

FAMILY PSYCHOEDUCATION
Requirements for Certification,
Sustainability, and Fidelity

October 2018

Introduction

Family Psychoeducation as a best-practice, Evidence-based service model first started in Michigan in 2001. The Michigan Department of Health and Human Services 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 Family Training 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 Coach/Trainer in the state of Michigan.

As might be expected, the commitment required of an individual and the 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 Health and Human Services and the Michigan 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 and Facilitators, without whom this practice would not be as promising as it is today.

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Summary of Responsibilities

<p>Community Mental Health Service Provider (CMHSP) Prepaid Inpatient Health Plan (PIHP) Agencies</p>	<p>CMHSP/PIHP administration and clinical supervisors will support staff by providing to staff the time and materials necessary to:</p> <ul style="list-style-type: none"> • Receive training in the FPE model • Receive ongoing FPE coaching • Maintain FPE Facilitator or Advanced Facilitator certification through participation in state-wide training and/or Learning Communities. • Facilitate Family Psychoeducation to persons served while adhering to fidelity of the model.
<p>FPE CMHSP/PIHP/Regional Coordinator</p>	<p>CMHSP/PIHP will have a designated FPE Coordinator responsible for coordinating FPE in their agency or region. FPE Coordinator will maintain quarterly contact with the FPE Steering Committee and report on any barriers to FPE or successes within FPE in their region. This contact could be via email, phone in to meetings, or in person participation in statewide meetings.</p>
<p>FPE Facilitator</p>	<p>Staff has received FPE Facilitator training, and provides FPE intervention to families and consumers with fidelity to the FPE model. Practitioner has completed FPE Facilitator training and engages in a minimum of twelve months of FPE coaching while implementing the model.</p> <p>Staff maintains certification by:</p> <ul style="list-style-type: none"> • Attending Advanced Facilitator training OR • State-wide Learning Community when offered OR • Have a MIFAST visit for your FPE team OR • Completing the FPE 101 module on Improvingmipractices.org <p>Once every 2 years</p>
<p>FPE Advanced Facilitator</p>	<p>Provides FPE intervention to families and consumers with fidelity to the FPE model. Staff has completed both FPE Facilitator and FPE Advanced Facilitator training.</p> <p>Staff maintains certification by:</p> <ul style="list-style-type: none"> • Attending the State-wide Learning Community when offered OR • Have a MIFAST visit for your FPE team OR • Completing the FPE 101 module on Improvingmipractices.org

	Once every 2 years
FPE Trainer/Coach	Is able to provide FPE intervention to families and consumers with fidelity to the FPE model. Practitioner has completed FPE Facilitator and FPE Advanced Facilitator training. Provides training of approved curricula, as well as coaching to FPE Facilitators, per the Michigan FPE Steering Committee guidelines. Receives coaching as needed while serving in this capacity.
FPE State Project Manager/Coordinator	Coordinates state implementation, sustainability, and infrastructure of FPE.
FPE Steering Committee (a subcommittee of the Practice Improvement Steering Committee)	Oversees implementation, fidelity monitoring, and training related to the FPE Evidence-Based Practice, and works with the Michigan Department of Health and Human Services (MDHHS) and Community Mental Health Association of Michigan (CMHAM) staff to ensure sustainability of the service.
Michigan Department of Health and Human Services (MDHHS)	Provides policy direction and support for implementation, fidelity, and sustainability to the FPE evidence-based practice.
Expert Consultants	Provide clinical and program evaluation consultation as requested, with a minimum of once every three years to review fidelity and literature review updates, as well as any new teaching and curriculum components.

FPE Agency Resources

Trainee Agency Will:

- Provide sufficient time resources (e.g., travel time, workshop time, reduced caseload/ delay of new referrals during critical learning periods).
- Manage financial considerations (e.g., mechanisms to support reimbursement for clinicians in fee-for-service arrangements; effect on productivity standards).
- Provide necessary materials, equipment, and facilities (e.g., white boards, markers, incentives for families, video-recording space, workshop needs and refreshments for the Problem Solving groups, DVD camera, tripod, DVDs,).
- Provide encouragement for training activities.
- Provide appropriate consents in cooperation with MDHHS or designee.
- Provide computer and broadband internet access.
- Adhere to agency and clinician competency/fidelity readiness checklists.
- If agency decides to provide support staff during the FPE groups, support staff must adhere to the following:
 - Anyone who participates in the FPE groups who is not a participant, facilitator or co-facilitator must minimally have FPE orientation by the Facilitator.
- Agency will allow time for trainees to participate in individual and group FPE coaching from an individual that is a designated FPE Trainer/Coach. This individual may or may not be Agency staff.
NOTE: FPE coaching is for training purposes and cannot supplant legally required clinical supervision of any clinical staff.
- Secured storage of confidential materials (DVDs, session info forms, etc.)
- Provide an orientation to the FPE model to all new staff hired. One is available through the FPE Steering Committee upon request.
- Conduct fidelity review of FPE programming every three years. A designated staff person can be sent from MDHHS to provide this service free of charge upon request to the FPE Steering Committee.

