

# **FAMILY PSYCHOEDUCATION**

## Requirements for Certification, Sustainability and Fidelity

Draft July, 2010

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# Introduction

Family Psychoeducation as a best-practice, Evidence-based service model is reported to have begun in the state of Michigan around ten years ago. The Michigan Department of Community Health built upon that original effort by providing multiple opportunities over the course of several years so providers could participate in grant-funded training and gain further exposure to FPE as a psychoeducational intervention. An equally important structure was that of providing for ongoing consultation led by national experts to further foster nascent local and regional FPE implementation activity.

Some of us attended FPE training knowing that we would be providing FPE to families and natural supports; others of us attended so we could work more effectively to transform systems that would support and sustain FPE; still others of us attended without having a clear idea of which role and responsibility-set fit us best.

Despite a few false starts (or perhaps because of them) a cohort of individuals emerged to collectively bolster state-wide FPE service provision through their efforts coordinated via an FPE Steering Committee. But, as Fixsen and others have observed, evidence about the effectiveness of the intervention does not insure successful EBP implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The FPE Steering Committee thus began to take a more active role in structuring state-wide FPE Service provision and implementation with consultation provided by the Michigan Department of Community Health.

The document that follows is issued by the members of the Michigan FPE Steering Committee. It is a compendium of elements and structures currently thought to be important to everyone interested in Family Psychoeducation service provision. Information about FPE provider certification levels and accompanying skill sets is included as are detailed requirements for maintaining provider credentialing beginning with basic facilitation skills and extending to include steps one might take to become an FPE Supervisor / Trainer in the state of Michigan.

As might be expected, the commitment required of an individual and their employing agency seeking to achieve and maintain adequate FPE model fidelity is considerable. It is described here in the hope that doing so will result in a more robust and longer-lived FPE system of care designed to serve families, sustain clinicians and endow agencies through its guidance.

## **Acknowledgements:**

This document is the product of a collaborative effort between the Michigan Department of Community Health and the Family Psychoeducation Steering Committee, a sub-committee of the Practice Improvement Steering Committee, this is a living document enriched by the experiences of consumers, families, staff and administrators involved in the implementation, sustainability and fidelity of the Family Psychoeducation Evidence Based Model. The collaborative also want to acknowledge the local Family Psychoeducation Coordinators. With special thanks to the Certification, Sustainability and Fidelity Sub-committee members.

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# Summary of Responsibilities

<b>Community Mental Health Service Provider (CMHSP) Prepaid Inpatient Health Plan (PIHP) Agencies.</b>	CMHSP/PIHP administration and clinical supervisors will support staff by providing the time and materials necessary to receive training and supervision as well as provision of the model with fidelity.
<b>FPE CMHSP/PIHP Coordinator (local)</b>	CMHSP/PIHP will have a designated FPE Coordinator responsible for coordinating FPE in their agency or region.
<b>FPE Facilitator</b>	Provides FPE intervention to families and consumers with fidelity to the FPE model. Practitioner has completed FPE Facilitator training and twelve months of FPE supervision.
<b>FPE Advanced Facilitator</b>	Provides FPE intervention to families and consumers with fidelity to the FPE model. Staff has completed both FPE Facilitator and FPE Advanced Facilitator training.
<b>FPE Trainer / Supervisor</b>	Provides FPE intervention to families and consumers with fidelity to the FPE model. Practitioner has completed FPE Facilitator and FPE Advanced Facilitator training, as well as, FPE Train the Trainer Training and twelve months of supervision as a FPE Advanced Facilitator.
<b>FPE State Project Manager</b>	Coordinates state implementation, sustainability and infrastructure of FPE.
<b>FPE Steering Committee (a subcommittee of the Practice Improvement Steering Committee-PISC)</b>	Oversees the implementation, fidelity monitoring and training related to the FPE Evidence-Based Practice and works with the Michigan Department of Community Health (MDCH) and Michigan Association of Community Mental Health Boards (MACMHB) staff to ensure sustainability of the service.
<b>Michigan Department of Community Health, Mental Health and Substance Abuse</b>	Provides policy direction and support for implementation, fidelity and sustainability to the FPE evidence-based practice.
<b>Expert Consultants</b>	Provides clinical and program evaluation consultation as requested, with a minimum of once every three years check-in, that includes fidelity and literature review updates as well as any new teaching and curriculum components.

