

Home Visiting Program Interim Trainings Background



Table 1. Home Visiting Program Interim Staff Curriculum Background

What is the purpose of the interim staff curriculum?

The Home Visiting Program Interim training curriculum provides suggested readings, resources and alternate training options, which must be confirmed with a certificate of completion, for staff that were hired between trainings to cover essential components of the Home Visiting Program curriculum. The interim training curriculum details the specific trainings required by each Home Visiting Program role and the summary of each training including the objectives and required training hours.

What trainings are staff to complete in the interim?

This curriculum details the requirements for each staff role in the Home Visiting Program program and includes the list of trainings staff must complete before they can be allowed to serve clients in the Home Visiting Program program.

Required Trainings for Home Visitors before seeing clients:

Framework and Orientation	Bonding and Attachment
Perinatal Depression and PHQ-9	Reflective Practice
Life Skills Progression	Family Planning
Motivational Interviewing and Follow-up	Child Abuse and Mandatory
Empathetic and Parent and Child Communication	ASQ-3 and ASQ-SE
Brain Development and Early Infant Development	Health Coverage
HIPAA (at site)	LABBN Database Training
Home Visitor Safety	National Model Training (not offered by LABBN)

What is the process of completing trainings using the interim curriculum?

When staff are in need of a training and LA Best Babies does not have the training scheduled in the most updated calendar, they are to then refer to this document for outside resources to fulfill the requirements of their position. Each staff should follow the instructions for the specific training they wish to complete and discuss with their supervisors. Once they have successfully completed one of the required trainings, each staff is to document it with the "Interim Training Checklist", which can be found on this document. This document asks for staff's name, role, training they completed, date, document if a certificate was obtained, and the training source. The staff must submit the certificate of completion along with other supporting documents showing the training was successfully completed to their Program Manager or Clinical Supervisor. This supervisor will sign off on the completed training and document for their internal records and then send to LABBN to be recorded. This document should be sent to Sharlene A. Gozalians, DrPH, MPH, CHES, Senior Public Health Research Associate or Terrie Anciano, Training Coordinator of LA Best Babies Network.

Home Visiting Program New Staff Training Summary



Table 2. Home Visiting Staff Training Summary

Home Visiting Program is a voluntary, universally provided hospital and home-based intervention for pregnant and postpartum women. The primary objective of Home Visiting Program is to work with families to maximize the health, safety and security of the baby and parent-child relationship and to facilitate access to support and services when needed. The LA Best Babies Network, in partnership with Maternal and Child Health Access (MCHA), the Perinatal Advisory Council: Leadership, Advocacy, and Consultation (PAC/LAC), and First 5 LA oversees and supports the standardization of the WB program.

This matrix summarizes the 14 topics, covering over 100 hours, on which Home Visiting Program program staff will receive professional development prior to implementing the program. In addition, training (45 hours) and certification as from the national curriculum is required within six months of hire by a Home Visiting Program site.

Topic (What)	Speaker (Who)	Time Amount (hours)				
		2	4	8	12	16
<p>Home Visiting Program Framework and Orientation</p> <ul style="list-style-type: none"> Describe the conceptual framework for universal home visitation. Give examples of how social, economic and environmental factors interact and impact health across the life span. Describe the goals and structure of the Home Visiting Program . Illustrate three essential strategies used in Home Visiting Program that promote and support client-centered, strengths-based care with families. Explain data collection protocols, program performance, and outcome measures. Outline the Home Visiting Program communication strategy for client recruitment and enrollment. 	Diana Careaga, Senior Program Officer (First 5 LA); Lili McGuiness, LCSW, CLE, Program Director, Welcome Baby Program (Maternal Child Health Access); Teresa Garcia-Leys, LCSW, CLE, Clinical Supervisor, (Maternal and Child Health Access); Janice French, CNM, MS, Director of Programs, (LABBN); Delisa Young, MA, Research Analyst (LABBN); and Amanda Helvie, BA, Communications Specialist (LABBN)			X		
<p>Perinatal Depression and PHQ-9 Screening</p> <ul style="list-style-type: none"> Describe the main aspects of screening for maternal depression. Describe how the PHQ-9 can be used to screen for and track maternal depression. Demonstrate how to administer and score the PHQ-9, utilizing appropriate language for effective screening. Demonstrate the ability to link screening results to referrals/resources for perinatal depression in Los Angeles County. 	Gabrielle Kaufman, MA, LPCC, BC-DMT, NCC, Director of Training and Technical Assistance (Maternal Mental Health Now) and Lili McGuiness, LCSW, CLE, Welcome Baby Program Director (MCHA)			X		

Home Visiting Program New Staff Training Summary

Topic (What)	Speaker (Who)	Time Amount (hours)				
		2	4	8	12	16
<p>Life Skills Progression</p> <ul style="list-style-type: none"> Develop an in-depth knowledge and understanding of Outcome Theory, LSP categories and the tool format. Learn techniques to integrate and to gather information to answer LSP questions such as probing or reflective questions. Learn techniques to score the LSP tool. 	Janice French, CNM, MS, Director of Programs and Sharlene Gozalians, DrPH, MPH, CHES, Senior Public Health Research Associate (LABBN)			X		
<p>Motivational Interviewing & Follow-Up</p> <ul style="list-style-type: none"> Describe the intent and key principles of Motivational Interviewing (MI). Demonstrate the interpersonal style and primary skills for evoking intrinsic motivation for behavior change. Illustrate the use of feedback as a MI tool. Develop a personal plan for using MI skills and strategies in practice. Address the needs and challenges of Motivational Interviewing. 	Susan Dopart, MS, RD, CDE, (private practice)				X	
<p>Empathetic and Parent and Child Communication</p> <ul style="list-style-type: none"> Describe the parent-child relationship framework Contrast nonviolent child-raising practices with other parenting practices. Describe the value of empathy and connecting language with an understanding of how a child's emotional, physical and brain development influence behavior. Demonstrate empathetic interpersonal communication. Recall childhood experiences and apply the principles of empathy to reinterpret past behavior. Apply the tools of connecting communication -Feeling Felt and Attuned Listening. Explain own biases when working with families. 	Ruth Beaglehole, Founder (Echo Parenting and Education)			X		
<p>Brain Development & Early Infant Development</p> <ul style="list-style-type: none"> Explain the relationship between early attachment and brain development. Categorize the brain developmental milestones of babies from birth through nine months of age. Demonstrate skills for sharing child development information with clients. 	Ruth Beaglehole, Founder (Echo Parenting and Education)			X		