If PIHP wants to become a Training Site, PIHP Must:

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

FPE Practitioner General Information

Responsibilities	Provides Family Psychoeducation to individuals experiencing Serious Mental Illness and their families. Facilitates FPE groups. Participate in coaching sessions provided by an FPE Advanced Facilitator under the supervision of a FPE Trainer/Coach for 12 months.
Core Competencies After Certification	<ol style="list-style-type: none"> 1. Demonstrates understanding of the biological and social components of Mental Illness in the Bio-Social Model. 2. Demonstrates teaching and problem solving skills. 3. Strong commitment to work with individuals experiencing Serious Mental Illness and their families. 4. Adherence to statewide FPE requirements.
Professional Qualifications	<ul style="list-style-type: none"> • Licensed, Limited Licensed, or Temporally Limited Licensed Master’s Level Mental Health Professional OR • Licensed or Limited Licensed Bachelor’s Level Qualified Mental Health professional OR • Bachelor’s level Qualified Mental Health Professional supervised by a Licensed Master’s Level Mental Health Professional OR • Certified Peer Support Specialist trained by the approved MDHHS curricula, and supervised by a Licensed or Limited Licensed Master’s Level Mental Health Professional. • Completed FPE Facilitator training with approved curricula. • Provides Mental Health services to adults with Serious Mental Illness (SMI). This model is not evidence based for Children with Serious Emotional Disturbance or any other category of child. Medicaid does not authorize the use of FPE encounter codes for the purposes of treating children.
Selection Considerations	<p>The CMHSP/PIHP will select training candidates from their practitioner pool. The process of certification requires at least one year of practice with regular coaching based on viewing video/audio recorded joining and/or group sessions. This selection process should include feedback from the FPE Coach/Supervisor or Advanced Facilitator who has coached the FPE facilitator.</p> <p>In selecting FPE practitioners, agencies may give preferential selection to individuals who show potential to be prepared for future training roles.</p>
Application Process	<p>Required Prior to the Facilitator Training:</p> <ol style="list-style-type: none"> 1. Complete assigned online modules on the www.ImprovingMiPractices.org website. Participant will receive an email with directions to modules on ImprovingMiPractices.org that need to be

	<p>completed prior to the training session. If they do not complete the required web-based modules, they may be turned away at the training without refund.</p> <p>2. Access to The Workbook for Clinical and Practical Supervisors will be emailed in pdf form. This is a 144 page document. Please become familiar with this document prior to the training.</p> <p>3. Must complete the following course on RELIAS prior to day one of the training: Supporting Recovery for Individuals with Schizophrenia REL-HHS-0-SSOPD-V2</p> <p>If an agency does NOT have access to RELIAS, email Stephanie Lange at stephanie.lange@mccmh.net</p>
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FPE Facilitator

Certification Requirements	<ul style="list-style-type: none"> • Participation in minimum of two-day FPE training workshop with approved curricula. Proof of attendance at all sessions. • Receives monthly feedback from Trainer/Coach via phone call, email, or in-person coaching, with demonstration of competence and positive outcomes. • Access to at least one FPE Trainer/Coach for supervision of FPE session during the 12-month supervision period. • If facilitator desires to attend Advanced Facilitator Training, recommendation by FPE Trainer/Coach is required. • Adhere to FPE documentation requirements. • Participate in fidelity review and the development of strategies for improving fidelity if warranted.
Recertification	<p>Facilitate FPE for one year OR minimum of 20 problem solving sessions. Every three years:</p> <ul style="list-style-type: none"> • Attend a minimum of one Statewide FPE Learning Collaborative put on by the FPE Steering

	<p>Committee/MDHHS/CMHAM</p> <p>OR</p> <p>Attend the two-day Advanced Facilitator Training</p> <p>OR</p> <p>Complete FPE 101 modules on the www.ImprovingMiPractices.org website. Participant will receive an email with directions to modules on ImprovingMiPractices.org that need to be completed.</p> <ul style="list-style-type: none"> • Follow the guidelines as put forth in the FPE FIDELITY WORKBOOK, being able to produce evidence of this as needed • Maintain own records/documentation that these requirements have been completed.
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FPE Advanced Facilitator

