



COURSE: ADVANCED FATHERHOOD PRACTITIONER TRAINING PROGRAM
FATHERS & FAMILIES COALITION OF AMERICA

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PROGRAM DESCRIPTION:

The Advanced Fatherhood Practitioner Training Program is a credentialed, evidence-based, 17-hours training program designed to advance the core skills of human service practitioners to work with fathers, children, and families. Each class provides proven, effective practice skills for healthy family relationships, child development and knowledge to positively affect the impact fathers have on their children's lives through father engagement. While this course is open to all Frontline Workers, Clinical and Nonclinical Professionals, the course is also open to graduate students, paraprofessionals, and administrators.

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COURSE OVERVIEW:

Advanced Practitioner Credential training provides a framework of values and ethical standards that advance children, family, and father engagement outcomes. Enhanced by applications from child welfare, early childhood, marriage and family therapy, social work, criminal justice, psychology, education, counseling, family services, and fatherhood initiatives, practitioners will gain increased competencies and increased awareness of the important role that fathers play in their families. Earning the Advanced Fatherhood Practitioner credential adds credibility to practitioners' work within organizations, with funders, on grant proposals, and will help practitioners to excel in their work with fathers and families.

This program, developed by Fathers & Families Coalition of America, focuses on six (6) core competencies for effective engagement. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. In keeping with the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), Fathers and Families Coalition of America (FFCA), too, models its academic excellence by establishing thresholds for professional competence through an integrated curriculum design. FFCA uses traditional and emerging models of curriculum design by balancing requirements that promote comparability and innovative practices across programs with a new level of flexibility that encourages programs and practitioners to differentiate themselves from the norm.

The Six Core Competencies (CC) for the Certificate Program are as follows.

- I. Identify the role of fathers in child development, parenting, and family/relationships
- II. Identify effective theoretical frameworks for father engagement
- III. Apply integrated strategies to discuss and reflect upon self- and other-directed communications
- IV. Discuss culturally appropriate strategies for working with fathers and families
- V. Demonstrate instructional and curriculum design skills
- VI. Explain Empowerment Advanced Model and Whole Leadership

There are two options for this course. Practitioners may elect the twelve (12) hours of instruction required for the Advanced Practitioner Credential Certificate or an additional five (5) hours of practicum for the Advanced Credential Certificate, totaling seventeen (17) hours. The difference between the two options includes reduced continuing education and demonstration of professional standards as established by Fathers and Families Coalition of America that subscribes to the standards of the Council of Social Workers Education Accreditation Competencies.

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REQUIRED TEXT:

Rodríguez, J., Browne Barker, N., Clayton, O., Gonzalez-Satin, E. and Madison, B. (2020). Advanced practitioner unlocking possibilities globally: Integrative approaches and models to maximize services with fathers & families. 8th Edition. Carson, CA: Fathers & Families Coalition of America

Supplementary Readings:

Auerbach, R. P, Webb, C. A, & Stewart, J. G. (2016). Cognitive behavior therapy for depressed adolescents: A practical guide to management and treatment. Florence: Taylor and Francis.

Bonnsetter, B.J. and Suiter, J.I. (2016) The Universal Language DISC Reference Manual 16th Edition. Scottsdale, AZ: Targeted Training International, Ltd.

Bradberry, T., & Greaves, J. (2009). Emotional intelligence 2.0. San Diego, CA: TalentSmart.

Lopez, S. J, & Snyder, C. R. (2003). Positive psychological assessment: A handbook of models and measures. Washington, DC: American Psychological Association.

Miller, W. R., and Rollnick, S. (2013). Motivational interviewing: Helping people change. 3rd ed. New York, NY: The Guilford Press.

Naar, S., and Safren, S.A. (2017) Motivational interviewing and CBT combining strategies for maximum effectiveness. New York, NY: The Guilford Press

Najavits, L. M., (2002) Seeking safety: A treatment manual for PTSD and substance abuse. New York, NY: The Guilford Press.