Home Visiting Program New Staff Training Summary

Topic (What)	Speaker (Who)	Time Amount (hours)				
		2	4	8	12	16
<p>Bonding and Attachment</p> <ul style="list-style-type: none"> Identify theoretical and conceptual theories of bonding and attachment as related to the growth and development of infants. Define attachment styles and how parent's reflective and attuned responsiveness supports optimal developmental outcomes for children. Develop strategies that would enhance security in the parent-child bond through the practice of mutual and self regulation inherent in reflective caregiving. Infer how culture influences the attachment process. 	Karen Rathburn, PhD, (TIES for Families) and Bronwyn Talbot, BFA, MA (Center for Reflective Parenting)			X		
<p>Reflective Practice</p> <ul style="list-style-type: none"> Demonstrate an understanding of the value of Reflective Practice and how to support team development. Describe the core elements and process that define Reflective Practice models. Demonstrate the ability to create with a supervisor or client a relationship based in the core elements and strategies of Reflective Practice. 	Lili McGuinness, LCSW, CLE, Welcome Baby Program Director (Maternal and Child Health Access)			X		
<p>Family Planning</p> <ul style="list-style-type: none"> Identify functions of the female reproductive anatomy and the menstrual cycle. Explain the myths associated with contraception. Demonstrate culturally sensitive ways to discuss human sexuality and family planning with individuals and families. Describe the benefits of birth spacing and interconception care. Introduce and describe benefits and risks of contraceptive options to prospective users. List important considerations for women choosing a birth control method for use after birth. Demonstrate advanced counseling techniques to target a client's family planning needs in a client-centered counseling session. 	Andria Hancock-Crear, MPH, Learning Specialist, California Family Health Council.					X
<p>Child Abuse and Mandatory Reporting</p> <ul style="list-style-type: none"> Define roles and responsibilities for the home visitor as a mandated reporter. Explain Penal Code 11166. Describe the types and signs of abuse. Demonstrate the process for making a Suspected Child Abuse Report (SCAR) and describe what happens when a report is made. 	Nancy Ezra, PhD		X			

Home Visiting Program New Staff Training Summary

Topic (What)	Speaker (Who)	Time Amount (hours)				
		2	4	8	12	16
<p>National Curriculum Training</p> <p>-Parents as Teachers (PAT): A resource providing a proven home visiting model for the most respected organizations and professionals who meet the evolving needs of families. Our work with the professional community helps young children grow up healthy, safe and ready to learn.</p> <p>-Healthy Families America (HFA): A nationally recognized evidence-based home visiting program model designed to work with overburdened families who are at-risk for adverse childhood experiences, including child maltreatment. It is the primary home visiting model best equipped to work with families who may have histories of trauma, intimate partner violence, mental health and/or substance abuse issues. HFA services begin prenatally or right after the birth of a baby and are offered voluntarily, intensively and over the long-term (3 to 5 years after the birth of the baby).</p>	Contact the Program for training					
<p>Using Ages & Stages Questionnaire - 3 (ASQ-3) to Communicate about Children's Development</p> <ul style="list-style-type: none"> ▪ Define the 5 domains of development assessed by the ASQ3. ▪ Demonstrate the ability to administer the ASQ3 in a home setting and engage the parent in the process. ▪ Demonstrate sharing screening results with parents. ▪ Present administration and scoring of the ASQ3 screening tool. ▪ Explain how cultural practices influence development. 	Richard Cohen, Director of Project ABC, and Consuelo Iglesias, Project ABC Parent Partner (Project ABC, Children's Institute) and Teresa Garcia-Leys, MSW, CLE, Parent Coach Team Supervisor (MCHA)			X		
<p>Using Ages & Stages Questionnaire Social-Emotional - (ASQ: SE-2) to Communicate about Children's Development</p> <ul style="list-style-type: none"> ▪ Define the 5 domains of development assessed by the ASQ:SE-2. ▪ Demonstrate the ability to administer the ASQ:SE-2 in a home setting and engage the parent in the process. ▪ Demonstrate sharing screening results with parents. ▪ Present administration and scoring of the ASQ:SE-2 screening tool. ▪ Explain how cultural practices influence development. 	Contact Publisher for training dates and materials. The ASQ:SE-2 User's Guide (Brookes Publishing Stock #79581, \$50.00). http://www.brookespublishing.com/asq-institute/			X		

