

NHCBH Workforce Development  
Network  
**Using the NH Children's Behavioral  
Health Core Competencies to  
Inform College Programs of Study**

October 31, 2014

## Learning Objectives

- Understand the NH Children's Behavioral Health Core Competencies
- Understand how the core competencies can inform the development of college level coursework
- Understand what it looks like to crosswalk the core competencies with college curricula

## Agenda

- Background and Context: NH Children's Behavioral Health Initiative
  - Workforce Initiative
  - Higher education Workgroup
- NHCBH Core Competencies
- Crosswalks of Core Competencies with Higher Education Programs of Study

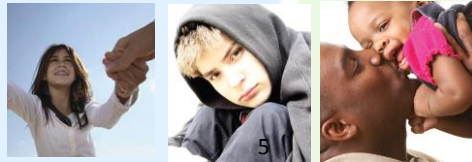
## Presenters

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*Institute on Disability at UNH*
- Kittie Weber, Assistant Professor  
*Psychology, New England College*
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# TRANSFORMING CHILDREN'S BEHAVIORAL HEALTH CARE

*A Plan for Improving  
the  
Behavioral Health of New Hampshire's Children*

Core Competencies & Workforce Development Initiative  
Friday June 7, 2013  
Claudia Ferber and Kim Firth



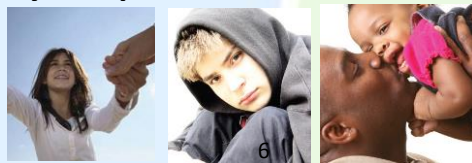
## COMMON VALUES & PRINCIPLES

- **What does System of Care (SOC) mean?**

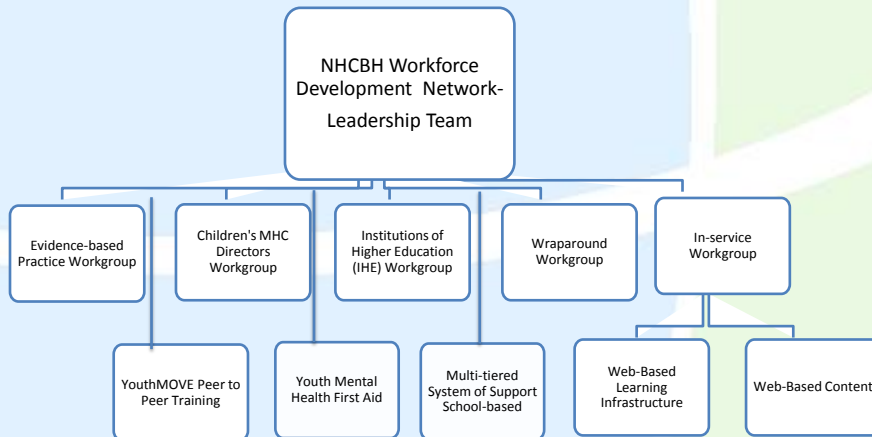
coordinated network of effective  
community-based services and  
supports which help children and youth  
to function better at home, in school, in  
the community, and throughout life

- **Values:**

- Family driven, youth guided
- Community-based
- Culturally, linguistically competent



## Organization of the NHCBH Workforce Development Network



## Mission

The mission of the NH Children's Behavioral Health Workforce Development Network is to build a sustainable infrastructure for the professional development of the children's behavioral health workforce based upon the core competencies and infused with the system of care core values and guiding principles.

These Competencies are aligned with the NH Children's Behavioral Health Plan. To view the plan visit:

<http://www.endowmentforhealth.org/uploads/documents/resource-center/cbhphires.PDF>

## System of Care Core Values

1. Family driven and youth guided, with the strengths and needs of the child and family determining the types and mix of services and supports provided.
2. Community based, with the locus of services as well as system management resting within a supportive, adaptive infrastructure of structures, processes, and relationships at the community level.
3. Culturally and linguistically competent, with agencies, programs, and services that reflect the cultural, racial, ethnic, and linguistic differences of the populations they serve to facilitate access to and utilization of appropriate services and supports and to eliminate disparities in care.

