process** and completion of forms related to confidentiality **Educate/ensure that families understand consent to release information. (note: not all programs have FPSS involved at intake stage)**

### Engage emotionally with families of children and youth with SED.

- Utilize lived experience with your child and family to **empathize, support or connect with the family**
- ~~enhance the family experience~~
- Strategically share **your** family resilience story

### Encourage **and empower** families to self-advocate

- Help **Teach** families skills learn to advocate at individual, community and systems levels **Irreplaceable role on all child serving teams or in all child's systems**
- ~~Teach families how to collaborate with providers in making decisions about child's care (Families have the right and responsibility to share their experience)~~

Peer Support Specialist Scope of Practice - First Draft - by Curriculum Workgroup  
number 16, 2015

### Practice within the FPSS code of ethics and relevant laws

- Includes ethical limits to confidentiality (e.g. child neglect, duty to warn)
  - Recognize limitations of FPSS scope of practice
  - Seek the services of trained professionals in complex social situations
- Connect emotionally with families of children and youth with special health care needs.
- Utilize lived experience with your child and family to enhance the family experience
  - Strategically share family resilience story

### Encourage families to self-advocate

- Help families develop advocacy skills
- Advocate for the family within the team and with other agencies/providers/professionals  
Contribute to conflict resolution [can we address this through advocacy or communication skills?]

### Collaborate with families to identify strengths and make the most of them

#### Partner with families to identify and prioritize family needs

- Contribute to initial assessments (FN care plan) (SW has primary role)

#### Collaborate with families to set goals and create an action plan

- Help families prioritize/re-prioritize goals
- Help families self-determine and support the choices that they make in an agreed-upon care/case plan
- Support the family to implement their goals
- Track progress

### Help families reduce isolation.

Create and facilitate family-to-family support groups.

Identify existing formal and informal supports and resources

## Iowa Family Peer Support Specialist Scope of Practice

### Role of a Family Peer Support Specialist

A Family Peer Support Specialist (FPSS) has the opportunity to positively impact families through support. Support Specialists draw on their own experience as a parent or primary caregiver of a child with a behavioral or mental health diagnosis. They work to empower families by teaching skills that give them their own voice. A FPSS has current knowledge of the mental health system and most importantly, the experience of raising a child with a mental health diagnosis.

Support Specialists provide a variety of services to families. These include sharing expertise, teaching coping skills, providing emotional support and helping parents become advocates. Support Specialists often help families navigate the child serving systems and help them understand why. Support Specialists may accompany parents to meetings to ensure the parents' voices are heard. They also model good communication skills and sharing their own experiences in a positive manner.

Support Specialists may be employed at social service agencies, clinics, residential programs, and other community-based organizations.

The role and job description of a Family Peer Support Specialist will vary from agency to agency. A Family Peer Support Specialist should practice within the Iowa Family Peer Support Specialist Scope of Practice.

### Support Specialist will:

#### Practice within the FPSS code of ethics, professionalism and relevant laws

1. Adhere to ethical limits to confidentiality (e.g., child neglect, duty to warn)
2. Comply with mandatory reporting requirements
3. Recognize limitations of FPSS scope of practice
4. Seek the services of nurses, social workers, doctors when needed service is outside FPSS scope/limits.

### Support Specialist Scope of Practice - by Curriculum Workgroup

#### Practice within the FPSS code of ethics and relevant laws

- Includes ethical limits to confidentiality (e.g., child neglect, duty to warn)
- Recognize limitations of FPSS scope of practice (i.e. medical advice, not a social worker, etc)
- Seek the services of trained professionals in complex social situations
- Complies with mandatory reporting requirements

#### Understands the decision-making process and completion of forms related to confidentiality

Emotionally with families of children and youth with special health care needs.

Utilize lived experience with your child and family to enhance the family experience

#### Strategically share family resilience story

#### Encourage families to self-advocate

Help families learn to advocate at individual, community and systems levels. Support Specialists should ensure the family voice is heard within the team and with other agencies, providers, and professionals.

Contribute to conflict resolution, fostering cooperation among family members and professionals in their lives.

#### Partner with families to identify strengths and make the most of them

Engage with families to identify and prioritize family needs

Contribute to initial assessments (FN care plan) (SW has primary role)

#### Collaborate with families to set goals and create an action plan

Help families prioritize/re-prioritize goals

Help families self-determine and support the choices that they make in an agreed-upon care/case plan

Support the family to implement their goals

Track progress

Help families reduce isolation and expand their support network.

Create and facilitate family-to-family support groups.

Identify existing formal and informal supports and resources

# SCOPE OF PRACTICE DEVELOPMENT

## FOUR SCOPE OF PRACTICE DOMAINS

1. Ethical Responsibilities
2. Engaging Families
3. Teaching and Supporting Families
4. Serving as an Advocate and Finding Resources for Families



# TASK ANALYSIS

Current Family Peer Support Specialists were asked:

Do you regularly perform this task in your role? Yes/No

How important would you rate this task to your role?