Home Visiting Program New Staff Training Summary

Topic (What)	Speaker (Who)	Time Amount (hours)				
		2	4	8	12	16
<p>Health Insurance Portability and Accountability Act (HIPAA)</p> <ul style="list-style-type: none"> ▪ Describe client rights related to Health Insurance Portability and Accountability Act (HIPAA). ▪ Demonstrate understanding of HIPAA regulations when administering informed consent and releasing client information. ▪ Apply all aspects of confidentiality related to HIPAA. 	Magdalena Benitez, Strategies, Southern Region, Children’s Bureau; or Through affiliated Home Visiting Program Hospital		X			
<p>Health Coverage</p> <ul style="list-style-type: none"> ▪ Describe health coverage programs and services in Los Angeles County for pregnant women and their newborns. ▪ Explain varying eligibility criteria and application procedures for the different health coverage programs. ▪ Demonstrate how to advocate for families when there are problems accessing healthcare insurance. 	Liz Ramirez, Director of Training and Education, (MCHA)					
<p>Home Visitor Safety and Self Defense</p> <ul style="list-style-type: none"> ▪ Apply the Welcome Baby home safety protocol. ▪ Identify strategies that promote home visitor safety when conducting home visits. ▪ Describe professional boundaries that promote home visitor safety. ▪ Compare passive, assertive, and aggressive behavior. ▪ Demonstrate basic self-defense techniques that can be used in the field. 	Teresa Garcia-Leys, MSW, CLE, Clinical Supervisor (MCHA); Yvette Lozano, Director of Intervention Services, and Claudia Batres-Flores (Peace Over Violence)					

Home Visiting Programs Required Trainings Matrix



Table 3. Home Visiting Program Trainings Required for Each Position

Home Visiting Program is a voluntary, universally provided home-based intervention for pregnant and postpartum women. This matrix summarizes the 14 topics, covering over 100 hours, on which Home Visiting Program program staff will receive professional development prior to implementing the program. In addition, training (Approximately 40 hours) and certification as from the national curriculum, Healthy Families America, Parents as Teachers, and Positive Parenting Program, is required within six months of hire by a Home Visiting Program site.

Training	Program Manager	Supervisor	Home Visitor	Administrative/ Data Staff
1. Orientation and Framework**	X	X	X	X
2. Perinatal Depression and PHQ-9**	Encouraged	X	X	Encouraged
3. Life Skills Progression	Encouraged	X	X	
4. Motivational Interviewing	Encouraged	X	X	Encouraged
5. Empathetic and Parent and Child Communication	X	X	X	Encouraged
6. Brain Development and Early Infant Development	X	X	X	Encouraged
7. Bonding and Attachment	X	X	X	Encouraged
8. Reflective Practice	X	X	X	Encouraged
9. Family Planning		X	X	
10. Child Abuse and Mandatory Reporting**	X	X	X	X
11. LABBN Database Training	X	X	X	X

Home Visiting Programs Required Trainings Matrix

Training	Program Manager	Supervisor	Home Visitor	Administrative/ Data Staff
12. Health Coverage	Encouraged	X	X	
13. ASQ-3**	Encouraged	X	X	
14. ASQ-SE** (offered by LABBN as of FY 2017-2018)	Encouraged	X	X	
15. National curriculum training** (not offered by LABBN)	X	X	X	
16. HIPAA training** (not offered by LABBN; done by sites)	X	X	X	X
17. Home Visitor Safety**	Encouraged	X	X	

** Required before starting to see clients

If your site does not have a Supervisor, the Program Manager must fulfill the training requirements of the Supervisor.

Required trainings list:

1. Orientation and Framework
2. Maternal Depression and PHQ-9
3. Life Skills Progression
4. Motivational Interviewing
5. Motivational Interviewing Follow-up
6. Empathetic and Parent and Child Communication
7. Brain Development and Early Infant Development
8. Bonding and Attachment
9. Reflective Practice
10. Family Planning
11. Child Abuse and Mandatory Reporting
12. ASQ-3
13. Health coverage
14. LABBN Database Training
15. HIPAA Training
16. Home Visitor Safety
17. National Model Training (not offered by LABBN)

Home Visiting Programs Required Interim Trainings



Table 4. Home Visiting Program New Staff Curriculum & Alternate Self-Study Resources for staff hired between training cycles

Home Visiting Program is a voluntary, universally provided home-based intervention for pregnant and postpartum women. This matrix summarizes the 14 topics, covering over 100 hours, on which Home Visiting Program program staff will receive professional development prior to implementing the program. In addition, training (Approximately 40 hours) and certification as from the national curriculum, Healthy Families America, Parents as Teachers, and Positive Parenting Program, is required within six months of hire by a Home Visiting Program site.

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>1. Orientation and Framework**</p> <ul style="list-style-type: none"> • Describe the conceptual framework for universal home visitation. • Give examples of how social, economic and environmental factors interact and impact health across the life span. • Describe the goals and structure of the Home Visiting Program. • Illustrate three essential strategies used in Home Visiting Program that promote and support client-centered, strengths-based care with families. • Explain data collection protocols, program performance, and outcome measures. • Outline the Home Visiting Program communication strategy for client recruitment and enrollment. 	<p>Resources:</p> <ul style="list-style-type: none"> • Home Visiting Program Orientation & Protocol Manual, Chapter 1: Home Visiting Program Framework • Read Home Visiting Program Role descriptions and required trainings • Read Home Visiting Program Protocol manual • Client Centered Care: definitions of patient centered, and person centered. • First5LA -Information on the Home Visiting Program: http://www.first5la.org/index.php?r=site/tag&id=758 • Stronger Families Blog: http://welcomebaby.labestbabies.org/about-welcome-baby-and-home-visiting/ <p>Objective: The learner will gain a better understanding of the Home Visiting Program , protocols, and program roles</p>	√	√	√	√

