

FAMILY MENTORING EXPERIENCE COMPETENCIES

Objectives:

- To experience first hand what it is like to raise a child with a developmental disability/special health care needs in order to recognize and develop sensitive and realistic treatment plans and interventions in the trainees' future practices as professionals
- To learn to identify and appreciate family strengths that will encourage the trainees in their future practices to develop treatment plans and interventions that capitalize on those strengths
- To recognize the similarities between families with and without developmental disabilities/special health care needs in order to promote community inclusion
- To recognize how programs and policies effect families of children with developmental disabilities/special health care needs in order to develop leadership skills necessary to promote positive systems change
- To recognize effective parental advocacy skills and how they impact a family's ability to effect systems change for their child with a developmental disability/special health care needs

Leadership Competencies Addressed:

Environmental Factors

Micro (Family) Environment:

- Identify stages of adaptation and parental reactions to being the parent of a child with a neurodevelopmental or related disability.
- Identify practices and approaches that support the empowerment of families.
- Identify issues related to the assessment, intervention, and access to services of African-American and/or Appalachian children.
- Identify the values, beliefs and customs that may impact child development, child-rearing patterns, and interactions with health professionals of African-American, Appalachian, Hispanic American, Asian American, Native American and /or Amish families.
- Discuss the guidance/interventions needed in childhood to assist families in preparing for transition to adulthood (i.e. beginning work ethic, sexuality, etc.).
- Obtain a clear understanding of caregiver concerns, using communication skills that promote free and open dialogue with families.

- Develop knowledge of the neurodevelopmental disability of his/her mentoring family's child.
- Knowledge of normal growth and development as it pertains to the disability of his/her mentoring family's child.
- Identify how family and professional partnerships enhance systems of care.

Meso (Community) Environment:

- Identify the roles of primary, secondary and tertiary systems of care.
- Identify the importance of the medical home and issues related to linking primary, secondary and tertiary level services.
- Identify the health, education, mental health, social service and family support private/public systems of services.
- Discuss issues related to the access and integration of children with/or at risk for neurodevelopmental disabilities and their families into the private/public systems.
- Identify the rationale, benefits and limitations of systems, models, and approaches to prevention, early intervention, assessment, service coordination, treatment/intervention, and home-based care.
- Establish effective working relationships with the family and interdisciplinary colleagues.
- Acknowledge alternative viewpoints through engagement in positive discussion.
- Identify advocacy skills that facilitate cooperative involvement of family and child in community systems.

Macro (Society/National) Environment:

- Discuss how professionals and parents can influence the legislative process and public policy related to the field.
- Identify the social, behavioral, political and economic factors that place children at risk.
- Identify current models of health care and discuss their impact on the field.
- Identify legal, moral and ethical issues related to the field (i.e. access to care, prenatal diagnosis, genetic counseling, treatment/non-treatment, "labeling", culturally appropriate assessment, etc.).
- Identify community resources.
- Identify the elements necessary for effective collaborative relationships with representatives of a variety of health, education and human service agencies.
- Identify components of service coordination in cooperation with the family and representative of other agencies.

In addition to the Micro, Meso and Macro environmental competencies, the trainee will develop competencies in the following areas as they pertain to his/her Family Mentoring Experience:

- Reflect on and examine his/her own cultural background, biases and prejudices related to race, culture and life-styles that may influence his/her behaviors.
- Evaluate his/her performance in the FME.
- Demonstrate cultural competence in interactions with others.
- Establish rapport with children, families and professionals.