

Submitting Provider Name: _____

Are you submitting, with permission, a curriculum with no revisions owned by another entity that has previously submitted to DBHDID? Yes ___ No ___

908 KAR 2:230 Kentucky Family Leadership Academy for Potential Family Peer Support Specialists (prerequisite to Family Peer Support Specialist Training)

908 KAR 2:240 Kentucky Family Leadership Academy for Potential Youth Peer Support Specialist (prerequisite to Youth Peer Support Specialist Training)

KY Department for Behavioral Health, Developmental and Intellectual Disabilities

Fifteen (15) Hours Core Curriculum Criteria Rubric to Satisfy Training Recommendations

The KY Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) recommends use of this rubric and related forms to ensure providers' submission of all necessary materials. This will allow the DBHDID staff to review the curricula in their entirety and make an approval decision or request supplementary materials in an efficient manner, within the period specified.

The following curriculum rubric details the core competencies to be included in the 15 hour Kentucky Family Leadership Academy training. This training is a prerequisite for a potential Youth or Family Peer Support Specialist (YPSS and FPSS).

Overview of Core Competency Recommendations

- Core Competencies recommended as in-person, face to face training include:
 - Core Competency 1. Leadership Roles
 - Core Competency 2. Communication Skills
 - Core Competency 3. Decision Making Skills
 - Core Competency 4. Dealing with Conflict
 - Core Competency 5. Effective Advocacy
 - Core Competency 6. Collaboration and Partnership
- Any video or other media to be used should be submitted with the curriculum.
- Interactive teaching strategies should be used for the core competencies.
- Trainers should include at a minimum, one (1) youth (18-35) or one (1) family member who has lived experience and has received certification as a YPSS or FPSS. There is a place on the suggested KFLA Single Curriculum Submission Summary to list trainer names.
- Trainers should include at least one (1) Agency staff member, to assist with some training topics and answer specific questions about job requirements. There is a place on the suggested KFLA Single Curriculum Submission Summary to list trainer names.
- Trainees who do not pass the test with a "passing aggregate assessment score of at least seventy (70) percent" (as required in 908 KAR 2:220) should be allowed to retest by the provider of the training. It is suggested that a trainee could take the test up to a total of three (3) times in a one (1) year period. After the one year period, trainees could retake the training.

Directions for Curriculum Rubric Completion:

Include the submitting provider's name in the upper right corner on the first page. Provide the document file name of the corresponding core competency and then provide the page number for that specific item in the core competency as indicated in the following curriculum rubric. Please see the sections highlighted in yellow below. Once the information is completed on this rubric, save as a Word or PDF document. The curriculum submitted should be saved as a Word, Power Point and/or PDF document(s). For information on submitting the curriculum, please go to the Kentucky Department for Behavioral Health, Developmental and Intellectual and Disabilities website at <http://dbhdid.ky.gov>.

		Completed by Submitter of the Curriculum Provide document file name of the corresponding core competency and then provide the page number for each specific item in the core competency	Completed by the Reviewer		
Core Competencies of the Quality Curriculum	Specifics for the Curriculum	Example: Core Competency 1 (is the file name), Page 3	Does not Meet	Partially Meets	Meets
Core Competency 1. Leadership Roles	Leadership Roles & Styles				
	Describe basic leadership roles and styles.	File Name: Page No.:			
	Describe at least two leadership styles and situations in which these styles would be appropriate: <i>(see below)</i>				
	Example 1	File Name: Page No.:			
	Example 2	File Name: Page No.:			
	Provide evidence that resource materials (such as handouts) on basic leadership roles and styles are reviewed with the participants.	File Name: Page No.:			
	Provide evidence that participants discuss their leadership roles and styles.	File Name: Page No.:			
	Provide evidence that participants take part in two exercises where they practice leadership roles.	File Name: Page No.:			
	Provide evidence of opportunities for participants to discuss how to work as a leader within a team.	File Name: Page No.:			
Core Competency 2. Communication Skills (2 hours)	Effective Communication Skills				
	Describe the elements of effective communication.	File Name: Page No.:			
Provide evidence that the participants discuss the elements of effective communication.	File Name: Page No.:				