# FPE Agency Resources

## **Trainee Agency Resource Requirements**

1. Provides sufficient time resources (e.g., travel time, workshop time, reduced caseload/ delay of new referrals during critical learning periods).
2. Manages financial considerations (e.g., mechanisms to support reimbursement for clinicians in fee-for-service arrangements; effect on productivity standards).
3. Provides necessary materials, equipment, and facilities (e.g., DVD camera, tripod, DVDs, white boards, incentives for families, video-recording space, workshops needs and refreshments for the Problem Solving groups).
4. Provides encouragement for training activities.
5. Provides appropriate consents in cooperation with the MDCH or designee.
6. Provides computer and broadband internet access.
7. Adheres to agency and clinician competency/fidelity readiness checklists.
8. If agency decides to provide support staff during the FPE groups support staff must adhere to the following: any one who participates in the FPE groups who is not a participant, facilitator or co-facilitator must minimally have FPE orientation by the Facilitator (please see attached presentation).
9. Agency will access staff trained in FPE supervision if this resource is not available internally as well as:
  - a. Allow time for trainees to participate in individual and group FPE supervision.
  - b. FPE supervision is for training purposes and cannot supplant legally required clinical supervision of all clinical staff.
10. Secured storage of confidential materials (DVDs, session info forms, etc.)
11. Provide an orientation to the FPE model to all new staff hired.
12. Conduct fidelity review of FPE programming every two years.

## **If PIHP wants to become a Training Site**

1. Employ FPE Coordinator.
2. Employ a FPE Trainer/ Supervisor on-site or coordinate with other agencies that have a FPE Trainer/Supervisor.
3. Maintain a list of FPE practitioners, their training and supervision status for a FPE State databank.
4. Be up to date on required fidelity reviews to assure adherence to the model.
5. FPE Coordinator and FPE Trainers participation in regional and/or statewide FPE committee meetings.
6. Provide reliable and valid data on services provided and staff fidelity to the model.

# FPE Practitioner General Information

<b>Responsibilities</b>	Provides Family Psycho-Education EBP intervention to families
<b>Core Competencies After Certification</b>	<ol style="list-style-type: none"> <li>1. Demonstrates understanding of the biological-social components of Mental Illness in the Bio-Social Model.</li> <li>2. Demonstrates teaching and problem solving skills.</li> <li>3. Strong commitment to work with individuals experiencing Serious Mental Illness and their families.</li> <li>4. Adherence to statewide FPE requirements.</li> </ol>
<b>Professional Qualifications</b>	<ol style="list-style-type: none"> <li>1. License, Limited License or Temporally Limited License Master's Level Mental Health Professional OR</li> <li>2. License or Limited License Bachelor's Level Qualified Mental Health professional OR</li> <li>3. Bachelor's level Qualified Mental Health Professional supervised by a License Master's Level Mental Health Professional.</li> <li>4. Certified Peer Support Specialist trained by the approved MDCH curricula, and supervised by a License or Limited License Master's Level Mental Health Professional.</li> <li>5. Completed FPE Facilitator training with approved curricula.</li> <li>6. Provides Mental Health services to Seriously Mentally Ill (SMI) adults.</li> </ol>
<b>Additional Qualifications</b>	<p>To ensure successful FPE training and certification, the staff seeking FPE Certification must:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in the use of manualized intervention and understand the importance of fidelity to the model.</li> <li>2. Be able to invest in a demanding learning process.</li> <li>3. Be likely to remain with the agency long enough to offset the investment in the extensive training program.</li> <li>4. Provide video or audio record of Joining, Workshops and Problem Solving Group sessions.</li> <li>5. Be an active participant in group learning experiences.</li> <li>6. Adopts new intervention strategies.</li> <li>7. Be strength-based and person-centered in their therapeutic approach.</li> <li>8. Demonstrates positive attitude when working with families.</li> </ol>

# FPE Practitioner General Information (cont..)

<b>Selection Considerations</b>	<p>The CMHSP /PIHP will select training candidates from their practitioner pool. The process of certification requires at least a year of practice with regular supervision based on viewing video/ audio recorded joining and/or group sessions. This selection process should include feedback from the FPE Trainer/Supervisor or Advanced Facilitator who has supervised the FPE facilitator.</p> <p>In selecting FPE practitioners, agencies may give preferential selection to individuals who show potential to be trained for future training roles.</p>
<b>Application Process</b>	Complete readiness checklist and submit application to training site.
<b>Resource Requirements</b>	Practitioner and CMHSP/PIHP must meet resource requirements (see below).