## NH Children's Behavioral Health Core Competencies

Many Thanks to:

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Kathleen Abate, Granite State Federation of Families for  
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Annamarie Cioffari, Southern NH University

Melissa Mandrell, IOD at University of New Hampshire

## Why do we need core competencies in children's behavioral health?

### Shortages in the MH Workforce:

- Recruitment
- Retention

### Complexity of Needs and Practices:

- Increased emphasis on EBPs
- Movement toward outcome-based contracting

## Why (cont.)

- Skills and abilities to work within a System of Care framework:
  - To engage and partner with families and youth
  - To work within and between multiple systems

(Huang, Macbeth, Dodge & Jacobstein, 2004)

# NH Children's Behavioral Health Core Competencies

Developed in 2011 by a diverse stakeholder group including child-serving community mental health providers, family organizations, state policy makers, and university staff

- Based on System of Care Core values and Principles
- Foundational, Intermediary and Advanced levels
- 7 Key Domains:
  - Subdomains
    - Knowledge areas
    - Skills areas

## The Structure of the Competencies:

### 7 Domains

- Family Driven and Youth Guided Practice
- Cultural and Linguistic Competence
- Childhood Development and Disorders
- Screening, Assessment and Referral
- Treatment Planning, Interventions and Service Delivery
- Systems Knowledge and Collaboration
- Quality Improvement, Professionalism and Ethics

# New Hampshire Children's Behavioral Health Core Competencies

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### Core Competencies by Domain

#### Family Driven and Youth Guided Practice

Professional staff working in children's behavioral health must possess considerable knowledge and skill in the domain of family-driven and youth-guided care. This domain includes the knowledge and skills required to promote a culture within an agency or organization that demonstrates in both clinical practices and administrative policy a deliberate, organized process to engage families, children, and youth at all levels in a meaningful way. By embedding the knowledge and skills of a family-driven and youth-guided system of care approach into practice, professional staff will support the social and emotional development of children, youth and their families.

#### Foundational Level Competencies

##### A. Engagement & Partnering

Understands the importance of partnering as equals with youth and families.

Understands Family Driven and Youth Guided Systems of Care, including: 1) family as the experts on their child; 2) family as equal partners; 3) families' cultural preferences; 4) strengths and needs of the family; 5) partnership at all levels (individual family, policy, community).

1. Effectively engages the youth (as developmentally appropriate) and family as equal partners in decision making and implementation process.
2. Recognizes the strengths, competencies, and needs of the youth and family in determining supports and services.

and supports even when team members have different opinions about whether they are realistic possibilities.

5. Provides opportunities for success and building resilience.
6. Provides relevant information and data to youth and family to assist them in decision making.
7. Practices open, honest, sensitive communication skills using jargon-free language.
8. Supports the youth and family's efforts to direct their own care.
9. Jointly sets goals and desired outcomes for treatment with the youth and family.
10. Includes the youth and family in monitoring the treatment plan.
11. Assists the youth and family to understand their rights and responsibilities in the treatment process.
12. Explains the agency grievance policy to youth and families and ensures that all families understand the manner in which grievances can be addressed.

##### B. Leadership

Understands the importance of youth and families as equal partners and leaders in organizational or systems change efforts.

13. Shares information about youth and family leadership training and supports their participation.
14. Promotes and encourages youth and families to provide input, feedback and participate in agency/organization policy/program decision making.



# Crosswalk with Undergraduate Psychology Program

New England College

## The Process

- We began the process of the crosswalk by taking a close look at what courses were being taught and aligned them with a grid of the competencies.
- The next slide is one example of the grids.