Napoli, M. (2016) Tools for mindful living. Dubuque, IA: Kendall Hunt Publishing

Simon, T. J, & Halford, G. S. (1995). Developing cognitive competence: New approaches to process modeling. Hillsdale, N.J.: L. Erlbaum.

RATIONALE:

This credential training is designed to provide practitioners with the theoretical, foundational, and advanced skills necessary for engaging fathers in diverse settings. Training focuses on understanding the integrative approaches that are required for practitioners to effectively communicate with fathers of diverse backgrounds as well as with

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clients of diverse socioeconomic and ability/disability statuses. This training was established to provide practitioners with the basic understanding and tools needed for effective culturally competent communication, which is the foundation for building effective skills. The Advanced Practitioner Credential is related to and consistent with the mission of Fathers and Families Coalition of America as it provides practitioners with a conceptual framework from which to develop knowledge, values and skills associated with best practices for working with children, youth and their families in their community, and the ethical standards and principles in developing strategic collaborative partnerships to engage fathers.

FFCA has established itself as a national and international resource for human service professionals. FFCA draws from a range of experts, organizations, service providers, foundations, academia, community-based initiatives, and researchers that use strengths-based and empowerment-based skill building for positive and productive balanced living to increase protective outcomes with father engagement. As such, this training appropriately responds to the void of father omission in parenting interventions and highlights practitioners as important targets for change in interventions to enhance father engagement. Hence, credential training will increase practitioner confidence, competence, and effectiveness in father engagement strategies, in delivering parenting interventions, and in sustaining positive father engagement outcomes.

TRAINING OBJECTIVES:

Upon completion of this training, practitioners will be able to:

1. Analyze perspectives of theories in the following service areas: criminal justice, education, health, mental health, social services, and practice with fathers (CC: II, V, & VI).
2. Define barriers in our culture that discourage fathers from becoming more competent and from being more involved as fathers. (CC: VI)
3. Describe six core areas of social work/human services, in relation to human development and family service workers. (CC: I, II, III, IV, V & VI)
4. Evaluate and synthesize the four challenges within social work/human services profession. (CC: V)

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5. Explain how research contributes to understanding of social work/human services. (CC: V)
 - a. Explain the relationship between societal or communal values, professional values, and the content of professional ethical codes.
 - b. Explain the triangular nature of professional relationships.
6. Articulate fatherhood historical dimensions (CC: III)
7. Describe the role of fathers and child development with a life span model (CC: I, II, III & VI)
 - a. Understand the nature of relationship and fathers' contribution to each childhood stage: infancy; preschoolers; school-aged; and adolescents
 - b. Fathers in family context: the impact of marital quality on child adjustment
 - c. Fathers in stepfamilies
 - d. Fathers of children with special needs
 - e. Describe the development of being a young father and child rearing
 - f. Describe life span as an ongoing developmental process including physical, social, cognitive, and personality development.
 - g. Understand the needed support and assistance to incarcerated or re-entry fathers and to men affected by the imprisonment of a family member.
8. Fathers, the missing parents in research on family violence and requirements to report (CC: I & III)
9. Impact of the lack of paternal involvement on child psychological adjustment, maladjustment, and father-child relationships (CC: I & III)
10. Understand the impact on human development for young men/fathers of color that experience imprisonment. (CC: I & VI)
11. Understand the reasons why ethical problems and dilemmas a constant feature of professional practice is. (CC: II, IV & V)
12. Specify the defining characteristics of a helping professional and the nature of the professional-client relationship (CC: II, IV, & V)
13. Specify the practical limitations of professional ethical codes and the need for consultation (CC: V)