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>2. Perinatal Depression and PHQ-9**</p> <ul style="list-style-type: none"> • Describe the main aspects of screening for maternal depression. • Describe how the PHQ-9 can be used to screen for and track maternal depression. • Demonstrate how to administer and score the PHQ-9, utilizing appropriate language for effective screening. • Demonstrate the ability to link screening results to referrals/resources for Perinatal depression in Los Angeles County. 	<p>Resources:</p> <ul style="list-style-type: none"> • Welcome Baby Orientation & Protocol Manual, Chapter 5: Depression and Risk for Suicide Protocols • NCAST Program, Promoting Maternal Mental Health- \$105.00 book and DVD. Objectives-Learn what it is to Promote Maternal Mental Health During Pregnancy http://www.pcrprograms.org/index.cfm?category=22 • Postpartum Support International (PSI), Healthy Mom, Happy Family: Objective-Understanding Pregnancy and Postpartum Mood and Anxiety Disorders, Educational Videos \$50.00: http://www.postpartum.net/Professionals-and-Community/PSI-Educational-DVD.aspx <p>Trainings:</p> <ul style="list-style-type: none"> • Health Resources and Services Administration, Maternal and Child Health- Home Visiting Webinar: Addressing Parental Depression, This webinar focused on parental depression, treatment and intervention to strengthen the parent (Webinar 1 hr. 20 mins): https://www.youtube.com/watch?v=IN5-7S1QG6I <p>A full list of HRSA trainings can be found here: https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting/program-implementation-and-fiscal-management-resources</p> <ul style="list-style-type: none"> • Maternal Mental Health NOW: Objective-The mission of the Los Angeles County Perinatal Mental Health Task Force is to remove barriers to the prevention, screening and treatment of prenatal and postpartum depression in Los Angeles County. Maternal Mental Health training calendar: http://maternalmentalhealthnow.org/index.php/training • Mental Health Training Network, Patient Health Questionnaire for Depression Screening: Objective- provide quick and effective ways to screen for depression in older adults. https://mentalhealthtrainingsnetwork.org/pdq/contentpage/1202 	Encouraged	√	√	Encouraged
<p>3. Life Skills Progression</p> <ul style="list-style-type: none"> • Develop an in-depth knowledge and understanding of Outcome Theory, LSP categories and the tool format • Learn techniques to integrate to gather information to answer LSP questions such as probing or reflective questions • Learn techniques to scoring the LSP too 	<p>Resources:</p> <ul style="list-style-type: none"> • Life Skills Progression, Frequently Asked Questions: http://www.lifeskillsprogression.com/home/faq <p>Trainings:</p> <ul style="list-style-type: none"> • Life Skills Progression, training. Objective: This LSP training tracks 8 aspects of child development, attachment and regulation, and use of the Ages and Stages Questionnaire (ASQ- Brookes Publishing) to establish developmental screening skill levels is recommended. http://www.lifeskillsprogression.com/home/training • LA Best Babies Network training, Individual Instruction and/or attend this training with the next Welcome Baby Cohort. 	Encouraged	√	√	

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>4. Motivational Interviewing & Follow-Up</p> <ul style="list-style-type: none"> • Describe the intent and key principles of Motivational Interviewing (MI). • Demonstrate the interpersonal style and primary skills for evoking intrinsic motivation for behavior change. • Illustrate the use of feedback as a MI tool. • Develop a personal plan for using MI skills and strategies in practice. 	<p>Resources:</p> <ul style="list-style-type: none"> • Overview of Motivational Interviewing -Resources for clinicians, researchers, and trainers. Objective-Learn what Motivational Interviewing is. http://motivationalinterviewingtrainer.com/blog/ • Motivational Interviewing- Includes general information about the approach, as well as links, training resources, and information on reprints and recent research: http://www.motivationalinterviewing.org/ <p>Trainings:</p> <ul style="list-style-type: none"> • Susan Dopart, MS, RD, CDE, (private practice) http://susandopart.com/category/motivational-interviewing/ • Attend this training with the next Home Visiting Program Cohort 	Encouraged	√	√	Encouraged
<p>Motivational Interviewing Follow-Up</p> <ul style="list-style-type: none"> • Describe the intent and key principles of Motivational Interviewing (MI). • Demonstrate the interpersonal style and primary skills for evoking intrinsic motivation for behavior change. • Develop a personal plan for using MI skills and strategies in practice. 	<p>Resources:</p> <ul style="list-style-type: none"> • Overview of Motivational Interviewing-Resources for clinicians, researchers, and trainers. Objective-Learn what Motivational Interviewing is. http://motivationalinterviewingtrainer.com/blog/ <p>Trainings:</p> <ul style="list-style-type: none"> • Susan Dopart, MS, RD, CDE, (private practice) http://susandopart.com/category/motivational-interviewing/ • Attend this training with the next Home Visiting Program Cohort 	Encouraged	√	√	Encouraged

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>5. Empathetic and Parent and Child Communication</p> <ul style="list-style-type: none"> • Describe the parent-child relationship framework • Contrast nonviolent child-raising practices with other parenting practices. • Describe the value of empathy and connecting language with an understanding of how a child’s emotional, physical and brain development influence behavior. • Demonstrate empathetic interpersonal communication. • Recall childhood experiences and apply the principles of empathy to reinterpret past behavior. • Apply the tools of connecting communication -Feeling Felt and Attuned Listening. • Explain own biases when working with families. 	<p>Resources:</p> <ul style="list-style-type: none"> • Ruth Beaglehole, Founder Echo Parenting and Education- Resources: Echo Parenting and Education offers tools, handouts, and links for parents and educators to build personal toolkits: http://www.echoparenting.org/resources • Echo Parenting and Education -Empathy Book (Video). Objectives- Learn about empathy books as a tool for helping children process big feelings and situations. https://www.youtube.com/watch?v=rudzGK8ySay0 • Zero to Three: How to help your child develop empathy. Objectives- Why empathy is important and how to foster this in small children: https://www.zerotothree.org/resources/5-how-to-help-your-child-develop-empathy • The Natural Child Project -Empathic Parenting. Objectives- Learn the skills of becoming an empathetic parent by being there for children and for others: http://www.naturalchild.org/guest/tamara_parnay.html <p>Trainings:</p> <ul style="list-style-type: none"> • Echo Parenting and Education - Calendar of trainings, events and classes: http://www.echoparenting.org/calendar 	√	√	√	Encouraged

