Validation of DACUM Profile for

Family Member Advocate, Parent Advocate and Parent Partner

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Produced by:
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OVERVIEW OF THE DACUM VALIDATION OF FAMILY MEMBER ADVOCATES, PARENT ADVOCATES AND PARENT PARTNERS

The employment of family member advocates, parent advocates, and parent partners is vital to the transformation of the public mental health system. In order to increase the capacity of family member advocates, parent advocates, and parent partner participation in the public mental health system, county mental health departments have developed the peer support specialist, peer advocate positions for clients in the adult system of care, parent partner or family advocate positions for the children’s system of care. Understanding the functions, duties, knowledge, skills, and abilities of these vital occupations is critical to developing additional training programs and being able to expand career mobility opportunities for individuals who are working within these occupations.

This family member advocate, parent advocate, parent partner DACUM validation will allow for a more standardized review of the roles and responsibilities of family member advocates, parent advocates, and partner partners in the public mental health system. In addition, the validated DACUM will enable employers to determine the training that will best enhance the work of these critical occupations, allowing organizations to develop career ladders that link to other professions. Lastly, the validated DACUM will assist in documenting the differentiation of duties, roles, and responsibilities of family member advocates, parent advocates, and parent partner advocates, who are dealing exclusively with issues of aiding parents who have a child in need of or receiving public mental health services.

WHY A DACUM VALIDATION?

Developing A Curriculum (DACUM) is one strategy that can be utilized to increase the quality and relevancy of professions in California’s public mental health system. DACUMs are a nationally recognized, standardized approach to job analysis that produces a complete job profile, establishing a foundation for revising or developing curricula to create a better match between what individuals learn and the skills and abilities they will need in a work setting.

The profile chart that results from the DACUM analysis is a detailed and graphic portrayal of the skills or competencies involved in the occupation being studied. The DACUM analysis can be used as a basis for (1) curriculum development, (2) training needs assessments, (3) student achievement records, (4) worker performance evaluations, (5) competency test development, and (6) job descriptions.

DACUM has been successfully used to analyze occupations at the professional, technical, skilled, and semiskilled levels. DACUM operates on the following three premises: (1) expert workers can describe and define their job more accurately than anyone else, (2) an effective way to describe a job is to define the tasks that expert workers perform, and (3) all tasks, in order to be performed correctly, demand certain knowledge, skills, tools, and attitudes.
The DACUM process typically results in the identification of a panel of experts who identify duties and tasks that define what successful workers in a particular job or cluster of related jobs must be able to do. In addition, panelists identify knowledge, skills, abilities, characteristics, tools and equipment. In some instances panelists can be facilitated to provide information on future trends and concerns, as well as, training and career pathways information. The DACUM may then be submitted to a larger group of similarly select workers for validation purposes.

A validation of a DACUM enables one to have a broader, shared, understanding of the occupation which increases the externalizability of the findings. Externalizability means that the information or inferences about the occupation obtained during the DACUM process possesses a degree of external validity and conclusions drawn about the occupation do actually apply to people in other geographic locations who are in the occupation. The process involves broadly sharing the DACUM with additional occupational experts, correlating information with standardized Employment Development Departments listing of Occupational Employment System knowledge, skills, abilities for occupations, and publishing the DACUM for critique.

**OVERVIEW of the COMPONENTS VALIDATED DACUM**

The Components of this Validated DACUM included the following:

- Description of the Occupational Role
- Listing of DACUM Reviewers
- Tools, Equipment, Supplies, and Materials
- Recommended Training Topics
- Future Trends, Issues, and Concerns
- General Knowledge, Skills and Abilities
- Occupational Employment System Listing of Correlated KSA
- Worker Characteristics and Behaviors
- Occupational Employment System Listing of Correlated Characteristics
OCCUPATIONAL ROLE

Parent Advocate and Parent Partner is one who advocates, supports, educates and empowers parents and primary caregivers to successfully navigate systems towards the goal of community integration and overall health and well-being. (Working Well Together, 2008)

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Tools, Equipment, Supplies and Materials

- Access to transportation
- Accounting Software
- Cell Phone
- Data base user interface and query software
- Desktop computers
- Electronic mail software
- E-mail Account
- Financial analysis software
- Forms in PDF
- Notebook computers
- Personal computers
- Personal digital assistant PDAs or organizers
- Resource Materials
- Self-help materials
- Software
- Spreadsheet software — Microsoft Excel
- Warm-line