- Not important
- A little important
- Moderately important
- Very important
- Extremely important

## Importance Ratings – Family Peer Support Staff

Survey respondents were asked to rate the importance of task elements to the role of a Family Peer Support Specialist. The scale and values assigned is shown below.

- 1 = Not important
- 2 = A little important
- 3 = Moderately important
- 4 = Very important
- 5 = Extremely important

Scores from all respondents were added and ranked.

Task elements from all domains in order of score (highest to lowest) are listed below.

The domains and question numbers are listed in the first column.

- Ethical Responsibilities (ETH)
- Engaging Families (FAM)
- Teach and Supporting Families (TEA)
- Serving as an Advocate and Finding Resources for Families (ADV)

The **total score** was calculated by adding all the responses (1, 2, 3, 4, or 5) for each question. The **mean** is the average score for each question (total score divided by the number of responses). The **median** is the 50<sup>th</sup> percentile of a set of measurements; if a list of observations is ranked from smallest to largest, half the values are greater than or equal to the media and the other half are less than or equal to the median. The **standard deviation** shows the amount of variation or a measure of how spread out the numbers are.

Domain/ Question#	Question	Total Score (out of 230)	Mean	Median	Std. Deviation
ETH-2	Comply with mandatory reporting requirements	225	4.89	5.0	.315
ETH-1	Adhere to ethical limits to confidentiality	222	4.83	5.0	.437
FAM-1	Focus on the family, its strengths and preferences, and rights to self-determination	220	4.78	5.0	.417
ETH-15	Recognize the warning signs and risks of suicide and be able to access crisis referral sources	217	4.72	5.0	.621
ADV-5	Refer families to appropriate information and services	217	4.72	5.0	.502

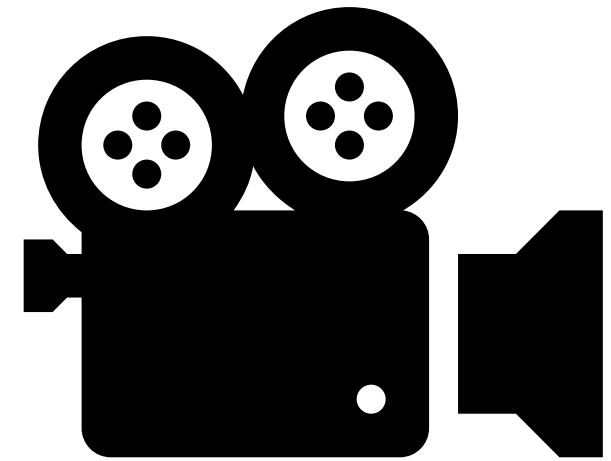
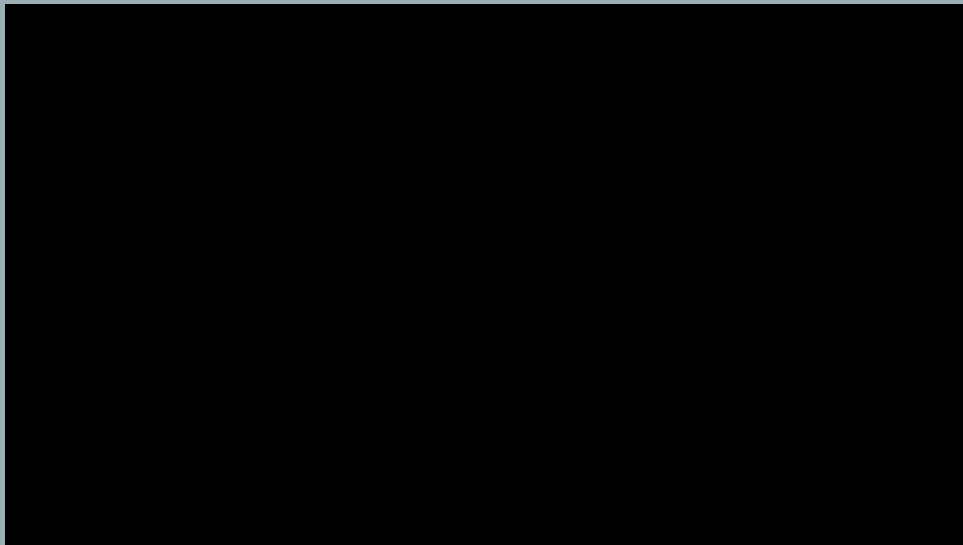
# SURVEY RESULTS

Although some of the tasks were completed more often than others, no tasks were statistically deemed outside of the scope of current Family Peer Support Specialists





ROLE OF A FAMILY PEER  
SUPPORT SPECIALIST



Boards

Trello

+ Diane Zaerr Breneman

NFF Domain 10: Wellness & Natural Support Iowa Family Peer Support Specialist Training ☆ Team Visible ... Show Menu

Level of Knowledge, skills and abilities in four levels

Aware of or conversant with means that the certificant has been introduced to the information and can discuss it as a concept but will likely need to again locate the information for detailed use (with a parent and both will be processing it)

NFF 10.1 Understands crisis prevention and management for children and adults

see domain 7.7

DZB this is included in Domain 7 Ed goal 5

Add a card...