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>6. Brain Development and Early Infant Development</p> <ul style="list-style-type: none"> • Explain the relationship between early attachment and brain development. • Categorize the brain development of babies 0-9 months of age. • Demonstrate skills for sharing child development information with clients. 	<p>Resources:</p> <ul style="list-style-type: none"> • Ruth Beaglehole, Founder Echo Parenting and Education: Resources: Echo Parenting and Education offers tools, handouts, and links for parents and educators to build personal toolkits: http://www.echoparenting.org/resources • Zero To Three: Baby Brain Map-Interactive Learning Tool: http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html • Zero To Three: Tips and Tools on Brain Development http://www.zerotothree.org/child-development/brain-development/brain-development-tips-and-tools.html • CDC.gov - Veto Violence: ACES - Infographic: https://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html - ACES Interactive Website: https://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html <p>Trainings:</p> <ul style="list-style-type: none"> • CDC.gov - Veto Violence: Preventing Adverse Childhood Experiences. Two modules with a quiz at the end of each one, and free CEUs if desired: https://vetoviolence.cdc.gov/apps/aces-training/#/#top • Child Brain Development - Creating Healthy Connections: Nurturing Brain Development From Birth to Three-In this podcast, Dr. Alison Gopnik vividly describes compelling recent research studies that show very young children's brains develop and what this research means for parents.Pod Cast (21.09): https://s3.amazonaws.com/zttpodcastseries/podcast/Alison%20Gopnik%20FINAL.m p3 	√	√	√	Encouraged

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>7. Bonding and Attachment</p> <ul style="list-style-type: none"> • Identify theoretical and conceptual theories of bonding and attachment as related to the growth and development of infants. • Define attachment styles and how parent's reflective and attuned responsiveness supports optimal developmental outcomes for children. • Develop strategies that would enhance security in the parent-child bond through the practice of mutual and self-regulation inherent in reflective care giving. • Infer how culture influences the attachment process. 	<p>Resources:</p> <ul style="list-style-type: none"> • Bonding and Attachment: background reading- handouts in Training Manual: <ul style="list-style-type: none"> • "Greenspan's Assessment of Competent and Disordered Functioning in Infant and Caregiver" • Siegel DJ. "The Developing Mind: Chapter 3" • Lieberman AF, et al "Angels in the Nursery..." • Child Trauma Academy. Training Courses-Bonding and Attachment: Objectives- 1.Provide an overview of key principles of attachment and bonding critical for healthy development. 2. Understand how healthy attachment is facilitated and maintained. 3. Discuss the various ways that neglect and maltreatment influence attachment. Learn to identify behaviors associated with attachment difficulties. 4.Discuss the role of caregivers in helping maltreated children and explore ways to help this at-risk population. http://childtraumaacademy.com/bonding_attachment/index.html • Helppguide.org. Parenting and Attachment-Toolkit: Objectives-Learn about secure attachment and parenting and how to navigate the emotional intelligence toolkit. http://www.helppguide.org/home-pages/parenting-attachment.htm • Helppguide.org. Building a Secure Attachment Bond with Your Baby: Objectives-Learn about the attachment bond and why is a secure attachment bond important. Video. http://www.helppguide.org/articles/secure-attachment/how-to-build-a-secure-attachment-bond-with-your-baby.htm • Helppguide.org. Building a Secure Attachment Bond with Your Baby: Objectives-Learn about the attachment bond and why is a secure attachment bond important. Video. http://www.helppguide.org/articles/secure-attachment/how-to-build-a-secure-attachment-bond-with-your-baby.htm • Helppguide.org. When Baby Won't Stop Crying: Objectives-Learn how to Comfort and Soothe an Upset or Colicky Baby, Tips for calming and soothing a crying baby http://familyhelpcenter.net/wp-content/uploads/2015/10/22-What-To-Do-When-Baby-Won%E2%80%99t-Stop-Crying1.pdf • Helppguide.org. Creating Secure Infant Attachment. Objectives: Learn how to understand the Different Ways of Bonding and Communicating With Your Child- 22 min Video: http://www.helppguide.org/articles/secure-attachment/creating-secure-infant-attachment-video.htm • Helppguide.org. Attachment Milestones and Your Baby:Objectives:By understanding the developmental milestones related to secure attachment, you can spot symptoms of insecure attachment and take steps to immediately repair them. https://mymission.lamission.edu/userdata/preussc/docs/CD%2030/Attachment%20Milestones%20(1).pdf 	√	√	√	Encouraged

