

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 2:240. Kentucky Youth Peer Support Specialist (YPSS)
KY Department for Behavioral Health, Developmental and Intellectual Disabilities
Thirty (30)-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 30 hour Core Competency Curriculum for the training of Youth Peer Support Specialists. The curriculum submitted for approval should be reflective of services for youth with mental health, substance use, and co-occurring mental health and substance use disorders.

Overview of Core Competency Recommendations

- Core Competencies include:
 - Core Competency 1. System of Care Philosophy
 - Core Competency 2. Wraparound Process
 - Core Competency 3. Advocacy Skills & Resource Coordination
 - Core Competency 4. Group Process
 - Core Competency 5. Cultural and Linguistic Competence
 - Core Competency 6. Communication
 - Core Competency 7. Organization
 - Core Competency 8. Self-Care of the Youth Peer Support Specialist
 - Core Competency 9. Leadership
 - Core Competency 10. Ethics and Values
- Any video or other media to be used must be submitted with the curriculum for approval.
- Interactive teaching strategies must be used for the core competencies.
- Trainings must be taught in person or via a virtual platform (i.e. Zoom, Microsoft Teams, etc.) that has two way interactive video and audio communications.
- Trainers should include at a minimum, at least one trainer who is a youth (18-35) who has lived experience and has received certification as a YPSS. There is a place on the suggested YPSS 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 YPSS 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 2:240) 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. System of Care Philosophy (2 hours)	System of Care Philosophy				
	Define concepts of family driven, youth guided, consumer driven and system of care. <i>(see below)</i>				
	<ul style="list-style-type: none"> Family-driven 	File Name: Page No.:			
	<ul style="list-style-type: none"> Youth-guided 	File Name: Page No.:			
	<ul style="list-style-type: none"> Consumer -driven 	File Name: Page No.:			
	<ul style="list-style-type: none"> System of Care 	File Name: Page No.:			
	Describe how these concepts (family-driven, youth- guided, person-centered, consumer-driven, community-based, culturally- and linguistically-relevant and system of care) are applicable to the scope of work as a YPSS (provide an example of each). <i>(see below)</i>				
	<ul style="list-style-type: none"> Family-driven Example 	File Name: Page No.:			
	<ul style="list-style-type: none"> Youth-guided Example 	File Name: Page No.:			
	<ul style="list-style-type: none"> Person-centered Example 	File Name: Page No.:			
<ul style="list-style-type: none"> Consumer-driven Example 	File Name: Page No.:				
<ul style="list-style-type: none"> Community-based Example 	File Name: Page No.:				
<ul style="list-style-type: none"> Culturally- and Linguistically-appropriate Example 	File Name: Page No.:				

	<ul style="list-style-type: none"> System of Care Example 	File Name: Page No.:			
Core Competency 2. Overview of the Phases and Principles of the Wraparound Process based on the National Wraparound Initiative (2 hours)	Overview of the Phases and Principles of the Wraparound Process based on the National Wraparound Initiative: http://www.nwi.pdx.edu/				
	Identify and define the 4 phases of Wraparound. <i>(see below)</i>				
	<ul style="list-style-type: none"> Phase 1 	File Name: Page No.:			
	<ul style="list-style-type: none"> Phase 2 	File Name: Page No.:			
	<ul style="list-style-type: none"> Phase 3 	File Name: Page No.:			
	<ul style="list-style-type: none"> Phase 4 	File Name: Page No.:			
	Identify and define the 10 principles of Wraparound. <i>(see below)</i>				
	<ul style="list-style-type: none"> Principle 1 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 2 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 3 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 4 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 5 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 6 	File Name: Page No.:			
	<ul style="list-style-type: none"> Principle 7 	File Name: Page No.:			
<ul style="list-style-type: none"> Principle 8 	File Name: Page No.:				
<ul style="list-style-type: none"> Principle 9 	File Name: Page No.:				
<ul style="list-style-type: none"> Principle 10 	File Name: Page No.:				