# FPE Facilitator

<b>Responsibilities</b>	Provides Family Psycho-Education to individuals experiencing Serious Mental Illness and their families, facilitates a FPE group. Participate in supervision from a FPE Advanced Facilitator under the supervision of a FPE Trainer/Supervisor or Trainer for 12 months.
<b>Professional Qualifications</b>	<ol style="list-style-type: none"> <li>1. License, Limited License or Temporally Limited License Master's Level Mental Health Professional OR</li> <li>2. License or Limited License Bachelor's level Qualified Mental Health professional OR</li> <li>3. Bachelor's level Qualified Mental Health Professional supervised by a License Master's Level Mental Health Professional.</li> <li>4. Certified Peer Support Specialist trained by the approved MDCH curricula, and supervised by a License or Limited License Master's Level Mental Health Professional.</li> <li>5. Complete FPE Facilitator training with approved curricula.</li> </ol> <p>Provides Mental Health services to Seriously Mentally Ill adults.</p>
<b>Certification Requirements</b>	<ol style="list-style-type: none"> <li>1. Participation in three day FPE training workshop with approved curricula. Proof of attendance at all sessions.</li> <li>2. As a FPE Facilitator, facilitates a FPE group for 1 year or a minimum of 20 sessions.</li> <li>3. Participates in group supervision with a FPE Trainer/ Supervisor for a minimum of 10 monthly supervision sessions, with demonstration of competence and positive outcomes.</li> <li>4. Required: Submit for review a minimum of 3 videotaped FPE sessions conducted with a FPE facilitator over a 12-month period, this will include three sessions: Joining session ( may be an audio tape), Problem-Solving Group sessions, the FPE Workshop along with a copy of the PowerPoint presentation and agenda from the workshop.</li> <li>5. Feedback about each taped FPE session is given to trainee by a FPE Advanced Facilitator of the FPE Trainer/Supervisor. Feedback will include discussion of fidelity to the FPE model, recommendations for improvements and timelines for monthly taping.</li> <li>6. Access to at least one Mental Health Professional FPE Trainer/Supervisor for local supervision of FPE sessions. During the 12 months supervision period.</li> <li>7. Recommendation by ongoing FPE Trainer/Supervisor to move to next level for certification. Videotapes will be used to review improvement with the use of the Clinical Competency Checklist. Specific areas for improvement should be shared with the FPE Facilitator and Advanced Facilitator Trainee, and if at the end of 1 year, the FPE Facilitator or Advanced Facilitator is not quite ready to move to the next level, they will need to continue be supervised for a minimum of 3 months, and provide 1 videotape to demonstrate a minimum of 80% on the competency checklist.</li> <li>8. Staff receives documentation of attendance and CEUs if requested.</li> <li>9. Complete FPE paperwork requirements. (See attached List).</li> <li>10. Receive feedback from Trainer/ Supervisor via phone call, email or in person on a monthly basis.</li> </ol> <p>Participate in required Fidelity review and develop strategies for improving fidelity if warranted.</p>

# FPE Facilitator Cont...

## **Recertification**

1. Every three years.
2. Obtain Continue Education hours applicable to the FPE model.
3. Submit three sessions for review (Joining, Problem Solving Groups, FPE workshop).
4. Achieve fidelity to the model, evidenced by 80% compliance in the competency check list.
5. Consent and release in place.

If recertification tapes do not pass fidelity reviews (competency check list) at 80%, additional supervision may be required.