Future Trends, Issues and Concerns

- Misusing Parent Advocate and Parent Partner staff in ways other than their intended purpose (scope of work)
- Dilution of Parent Advocate role and as a team member
- Accommodations for parent advocate and parent partners who are raising special needs children
- Differential of pay/salary to Peer staff
- Assuring Parent Advocate-input/perspective in policy and development
- Use of MHSA money for non-transformative programs and services
- Electronic records and confidentiality
- Regular mental health services being cut- MHSA sup plantation
- Expanded role of parent advocate staff
- Develop job specifications to hire clients/family & parents
- Increase number hired
- Increase understanding of parent advocate role by all staff
- Do not lose sight of transformation

General Knowledge, Skills and Abilities

<table>
<thead>
<tr>
<th>Accessibility Issues</th>
<th>Knowledge of Children’s System of Care Guidelines and Principles</th>
<th>Lanterman, Petris and Short (LPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Listening</td>
<td>Knowledge of Evidence-based practice, promising practices, and community-based evidence practices</td>
<td>Mediation Skills</td>
</tr>
</tbody>
</table>
ADA training and Information | Knowledge of stigma and adverse effects of stigma | Mental Health In General
---|---|---
Awareness of own cultural Issues and Biaseses | Knowledge of special education services | Mental health laws and patient rights
Basic literacy | Knowledge of Juvenile Justice System | Mental Health Services Act
Boundaries | General community resources | Navigational skills at various mental health organizations
Civil Service training | Hopeful | Openness to new ideas
Computer Literacy | HIPPA | Parent Support Group Facilitation Skills
Conflict Resolution | Knowledge of Child Welfare System | Public Speaking
Crisis training (CIT) | Knowledge of Basic Life Skills | Reflective Listening
Cultural Competence/Sensitivity | Know power of language | Self-help Philosophy
Engagement skills | How to Work with an Interpreter | Self-advocacy Skills
Family-driven Care Guidelines and Principles Foundational communication resources | | Wed savvy
Wellness & Recovery Principles

The following section outlines the selected corresponding knowledge skills and abilities (KSA) used by the California Employment Development, Occupational Employment Systems, profiling division (EDD). These KSA were selected by Validation participants based upon DACUM participant responses. These KSA are market ready areas that would be required of any applicant. The KSA have been assigned to describe those required of direct service providers and those required by administrators.

DIRECT SERVICE PROVIDERS

KNOWLEDGE

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

SKILLS
• **Active Listening** - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at

• **Speaking** - Talking to others to convey information effectively.

• **Writing** - Communicating effectively in writing as appropriate for the needs of the audience.

• **Reading Comprehension** - Understanding written sentences and paragraphs in work related documents.

• **Judgment and Decision Making** - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

• **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

• **Complex Problem Solving** - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

• **Time Management** — Managing one's own time and the time of others.

• **Coordination** — Adjusting actions in relation to others' actions.

• **Persuasion** — Persuading others to change their minds or behavior

• **Service Orientation** — Actively looking for ways to help people.

• **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

• **Instructing** — Teaching others how to do something.

**ABILITIES**

• **Oral Expression** - The ability to communicate information and ideas in speaking so others will understand.

• **Problem Sensitivity** - The ability to tell when something is wrong or is likely to go wrong. It do

• **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.

• **Speech Clarity** - The ability to speak clearly so others can understand you

• **Oral Comprehension** - The ability to listen to and understand information and ideas presented through spoken words and sentences.

• **Written Comprehension** - The ability to read and understand information and ideas presented in writing.

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• **Written Expression** - The ability to communicate information and ideas in writing so others will understand.

• **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

• **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
develop policies, procedures, methods, or standards

- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

**ADMINISTRATORS**

**KNOWLEDGE**

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources

- **Economics and Accounting** — Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

- **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

- **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

- **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

- **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

- **Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

**SKILLS**

- **Active Listening** - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at

- **Speaking** - Talking to others to convey information effectively.

- **Writing** - Communicating effectively in writing as appropriate for the needs of the audience.

- **Reading Comprehension** - Understanding written sentences and paragraphs in work related documents.

- **Judgment and Decision Making** - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- **Monitoring** - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
• **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

• **Complex Problem Solving** - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

• **Time Management** — Managing one's own time and the time of others.

• **Coordination** — Adjusting actions in relation to others' actions.

• **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.

• **Persuasion** — Persuading others to change their minds or behavior

• **Service Orientation** — Actively looking for ways to help people.

• **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

• **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

• **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

• **Instructing** — Teaching others how to do something.

• **Management of Financial Resources** — Determining how money will be spent to get the work done, and accounting for these expenditures.

• **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

**ABILITIES**

• **Oral Expression** - The ability to communicate information and ideas in speaking so others will understand.

• **Problem Sensitivity** - The ability to tell when something is wrong or is likely to go wrong. It do

• **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.

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• **Written Comprehension** - The ability to read and understand information and ideas presented in writing.