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>8. Reflective Practice</p> <ul style="list-style-type: none"> • Describe the core elements and processes that define the Reflective Practice Model. • Describe the benefits of using reflective practice for team development and in working with families. • Demonstrate the use of the core elements of reflective practice. 	<p>Resources:</p> <ul style="list-style-type: none"> • Participating in group reflective practice with Home Visiting Program team • Read: Practical Guide to Reflective Supervision-Zero to Three \$34.95 • Reflective Practice: Book/DVD \$135 • ZERO TO THREE: National Center for Infants, Toddlers and Families-Three Building Blocks of Reflective Supervision, outlining reflection, collaboration, and regularity: https://www.zerotothree.org/resources/412-three-building-blocks-of-reflective-supervision • Young Exceptional Children, Step Back and Consider: Learning From Reflective Practice in Infant Mental Health (Article explores reflective practice when working with infant mental health): http://journals.sagepub.com/doi/pdf/10.1177/1096250611402290 <p>Trainings:</p> <ul style="list-style-type: none"> • Participate in Reflective Practice within Home Visiting Program and review visit form • Attend individual training with LA Best Babies Network • Center for Reflective Parenting (Communities), Reflective Parenting Program (RPP)-Objectives: -Gain an understanding of attachment research and theory, psychoanalytic developmental theory, and the importance of the concept of parental reflective functioning. <ul style="list-style-type: none"> - Use examples of specific attachment patterns to learn how to tailor effective interventions when working with parents. - Explore practical application of parental metallization theory in designing treatment strategies addressing a variety of clinical issues that may emerge in practice. - Learn techniques and exercises that facilitate inquiry and reflection in parents. <p>http://reflectiveparenting.org/programs-services-for-professionals/reflective-parenting/</p>	√	√	√	Encouraged

Home Visiting Programs Required Interim Trainings

Training	How to Access Content	PM/ Director	Supervisor	Home Visitor	Admin
<p>9. Family Planning</p> <ul style="list-style-type: none"> • Identify functions of the female reproductive anatomy and the menstrual cycle. • Explain the myths associated with contraception. • Demonstrate culturally sensitive ways to discuss human sexuality and family planning with individuals and families. • Describe the benefits of birth spacing and interconception care. • Introduce and describe benefits and risks of contraceptive options to prospective users. • List important considerations for women choosing a birth control method for use after birth. • Demonstrate advanced counseling techniques to target a client's family planning needs in a client-centered counseling session. 	<p>Resources:</p> <ul style="list-style-type: none"> • Centers for Disease Control and Prevention (CDC) Contraception Methods and Effectiveness: Reading. Objective: Provide information on permanent and reversible birth control options. http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm • Healthy People 2020. Objective: Provide evidence-based information and recommendations related to Family Planning: https://www.healthypeople.gov/2020/topics-objectives/topic/family-planning/ebrs • Centers for Disease Control and Prevention (CDC), Preconception Health and Health Care. Objective: Inform readers on effective Reproductive Planning tools and resources: https://www.cdc.gov/mmwr/preview/mmwrhtml/rr5506a1.htm https://www.cdc.gov/preconception/index.html • Review Home Visiting Program informed consent forms <p>Trainings:</p> <ul style="list-style-type: none"> • Family Planning Basics eLearning: https://www.fpntc.org/resources/family-planning-basics-elearning • Preconception Care: https://beforeandbeyond.org/modules/ • California Family Health Council, Learning Exchange- Family Planning Health Worker Certification Training (2 day training with certificate). Objectives: Participants will learn how to integrate STD/HIV prevention messaging and sexual health promotion into their birth control education sessions. They will also learn the latest motivational interviewing strategies proven to increase user birth control method satisfaction and continuation rates. Calendar available at: https://www.essentialaccess.org/learning-exchange/calendar/list 		√	√	

Home Visiting Programs Required Interim Trainings

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<p>10. Child Abuse and Mandatory Reporting**</p> <ul style="list-style-type: none"> • Define roles and responsibilities for the home visitor as a mandated reporter. • Explain Penal Code 11166. • Discuss the types and signs of abuse. • Demonstrate the process for making a Suspected Child Abuse Report (SCAR) and describe what happens when a report is made. 	<p>Resources:</p> <ul style="list-style-type: none"> • Home Visiting Program Orientation & Protocol Manual, Chapter 5: Child Abuse and Neglect Protocol • iCAN, MANDATORY REPORTING OF CHILD ABUSE AND NEGLECT: Objectives- Learn what a mandated reporter is and what to report http://mandatedreporterca.com/images/pub132.pdf • Child Abuse Mandated Reporter Training- California- 4 hours http://mandatedreporterca.com/training/generaltraining.htm <p>-How the law defines child abuse and neglect -What the law requires of you as a mandated reporter -What protections the law provides for a mandated reporter -How to spot evidence of child abuse -How to report child abuse -What happens after a report is filed -Definitions of some of the terms used in this program</p> <p>Trainings:</p> <ul style="list-style-type: none"> • Child Trauma Academy, Child Abuse Certification training: http://www.childtraumaacademy.com/surviving_childhood/lesson01/page01.html <ol style="list-style-type: none"> 1. Provide an overview of key principles of neurodevelopment crucial for understanding the role of experience in defining functional and physical organization of the brain 2. Describe the emerging clinical and research findings in maltreated children that suggest the negative impact of abuse, neglect and trauma on brain development 3. Outline the clinical implications of a neurodevelopmental approach to child maltreatment 4. Discuss the role of public policy and preventative practices in context of the impact of maltreatment on children’s emotional, behavioral, cognitive, social and physical health <ul style="list-style-type: none"> • Children’s Institute Inc., - Trainings and Conferences: http://www.childrensinstitute.org/leadershipcenter/trainingandconferences • Los Angeles County Department of Children and Family Services, Training calendar: http://www.lacdcfs.org/news/events.html 	√	√	√	√