NFF 10.2 Understands self care and wellness planning

Additional items from BIG doc that relate to NFF 10.2:

0/7

NFF 3.7

Wellness planning could be covered in mental health/ recovery but NFF does not deal with recovery

NFF 10.3 Knowledgeable in using spirituality and strengths of culture and beliefs

Train FPSS to not delve into spiritual issues but refer to their own spiritual leader- DZB disagrees with this card- see back for support

aware of difference between spirituality (big picture) and religion (smaller, particular understanding of spirituality)

NFF 10.4 Understands assisting parents to identify self, family and community strengths

name positive strengths of all members of the family in NFF 6.3

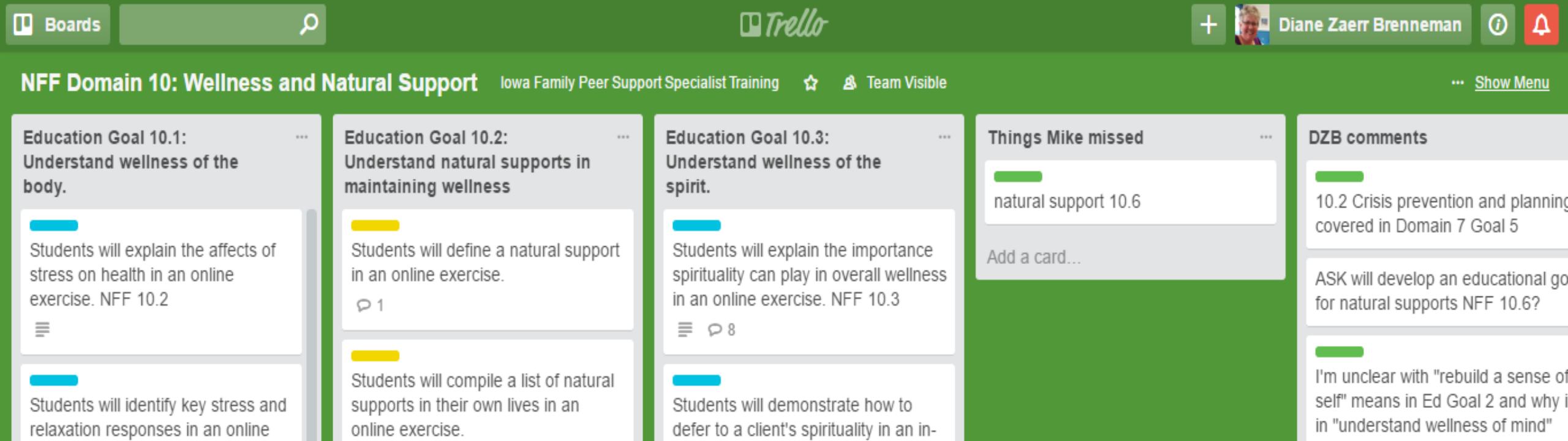
NFF 3.6 covers this

We called out strengths in NFF3.1

Add a card...

## CONTENT BRAINSTORMING

- Each competency was put into a list
- Team members brainstormed content and skills for each competency
- Cards were created for each competency



# EDUCATIONAL GOALS

Dyton Learning consultant synthesized content and competencies into Educational Goals

# UI STAFF DOUBLE CHECK

Did all ideas  
from here...



... get into  
here?

**NFF Domain 10: Wellness & Natural Support** Iowa Family Peer Support Specialist Training Team Visible

- Level of Knowledge, skills and abilities in four levels**
  - Aware of or conversant with means that the certificant has been introduced to the information and can discuss it as a concept but will likely need to again locate the information for detailed use (with a parent and both will be processing it)
  - Knowledgeable about means that the certificant has been introduced to the information or the skill and can discuss it or utilize it at a beginning level (with a parent, meaning the Parent Support Providers are familiar enough that they can help a parent process it)
- NFF 10.1 Understands crisis prevention and management for children and adults**
  - see domain 7.7
  - DZB this is included in Domain 7 Ed goal 5
- NFF 10.2 Understands self care and wellness planning**
  - Additional items from BIG doc that relate to NFF 10.2: 0/7
  - NFF 3.7
  - Wellness planning could be covered in mental health/ recovery but NFF does not deal with recovery
  - BIG10.5 Stress and relaxation responses Explain the Stress Response; and its effect on health (ACG) Demonstrate the steps involved in eliciting the Relaxation Response; and explain its effect on health (ACG)
- NFF 10.3 Knowledgeable in using spirituality and strengths of culture and beliefs**
  - Train FPSS to not delve into spiritual issues but refer to their own spiritual leader- DZB disagrees with this card- see back for support
  - aware of difference between spirituality (big picture) and religion (smaller, particular understanding of spirituality)
  - Train to honor spirituality of family in whatever way they express that (to use as a strength) without imposing your own belief system.
  - Demonstrate willingness to learn about family's spirituality

