

ADVANCED FATHERHOOD PRACTITIONER CREDENTIAL SYLLABUS FATHERS & FAMILIES COALITION OF AMERICA

Credential and Enrollment: Alfie Mendoza-Tarazon
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Office hours: Tuesday & Thursday by appointment
Appointments outside office hours:

2018-2019 Approved Program

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| I. | NAME OF CREDENTIAL: | Fatherhood Practitioner Credential |
| II. | PROFESSIONAL LEVEL: | Frontline Workers, Clinical and Nonclinical Professionals |
| III. | CREDENTIAL REQUIREMENTS: | 11 Hours of Instruction for Certificate Only
Advanced Credential Requires Practicum 5 Hours
Pre-or co-requisites: None |
| IV. | CREDENTIAL DESCRIPTION: | |

Fatherhood Practitioner Credential training advances the skills of practitioners with a competency-based education approach. This program, developed by Fathers & Families Coalition of America, is a dynamic integrated 16-hour training program built on the core competencies from professional fields such as: Child welfare, early childhood, marriage and family therapists, social work, criminal justice, psychologists, educators, counselors, family service workers and fatherhood practitioners.

Purpose of the FPC is processing in the journey of professional development to augment the success of those who are working with fathers and or families. The seven core areas to improve: Fathers Impact on Child Development, Family-Life and Relationships, Understanding Others-Self: Personal Growth, Theories Applied into Practice: Professional Skills, Assessing Motivation, Culturally Appropriate Methods, Effective Use of Evidence-Based Teaching Practices, and Evaluating Practices: Professional Competency and Integrity.

The FPC has over 30 learning points that are addressed both in the 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 A Group Setting, Assessments and identifying goals: S.M.A.R.T vs. M.A.P.S, Emotional Intelligence (EQ) Training, Grounding Techniques Promoting Wellness, Impacts of Father Involvement and Wellness of Children, Methods for Increased Resiliency, Motivational Interviewing Techniques, Ethics and Dual Relationship, Transtheoretical Change Model, Trauma-Informed Approach to Systems and Services, The DiSC Profile and others.

V. RATIONALE:

This credential is designed to provide practitioners with the theoretical, foundation and advanced skills necessary for engaging fathers in diverse settings. It focuses on understanding the integrative approaches that are required to effectively communicate with fathers of diverse backgrounds as well as clients with diverse socioeconomic and ability/disability statuses. The credential provides practitioners with the basic understanding that evolved into advanced skills needed to begin effective culturally competent communication, which is the foundation for building effective skills. The Fatherhood Practitioner Credential as two primary goals Goal 1. Development of best practices for practitioners concerning children, youth and their families as

appropriate approaches and interventions in serving the community incorporating fatherhood services. Goal 2. Development of strategic collaborative partnerships to engage fathers.

From our collective experiences (advanced practitioners, research, social policy, network and community development and quality improvement centered training) FFCA has established itself as a national and international resource for the professionals. FFCA draws from a range of experts, organizations, service providers, foundations, academia, community-based initiatives, and researchers that use strength-based and empowerment-based skill building for positive and productive balanced living to increase protective factors with the parent. FFCA is a source of quality improvement training centered on paternal involvement for Los Angeles County, California, as well as national providers. FFCA has created community interventions for underserved areas that have faced significant father absences through acute or long-term exposure to substantial systemic barriers, historical or cultural disproportionality, intergenerational poverty, poor educational attainment, a high rate of violence, substance abuse and overrepresentation of incarceration in many communities.

The lack of viable programs and support structures for fathers has left a void in their identity as they grow into men, partners, husbands, fathers or as they establish other relationships (Anderson, 2008; Mincy & Jethwani, 2015). FFCA's Credential Model supports the needs of professionals working with the highest crime; poverty; low-educational attainment; extreme poverty; disproportionality children in child-welfare systems; and other factors that have produced communities at high-risk. Low-income fathers have an increased need for motivation (Coley, 2001). They need help with overcoming depression and marital conflict, which decreases fathers' involvement in parenting (Coley & Hernandez, 2006). Young fathers desire to be involved with their children's lives, but they often perceive multiple barriers to involvement, such as poor financial stability, lack of knowledge of child development and poor relations with the child's mother (Beers & Hollo, 2009; Glikman, 2004). Young fathers in poverty with disparities in their education, employment and stable relationships with the mothers of their children decrease consistent father involvement over time (Knox et al., 2011).

VI. **CREDENTIAL COMPETENCIES:** Identify as a professional practitioner working with fathers, practice personal reflection and self-correction to assure continual professional development, demonstrate professional demeanor in behavior, appearance, and communication in working with fathers, families, organizations, communities and colleagues. FFCA Model addresses the impacts of trauma to include the understanding of historical trauma as opportunities for professionals to engage diversity and difference in practice. Practitioners will recognize the extent to which a culture's structures and values may those with whom they work for in a collaborative process.