Home Visiting Programs Required Interim Trainings

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<p>12. Health Coverage for Pregnant Women and their Newborns</p> <ul style="list-style-type: none"> • Describe health coverage programs and services in Los Angeles County for pregnant women and their newborns. • Explain varying eligibility criteria and application procedures for the different health coverage programs. • Demonstrate how to advocate for families when there are problems accessing healthcare insurance. 	<p>Resources:</p> <ul style="list-style-type: none"> • Los Angeles County Health Services-Health Services Options. Objective: Information to offer medical services through various health plans and to everyone regardless of ability to pay. http://dhs.lacounty.gov/wps/portal/dhs/healthcoverageoptions/ • California Department of Health Care Services-Medi-Cal: Objective: Resources and updated news reports regarding Medi-Cal. http://www.medi-cal.ca.gov/ • Maternal and Child Health Access, Training Materials/Health Program and Services Information- Materials and resources. http://www.mchaccess.org/training_materials.htm <p>Trainings:</p> <ul style="list-style-type: none"> • Maternal and Child Health Access, Medi-Cal Managed Care. Objective: Information and documents are updated at least annually for the federal cost-of-living increases that occur April 1 of every year. http://www.mchaccess.org/medi-cal_care.htm • Liz Ramirez, Director of Training and Education, (MCHA): Attend this training with the next Welcome Baby Cohort (Information changes with time and policies) 	Encouraged	√	√	√

Home Visiting Programs Required Interim Trainings

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<p>13. Using Ages & Stages Questionnaire - 3 (ASQ-3) to Communicate about Children's Development**</p> <ul style="list-style-type: none"> • Participants will demonstrate knowledge of the 5 domains of development assessed by the ASQ3. • Demonstrate ability to administer the ASQ3 in a home setting and to engage the parent in the process. • Participants will increase their skills related to sharing screening results with parents. • Participants will build their skills related to administration and scoring of the ASQ3 screening tool. • Articulate how cultural practices influence development. 	<p>Resources:</p> <ul style="list-style-type: none"> • Ages and Stages Questionnaires book-3rd Edition (Each Welcome Baby site should have a copy of the book) The ASQ-3 is a set of questionnaires that reliably identify children from one month to 5½ years with developmental delays: http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/asq-3/ • Zero to Three- National Center for Infants, Toddlers, and Families, Early Language and Literacy: https://www.zerotothree.org/early-learning/language-and-communication • Zero to Three- National Center for Infants, Toddlers, and Families, Your Baby's Development-This set of nine, age-based handouts includes: <ul style="list-style-type: none"> - A chart that helps you know what to expect developmentally from your child, and how you can help your child learn at each stage - Frequently asked questions and answers <p>A spotlight section that goes into greater depth on a common issue or challenge for each age</p> <ul style="list-style-type: none"> - A summary specific to each stage of development, and what it means for parents <p>https://www.zerotothree.org/resources/series/your-child-s-development-age-based-tips-from-birth-to-36-months</p> <p>Trainings:</p> <ul style="list-style-type: none"> • Child Care Resource Center: Training Academy-ASQ-3: http://www.ccrcca.org/resources/trainings-and-events/ • Children's Institute Inc., Trainings and Conferences: http://www.childrensinstitute.org/leadershipcenter/trainingandconferences 	Encouraged	√	√	

Home Visiting Programs Required Interim Trainings

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<p>14. Using Ages & Stages Questionnaire - SE (ASQ2-SE) to Communicate about Children's Development**</p> <ul style="list-style-type: none"> • Participants will demonstrate knowledge of the 5 domains of development assessed by the ASQ3. • Demonstrate ability to administer the ASQ3 in a home setting and to engage the parent in the process. • Participants will increase their skills related to sharing screening results with parents. • Participants will build their skills related to administration and scoring of the ASQ3 screening tool. • Articulate how cultural practices influence development. 	<p>Resources:</p> <ul style="list-style-type: none"> • Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™) (Each Home Visiting Program site should have a copy of the book) The ASQ2-SE is a parent-completed, highly reliable system focused solely on social and emotional development in young children. Accurately identifying behavior through ASQ:SE-2 paves the way for next steps—further assessment, specialized intervention or ongoing monitoring, for examples—to help children reach their fullest potential during their most formative early years.: http://products.brookespublishing.com/Ages-Stages-Questionnaires-Social-Emotional-Second-Edition-ASQSE-2-P849.aspx • Zero to Three- National Center for Infants, Toddlers, and Families, Early Language and Literacy: https://www.zerotothree.org/early-learning/language-and-communication <ul style="list-style-type: none"> • Zero to Three- National Center for Infants, Toddlers, and Families, Your Baby's Development-This set of nine, age-based handouts includes: <ul style="list-style-type: none"> - A chart that helps you know what to expect developmentally from your child, and how you can help your child learn at each stage - Frequently asked questions and answers - A spotlight section that goes into greater depth on a common issue or challenge for each age - A research summary specific to each stage of development, and what it means for parents http://main.zerotothree.org/site/PageServer?pagename=ter_agebasedhandouts <p>Trainings:</p> <ul style="list-style-type: none"> • Child Care Resource Center: Training Academy-ASQ-3: http://www.ccrcca.org/resources/trainings-and-events/ • Children's Institute Inc., Trainings and Conferences: http://www.childrensinstitute.org/leadershipcenter/trainingandconferences 	Encouraged	√	√	