**NFF Domain 10: Wellness and Natural Support** Iowa Family Peer Support Specialist Training Team Visible

- Education Goal 10.1: Understand wellness of the body.**
  - Students will explain the affects of stress on health in an online exercise. NFF 10.2
  - Students will identify key stress and relaxation responses in an online exercise. NFF 10.2
  - Students will summarize the positive effects of recreation and exercise on stress in an online exercise. NFF 10.2
  - Students will compose a sample self-care plan for a family in an
- Education Goal 10.2: Understand natural supports in maintaining wellness**
  - Students will define a natural support in an online exercise.
  - Students will compile a list of natural supports in their own lives in an online exercise.
  - Students will demonstrate assisting a family to build informal family and community supports in an online scavenger hunt.
  - Students will demonstrate assisting a family to identify self, family and community strengths in an in-person role play. NFF 10.4
- Education Goal 10.3: Understand wellness of the spirit.**
  - Students will explain the importance spirituality can play in overall wellness in an online exercise. NFF 10.3
  - Students will demonstrate how to defer to a client's spirituality in an in-person role play exercise.
  - Students will demonstrate how to vet a list of religious/spiritual opportunities for a client in a homework assignment. NFF 10.3
- Things Mike missed**
  - natural support 10.6
- DZB comments**
  - 10.2 Crisis prevention and planning covered in Domain 7 Goal 5
  - ASK will develop an educational go for natural supports NFF 10.6?
  - I'm unclear with "rebuild a sense of self" means in Ed Goal 2 and why i in "understand wellness of mind"

# STORYBOARDING THE COURSE



## Proposed FPSS Training Course Outline

Yellow are "card" activities from DF that don't show up in Trello work

Online (prerequisite)

TOPIC	EDUCATIONAL GOAL
<b>1. System of Care</b>	
a. understand silos	8.4
b. identify natural supports	10.2
c. build bridges across agencies	8.5
<b>2. Family Centered Practice Intro</b>	
a. Shared decision-making Intro	6.5
b. Define terms: consumer-directed, family-driven, youth-guided	8.4
<b>3. Role of FPSS</b>	
a. Scope of Practice	1.1, 4.2, 4.3, 8.4
b. Ethical Practice	1.1, 1.4
c. Confidentiality	1.1
d. FPSS role re: diagnosis, treatment, medication, reports	4.3
<b>4. Initial story-sharing preparation</b>	3.1
<b>5. Cultural competency intro</b>	
a. cultural norms & values	12.1
b. LGBTQ and other family constellations	12.2
c. Person First Language	12.3
<b>6. Advocacy Intro</b>	
a. Self-determination	3.4, 9.1, 7.2?
b. Informed consent	9.4

- Topic cards were arranged in a storyboard to show the "flow" of the training
- This flow guided the development of content in the online Learning Management System

# PULLING IT ALL TOGETHER



The image shows a SmartSheet spreadsheet interface. The top navigation bar includes a search icon, a yellow "UPGRADE" button with "28 Days Left", and tabs for "Contact List", "Process/Planning", "Calendar", "Correspondence", "Resources", and "MASTER FPSS Curriculum". A "+ Create New" button is also visible. The spreadsheet has a header row with the following columns: "Competency", "Storyboard flow", "Method", "Ed Goal", "NFF Comp. A", "NFF Comp. B", "NFF Comp. C", "Level KSA", "Due Date", "Done", "Assigned To", and "Also assigned". The "Competency" column contains a list of categories and specific objectives. The "Method" column lists "post online", "Online exercise", and "Homework". The "Ed Goal" and "NFF Comp." columns contain numerical values. The "Level KSA" column contains text like "Aware" and "Knowledge". The "Done" column has checkboxes. The bottom of the interface shows a status bar with "Sharing (2)", "Alerts", "Attachments (8)", "Comments (40)", "Update Requests", "Web Forms", and "Publish". The user's email "diane-breneman@uiowa.edu" is visible in the bottom left, and the slogan "Spread the Word...Get Rewarded" is in the bottom right.