The Six Core Domains for the Certificate Program

- I. Identify role of fathers in child development, parenting and family/relationships
- II. Advancing Practices with Fathers Through Theoretical Frameworks Central for Change with Fathers
- III. Understanding and Perceiving Self and Others: Integrated Strategies
- IV. Culturally appropriate strategies for working with fathers and families
- V. Instructional and curriculum design skills
- VI. Evolving Practice: Empowerment Advanced Model and Whole Leadership

THE LEARNING COMPETENCIES FOR THE CERTIFICATE PROGRAM

1. Analyze perspectives of theories in the following areas: criminal justice, education, health, mental health, social services and practice with fathers (III, V, & VI);
2. Define barriers in our culture that discourage fathers from becoming more competent and from being more involved as fathers. (VI)

3. Describe six core areas of social work/human services, in relation to human development and family service workers. (I, II, III, IV, V & VI)
4. Evaluate and synthesize the four challenges within social work/human services profession. (V)
5. Explain how research contributes to understanding of social work/human services. (V)
 - Explain the relationship between societal or communal values, professional values and the content of professional ethical codes.
 - Explain the triangular nature of professional relationships.
6. Articulate fatherhood historical dimensions (III)
7. Describe the role of fathers and child development with a life span model (I, II, III & VI)
 - Understand the nature of relationship and fathers' contribution to each childhood stage: infancy; preschoolers; school-aged; and adolescents
 - Fathers in family context: the impact of marital quality on child adjustment
 - Fathers in stepfamilies
 - Fathers of children with special needs
 - Describe the development of being a young fathers and child rearing
 - Describe life span as an ongoing developmental process including physical, social, cognitive, and personality development.
 - 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, (I & III)
9. Impact of the lack of paternal involvement on child psychological adjustment, maladjustment, and father-child relationships, (I & III)
10. Understand the impact on human development for young men/fathers of color that experience imprisonment. (I & VI)
11. Understanding the reasons why ethical problems and dilemmas a constant feature of professional practice is. (II, IV & V)
12. Specify the defining characteristics of a helping professional and the nature of the professional-client relationship (II, IV, & V)
13. Specify the practical limitations of professional ethical codes and the need for consultation (V)
14. State and rank order of major ethical principles that can help resolve ethical dilemmas (V).
15. The effects of divorce on fathers and their children (I)
16. Describe the interconnectedness of individuals, families, community settings, social institutions and structures, and cultural values (II & VI).
17. Envision and describe how family support programs incorporate an ecological perspective (II).
18. Develop strengths-based assessments with families that describe their goals, strengths, resources and support networks, as well as necessary services and supports (II).
19. Demonstrate a culturally competent and flexible approach in working with families (VI).

20. Contribute to and participate in strategic planning, program self-assessment and other efforts to improve program services and agency responsiveness to families (V).
21. Identify alternative theories of parenting education and apply these to current or future work (II & IV).
22. Clarify one's personal theoretical framework for teaching/sharing parenting education (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 (II, IV & VI).
24. Understand that by lumping the men and boys into huge categories of color we lose the ability to detect the differences within the large group (II, IV & VI).
25. List all the elements that make up one's culture; describe the value of the cultural richness and diversity in this country (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 (II, IV & VI).
27. Explain barriers to cultural competence in terms of discomfort with differences, and lack of information or misinformation (II, IV & VI).
28. Give examples of various kinds of oppression and how they can be internalized, creating barriers to growth and change within individuals and groups (II, IV & VI).
29. Reflect on 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 (V & VI)
30. List ways to expand your knowledge of and sensitivity to other cultures (II, IV & VI).
31. Understanding 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 (II, IV & V).
32. Understand mate selection theories and how these theories explain why people choose their partners (II, IV & VI).
33. Understand the characteristics and attributes of a healthy relationship(s) (II, IV & VI).
34. Develop techniques and skills to teach families to assist them in developing and fostering a healthy relationship(s) (II, IV & VI).

VII. CREDENTIAL UNITS:

- | Section | Topic |
|---------|---|
| 1. | Introductions, Credential Overview, Building Legacy Model |
| 2. | The Impacts of Fathers in The Development of Children and Families
<i>(Includes Operationalizing on Values of Relationships Assignment)</i> |
| 3. | A Step-By-Step Approach to Advancing Practices with Fathers Through Theoretical Frameworks
Central for Change with Fathers: A Life Span Approach |

