



State Board for the Certification of Residential child Care Program Professionals

Kimberly Mayer
Executive Director

Discussion Items

- 1) State Board Responsibilities
- 2) Highlights of Regulation Changes
- 3) RCYCP Certification Update
- 4) Responsibilities of a CRCCPA
- 5) CRCCPA Renewal Process
- 6) Continuing Education
- 7) Acting Capacity



State Board Responsibilities

Certification Authority

Standards Development

Compliance

Investigation

Disciplinary Actions

Verification

Administration

The Board is mandated to protect the children living in residential child care programs by certifying qualified RCCPAs and RCYCPS.

The State Board's purview is the individual.

The licensing authority (DHR, DJS and DHMH) is with the RCCP.

Highlights of Regulation Changes

1

COMAR 10.57.02.09

Permits Designation of CRCCPA for 2 Individually Licensed Organizations

2

COMAR 10.57.05

Code of Ethics – Revised (Public Protection, General Conduct, Sexual Misconduct, Physical Contact, Sanctions)

3

COMAR 10.57.07

Fees

4

COMAR 10.57.03

RCYCP

5

COMAR 10.57.04

Continuing Education

RCYCP Certification Update

Requirement for Certification Extended to 10/1/15

| Full Certification | Provisional | Practitioner-in-Training |
|---|--|---|
| <p>1 AA or BA/BS Degree</p> <p>2 HS/GED & Completion of Approved Training Program</p> <p>3 HS/GED, 2 Yrs Human Service Experience & Sponsorship</p> | <p>4 AA or BA/BS Degree</p> <p><i>Allows an individual to work pending passing the State Standards Examination</i></p> <p><i>(Similar to Acting Capacity for RCCPAs)</i></p> | <p>5 HS/GED & Enrolled in:</p> <p>(1) Approved Training Program</p> <p><i>Evidenced by official transcript noting completion of 3 credit hours or 45 contact hours</i></p> <p>(2) Apprentice Program with an State Board Authorized Preceptor</p> |
| <p>Restrictions on Practice: None</p> | <p>Restrictions on Practice:</p> <ul style="list-style-type: none">• Cannot work independently• Valid for 180 days• Non-renewable | <p>Restrictions:</p> <ul style="list-style-type: none">• Cannot work independently• Valid for 2 years• Non-renewable• Reporting Requirements |

COMAR 10.57.03 specifies requirements for RCYCP certification, preceptor approval & restrictions on practice.

RCYCP Roll Out



2011 - 2012

Development &
Validity Testing of
Standards
Examination

2013-2014

Rollout of
Certification Program

October 2015

RCYCPs Required
to be Certified

Responsibilities of CRCCPA

Notification



Required to notify the State Board within 30 days of a change of: (1) name, (2) home address, (3) e-mail address, or (4) name or address of employer or business connection. *Failure to do so will result in a \$50 Fine.*

“CRCCPA”



Only certified individuals may use the term “CRCCPA” to signify your certification status.

Respond



CRCCPA are required to respond to all State Board inquiries.

Renewal



Certification is valid for 2-years unless renewed.

Continuing Education



Must complete 40 hours of continuing education within the 2-year period before the expiration of the certificate.