Responsibilities	Provides Family Psychoeducation to individuals experiencing serious mental illness and their families, facilitates at least one FPE group.
Professional Qualifications	<ul style="list-style-type: none"> • Licensed, Limited Licensed or Temporally Limited Licensed Master’s level Mental Health Professional <p>OR</p> <ul style="list-style-type: none"> • Licensed or Limited Licensed Bachelor’s Level Qualified Mental Health professional <p>OR</p> <ul style="list-style-type: none"> • Bachelor’s level Qualified Mental Health Professional supervised by a Licensed Master’s Level Mental Health Professional. • Certified Peer Support Specialist trained by the approved MDCH curricula, and supervised by a Licensed or Limited Licensed Master’s Level Mental Health Professional. • Complete FPE Facilitator training with approved curricula. • Provides Mental Health services to adults with Serious Mental

	Illness (SMI). This model is not evidence based for Children with Serious Emotional Disturbance or any other category of child. Medicaid does not authorize the use of FPE encounter codes for the purposes of treating children.
Certification Requirements	<ul style="list-style-type: none"> • Meets FPE Facilitator Requirements. • Recommendation by FPE Trainer/Coach to move to next level for certification. • Participates in Advanced Facilitator training Workshop. Attendance at all sessions is required. • FPE Facilitator provides documentation of attendance and CEUs if requested. • Adhere to FPE documentation requirements • Continue coaching with a FPE Trainer/Coach as needed.
Recertification	<p>Facilitate FPE for one year OR minimum of 20 problem solving sessions Every three years:</p> <ul style="list-style-type: none"> • Attend a Statewide FPE Learning Collaborative put on by the FPE Steering Committee/MDHHS/CMHAM <p>OR</p> <p>Complete FPE 101 modules on the www.ImprovingMiPractices.org website. Participant will receive an email with directions to modules on ImprovingMiPractices.org that need to be completed</p> <p>OR</p> <p>Request a MIFAST visit for your FPE team</p> <ul style="list-style-type: none"> • Follow the guidelines as put forth in the FPE FIDELITY WORKBOOK being able to produce evidence of this as needed. • Maintain own records/documentation that these requirements have been completed.

FPE Trainer/Coach

Responsibilities	Trains and/or provides coaching for other FPE Facilitators and Advanced Facilitators. Teaches and Facilitates FPE Trainings, and State or Local Learning Communities as appropriate.
Professional Qualifications	<ul style="list-style-type: none"> • Licensed, Limited Licensed, or Temporally Limited Licensed Master's Level Mental Health Professional <p>OR</p> <ul style="list-style-type: none"> • Licensed Bachelor's Level Social Worker <p>AND</p> <ul style="list-style-type: none"> • Completed FPE Facilitator and Advanced Facilitator trainings with approved curricula. • Certified and recognized as FPE Advanced Facilitator in the State of Michigan • Provides Mental Health services to adults with Serious Mental Illness

	(SMI). This model is not evidence based for Children with Serious Emotional Disturbance or any other category of child. Medicaid does not authorize the use of FPE encounter codes for the purposes of treating children.
Certification Requirements & Core Competencies	<p>Successful completion of FPE Facilitator and Advanced Facilitator certification, plus:</p> <ul style="list-style-type: none"> • Provide coaching to FPE Facilitators under the guidance of an FPE Trainer/Coach for minimum of twelve months. • Assist FPE Trainer/Coach during breakout sessions of FPE Facilitator or FPE Advanced Facilitator training sessions. • Participation as lead presenter during a didactic section of the breakout session or present a didactic section of a FPE Facilitator or Advanced Facilitator training. • Demonstrate competence in steps 1, 2, and 3. • Recommendation by a FPE Trainer/Coach or FPE Regional Coordinator to the Statewide Family Psychoeducation Steering Committee • Apply adult training practices (with DVD examples of trainings if requested). • Demonstrates ability to work cooperatively. • Adherence to approved State curriculum for FPE training. • Able to adapt materials to the needs of the trainees, without compromising fidelity. • Provides feedback to FPE Facilitators and Advanced Facilitator trainees. • Proficiency in use of fidelity scales. • Excellence in coaching and training skills.

FPE Trainer/ Coach (cont...)