Home Visiting Programs Required Interim Trainings

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<p>15. National curriculum training** Provided by the national models: Healthy Families America (HFA) - Healthy Families America (HFA): A nationally recognized evidence-based home visiting program model designed to work with overburdened families who are at-risk for adverse childhood experiences, including child maltreatment. It is the primary home visiting model best equipped to work with families who may have histories of trauma, intimate partner violence, mental health and/or substance abuse issues. HFA services begin prenatally or right after the birth of a baby and are offered voluntarily, intensively and over the long-term (3 to 5 years after the birth of the baby).</p>	<p>Trainings:</p> <ul style="list-style-type: none"> ●HFA: Core Training: A required training for all direct service staff and their supervisors/program managers within six months of hire, core training instructs staff in their specific roles. <p>The Assessment Core Training is an in-depth, formalized training designed for staff whose primary role is to conduct initial assessments. It is also ideal for home visitors, who want to advance their communication skills to more confidently address difficult situations with families. Four full days for the family assessment specialist, plus an additional fifth day for supervisors and program managers include topics such as, but not limited to: identifying overburdened families, interviewing skills, conducting risk assessments, completing necessary paperwork and documentation, family-centered support services, communication skills, etc.</p> <p>Home Visitors Core Training is an in-depth, formalized training intended for home visitors of a Healthy Families America program. Four full days for the home visitor, plus an additional fifth day for supervisors and program managers, the training outlines the specific duties of the home visitor in their role within Healthy Families America. Topics include, but are not limited to: establishing and maintaining trust with families, goal setting, completing necessary paperwork/documentation, the role of the home visitor, communication skills, intervention strategies, etc.</p> <p>Costs: \$5200 trainer fee per week of training plus all trainer travel and participant materials ranging from \$40-\$80 per person. Trainings typically hold up to 12 (Assessment) or 16 (Home Visitor) trainees per session.</p> <p>http://www.healthyfamiliesamerica.org/network_resources/training.shtml</p>	√	√	√	

Home Visiting Programs Required Interim Trainings

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<p>National curriculum training** Provided by the national models: Parents As Teachers (PAT) - Parents as Teachers (PAT): A resource providing a proven home visiting model for the most respected organizations and professionals who meet the evolving needs of families. Our work with the professional community helps young children grow up healthy, safe and ready to learn.</p>	<p>Trainings:</p> <ul style="list-style-type: none"> ● PAT: Foundational Training is a three-day training lays the foundation for the Parents as Teachers approach to home visitation within an early childhood system. Coursework centers around three main areas of emphasis: <ol style="list-style-type: none"> 1. Parent-Child Interaction – enhancing child development and supporting the development of positive parenting behaviors 2. Development-Centered Parenting – understanding parents’ perspectives and facilitating parenting decisions around developmental topics 3. Family Well-Being – recognizing the impact of the family system on child development and partnering with parents to strengthen protective factors. <p>Cost to access the online Foundational Curriculum is included in the training fee. Successful completion of Foundational Training results in approved use of the Foundational Curriculum. Individuals from affiliated programs can continue on to Model Implementation Training to achieve model certification. (Foundational Training is encouraged but not required for new supervisors.) http://www.parentsasteachers.org/training</p>	√	√	√	
<p>15. HIPAA training**</p> <ul style="list-style-type: none"> ▪ Describe client rights related to Health Insurance Portability and Accountability Act (HIPAA). ▪ Demonstrate understanding of HIPAA regulations when administering informed consent and releasing client information. ▪ Apply all aspects of confidentiality related to HIPAA. 	<p>Resources:</p> <ul style="list-style-type: none"> ● US Department of Health and Human Services, Health Information Privacy. Objectives: Learn about the rules of protection of individually identifiable health information, the rights granted to individuals, and breach notification requirements. http://www.hhs.gov/ocr/privacy/ <p>Trainings:</p> <ul style="list-style-type: none"> ● HIPAA training can be completed through affiliated Home Visiting Program Hospital (must complete with certificate) ● HIPAAtraining.com- Online training program. Objective: HIPAA’s intent is to reform the healthcare industry by reducing costs, simplifying administrative processes and burdens, and improving the privacy and security of patients’ information. (Duration: 1.5 hours Cost:\$29.99) with certificate: http://www.hipaatraining.com/ 	√	√	√	√

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<p>Home Visitor Safety/Self Defense</p> <ul style="list-style-type: none"> • Apply your organization’s home safety protocol. • Identify strategies that promote home visitor safety when conducting home visits. • Describe professional boundaries that promote home visitor safety. • Compare passive, assertive, and aggressive behavior. • Demonstrate basic self-defense techniques that can be used in the field. 	<p>Resources:</p> <ul style="list-style-type: none"> • National Center for Community-Based Child Abuse Prevention:General Safety Guidelines for home visitors-Video (30 minutes) and training manual. Objectives: <ul style="list-style-type: none"> -Importance of maintaining a safe environment for working in homes and community. -Potentially unsafe environments. -Strategies to ensure personal safety as well as safety of co-workers and families being served. http://friendsnrc.org/cbcap-priority-areas/211-segment-1-general-safety-guidelines • National Center for Community-Based Child Abuse Prevention: Domestic Violence, guidelines for home visitors- Video (32 minutes) and training manual. <p>Objectives:</p> <ul style="list-style-type: none"> -The power and control tactics used by batterers. -The importance of safety planning for both domestic violence victims and the services provider. -How to access local resources for domestic violence victims or how to make proper referrals for domestic violence victims. <p>http://friendsnrc.org/cbcap-priority-areas/213-segment-3-domestic-violence</p> <p>Trainings:</p> <ul style="list-style-type: none"> •Peace Over Violence: Education and trainings (Contact POV for upcoming training dates) <p>https://www.peaceoverviolence.org/professional-training/</p>	Encouraged	√	√	

** Required before starting to see clients