	Describe how these 10 principles of Wraparound (from above) are applicable to the scope of work as a YPSS.	File Name:			
		Page No.:			
	Show evidence that opportunity is provided for the participant to practice and receive feedback on the principles of the wraparound process.	File Name:			
		Page No.:			
	Identify at least one behavioral health crisis service and how to access that service in the region for children; identify at least one behavioral health crisis service for adults and how to access that service in the region. <ul style="list-style-type: none"> • Children ___ (for reviewer only) • Adult ___ (for reviewer only) 	File Name:			
		Page No.:			
	Provide an overview of the effective use of a proactive crisis plan including: how to access the plan, when to utilize and who to contact regarding the crisis plan.	File Name:			
		Page No.:			
Core Competency 3. Youth Support (6 hours)	Advocacy Skills & Resource Coordination				
	Define effective advocacy.	File Name:			
		Page No.:			
	Provide evidence that advocacy skill development is demonstrated by the trainee.	File Name:			
		Page No.:			
	Youth Peer Support				
	Provide an overview of peer support including information about adult, youth, and family peer support. <ul style="list-style-type: none"> • Adult ___ (for reviewer only) • Youth ___ (for reviewer only) • Family ___ (for reviewer only) 	File Name:			
		Page No.:			
	Explain Peer Support Services, including the similarities and differences among adult, youth, and family peer support. Provide evidence that resource materials are given to trainees.	File Name:			
		Page No.:			
Define “lived experience” as it pertains to a youth peer as defined in 908 KAR 2:240.	File Name:				
	Page No.:				
Provide opportunity for participants to brainstorm ways in which peer support could benefit a youth or young adult who is experiencing or at risk of developing behavioral health concerns.	File Name:				
	Page No.:				
Provide an overview of the agencies that youth may be involved with in their local community. Include, at a minimum, the following: Court System, Department for Community Based Services (DCBS), Juvenile Justice, Education system, Vocational Rehabilitation, Physical Health, Behavioral Health and two other community resources. <i>(see below)</i>					
<ul style="list-style-type: none"> • Court System 	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> • DCBS 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Juvenile Justice 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Education system 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Vocational Rehabilitation 	File Name:			
		Page No.:			
<ul style="list-style-type: none"> • Physical Health 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Behavioral Health 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Community Resource Example 1 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Community Resource Example 2 	File Name:				
	Page No.:				
Core Competency 4. Group Process (2 hours)	Group Process				
	Define the four stages of group formation (i.e. forming, storming, norming and performing). <i>(see below)</i>				
	<ul style="list-style-type: none"> • Forming 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Storming 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Norming 	File Name:			
		Page No.:			
<ul style="list-style-type: none"> • Performing 	File Name:				
	Page No.:				
Provide evidence that group facilitation skills are demonstrated. Include, at a minimum, the following: setting an agenda, establishing ground rules and reframing and redirecting. <i>(see below)</i>					
<ul style="list-style-type: none"> • Evidence that group facilitation skills are demonstrated 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> ○ Setting an Agenda (included in the evidence) 	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> ○ Establishing Ground Rules (included in the evidence) 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> ○ Reframing and Redirecting (included in the evidence) 	File Name:			
		Page No.:			
	Provide an overview of different learning styles (i.e. visual, auditory and kinesthetic) and strategies to engage diverse participants. <i>(see below)</i>				
	<ul style="list-style-type: none"> • Visual Learning Style 	File Name:			
		Page No.:			
<ul style="list-style-type: none"> • Auditory Learning Style 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Kinesthetic Learning Style 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Strategies to engage diverse participants 	File Name:				
	Page No.:				
Core Competency 5. Cultural and Linguistic (2 hours)	Cultural and Linguistic Competency/Appropriateness				
	Provide instruction on how to provide effective, equitable, understandable, and respectful quality care and services related to the following: <i>(see below)</i>				
	<ul style="list-style-type: none"> • Race/ethnicity 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Language differences 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Lesbian, gay, bisexual and transgender 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> • Deaf/hard of hearing 	File Name:			
		Page No.:			
<ul style="list-style-type: none"> • Poverty 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Military/veterans 	File Name:				
	Page No.:				
<ul style="list-style-type: none"> • Rural populations 	File Name:				
	Page No.:				
Provide instruction for a basic understanding of customs, beliefs, values and appropriate interactions related to the following: <i>(see below)</i>					
<ul style="list-style-type: none"> • Race/ethnicity 	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> Language differences 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Lesbian, gay, bisexual and transgender 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Deaf/hard of hearing 	File Name:			
		Page No.:			
Core Competency 6. Communication (6 hours)	Effective Communication				
	Define OARS (Open-ended questions, Affirmations, Reflections, and Summarizing). <i>(see below)</i>				
	<ul style="list-style-type: none"> Open-ended questions 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Affirmations 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Reflections 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Summarizing 	File Name:			
		Page No.:			
	Provide evidence that OARS is practiced based upon the motivational interviewing technique.	File Name:			
		Page No.:			
	Describe how to identify and support individuals through the stages of change as defined by Prochaska and DiClemente stages of change.	File Name:			
		Page No.:			
Define problem solving skills.	File Name:				
	Page No.:				
Provide evidence that problem solving skills are practiced.	File Name:				
	Page No.:				
Describe effective use of the supervision structure. Include, at a minimum, the following: how supervision is set up and how supervision can support professional growth. <i>(see below)</i>					
<ul style="list-style-type: none"> How supervision is set up 	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> How supervision can support professional growth 	File Name:			
		Page No.:			
Core Competency 7. Organization (2 hours)	Effective Organizational Skills				
	Provide an overview of utilizing good organizational skills.	File Name:			
		Page No.:			
	Describe effective time management (i.e. scheduling, prioritizing tasks and realistic goal setting). <i>(see below)</i>				
	<ul style="list-style-type: none"> Scheduling 	File Name:			
		Page No.:			
Core Competency 8. Self-Care of the Youth Peer Support Specialist (2 hours)	Self-Care of the Youth Peer Support Specialist				
	Describe use of effective, healthy coping skills including response to secondary trauma.	File Name:			
		Page No.:			
	Describe how to formulate a plan for self-coping skills.	File Name:			
	Page No.:				
Core Competency 9. Leadership (3 hours)	Leadership				
	Define at least 3 characteristics of effective youth leaders. <i>(see below)</i>				
	<ul style="list-style-type: none"> Characteristic 1 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Characteristic 2 	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> Characteristic 3 	File Name:			
		Page No.:			
	Provide instruction on how to assist youth in building a formalized youth network.	File Name:			
		Page No.:			
	Provide evidence that leadership skill development is practiced. Include information on coaching and delivering feedback for YPSS practicing leadership skills.	File Name:			
		Page No.:			