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14. State and rank order major ethical principles that can help resolve ethical dilemmas (CC: V)
15. State the effects of divorce on fathers and their children (CC: I)
16. Describe the interconnectedness of individuals, families, community settings, social institutions and structures, and cultural values (CC: II & VI)
17. Envision and describe how family support programs incorporate an ecological perspective (CC: II)
18. Develop strengths-based assessments with families that describe their goals, strengths, resources, and support networks, as well as necessary services and supports (CC: II).
19. Demonstrate a culturally competent and flexible approach in working with families (CC: VI)
20. Contribute to and participate in strategic planning, program self-assessment and other efforts to improve program services and agency responsiveness to families (CC: V)
21. Identify alternative theories of parenting education and apply these to current or future work (CC: II & IV)
22. Clarify one's personal theoretical framework for teaching/sharing parenting education (CC: II & IV)
23. Explain what cultural competence is, why it is vital for you as family workers, and ways in which it is a life-long process (CC: II, IV & VI)
24. Understand that by lumping men and boys into huge categories of color we lose the ability to detect the differences within the large group (CC: II, IV & VI)
25. List the elements that make up one's culture; describe the value of the cultural richness and diversity in this country (CC: II, IV & VI)
26. Understand the special issues faced by immigrant families, the effects on African Americans of their history of having been uprooted from their countries of origin and slavery in this country, and the history of Native Americans displacement from their tribal lands (CC: II, IV & VI)
27. Explain barriers to cultural competence in terms of discomfort with differences, and lack of information or misinformation (CC: II, IV & VI)

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28. Give examples of various kinds of oppression and how they can be internalized, creating barriers to growth and change within individuals and groups (CC: II, IV & VI)
29. Reflect upon your own culture-which aspects of it you have information about, which aspects you are comfortable with, and which aspects you want to explore further (CC: V & VI)
30. List ways to expand your knowledge of and sensitivity to other cultures (CC: II, IV & VI)
31. Understand the impact of child maltreatment and domestic violence on children, how and what to report to the appropriate authority, and their role as program staff (CC: II, IV & V)
32. Understand mate selection theories and how these theories explain why people choose their partners (CC: II, IV & VI).
33. Understand the characteristics and attributes of a healthy relationship(s) (CC: II, IV & VI)
34. Develop techniques and skills to teach families to assist them in developing and fostering a healthy relationship(s) (CC: II, IV & VI)

TRAINING COMPETENCIES:

Upon completion of this training course, practitioners will:

1. Operate as a professional practitioner working with fathers, families, and children utilizing appropriate methods for interacting sensitively, and effectively with persons from diverse cultural, socioeconomic, educational, racial, ethnic, and professional backgrounds, and persons of all ages and lifestyle preferences.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Demonstrate professional demeanor in behavior, appearance, and communication in working with fathers, families, organizations, communities, and colleagues
4. Apply FFCA Model to address the impacts of trauma, which include the understanding of historical trauma as opportunities for professionals to engage diversity and difference in practice.
5. Acknowledge the extent to which a culture's structures and values may influence those with whom practitioners work in a collaborative process.

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COURSE METHODS:

This training will be delivered in a manner that projects the various learning styles of learning including cognitive, affective, and experiential modes of learning. Content will be delivered via lectures, discussions, assigned readings, activities, and papers. Practitioners will be expected to have read materials before each training and be prepared to discuss reading assignments. The credential format includes virtual, conference and practicum.

The Practitioner Credential training has over 30 learning points that are addressed both in a full-day training as well as a post-conference follow up (virtual) and practicum. Some these learning opportunities include: Advanced Direct Practices, individual or in group settings, assessments and identifying goals, Emotional Intelligence (EQ) training, Grounding Techniques, promoting wellness, impacts of father involvement and wellness of children, methods for increased resiliency, Motivational Interviewing techniques integrated with Cognitive Therapy and Schematic Therapy, ethics and dual relationship, Transtheoretical Change Model, Trauma-Informed Approach to Systems and Services, The DiSC Profile and Integrative Approaches of Focus Mapping, Audio Flash Cards, Time Lapse Photos, Cultural Sensitivity, Positive Psychology, Evidenced-Based Goal Setting, and much more.

TRAINING EXPECTATIONS:

The Credential will cover the following eleven (11) modules.

MODULE

Module I
Module II
Module III
Module IV
Module V
Module VI
Module VII
Module VIII
Module IX
Module X
Module XI

TOPIC

Healthy Father Involvement
Integrative Frameworks
D.I.S.C. Personality Model
Emotional Quotients (E.Q.) Skills and Techniques
Evidenced-Based Goal Setting Theory
Mindfulness Interventions
Integrative Motivational Interviewing
Trauma-Informed Care Practices
Culturally Appropriate Methods
Teaching Philosophy
Evaluates One's Own Practice.