# FPE Advanced Facilitator

<b>Responsibilities</b>	Provides Family Psychoeducation to individuals experiencing serious mental illness and their families, facilitates at least one FPE group. Participates in supervision from a FPE Trainer/Supervisor.
<b>Professional Qualifications</b>	<ol style="list-style-type: none"> <li>1. License, Limited License or Temporally Limited License Master's level Mental Health Professional OR</li> <li>2. License or Limited License Bachelor's Level Qualified Mental Health professional OR</li> <li>3. Bachelor's level Qualified Mental Health Professional supervised by a License Master's Level Mental Health Professional.</li> <li>4. Certified Peer Support Specialist trained by the approved MDCH curricula, and supervised by a License or Limited License Master's Level Mental Health Professional.</li> <li>5. Completed FPE Facilitator training with approved curricula.</li> <li>6. Provides Mental Health services to Seriously Mentally Ill (SMI) adults.</li> </ol>
<b>Certification Requirements</b>	<ol style="list-style-type: none"> <li>1. Meets FPE Facilitator Requirements.</li> <li>2. Participates in a 3 day Advanced Practice Workshop. Attendance at all sessions is required.</li> <li>3. FPE Facilitator provides documentation of attendance and CEUs if requested.</li> <li>4. Recommendation by ongoing FPE Trainer/ Supervisor to move to next level for certification.</li> <li>5. Demonstrates a minimum of 80% on the competency checklist.</li> <li>6. Complete FPE paperwork requirements.</li> <li>7. Continue supervision with a FPE Trainer/Supervisor.</li> </ol>
<b>Recertification</b>	<ol style="list-style-type: none"> <li>1. Every three years.</li> <li>2. Continuing Education hours. Submit three sessions for review (Joining, Problem Solving Groups, FPE workshop).</li> <li>4. Achieve 80% fidelity to the model (competency checklist).</li> <li>5. Consent and release in place.</li> <li>6. If recertification tapes do not pass fidelity, additional supervision may be required.</li> </ol>

# FPE Trainer/ Supervisor

<b>Responsibilities</b>	Supervises, Teaches and Facilitates FPE Trainings and State or Local Learning Collaboratives.
<b>Professional Qualifications</b>	<ol style="list-style-type: none"> <li>1. License, Limited License or Temporally Limited License Master's Level Mental Health Professional <b>AND</b></li> <li>2. Completed FPE Facilitator and Advanced Facilitator trainings with approved curricula.</li> <li>3. Certified and registered as FPE Advanced Facilitator in the State of Michigan or Certified and registered as FPE Trainer/Supervisor in the State of Michigan.</li> <li>4. Provides Mental Health Services to Seriously Mentally Ill Adults.</li> </ol>
<b>Certification Requirements &amp; Core Competencies</b>	<ol style="list-style-type: none"> <li>1. Successful completion of FPE Facilitator and Advanced Facilitator certification, plus:</li> <li>2. Provide supervision to FPE Facilitators under the guidance of a FPE Trainer/Supervisor for twelve months.</li> <li>3. Assist FPE Trainer/Supervisor during breakout sessions of a FPE Facilitator or FPE Advanced Facilitator training sessions.</li> <li>4. Participation as lead presenter during a didactic section of the breakout session <b>or</b> present a didactic section of a FPE Facilitator or Advanced Facilitator training.</li> <li>5. Demonstrate competence in steps 2, 3, and 4.</li> <li>6. Recommendation for next level by a FPE Trainer /Supervisor or FPE Coordinator to the Michigan Family Psychoeducation Training Committee (the FPE Training Committee makes final decision on approvals).</li> <li>7. Apply the adult training processes with DVD examples of trainings.</li> <li>8. Demonstrates ability to apply theories of change.</li> <li>9. Demonstrates ability to work cooperatively.</li> <li>10. Adherence to approved State curriculum for FPE training.</li> <li>11. Proficient and creative use of training material.</li> <li>12. Able to adapt materials to the needs of the trainees, without compromising fidelity.</li> <li>13. Provides feedback to FPE Facilitators and Advanced Facilitator trainees.</li> <li>14. Demonstrates ability to enhance communication among FPE Facilitators, Advanced Facilitators and Trainers/ Supervisors to promote teamwork.</li> <li>15. Proficiency in use of fidelity scales.</li> <li>16. Excellence in supervision and training skills.</li> </ol>