• **Written Expression** - The ability to communicate information and ideas in writing so others will understand.
• **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

• **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

• **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
  
  o develop policies, procedures, methods, or standards

• **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
Worker Characteristics/Behaviors

<table>
<thead>
<tr>
<th>Worker Characteristics/Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Able to multi-task</td>
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<tr>
<td>Give Yourself permission to be Human</td>
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<tr>
<td>Responsible</td>
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<tr>
<td>Able to teach</td>
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<tr>
<td>Good Listener</td>
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<td>Self-care observant</td>
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<tr>
<td>Accepting</td>
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<td>Good role model</td>
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<tr>
<td>Sense of Humor</td>
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<tr>
<td>Be available</td>
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<tr>
<td>Grounded</td>
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<tr>
<td>Team Player</td>
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<tr>
<td>Cheerful</td>
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<tr>
<td>Honest</td>
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<tr>
<td>Timely-Time management</td>
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<tr>
<td>Clean &amp; Sober</td>
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<tr>
<td>Hopeful</td>
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<tr>
<td>Trustworthy</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Keep Promises</td>
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<tr>
<td>Welcoming</td>
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<tr>
<td>Creative</td>
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<tr>
<td>Kind</td>
</tr>
<tr>
<td>Willing to Learn</td>
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<tr>
<td>Dependable</td>
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<tr>
<td>Know your personal limitations</td>
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<tr>
<td>Don’t leave/stick with it</td>
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<tr>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Don’t take self too seriously</td>
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<tr>
<td>Optimistic</td>
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<tr>
<td>Empathetic</td>
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<tr>
<td>Organized</td>
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<tr>
<td>Follow through</td>
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<tr>
<td>Patient</td>
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<tr>
<td>Forthright</td>
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<tr>
<td>Peacemaker</td>
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<tr>
<td>Genuine</td>
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<tr>
<td>Professional</td>
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</tbody>
</table>

The following section outlines the selected corresponding characteristics used by the California Employment Development, Occupational Employment Systems, profiling division (EDD). These Characteristics were selected by Validation participants based upon DACUM participant responses. These characteristics are market ready areas that would be required of any applicant.

DIRECT SERVICE PROVIDERS

CHARACTERISTICS

- **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
  - Approve or deny credit applications
  - Approve or deny loans
- **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
• **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.

• **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form

• **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

• conduct or attend staff meetings

• **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

• **Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
  - use government regulations
  - use negotiation techniques

• **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.

• **Provide Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

• **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.

• **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

• **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others

• **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
  - prepare reports for management
  - prepare required government reports

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**ADMINISTRATORS**

**CHARACTERISTICS**

• **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

• **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

• **Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

• **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

• **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.

• **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
  - approve or deny credit applications
  - approve or deny loans
• **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

• **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.

• **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form

• **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

• conduct or attend staff meetings

• **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.

• **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

• **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

• **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
  - compile data for financial reports
  - review loan applications

• **Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
  - use government regulations
  - use negotiation techniques

• **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.

• **Provide Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

• **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.

• **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
  - analyze financial data
  - analyze market conditions
  - analyze operational or management reports or records
  - conduct financial investigations
  - identify financial risks to company

• **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
  - assign work to staff or employees

• **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills

• **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.

• **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

• **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
• **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.

• **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
  
  develop policies, procedures, methods, or standards

• **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others

• **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
  
  o  prepare reports for management
  
  o  prepare required government reports

• **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

• **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
  
  o  develop budgets
  
  o  develop management control systems
  
  o  monitor credit extension decisions
## Validation of DACUM Competency Profile for a Parent Advocate and Parent Partner