	Provide three examples of how elements of effective communication can be beneficial to youth or family leaders. (see below)			
	Example 1	File Name:		
		Page No.:		
	Example 2	File Name:		
		Page No.:		
	Example 3	File Name:		
		Page No.:		
	Describe different communication styles and how to use these different styles for a variety of audiences.			
	Provide evidence that the participants discuss the different communication styles for a variety of audiences in their role as youth or family leader.			
	Provide evidence that the participants practice public speaking both as a single presenter and a co-presenter.			
	<ul style="list-style-type: none"> • Single presenter ___ (for reviewer only) • Co-presenter ___ (for reviewer only) 			
Core Competency 3. Decision Making	Effective Decision Making			
	List and define steps of an effective decision making approach.	File Name:		
		Page No.:		
	Provide evidence that decision making skills are practiced.	File Name:		
		Page No.:		
	Describe cultural diversity.	File Name:		
		Page No.:		
	Describe how culture can affect decision making and guide family priorities. Include at least 3 examples. (see below)			
Description	File Name:			
	Page No.:			
Example 1	File Name:			
	Page No.:			
Example 2	File Name:			
	Page No.:			

	Example 3	File Name:			
		Page No.:			
	Provide evidence that participants discuss cultural diversity.	File Name:			
		Page No.:			
Core Competency 4. Dealing with Conflict	Effectively Dealing with Conflict				
	Describe basic problem solving techniques.	File Name:			
		Page No.:			
	Provide evidence that all trainees practice problem solving techniques through role play in group activity.	File Name:			
		Page No.:			
	Identify three potential areas of conflict for youth/family members in leadership roles (i.e., educators, service provider, administrator): <i>(see below)</i>				
	Example 1	File Name:			
		Page No.:			
	Example 2	File Name:			
		Page No.:			
	Example 3	File Name:			
	Page No.:				
Provide at least three possible scenarios that illustrate conflict and resolution, and provide time for participants to practice, with the following: <i>(see below)</i>					
1. Youth/family leader and co-worker scenario ____ (for reviewer only)	File Name:				
• Conflict ____ (for reviewer only)	Page No.:				
• Resolution ____ (for reviewer only)					
2. Youth/family leader and another professional scenario ____ (for reviewer only)	File Name:				
• Conflict ____ (for reviewer only)	Page No.:				
• Resolution ____ (for reviewer only)					
3. Youth/family leader and community member scenario ____ (for reviewer only)	File Name:				
• Conflict ____ (for reviewer only)	Page No.:				
• Resolution ____ (for reviewer only)					
Core Competency 5. Effective Advocacy	Effective Advocacy				
	Describe and give three examples of differences between confrontation and effective advocacy skills <i>(see below)</i>				

	Example 1	File Name: Page No.:			
	Example 2	File Name: Page No.:			
	Example 3	File Name: Page No.:			
	Provide evidence for each of the following: <ul style="list-style-type: none"> Participants brainstorm scenarios ____ (for reviewer only) Participants role play both confrontation and effective advocacy skills in those situations ____ (for reviewer only) Discussion on potential differences in outcomes in each of the scenarios given the type of approach that is used ____ (for reviewer only) 	File Name: Page No.:			
	Explain the similarities and differences between self- and system-level advocacy efforts and give relevant examples that a youth/family leader might experience. <ul style="list-style-type: none"> Included similarities ____ (for reviewer only) Included differences ____ (for reviewer only) Included relevant experiences ____ (for reviewer only) 	File Name: Page No.:			
	Provide evidence that participants are allowed to identify and practice both self and system-level advocacy skills. <ul style="list-style-type: none"> Self-advocacy skills ____ (for reviewer only) System-level advocacy skills ____ (for reviewer only) 	File Name: Page No.:			
Core Competency 6. Collaboration and Partnership	Collaboration and Partnership				
	Provide an overview on collaboration and its importance in youth/family leadership.	File Name: Page No.:			
	Provide opportunity for the participant to identify potential collaborative partners as a youth/family leader.	File Name: Page No.:			
	Provide opportunities for participants to identify and practice strategies for engaging collaborative partners.	File Name: Page No.:			
	Provide evidence that participants brainstorm at least three opportunities for collaborative leadership (e.g. starting a support group, beginning a school club or planning a training opportunity). <i>(see below)</i>				
Example 1	File Name: Page No.:				

	Example 2	File Name:			
		Page No.:			
	Example 3	File Name:			
		Page No.:			