# FPE Trainer/ Supervisor (Cont...)

<b>Selection Process</b>	<ol style="list-style-type: none"> <li>1. Must meet competencies to become a FPE Trainer/Supervisor.</li> <li>2. Must be nominated by a FPE Trainer/Supervisor or FPE Coordinator.</li> <li>3. A completed Readiness Check List signed by the staff person's agency Director must be submitted to the FPE Training Committee agreeing to the requirements to become a FPE Trainer/Supervisor.</li> <li>4. FPE Training Sub-Committee will approve all candidates for FPE Trainer/Supervisor training.</li> </ol>
<b>Certification Process</b>	<ol style="list-style-type: none"> <li>1. FPE Trainer/Supervisor who has been supervising the trainee recommends trainee for certification as FPE Trainer/Supervisor by submitting a letter to the FPE sub-committee</li> <li>2. The FPE Trainer/Supervisor submits completed supervision notes from supervision session.</li> <li>3. Submits a minimum of six video taped Multi-Family Group sessions to FPE Trainer/Supervisor.</li> <li>4. Obtained feedback from FPE Trainer/Supervisor. Supervision notes must be submitted. .</li> <li>5. Submit a review of six completed competency reviews: Competency checklist for MFG : Clinicians: Problem Solving Group meetings minutes Submit to the FPE Trainer/Supervisor at least eight electronic, phone or E-mail FPE facilitator's supervision plans prior to each monthly supervision call.</li> <li>6. Submit to the FPE trainer/supervisor at least eight supervision notes.</li> </ol>
<b>Recertification</b>	<ol style="list-style-type: none"> <li>1. Every three years.</li> <li>2. Continuing Education hours.</li> <li>3. Submit three sessions for review (Joining, Problem Solving Groups, FPE workshop).</li> <li>4. Achieve 80 % fidelity to the model.</li> <li>5. Consent and release in place.</li> <li>6. Ongoing participation in provision of training, supervision and State or Local Learning Collaboratives.</li> <li>7. If recertification tapes do not pass fidelity, additional supervision may be required.</li> </ol>
<b>Expectation of Practice</b>	<ol style="list-style-type: none"> <li>1. Continue utilizing FPE model.</li> <li>2. Provide FPE facilitator training or supervision at least once a year.</li> <li>3. Maintain enrollment in statewide FPE provider database.</li> <li>4. When required, or more often participate in the selection of FPE Facilitators, Advanced Facilitators and Trainers/ Supervisors.</li> <li>5. Follow ethical standard of continuing consultation with other FPE Trainer/ Supervisor(s).</li> </ol>

# FPE Statewide Project Manager

<b>Responsibilities</b>	Coordinates state wide roll out of FPE.
<b>Professional Qualifications</b>	<ol style="list-style-type: none"> <li>1. Bachelor or Master level with experience in project management.</li> <li>2. Preferred degree in human services.</li> </ol>
<b>Selection Considerations</b>	<ol style="list-style-type: none"> <li>1. Comfortable in front of an audience.</li> <li>2. Good oral and writing skills.</li> <li>3. Good organizational skills.</li> <li>4. Commitment and understanding of the FPE model</li> <li>5. Proficient in use of Microsoft Office software preferably highly proficient in use of Word, Excel and Access.</li> </ol>
<b>Selection Process</b>	<ol style="list-style-type: none"> <li>1. The Project Manager will be hired by the Michigan Association of Community Mental Health Boards or a designated entity in collaboration with the MDCH and the FPE State Steering Committee.</li> </ol>
<b>Duties and Responsibilities</b>	<ol style="list-style-type: none"> <li>1. The Project Manager reports to the FPE State Steering Committee.</li> <li>2. Coordinates with PIHP regions to ensure that trainings are available for new FPE leaders.</li> <li>3. Sets up training sessions for trainers when needed.</li> <li>4. Coordinates the once a year Statewide training for FPE.</li> <li>5. Maintains a list of all approved Trainers/Supervisors.</li> <li>6. Serves as a liaison with all approved Trainers/Supervisors.</li> <li>7. Maintains a list of all individuals receiving training for FPE from approved Trainers/Supervisors.</li> <li>8. Completes applications for CEU-credits for FPE State trainings and Supervision training.</li> <li>9. Coordinates and works with the FPE Learning Collaborative.</li> <li>10. Assists with the evaluation initiatives of the FPE Steering Committee.</li> <li>11. Monitors/Coordinates/updates all areas of the implementation of the FPE information site, and keeps records of the information from all sites.</li> <li>12. Coordinates fidelity reviews when asked by the Steering Committee.</li> <li>13. Schedules FPE Steering Committee meetings.</li> <li>14. Distributes agenda and takes minutes for FPE Steering Committee Meetings.</li> <li>15. When needed arranges alternate forms of communication for meetings.</li> </ol>
<b>Evaluation Process</b>	The position will be supervised and evaluated by the employing agency. This employer is encouraged to take into consideration the opinion of the FPE Steering Committee.