Competency	Storyboard flow	Method	Ed Goal	NFF Comp. A	NFF Comp. B	NFF Comp. C	Level KSA	Due Date	Done	Assigned To	Also assigned
<b>Ethics</b>									<input type="checkbox"/>		
<b>Confidentiality</b>									<input type="checkbox"/>		
<b>Effecting Change</b>									<input type="checkbox"/>		
<b>Behavioral Health</b>									<input type="checkbox"/>		
<b>Education</b>									<input type="checkbox"/>		
<b>Communication</b>									<input type="checkbox"/>		
<b>Resiliency in Parenting</b>									<input type="checkbox"/>		
<b>Advocacy in Multiple Systems</b>									<input type="checkbox"/>		
<b>Empowerment</b>									<input type="checkbox"/>		
<b>Wellness and Natural Support</b>									<input type="checkbox"/>		
10.1: Understand wellness of the body.									<input type="checkbox"/>		
Students will explain the affects of stress on health in an online exercise.	post online	Online exercise	10.1	10.2			Aware		<input type="checkbox"/>		
Students will identify key stress and relaxation responses in an online exercise.	post online	Online exercise	10.1	10.2			Aware		<input type="checkbox"/>		
Students will summarize the positive effects of recreation and exercise on stress in an online exercise	post online	Online exercise	10.1	10.2			Aware		<input type="checkbox"/>		
Students will compose a sample self-care plan for a family in an online exercise.	post online	Online exercise	10.1	10.2	6.2		Knowledge		<input type="checkbox"/>		
Students will compile a list of recreational opportunities for families in their community in a homework assignment.	post online	Homework	10.1	10.6			Knowledge		<input type="checkbox"/>		
10.2: Understand natural supports in maintaining wellness									<input type="checkbox"/>		
Students will define a natural support in an online	post online	Online exercise	10.2	10.6			Knowledge		<input type="checkbox"/>		

All objectives and competences were placed into SmartSheet to facilitate staff writing assignments

# ONLINE CURRICULUM DEVELOPMENT

- A writer's guide was created to develop consistent online content
- Family leaders and mental health experts developed curriculum for each session

Each online session will use the following format:

Session Format	Description	Guidelines
Introduction to session	3-5 sentence overview of content session	
	List learning objectives	By the end of this session, participants will be able to: 1. 2. 3.
1-3 Readings		Readings linked to online resource must be research based or well vetted websites including, but not limited to <a href="http://www.samhsa.gov">www.samhsa.gov</a> , <a href="http://www.nimh.org">www.nimh.org</a> , <a href="http://www.nami.org">www.nami.org</a> , <a href="http://www.mha.org">www.mha.org</a> , <a href="http://www.ffcmh.org">www.ffcmh.org</a> , <a href="http://www.thenationalcouncil.org">www.thenationalcouncil.org</a> , <a href="http://www.cdc.org">www.cdc.org</a> , etc
Activity	Choose 1 from below	
	Video: Video reinforces concepts from the readings	Accessible online or recommendation can be made for a video to be created to emphasize reading points
	Web exploration: Web exploration reinforces concepts from the readings (Example – if the session focuses on community	Provide an example of appropriate web exploration. For the example regarding a web exploration of community resources, provide an example

# CURRICULUM DEVELOPMENT



Writers submitted their assigned content



UI staff edited as needed



Experts in the field read for content



UIHC Patient Family Education Services edited it for accessibility; 9<sup>th</sup> grade reading level