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KEY CONCEPTS:

The core foundation is a lifespan perspective in working with fathers that includes neurophysiology and evidence-based interventions that interface with effective promising practices.

- Adverse Childhood Experience
- Advanced Direct
- Ask-Tell-Ask-Reflect
- Audio-flashcards
- Cognitive Behavioral Theory (BT)
- Contingency Management Framework
- Culturally Appropriate Methods
- DiSC Personality Behavioral Assessment
- Dual Perspective
- Ecological framework
- Emotional Intelligence (EQ) Training
- Empowerment Perspective
- Ethical Decision Making and Boundaries
- Evidence Based Adult Learning Approaches
- Evidence-Based Communication Approaches
- Family Systems Approach
- Father Engagement Strategies Equating to Healthy Families
- Focus Mapping
- Grounding Techniques
- Impacts of Father Involvement and Wellness of Children
- Mindfulness
- Life Span of Fathering-Person in the Environment
- Methods for Mitigating Risks Fostering Increased Resiliency
- Model Practices Using Effective Program Evaluation
- Motivational Interviewing Techniques
- Multisystem Therapy (MST)
- Parenting on Child's Development
- Participatory Action Research: Practitioners Effective Fatherhood Services
- Pedagogical Approach in Group Facilitation
- Practicum
- Qualitative Approaches: Field Notes & Memos
- Resilience Perspective
- Righting Reflex
- Schema Therapy
- Strategies and Evidence-Based Practices and Models
- Transformational Core Learning Initiatives to Enrich Skills
- Transtheoretical Change Model
- Trauma-Informed Approach to Systems and Services
- Triggers
- Whole Leadership Framework

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FFCA AND RELATED PROFESSIONAL POLICIES:

Practitioners are responsible for reviewing and complying with all requirements and standards established by Fathers & Families Coalition of America for issuance of Advanced Practitioner Credential, Fatherhood Practitioner Certificate and or Certificate of Attendance

Accommodations for Practitioners with Disabilities - If you are a practitioner with a disability and have need of assistance or accommodations, please contact the lead faculty and or James C. Rodríguez, Chief Executive Officer and President of Fathers and Families Coalition of America to ensure that appropriate accommodations are made available (james.rodriguez@fathersandfamiliescoalition.org or 424-225-1323).

EVALUATION PROCEDURES:

FFCA requires 16 competency areas that are supported by best practices and grounded in evidence-based interventions to earn a credential certificate. The pressure to perform, maintain skills and continuously improve is reduced through FFCA's ongoing coaching opportunities. Upon completion of Part One training, "Certificate Program", any attendee desiring to further enhance their abilities to work with fathers must complete

Part Two, "Case Presentation". Case presentation is an action plan and carries the responsibility to demonstrate competence in the core functions (delineated in the learning and core competencies) and to provide complete answers and sufficient details to the questions, "How Do I Serve A Father?" and "How Do I Evaluate My Practices?"

Summarized illustrations/examples that demonstrate practitioner's ability to incorporate understanding of core functions facilitating services to fathers and competency as evidenced by the following standards is required:

- | | |
|---|---|
| 1. Screening | 11. Selection of Curricula |
| 2. Intake | 12. Evidence Based Practices |
| 3. Orientation | 13. Referral |
| 4. Assessment | 14. Reports, Assessment and Recordkeeping |
| 5. Planning with a Father Direct Services | 15. Consultation |
| 6. Counseling Support Services | 16. Evaluation of Practice |
| 7. Collaborating a Case Management Plan | |
| 8. Crisis Intervention | |
| 9. Education Practices | |
| 10. Culturally Competent Practices | |

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FFCA will provide opportunities for either an oral interview or written demonstration from a case presentation provided for you or from one of your own choosing. It is the applicant's responsibility to respond to all questions by incorporating an understanding of the core competencies. Successful completion of all training tasks is necessary to pass any given competency. Your submissions will be evaluated based upon each of the 16 standards.