4. Ways of Understanding and Perceiving Self and Others and EQ Integrated Strategies with Mindfulness Grounding Techniques (*Includes Operationalizing Social, Personal and Communication Assignments*)
5. Advanced Practitioner Skills: Managing Dual Relationships, Developing Empowerment, Expressing Empathy with Fathers, Developing Working Relationships with Ambivalent Fathers, Use of Strength-Based Strategies with Fathers, Fathers in the assessment of readiness and motivation for change - motivational interviewing integrated with Cognitive Behavioral and Schematic Therapy techniques for new and advanced practitioners. Transtheoretical Model of Change with Mindfulness of Trauma Informed Practice. (*Includes Operationalizing Mapping, Empowerment and Case Scenario Assignment*)
6. Cultural Appropriate Professional
7. Gaining Further Understanding: Facilitation Skills with Fathers in Group Education Settings: Defining Your Pedagogy
8. Developing a Model Over a Practice: Leadership and Program Evaluation for Advanced Models of Services with Fathers and Families

VIII. Key Concepts:

The National Fatherhood Practitioner Credential™ The core foundation is a lifespan perspective working with fathers that have approaches to include neurophysiology and with the teaching of applying evidence-based interventions that interface with effective promising practices.

- Adverse Childhood Experience
- Advanced Direct Practices Individual or in A Group Setting
- 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 (MI)
- 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

IX. 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

X. 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 appropriate accommodations are made available (james.rodriquez@fathersandfamiliescoalition.org or 424-225-1323)

XI. MANUAL AND OPTIONAL READINGS:

- Rodríguez, J., Clayton, O., Gonzalez-Satin, E. and Madison, B. (2018). *Advanced Practitioner Unlocking Possibilities Globally: Integrative Approaches and Models to Maximize Services with Fathers & Families*. 7th Edition. Rancho Cucamonga, CA: Fathers and Families Coalition of America

*** Additional reading/resources will be available at the credential training that include not limited to:**

- 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.
- Bonnetter, 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.

XIII. Evaluation Procedures:

ASSESSING COMPETENCY OF FATHERHOOD PRACTITIONER SKILLS

Fathers & Families Coalition of America created 16 Competency Areas that challenge certificate program attendees to increase their capacity working with fathers and families through skills that are supported by best practices and use of evidence-based interventions. The pressure to perform, maintain skills and continuously improve is reduced through FFCA ongoing coaching opportunities. Our National Fatherhood Practitioner Fatherhood Facilitator Certificate is a joining of over 60 learning competencies interconnected to six core domains. Upon completion of this training certificate program; any attendee desiring to go deeper in their abilities to work with fathers must complete the next step. Case presentation with an action plan is the responsibility to demonstrate both competence in the core functions (as delineated in the core function definitions) and to provide complete answers and sufficient details to questions on “How Do I Serve A Father?” An individual skill with “How Do I Evaluate My Practices?” furthers demonstration of attendee’s ability to

incorporate understanding of core functions facilitating services to fathers and competency as evidence by the following standards:

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| 1. SCREENING | 10. CULTURALLY COMPETENT PRACTICES |
| 2. INTAKE | 11. SELECTION OF CURRICULA |
| 3. ORIENTATION | 12. EVIDENCE BASED PRACTICES |
| 4. ASSESSMENT | 13. REFERRAL |
| 5. PLANNING WITH A FATHER DIRECT SERVICES | 14. REPORTS, ASSESSMENT AND RECORD-KEEPING |
| 6. COUNSELING SUPPORT SERVICES | 15. CONSULTATION |
| 7. COLLABORATING A CASE MANAGEMENT PLAN | 16. EVALUATION OF PRACTICE |
| 8. CRISIS INTERVENTION | |
| 9. EDUCATION PRACTICES | |

It is the responsibility, commitment and completion of a pool of core function items (no more than 3 per competency standard) and application of that in knowledge in his/her professional practice. FFCA will provide opportunities for either an oral interview or written demonstration from a case presentation. If the question does not directly elicit an understanding of the core function, it is the applicant's full responsibility to answer the question and then incorporate an understanding of the core function. Successful completion of both tasks is necessary to pass any given core function. We will then examine your practices from the sample of evidence by performance from each of the 16 standards. In this manner, it will serve to evaluate, but also to identify practices that will inform future certificate attendees to expand the use of evidence base intervention relevant to reducing the negative outcomes for in-risk, high-risk and underserved fathers.

This is an intense 16-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 and will be measured by participation in class activities and assignments before a credential and or continuing education units will be issued.

OPERATIONALIZED ASSESSMENT OF ADVANCED PRACTITIONER CREDENTIAL

- Identify and reflect on your ethnic identity and how this may impact your work with diverse clients.
- Conduct two observations to focus on social and relationship awareness
- Conduct an assessment on the values of ten (10) relationships and turn in a detailed process reflection
- Utilizing frameworks of multiculturalism, systems theory and critical theory provide a reflection on strength-based strategies
- Develop a case-scenario based on the sixteen (16) standards provided by Fathers and Families Coalition of America

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In Service,

James C. Rodríguez,
Chief Executive Officer & President