Content was entered into the Learning Management System



Pilot “students” took the courses and offered feedback on mechanics

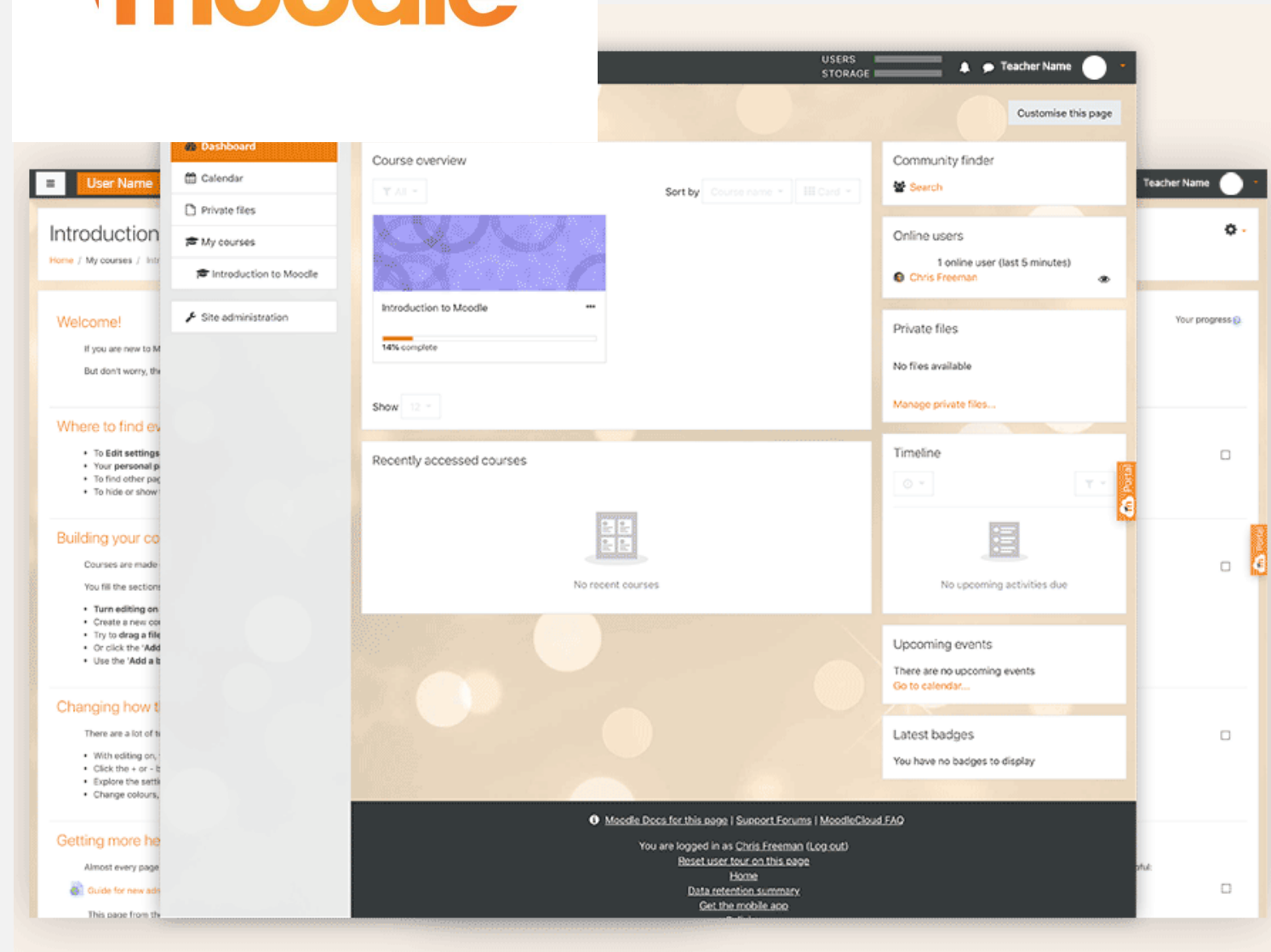


First online course opened for trainees in August 2017



# LEARNING MANAGEMENT SYSTEM

- Participants complete online modules before in-person training
- Practice questions for each module
- Homework assignments are graded
- Final exam administered



## ONLINE CURRICULUM 25 HOURS

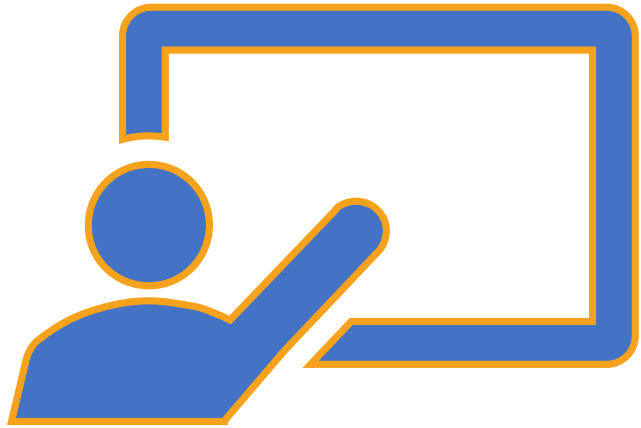
- System of Care
- Family Peer Support Specialist Role
- Ethics
- Laws and Regulations
- Professionalism
- Cultural Competency
- Advocacy
- Assisting the Family
- Understanding Mental Illness
- Special Education
- Wellness
- Trauma-Informed Care
- Parenting



## IN-PERSON SKILLS TRAINING 25 HOURS/4 DAYS

- Family Peer Support Specialist Role
- Culturally Responsive Communication
- Boundaries and Balance
- Active Listening Skills
- Sharing Your Story
- Resiliency and Hope
- The Assisting Relationship
- Suicide
- Advocacy
- Conflict Management
- Education
- Ethics