This is an intense 15-17-hour program. You are expected to attend every class in its entirety. You are responsible for all material presented in class. Your ability to demonstrate competency of material will be measured by participation in training activities and assignments before a credential and or continuing education units will be issued. The Practicum requires to submit a reflective paper that critiques evaluation of practice and father engagement. One of the FFCA faculty will be assigned to you as your field supervisor during your practicum. Communications will occur either by email, telephone, conference call, videoconferencing, remote and FFCA text system.

OPERATIONALIZED ASSESSMENT OF ADVANCED PRACTITIONER CREDENTIAL

- The Practicum includes assignments from each module
- A case-scenario based on the sixteen (16) standards provided by Fathers and Families Coalition of America

Fathers and Families Coalition of America has adopted standards of assessment of participants by the Council of Social Work Educational Policy. FFCA developed this program with a new blueprint formed from various professional fields but a foundation of standardization and assessment as an integral component of competency-based education. The evaluation allows FFCA faculty to support the needs of beginning professionals, generalist, and specialized levels of practice. FFCA assesses by the interactive in-class learning strategies, application of the approach instructed in each Module to demonstrate a transfer of knowledge, skills, performance with the critical thinking, affective reactions, and exercise of judgment that inform production.

Assessment, therefore, must be multi-dimensional and integrated to capture ending with a final application of a case scenario. This case scenario allows professionals assessment engaged in practice tasks or activities that approximate to advanced practice as closely as possible to their profession. Using sophisticated and multi-dimensional techniques, the assessment methods assure FFCA is instructing advanced evidence-based intervention, strategies, and practical models for participants to implement the curriculum, which may include but is not limited to an assessment.

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FFCA Accreditation Standard

Assessment of competence is done by program designated faculty or the President and Chief Executive Officer of Fathers and Families Coalition of America to ensure the fidelity of the Advanced Practitioner Credential Course. The curriculum includes:

- Assessment procedures that detail when, where, and how each competency in each Module is assessed for each program option.
- At least two measures assess each Module. One of the assessment measures is based on the demonstration of competency in real or simulated practice situations. The second assessment is developed in the Case Scenario as part of the completed practicum.
- Benchmarks for each competency, a rationale for each parameter, and a description of how it is determined that participants' performance meets the criterion is defined through the application of evidence-based interventions, strategies, and the integration as designed by Fathers and Families Coalition of America.
- Tracking the percentage of participants achieving the benchmark.
- Review of all assessment measures used by the Advanced Practitioner Credential
- The Advanced Practitioner Credential must be renewed every three years through continuous professional development.

FACULTY QUALIFICATIONS

All FFCA faculty have an academic degree in the discipline, or subfield of the discipline, in which they teach, and/or in the area they have developed the curriculum within the Advanced Practitioner Credential coursework. All faculty have minimally fifteen (15) years teaching experience in higher education and are either in full-time or part-time positions at their current institutions. Faculty are nationally and internationally known, and have a record of research, scholarship, and achievement.

FFCA faculty hold degrees in social work, marriage and family counseling, family development, early childhood education, psychology, or a related advanced graduate-level degree. Faculty who teach Advanced Practitioner Credential modules have a master's degree in social work from an accredited program and at least five years of post-master's social work practice experience as the lead faculty.

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The Case of Sergio

(Option Case Study for Evaluation Assignment or Case Study from Actual Client)

Background:

Sergio is a 42-year-old Hispanic male. He was born in Puerto Rico but moved back and forth between Puerto Rico and Chicago. Drugs, crime, and gunfire were common in the neighborhood where he grew up. In fact, he described the home he grew up in as being about 15 feet away from the “dope spot.” He was raised by his mother and stepfather and neither were able to speak or hear. Also, in the home were his two siblings and aunt. Sergio’s step- father beat his mother and used crack cocaine. While growing up, he felt that only his aunt loved him unconditionally.