**Foundational Level Domain 6: Systems Knowledge and Collaboration**

- A. Public Child-Serving Systems
- B. Community resources
- C. Development of Relationships with other Systems And Resources

Psychology Courses	A. Communicate effectively w/ about systems which they may be involved						B. Facilitate F identify their resource needs, access community resources, & increase their capacity to access resources independently						C. Builds positive relationships w/ individuals at other agencies					
PS 1110 Introduction																		
PS 2050 Social																		
PS 2110 Writing & Research																		
PS 2120 Web U																		
PS 2130 Educational																		
PS 2140 Human Dev. I																		
PS 2150 Human Dev. II																		
PS 2170 Youth @ Risk	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
PS 2210 Human Sexuality																		
PS 2230 Sport/movement																		
PS 2250 Positive Psy																		
PS 2310 Psych Stats																		
PS 2510 Interviewing																		
PS 2610 Leadership																		
PS 3110 Juv. Del.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

- We took each Domain and all the subgroups with each domain and matched them up as closely as we could.
- We than compared all the grids to see where we were weakest and began to take another look at our curriculum.

## SNHU Crosswalk

Crosswalk with  
Southern New Hampshire University's  
Graduate Programs in  
Community Mental Health and  
Mental Health Counseling  
(PCMH)

## The Program

- The Graduate Programs in Community Mental Health and Mental Health Counseling seek to:
  - develop the clinical and leadership skills of future mental health and addictions counselors,
  - in order to promote successful outcomes for adults and for children, youth and families with mental health and/or addictions issues, and to
  - Increase the number of people in recovery and family members prepared to work as Master's level clinical mental health and/or substance abuse counselors.

## The Purpose of the Crosswalk

- To align the current PCMH Core Competencies with the NH Children's Behavioral Health Core Competencies
- To review the PCMH Curriculum in relation to the NHCBH Core Competencies and
- To identify areas for improvement.

## The Process

- Similar to the process implemented at NEC
- Invited participation from 4 core staff and 6 adjunct faculty who regularly teach in PCMH, particularly in the Child, Youth & Family Specialization
- Reviewed each Domain, the Competencies under that Domain, and the levels of competency (Foundational, Intermediate and Advanced).
- Noted the PCMH courses that addressed each of the above and any gaps or needs for improvement. See example (next slide).

## Sample Crosswalk

Domain	Competencies	PCMH Course	PCMH Comps	Notes: What's covered, What should be added
Family Driven & Youth Guided Practice	A. Engagement & partnering, Foundational	PCMH 600/Overvw BH PCMH 610/Helping Relationships PCMH 680/Diag & Assmt 621/Community Resources 635 & 636/Clin 1 & 2 685/Social & Cultural Foundations 689/Early Childhood & Family Mental Health 682/Human Development 667/Community & Systems		<ul style="list-style-type: none"> <li>- Almost every course addresses this area in some way</li> <li>- PCMH 600 covers: SOC principles, family partnerships, strength-based, people-first language...(stress engaging family &amp; youth from the beginning); Tannen bk?</li> <li>- Covered in any course on assessment</li> <li>- Person-centered Treatment planning is in 621</li> <li>- How thoroughly is cultural relevance covered in courses other than 685? See next section</li> <li>- Internships are more variable, in terms of how principles are put into practice</li> </ul>
	Engagement & partnering, Intermediate	See above 621/Comm. resources		Youth and family supports discussed as part of resources
	Engagement & partnering, Advanced	See above 667/Community & Systems		<ul style="list-style-type: none"> <li>- 621 – make sure cultural resources included. Add case study?</li> <li>- 667/Make an emphasis on family and youth engagement for</li> </ul>

## Outcomes

- The PCMH Curriculum and Competencies align well with the NHCBH Core Competencies.
- Most competencies are covered in the curriculum.
- Faculty found the collaborative process of review extremely valuable, for revisiting the mission and values of the program and for continuous improvement of course content (see more on next slide).
- Family and youth engagement are a particular strength. Outreach, leadership, systems change and person-centered practice are strengths. Many courses can add/adapt content based on the competencies, to continue to improve relevance.
- Students assess themselves on the PCMH competencies as part of the evaluation of Internships, but there is more to be done to link the curriculum and the competencies to internships. (continued)