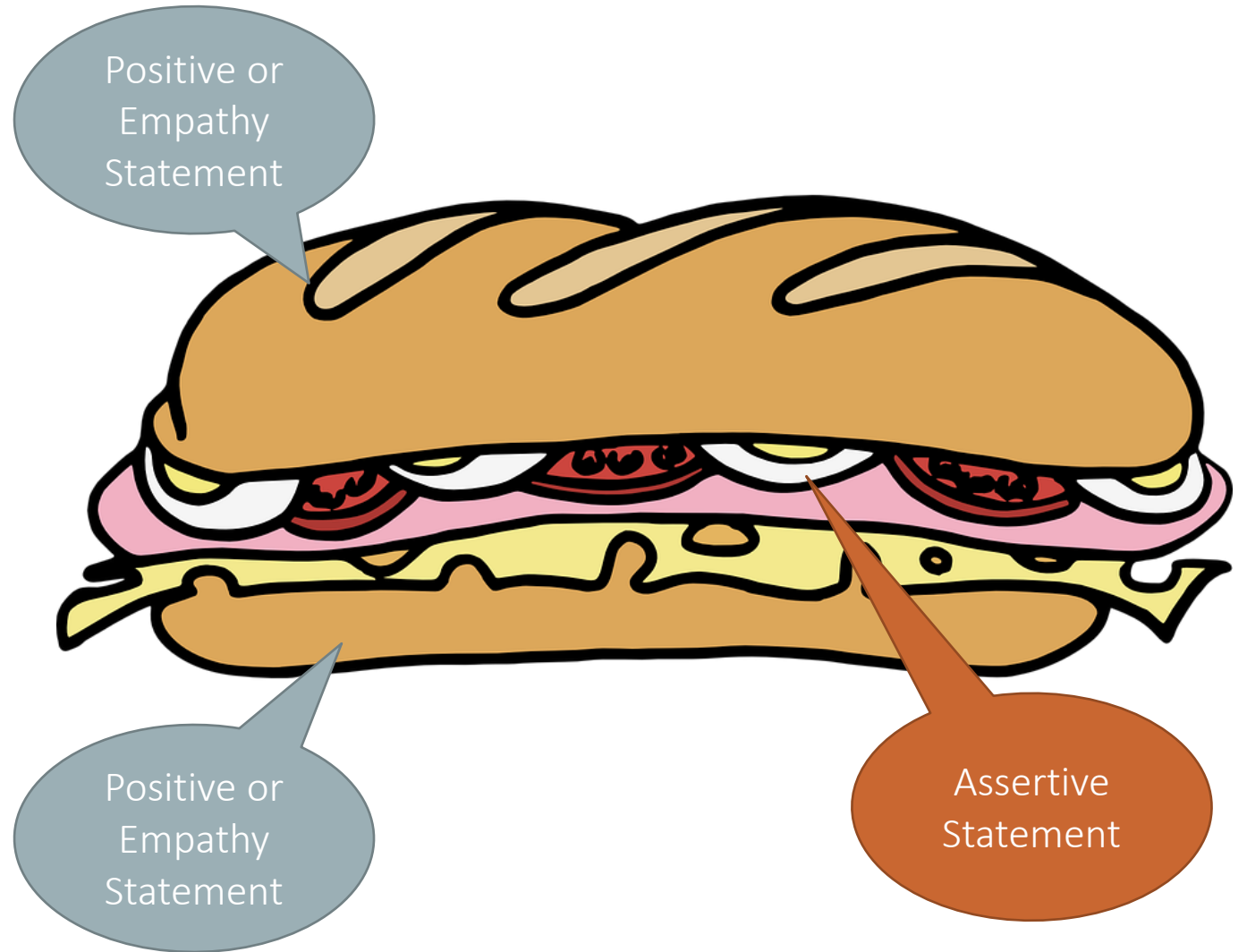
# TRAINING ACTIVITIES AND TOOLS

ACTIVE  
LISTENING



# ASSERTION SANDWICH

- ✓ I know you want what's best for my child.
- ✓ I have some perspectives on my child to share.
- ✓ I believe you are a teacher that partners with parents.