When he was 12 years old, Sergio joined a gang and started using cocaine and alcohol. Later, his primary drug of choice was heroin, which he injected daily. Despite his drug use and gang involvement, Sergio finished high school and obtained an associate degree. His longest period of employment was two-and-a-half years. Sergio has had periods of homelessness. He had to rely on “crashing” at friend’s houses for shelter. The area he lived in prior to being jailed for stealing from a grocery store had a lot of gang activity, gunfire, crime, and drugs. Sergio has had two serious relationships but has never married. He has one child and reports that his current girlfriend had a miscarriage. As an adult, he believes his aunt and his ex-girlfriend love him unconditionally. Sergio attempted suicide twice, once at age 15 and again at 18. He wants a relationship with his daughter but feels that he has nothing to offer her. He has been diagnosed with depression in the past. Sergio also has significant medical problems. When he was 22 years old, he had a stroke and now has heart problems. He was recently diagnosed with Hepatitis C.

Trauma History:

Sergio has an extensive trauma history that began when he was just a child. He has been a victim of abuse and assault, witnessed violence, and even experienced a natural disaster. Around age five, Sergio was sexually abused by a male cousin. He also had unwanted sexual contact when he was 15 years old with a 32-year-old woman. In addition to sexual abuse, Sergio has been the victim of multiple violent acts. He was seriously physically assaulted twice, robbed at gunpoint, and shot. He was also stabbed while in jail in Puerto Rico. Sergio shared that he was almost kidnapped at gunpoint, but his mother accosted the kidnappers and he was let go.

Moreover, Sergio lost a family member to violence. When he was 12 years old, his oldest brother was killed. Sergio handled two dead bodies and saw two people killed. He witnessed the first murder when he was about eight or nine years old. “The first one was -- I think this one traumatized me really bad. It was when I was a kid. I think I was like eight, nine years old. Me and my mom, my step-dad, my little brother and sister were coming from church. And it was nighttime. It was like 9 p.m. And we were parking in the parking lot in the project and I saw these guys from the project just dragging this lady by her hair. And one of them had a handgun. The other had like, I think it was like a MP1 on him, you know, like before, like a little machine gun.

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And she is screaming and, you know, fighting with them. But they just dragging her... And the guy that was holding the lady by her hair, he just put her down and boom, shot her in the head. I can still see her head just going like this and just dropping down. They just walk away, like they just killed a dog or, you know, something, like it was nothing for them. So yeah. That was the first time that I see somebody killed.” Sergio was in two serious car accidents; the first was when he was 15 and another when he was 25 years old. He had his home broken into and experienced several hurricanes while living in Puerto Rico. This is when he decided to come to Chicago.

Since being in Chicago, things seemed to have improved a little, but he is still having difficulty getting on his feet. He wants to establish a relationship with his daughter who also lives in Chicago with her mom. Right now, Sergio lives in a boarding home and works “pick up” jobs whenever he can get them. He is looking for steady employment and is even willing to go back to school if someone will help him. He says he is anxious a lot lately and cannot sleep. He says that when he lives now is safe, but he is still edgy. I overheard him tell someone in the lobby, “Like for some reason most of the time, no matter if I’m in a safe environment, I’m kind of like edgy, skeptical, you know, like sometimes I’m getting anxious for no reason. Like right now, look. My hands start sweating bad. Yeah. I lost a lot of sleep, nightmares, so bad that I remember when I was living with my girl, she used to wake me up and tell me that I used to say a lot of like crazy things in in my sleep. I need help. Somebody is got to help me. Hope these people can do something”

YOU ARE ONE OF THESE PEOPLE. Where do you start and what might you do use the principles and dynamics of what you have learned in this training?

QUESTIONS: (1) “How Do You Serve Sergio?” and (2) “How Do You Evaluate Your Practice Outcomes?”