# FPE Steering Committee

<b>Representation</b>	<ol style="list-style-type: none"> <li>1. One or more representatives from each PIHP region—ideally the FPE Coordinator from each CMHC/PIHP.</li> <li>2. One or more representatives from MDCH, the FPE Specialist and/or the MDCH staff person assigned to FPE..</li> <li>3. Two consumers and two family members.</li> </ol>
<b>Selection of a Chairperson</b>	<ol style="list-style-type: none"> <li>1. The FPE Steering Committee will select a chairperson to serve for two years who works directly with the FPE Project Manager and convenes the meetings of the FPE Steering Committee.</li> </ol>
<b>General Responsibilities</b>	<ol style="list-style-type: none"> <li>1. The FPE Steering Committee will meet quarterly to address ongoing support for FPE, training issues, certification process and fidelity monitoring.</li> <li>2. Monitors the statewide training of new FPE Facilitators which will occur once a year.</li> <li>4. The supervision training for certification will also occur at the statewide training.</li> <li>3. The FPE Steering Committee will submit names to the State of individuals who have met the requirements to be certified as FPE Facilitators, Advanced Facilitators and Trainers/ Supervisors.</li> <li>4. The Steering Committee advocates for the Implementation of FPE with fidelity to the model.</li> <li>5. Work on issues of sustainability.</li> <li>6. Make recommendations to consultants and MDCH officials if modifications of the program occur.</li> </ol> <p><b>Fidelity to the FPE model</b></p> <ol style="list-style-type: none"> <li>1. Assures Fidelity monitoring of FPE every three years by each PIHP.</li> <li>2. Assures that the fidelity monitoring tool is completed every three years by each PIHP region.</li> <li>3. Implement a peer review process conducted by teams of FPE facilitators.</li> </ol>

# FPE Steering Committee (Cont.)

<b>Responsibilities</b>	<b>Outcome Measures</b> <ol style="list-style-type: none"><li>1. Develop with the MDCH an outcome monitoring process for FPE in collaboration with a University based evaluator.</li><li>2. Design and monitor a survey of FPE Facilitators, Advanced Facilitators Trainers/ Supervisors, family members and consumers to assess change over time.</li><li>3. Coordinate with the MDCH to ensure that when possible, outcome measures already collected by the State are not duplicated in the FPE evaluation.</li><li>4. At least once every three years the FPE Steering Committee will seek expert consultation on advances with the model.</li><li>5. Develop a Web Portal as a way to sustain the FPE model with fidelity.</li></ol>
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## FPE Special Provision

<b>Exceptions</b>	<p>In order to make sure that Fidelity to FPE is not compromised, agencies that purchased supervision and training prior to approved curricula (---/---) will fall under the following:</p> <p>Curriculum associated with training provided by Michigan Trainers/Supervisors and/or entities outside Michigan will be submitted to the FPE Steering Committee for review and approval.</p> <p>Detail regarding FPE Training and Supervision provided by entities outside of Michigan will be submitted to the FPE Steering Committee and will be maintained in a statewide supervision database.</p>
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# Time/ Resources / Materials

## Trainee Resource Requirements

Becoming a certified FPE Trainer/Supervisor requires many resources from both the trainee and the trainee's agency. At this level, the FPE Trainer/Supervisor is able to train and supervise both FPE Facilitator and FPE Advanced Facilitators. The following outline is an estimate of time associated with these.

## Time Requirements

Following completion of Facilitator and Advanced Facilitator (i.e. at a minimum one year ) the Trainer/Supervisor certification will take one year, longer if the candidate is not able to accomplish these requirements in a year.

Activity or Event	Monthly Time Estimates	Annual Time Estimates excludes travel and direct service time
FPE Trainer/Supervisor: 3 Full days of training	24 hours / 3 day event	24 hours/year
Supervision provided to FPE Facilitator Staff by FPE Advanced Facilitator.	2.5 hours / month	30 hours/year
Co-facilitation of at least One All-day FPE Learning Collaborative	8 hours/ one day event	8 hours/ year
Supervision provided to FPE Advanced Facilitator in the process to become a FPE Trainer/Supervisor by a FPE Trainer/Supervisor	1 hour/month	12 hours/year
<b>Materials</b>	1 hour per month	12 hours total hours depend on number of practitioners to be supervised

**Total Training Cycle : 86 hrs. Minimum**

## Materials

- White board or big paper
- Markers
- Office space to review videos
- Training Location
- Training Materials (provided by Trainer/Supervisor)
- Blank DVDs
- DVD burner
- TV and DVD player
- Computers (for communication, to play DVD's, etc)