- As noted earlier, faculty found the crosswalk exercise extremely valuable, in terms of improving curricula. One example:
  - While most courses address cultural issues and culturally relevant skills, instructors of the management course decided to add more content on how organizations may address linguistic competence.
  - The management instructors also improved the curriculum related to family and youth participation on Boards and in policy development and program evaluation.
- Faculty recommended using the Crosswalk to look more deeply at each syllabus, to see whether and how the competencies are reflected in:
  - Course Objectives
  - Texts and/or readings
  - Weekend/course schedule/topics
  - Assignments
  - Case Studies
  - Handouts
  - other

## Crosswalk with Counselor Education and School Psychology Programs

at Plymouth State University

2014

## OUR GOALS

- Study the alignment of the Core Competencies with PSU graduate programs.
- Determine areas we may be able to augment curriculum to support the mission of the NH Children's Behavioral Health Collaborative.
- Increase the department's understanding of statewide behavioral health initiatives
- Carefully examine our field experiences to evaluate student mastery of competencies in the domains identified by the NH Children's Behavioral Health Collaborative.

## Process

- We followed the same process as Dr. Weber at New England College and Dr. Cioffari at Southern New Hampshire University.
- Each of our 3 graduate programs have professional standards that we adhere to.
- The School Psychology program is aligned with the NASP 2010 Domains of Practice (National Association of School Psychologists).
- The School Counseling and Clinical Mental Health Counseling programs are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs).
- We then compared the program standards and courses with the NH Children's Behavioral Health Core Competencies.

## The Crosswalk

- We used the same matrix to crosswalk our programs.
- Language differences required some interpretation.
- We learned that our programs do address most of the Core Competencies.
- We identified areas for improvement.

## Conclusions

- The school psychology program needs to address risk assessment more thoroughly.
- Place more emphasis on high risk population.
- All of our programs need to place a greater emphasis on supervisory training.
- We need greater emphasis on collaboration with state agencies.



## Conclusions continued

- Place a greater emphasis on home-school collaboration in course work and field experiences.
- Learn evidence-based methods to truly engage families in the process. Families need to feel equally valued in decision making process.
- Educate our graduate students about how to **meaningfully engage** students in the decision making process.

## Changes in place so far:

- Added information about NH Children's Behavioral Health Care to Foundational courses. Assignment to view NH4youth website and learning modules. Including discussing System of Care.
- School Psychology Internship and Practicum now include risk assessment as part of curriculum.
- Modified curricula to include discussion about how to meaningfully engage families and clients in process using evidence-based interventions.
- Developing opportunities to provide supervisory training for each discipline. Plan to offer training for field supervisors this summer.
- Looking for ways to better address behavioral health needs of children, adolescents, and transitional-age youth in NH.
- Funding provided through the Health Resources and Services Administration Behavioral Health Workforce Education and Training grants will support some of these initiatives.

## Discussion!

### Modules and Web-based Resources

- Please visit our NH CBH Workforce Development webpage at:  
[http://iod.unh.edu/Projects/NH\\_childrens\\_bh\\_pd\\_network/Project\\_Description.aspx](http://iod.unh.edu/Projects/NH_childrens_bh_pd_network/Project_Description.aspx)
- The Foundational Modules can be viewed at:
- <http://nh4youth.org/resources/modules>

## Request for Proposal: Crosswalk for 2014-15 Academic year

### Acknowledgements

Thank you!

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  - The NH Children’s Behavioral Health Collaborative
  - The NH Children’s Mental Health Community of Practice

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## Websites and Contacts

- NH Children's Behavioral Health Collaborative:
  - [www.nh4youth.org](http://www.nh4youth.org)
- NH Children's Behavioral Health Workforce Development Network:
  - [http://iod.unh.edu/Projects/NH\\_childrens\\_bh\\_pd\\_network/Project\\_Description.aspx](http://iod.unh.edu/Projects/NH_childrens_bh_pd_network/Project_Description.aspx)
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