Selection Process	<ol style="list-style-type: none"> 1. Must meet competencies to become a FPE Trainer/Coach. 2. Must be nominated by a FPE Trainer/Coach or FPE Regional Coordinator.
Certification Process	<ul style="list-style-type: none"> • FPE Trainer/Coach who has been supervising the trainee recommends trainee for consideration as FPE Trainer/Coach to the FPE Statewide Coordinator. • Upon request, FPE Trainer/Coach submits completed supervision notes from supervision session to the Statewide Program Coordinator. • Upon request, able to submit to the FPE Trainer/Coach at least eight coaching notes.
Recertification	<p>Every three years:</p> <ul style="list-style-type: none"> • Must successfully and competently train at least one session at a

	Statewide Learning Community, Facilitator, or Advanced Facilitator training <ul style="list-style-type: none"> Ongoing participation in provision of training, supervision and State or Local Learning Collaborative
Expectation of Practice	<ol style="list-style-type: none"> Continue utilizing FPE model. Provide FPE facilitator training or coaching at least once every two years. Maintain enrollment in Improving MI Practices Website. When appropriate, participate in the selection of FPE Facilitators, Advanced Facilitators and Trainers/Coaches. Follow ethical standard of continuing consultation with other FPE Trainer/ Coaches.

FPE Trainer/Coach

Trainee Resource Requirements		
<p>Becoming a certified FPE Trainer/Coach requires many resources from both the trainee and the trainee's agency. At this level, the FPE Trainer/Coach is able to train and supervise both FPE Facilitator and FPE Advanced Facilitators. The following outline is an estimate of time associated with these tasks and duties.</p>		
Time Requirements		
<p>Following completion of Facilitator and Advanced Facilitator, the Trainer/Coach certification will take a minimum of one year.</p>		
Activity or Event	Monthly Time Estimates	Annual Time Estimates excludes travel and direct service time
FPE Trainer/Coach: two Full days of training	2 day event – estimated 6 hours of prep time for assigned training area	30 hours/year
Monthly Supervision provided to regional FPE facilitators as assigned	2.5 hours / month	30 hours/year
Co-facilitation of at least one day-long FPE Learning Collaborative	8 hours/one day event	8 hours/ year
Total Possible Time Commitment: 68 hrs.		
Materials		

- White board or easel paper
- Markers
- Office space to review videos
- Training Materials (provided by Trainer/Coach)
- Blank DVDs and DVD burner (if necessary)
- TV and DVD player (if necessary)
- Computers (for communication, to play recordings, etc)

Estimate of Time and Materials

FPE Co-trainer

Responsibilities	Assist with FPE Facilitator training as needed by a FPE Trainer/Coach
Professional Qualifications	<ul style="list-style-type: none"> • Completion of two-day FPE Facilitator Training and all supervision associated with this • Completion of FPE Advanced Facilitator Training • Working with an FPE Coach/Trainer within Michigan
Selection Considerations	<ol style="list-style-type: none"> 1. Comfortable in front of an audience 2. Strong oral, written, and organizational skills 3. Commitment to, and understanding of, the FPE model
Selection Process	<ul style="list-style-type: none"> • Recommendation from a current FPE Trainer/Coach in good standing • Approval by FPE Steering Committee as needed
Duties and Responsibilities	<ul style="list-style-type: none"> • Assist with FPE Facilitator Training as needed. • Must always be training under the direct supervision of a FPE Trainer/Coach
Evaluation Process	The position will be supervised and evaluated as needed by the FPE Steering Committee

FPE Statewide Coordinator

Responsibilities	Coordinates implementation and sustainability of FPE across the State of Michigan.
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Professional Qualifications	<ul style="list-style-type: none"> • Bachelor or Master level with experience in project management. • Preferred degree in human services.
Selection Considerations	<ul style="list-style-type: none"> • Comfortable in front of an audience. • Strong oral and written communication skills. • Good organizational skills. • Commitment to and understanding of the FPE model • Proficient in use of Microsoft Office software preferably highly proficient in use of Word, Excel and Access.
Selection Process	<ul style="list-style-type: none"> • The Statewide Coordinator will be contracted by the Community Mental Health Association of Michigan or a designated entity in collaboration with the MDHHS and the FPE State Steering Committee.
Duties and Responsibilities	<ul style="list-style-type: none"> • The Statewide Coordinator reports to the FPE State Steering Committee. • Coordinates with PIHP regions to ensure that FPE Facilitator and Advanced Facilitator trainings are available across the state. • Meets demands for and coordinates FPE Statewide trainings. • Maintains a list of all approved Trainers/Coaches. • Serves as a liaison with all approved Trainers/Coaches. • Completes and updates applications for CEU-credits for FPE Statewide trainings. • Coordinates quarterly FPE Learning Collaboratives. • Assists with the evaluation initiatives of the FPE Steering Committee. • Coordinates fidelity reviews when asked by the Steering Committee. • Schedules and facilitates FPE Steering Committee meetings. • Distributes agenda and takes minutes for FPE Steering Committee Meetings. • Arranges alternate forms of communication for meetings as needed.
Evaluation Process	<p>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.</p>