	Describe how the YPSS can advocate in a way that is empowering to youth and young adults on a local, regional and national level. <i>(see below)</i>			
	• Local Level	File Name:		
		Page No.:		
	• Regional Level	File Name:		
		Page No.:		
• National Level	File Name:			
		Page No.:		
Core Competency 10. Ethics and Values (3 hours)	Ethics and Values			
	Define appropriate boundaries between the YPSS and the client.	File Name:		
		Page No.:		
	Describe how to establish and maintain boundaries.	File Name:		
		Page No.:		
	Provide evidence that trainees participate in a role play activity that includes establishing and maintain appropriate boundaries.	File Name:		
		Page No.:		
	Provide instruction on applicable laws including Health Insurance Portability and Accountability Act (HIPAA) and Client Rights for the YPSS. <i>(see below)</i>			
	• Health Insurance Portability and Accountability Act (HIPAA)	File Name:		
		Page No.:		
	• Client Rights for th YPSS	File Name:		
		Page No.:		
	Define dual relationships (personal/professional).	File Name:		
		Page No.:		
Define the parameters around dual relationships.	File Name:			
	Page No.:			
Describe dual relationships (personal/professional) for each of the following: social media, socialization, employment. <i>(see below)</i>				
• Social Media	File Name:			
	Page No.:			
• Socialization	File Name:			
	Page No.:			
• Employment	File Name:			
	Page No.:			