SUPERVISOR  
TRAINING  
TOPICS

Strengths and challenges of the peer workforce

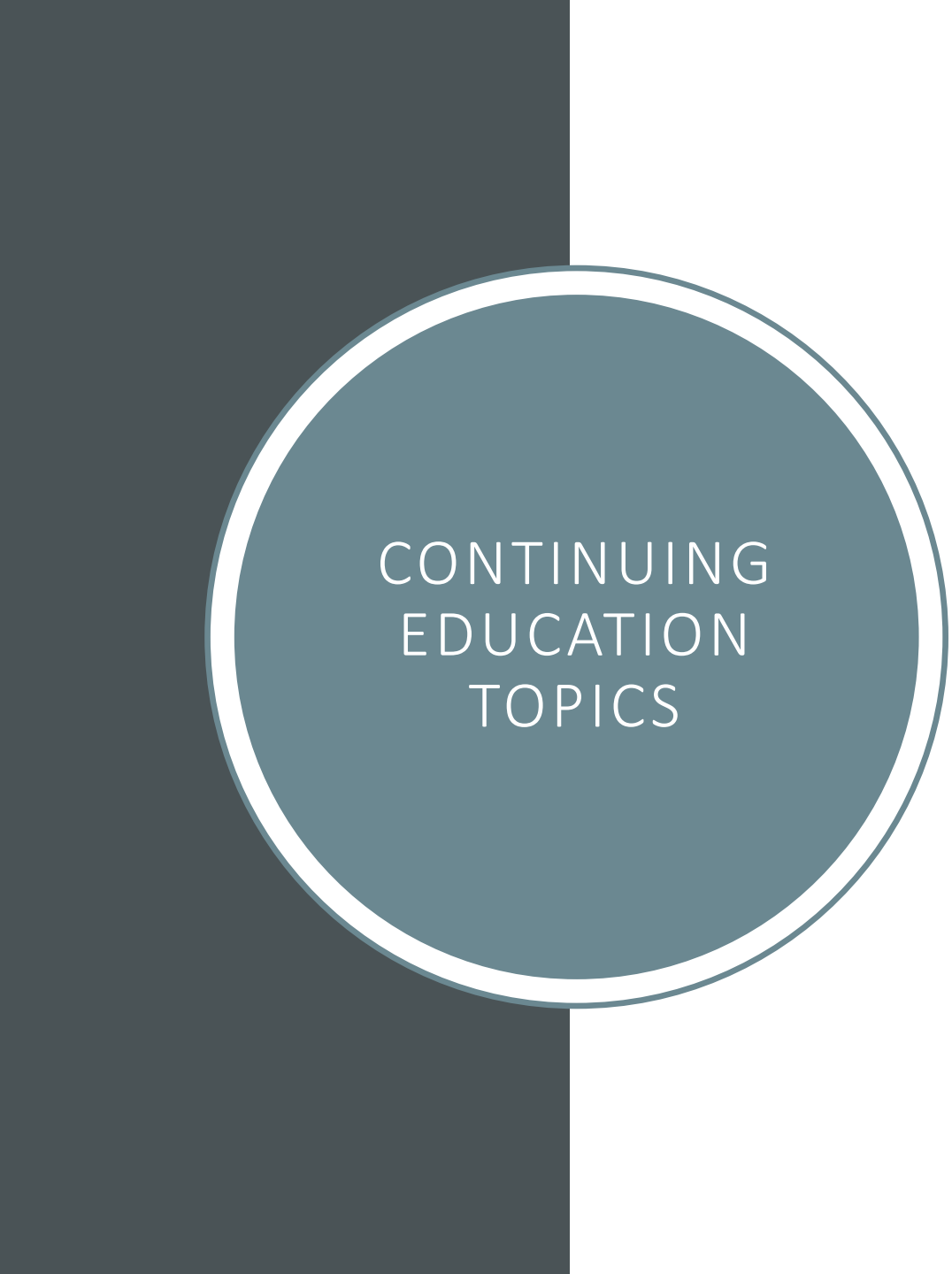
Understanding the Scopes of Practice

Human Resource Strategies

- Writing job descriptions
- Interviewing and hiring peer support staff

Best Practices

- Staff competencies
- Overview of Family Peer Support Specialist training
- Strategies for reflective supervision



CONTINUING  
EDUCATION  
TOPICS

## Ethics

- The Codes of Ethics
- How to Handle Conflicts of Interest
- Workplace Ethics
- Supporting Informed Decision-Making

Adverse Childhood Experiences (ACEs)

Youth Mental Health First Aid

Not Black and White

Supporting Farm Family Mental Health

Advancing the Workforce Conference

- Networking
- Dynamics of Trauma
- IEP Transition Planning
- Resilience in the Workplace





# CREDENTIALING

- Worked with the Iowa Board of Certification
- Recommended requirements for this new certification
- Only a few states have FPSS credential
- Iowa Board of Certification director the process
- Our role: verify trainings (current and past) and administer credentialing exam



# IOWA BOARD OF CERTIFICATION

**What We Do**  
The Iowa Board of Certification (IBC) grants certification to persons who have met certain standards defined by the organization. Certification is designed to promote and maintain integrity and quality of substance abuse and other behavioral health professionals.  
[Read more](#)

**Certification**  
IBC verifies and recognizes professionals holding the following credentials: ICADC, CADC, IADC, IAADC, CPS, ACPS, CCJP, CCDP, CCS, CTA, FPSS, MHPSS, FBS, and CGTC (for new applicants accepted for the CGTC credential). Each linked page contains the applications, requirements, fees, and sample test, if available, of the corresponding credential.  
[Read more](#)

**Education**  
IBC approves and lists continuing education units that may be used for certification and recertification purposes. You may also use online learning for a portion of the required total education hours for certification or recertification.  
[More education links](#)

## IBC 5th Annual C.A.R.E. Conference

IBC's **5th Annual C.A.R.E. Conference** to be held VIRTUALLY on August 27-28, 2020. We have an amazing line-up of 21 speakers this year! See our [Informational Flyer](#). [Registration](#) is now open!

[Download Agenda, Session Information and Speaker Biographies](#)

[Download Registration Form and payment](#) (debit/credit card only)

If you would like to exhibit at IBC's conference this year, complete the [Exhibitor form](#).

[Read more](#)

## Cross Cultural and Racial Relationships in the U.S - July 21

[Cross Cultural and Racial Relationships in the U.S.](#) – July 21, 2020, 10:30-11:30 a.m. via ZOOM – trainer: LaSheila Yates, SHRM-CP, CPM, MA  
Zoom Training - \$20 - 1.0 hour Racial/Ethnic

### Open Positions

- [Outpatient Addictions Counselor](#)
- [Substance Abuse Treatment Unit of Central Iowa \(SATUCI\) Certified Alcohol & Drug Counselor](#)
- [Plains Area Mental Health](#)

### News You Can Use

**Latest News**  
[Browse all news postings](#)

**Text ibc4me to 33222 for IBC updates**



# STAFF

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More information:

<https://iowapeersupporttraining.org/>

QUESTIONS &  
DISCUSSION