FPE Steering Committee

Representation	<ul style="list-style-type: none"> • One or more representatives from each PIHP region—ideally the FPE Coordinator from each CMHSP/PIHP. • One or more representatives from MDHHS, the FPE Specialist and/or
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	the MDHHS staff person assigned to FPE.
General Responsibilities	<ul style="list-style-type: none"> • The FPE Steering Committee will meet quarterly to address ongoing support for FPE, training issues, certification process and fidelity monitoring. Meetings can occur more often as needed based on implementation or sustainability demands. • Monitors the statewide training of new FPE Facilitators which will occur at least once a year. • The Steering Committee advocates for the Implementation of FPE with fidelity to the model. • Continuously work on issues of sustainability. • Make recommendations to consultants and MDHHS officials if modifications to the program occur. <p>Fidelity to the FPE model</p> <ul style="list-style-type: none"> • Assures Fidelity monitoring of FPE every three years by each implementing region. • Assures that the fidelity monitoring tool is completed every three years by each implementing region.

FPE Special Provision

Exceptions	<p>In order to make sure that Fidelity to FPE is not compromised, agencies that purchased supervision and training prior to approved curricula (April 2010) will fall under the following:</p> <p>Curriculum associated with training provided by Michigan Trainer/Coaches and/or entities outside Michigan PRIOR TO April 2010 will be submitted to the FPE Steering Committee for review and approval.</p> <p>Detail regarding FPE Training and Coaching provided by entities outside of Michigan PRIOR TO April 2010 will be submitted to the FPE Steering Committee and will be maintained in a statewide supervision database.</p>
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FPE PIHP/Regional Coordinator

Responsibilities	Coordinates Family Psychoeducation initiative within a given PIHP or region
Professional Qualifications	<ul style="list-style-type: none"> • Individual to be appointed by PIHP/Region, therefore, no specific professional qualifications are required. • Prefer individual to have basic understanding of the model at minimum • Individual should demonstrate skill related to supporting implementation and sustainability of an evidence based practice throughout represented region
Selection Considerations	<ul style="list-style-type: none"> • Ability to accurately represent region at Statewide FPE Steering Committee meetings • Strong oral and written communication skills • Commitment to, and understanding of, the FPE model • Proficient in Microsoft Office software, including Word and Excel
Selection Process	<ul style="list-style-type: none"> • The FPE/Regional Coordinator will be appointed by the PIHP or a designated entity.
Duties and Responsibilities	<ul style="list-style-type: none"> • Leads the implementation of the FPE initiative at the PIHP/County/Regional level. • Participates regularly in FPE Statewide Steering Committee meetings. • Works with the FPE Steering Committee in the selection of topics for the Learning Collaborative • Provides support and direction to the local Implementation Team. • Assists in securing resources to address implementation challenges. • Coordinates/oversees the external evaluation of fidelity to the FPE model. • Coordinates evaluation of training needs of clinical staff engaged in FPE service provision across the PIHP and/or region. • Coordinates with CMHSPs and/or other community partners state-wide to ensure that trainings are available for staff. • Disseminates information among staff in their region about training and Learning Collaborative related to FPE. • Monitors/updates and reports to the FPE Steering Committee any

	advances in the implementation of the FPE model at the PIHP level.
Evaluation Process	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 PIHP/Regional Coordinator

FPE PIHP/Regional Coordinator Resource Requirements		
The FPE PIHP Coordinator requires many resources as they link and align implementation efforts between the local providers, CMHSP administrators, PIHPs and the FPE Steering Committee at the State level. The following outline is an estimate of time associated with these tasks.		
Time Requirements		
The time spent in activities related to the assessment of local implementation, generation of reports to the PIHP leadership about advances in the implementation, participation in meetings and Family Psycho-education Learning Collaborative.		
The time required from the FPE Regional Coordinator will vary depending upon the stage of implementation. The following estimate is for agencies that are already running problem solving groups.		
Activity or Event	Time Estimates	Annual Time Estimates (excludes travel and direct service time)
Coordinating implementation at the local level , including supervision, trainings and gathering resources for staff	2 hours/month	24 hours /year
Participation in FPE Learning Collaborative	8 hours/year	8 hours/ year
Participation in the FPE Steering Committee	1 hours/quarter (Minimum)	4 hours/year
Dissemination of trainings and information to staff implementing FPE model.	1 hours/month	12 hours /year
Total Estimate: 48 hours/year		

Estimate of time