<table>
<thead>
<tr>
<th><strong>Functional Duties</strong></th>
<th><strong>Tasks</strong></th>
<th><strong>Tasks</strong></th>
<th><strong>Tasks</strong></th>
<th><strong>Tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> outreach: parents and primary caregivers</td>
<td>A-1 identify in collaboration with other systems children and families, who are unserved, underserved and inappropriately served in your community/service area.</td>
<td>A-2 Identify potential community outreach sites, including locked facilities.</td>
<td>A-3 Identify and initiate specific SPA outreach approaches</td>
<td>A-4</td>
</tr>
<tr>
<td><strong>B</strong> engage: parents and primary caregivers in wellness and family-driven care</td>
<td>B-1 provide a safe secure physical environment for emotional expression</td>
<td>B-2 Establish rapport, trust, and empowerment</td>
<td>B-3 Explain limits of confidentiality</td>
<td>B-4 Inform and review their rights</td>
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<tr>
<td></td>
<td>B-6 Explain scope and availability of services in different programs that apply including evidence-based</td>
<td>B-7 Explore with parents or primary caregivers possible plans of action</td>
<td>B-8 Share appropriate storytelling of personal experience</td>
<td>B-9 Complete satisfaction survey</td>
</tr>
<tr>
<td><strong>C</strong> identification: needs and strengths of parents and primary caregivers</td>
<td>C-1 Obtain informal assessment of natural supports and living conditions</td>
<td>C-2 Explain that offsite visits are appropriate and determined by the family</td>
<td>C-3 Assist parents and primary caregivers in identifying their issues and</td>
<td>C-4 Assist parents and primary caregivers in prioritizing their major issues</td>
</tr>
<tr>
<td></td>
<td>C-6 Assist in identification of core strengths</td>
<td>C-7 Provide relevant referrals, resources, and monitor follow-through</td>
<td>C-8 Encourage routine physical health and self-care</td>
<td>C-9</td>
</tr>
<tr>
<td><strong>D</strong> assist &amp; support: family driven development of wellness plan and resilience</td>
<td>D-1 Assist and support in family driven development of a plan for wellness</td>
<td>D-2 Work on problem solving strategies and help create the crisis plan</td>
<td>D-3 Brainstorm options and solutions with family</td>
<td>D-4 Assist in identifying markers toward goal attainment</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Initiate discussion about steps to graduation and post graduation strategies and resources</td>
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<tr>
<td><strong>D-6</strong></td>
<td>Obtain confirmation regarding whether the plan is realistic</td>
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<td><strong>D-7</strong></td>
<td>Assist, Support and Attend as needed in the Development of IEP’s and related school-based services</td>
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<tr>
<td><strong>D-8</strong></td>
<td>Identify protective factors and youth development principles that lead to resilience and relevant to the family</td>
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<tr>
<td><strong>D-9</strong></td>
<td>Provide access to other parents/caregivers in the form of individual or group support</td>
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</table>

**E**

**Assure:** Culturally Competent Services

| **E-1** | Learn about family members’ unique culture |
| **E-2** | Honor and respect core values |
| **E-3** | Assure services that are linguistically and culturally competent, including translation into primary language |
| **E-4** | Utilize existing Community Based Organization (CBO) with cultural competent programs and services |
| **E-5** | Promote sensitivity to cultural differences in conflict resolution |

**F**

**Provide Support and Guidance:** Parent’s and Primary Caregiver’s plan implementation

| **F-1** | Continue to assist in achievement of stated goals |
| **F-2** | Network with other staff specialists and other parent advocates for most accurate information and resources |
| **F-3** | Network with other agencies for programs and services |
| **F-4** | Provide information on available and accessible resources including evidence-based practices |
| **F-5** | Educate, advocate and mentor parents and primary caregivers in navigating systems and community services |

**G**

**Provides Cross-Training:** Professionals and Community Education

| **G-1** | Promote strength-based family services |
| **G-2** | Respond to requests for presentations |
| **G-3** | Participate in positive media coverage |
| **G-4** | Lead or participate in the development of special events to support wellness and resilience |
| **G-5** | Present parent and primary caregiver’s perspective, wellness and resilience principles to community groups |

<p>| <strong>G-6</strong> | Participate in development and production of educational and resource materials |
| <strong>G-7</strong> | |
| <strong>G-8</strong> | |
| <strong>G-9</strong> | |
| <strong>G-10</strong> | |</p>
<table>
<thead>
<tr>
<th>H-1 Incorporate experience as parent and primary caregiver in the role as a parent advocate and parent partner (recognize personal experience in not universal)</th>
<th>H-2 Use language that is comfortable for involved persons to enhance communication</th>
<th>H-3 Attend to your self care and model self care for family members, encourage a wellness lifestyle</th>
<th>H-4 Develop an expanded parent advocate parent partner network</th>
<th>H-5 Develop mentoring and support systems for SELF, and enhance self-advocacy skills</th>
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<tbody>
<tr>
<td>H-6 Adhere to established policies and procedures</td>
<td>H-7 Abide by established code of conduct and ethics</td>
<td>H-8 Work towards reducing stigma and discrimination</td>
<td>H-9 Record and periodically review job description and outcomes with staff/supervisor</td>
<td>H-10 Advocate for expansion of programs and resources</td>
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<tr>
<td>H-11 Follow through on written or verbal contracts with parents, primary caregivers and family members</td>
<td>H-12 Represent MHSA principles at all community-based meetings</td>
<td>H-13 Review, implement, and evaluate county MHSA plans and request for Proposals when requested</td>
<td>H-14 Provide ongoing education on the value of parent advocacy</td>
<td>H-15 Take specialized parent advocate trainings</td>
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<tr>
<td>I-1 Participate in local, countywide, statewide stakeholder forums</td>
<td>I-2 Collaborate with other advocacy groups to effect change</td>
<td>I-3 Participate in drafting legislation affecting parents, primary caregivers and family members at all level of</td>
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