Respond to each the following steps based upon training:

- | | |
|--|---|
| 1. Screening | 9. Education practices |
| 2. Intake | 10. Culturally competent practices |
| 3. Orientation | 11. Selection of curricula |
| 4. Assessment | 12. Evidence based practices |
| 5. Planning with a father direct service | 13. Referral |
| 6. Counseling support services | 14. Reports, assessment, and record keeping |
| 7. Collaborating a case management plan | 15. Consultation |
| 8. Crisis intervention | |

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ASSESSMENT PLAN FOR CORE COMPETENCY OUTCOMES

Competency	Competency Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures:
I. Identify the role of fathers in child development, parenting, and family/relationships	90%	<ul style="list-style-type: none"> In-Training Discussions Practicum Exercises Group Activities Homework Assignments 	<ul style="list-style-type: none"> Interprets the impact of father presence on child development Describes healthy relationships Illustrates constructive communication patterns 	<ul style="list-style-type: none"> Knowledge Competence Integrity 	<ul style="list-style-type: none"> Presentation Group Discussions Report Case Presentation 	<ul style="list-style-type: none"> Practitioner must score a minimum of 4 out of 5 points 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence.
II. Identify effective theoretical frameworks for father engagement	90%	<ul style="list-style-type: none"> Case Scenario In-Training Discussions Assignments Practicum 	<ul style="list-style-type: none"> Demonstrate effective use of father engagement frameworks across culturally diverse fathers, families, and children Chooses appropriate intervention strategies for relationship building 	<ul style="list-style-type: none"> Knowledge Integrity Service Competence 	<ul style="list-style-type: none"> Case Study Assignments Group Activities Reports 	<ul style="list-style-type: none"> Practitioner must score a minimum of 4 out of 5 points 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
III. Apply integrated strategies to discuss and reflect upon self-and other-directed communications	85%	<ul style="list-style-type: none"> Case Scenario Practicum Assignments 	<ul style="list-style-type: none"> Apply and communicate understanding of strategies for self- reflection, open communication, and father/other engagement 	<ul style="list-style-type: none"> Knowledge Process Application Values Integrity 	<ul style="list-style-type: none"> Assignments Training Activities Case Study Presentations 	<ul style="list-style-type: none"> Practitioner must score a minimum of 4 out of 5 points 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence. Determine whether this percentage is larger than the competency Benchmark

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IV. Culturally appropriate strategies for working with fathers and families	90%	<ul style="list-style-type: none"> Case Scenario Practicum In-Training Exercises Observation 	<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in working with fathers, families, and children within their communities Present self as a professional and engage fathers and constituencies as experts of their own experiences Practitioner self-awareness and self-regulation manage the influence of personal biases and values in working with diverse clients and constituencies 	<ul style="list-style-type: none"> Knowledge Processes Values Integrity Skills Values Competence 	<ul style="list-style-type: none"> Practitioner performance on exercises Case Study scores Case Presentation 	<ul style="list-style-type: none"> Practitioners must score a minimum of 3 out of 5 points. 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
V. Demonstrate instructional and curriculum design skills	90%	<ul style="list-style-type: none"> Assignments In-Training Activities Role Playing 	<ul style="list-style-type: none"> Integrate innovative strategies and techniques into action plans and client interventions Apply FFCA model to client problem solving 	<ul style="list-style-type: none"> Knowledge Skills Integrity Competence Service 	<ul style="list-style-type: none"> Practicum Case Study Presentation Homework 	<ul style="list-style-type: none"> Practitioners must score a minimum of 4 out of 5 points. 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
VI. Explain Empowerment Advanced Model and Whole Leadership	85%	<ul style="list-style-type: none"> Role Playing One-on-One Trainer Interactions Homework 	<ul style="list-style-type: none"> Apply FFCA Empowerment Model and Leadership Skills to fathers, families, and children engagement practices 	<ul style="list-style-type: none"> Knowledge Skills Integrity Competence 	<ul style="list-style-type: none"> Practicum Case Study Presentation Homework Open Dialogue 	<ul style="list-style-type: none"> Practitioners must score a minimum of 3 out of 5 points. 	<ul style="list-style-type: none"> Determine the percentage of practitioners that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of practitioners demonstrating competence.

Finding A Cause Bigger Than Self - Let's Go Together To The Next Level

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