Web Site



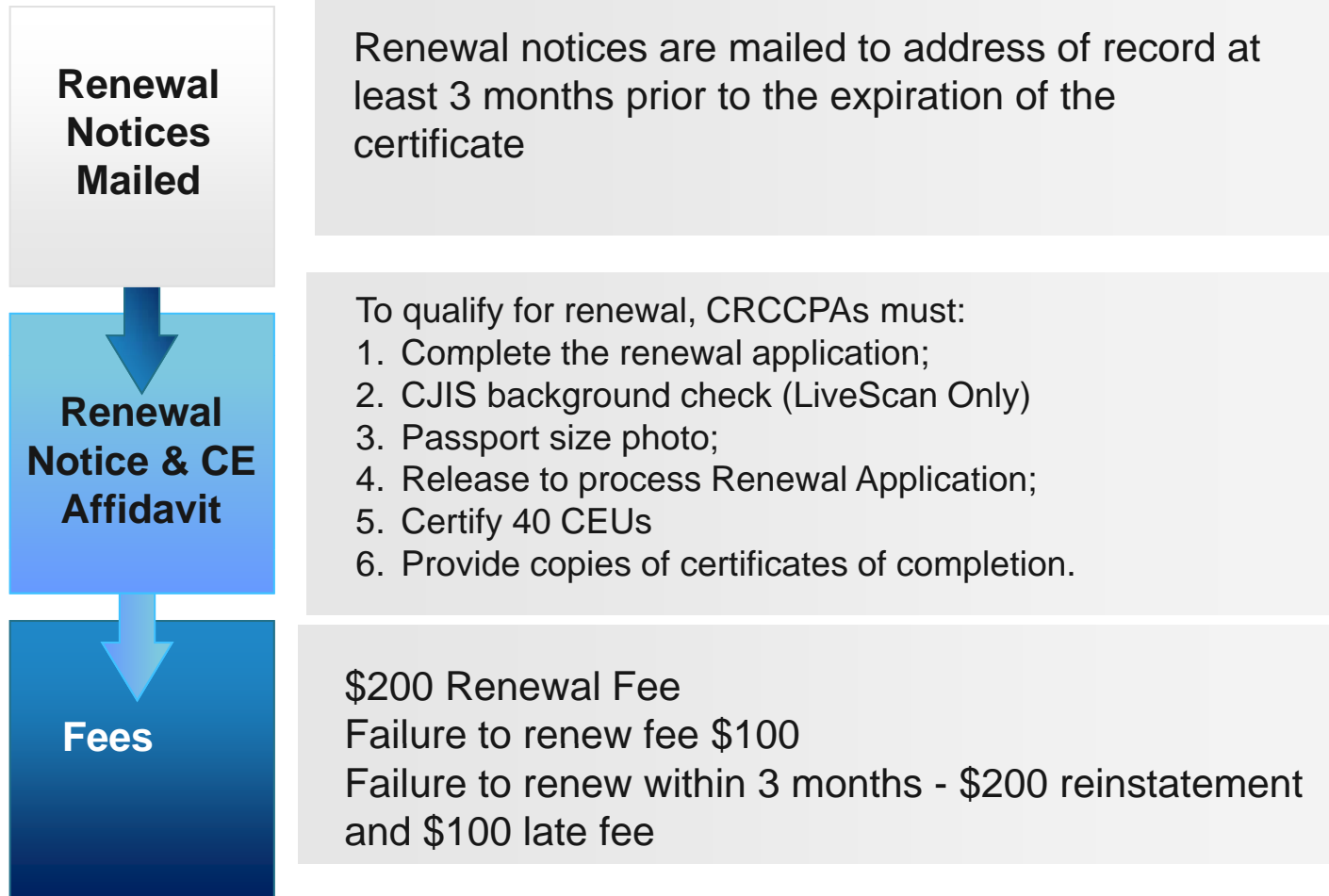
Visit the State Board’s web site often for updates, information, and transmittals regarding RCC

Non-Renewed



The State Board’s statute does not provided for “inactive” status. If you choose not to renew your certificate, you will be designated as non-renewed. (Reinstatement (if within 5-years) or new application required).

CRCCPA Renewal Process



State law requires all health occupation boards to check with the Maryland Comptroller's Office for any taxes owed by a certificate holder prior to issuing a renewal certificate. If your tax payments are not current, the Board cannot issue you a renewal certificate. The Board will notify you prior to renewal if you have an outstanding account with the Comptroller's Office.

Continuing Education

- Purpose
 - Foster improvement, advancement, and extension of CRCCPAs professional skill & knowledge relating to residential child care
- Must complete 40 CEUs per renewal cycle
- CE is intended to be training obtained above the minimum annual training requirements in COMAR 14.31.06
- May include academic course work; workshops, seminars, etc.
- Board will accept a MAX of 5 CEUs per renewal cycle in the content area of behavioral management.
- CE may not include CPR or First Aid.

Acting Capacity

Term of Approval 180 Days

Applications Must be Submitted by the President/Member of the Board of Directors

What is Acting Capacity

In the event a CRCCPA is not available the Board of Directors of a RCCP may appoint a noncertified individual to serve in the capacity of Acting Program Administrator for a period of 180-Days

Requirements for Acting Capacity

An individual appointed as an Acting Program Administrator MUST be approved by the Board and meet the minimum qualifications set forth in COMAR 10.57.02

Approval Process

- (1) Submit an application to the State Board
- (2) Pay the \$75 application fee
- (3) Provide a written summary clarifying the reason why Acting Capacity is necessary and the efforts made by the RCCPA to recruit a CRCCPA
- (4) Include a copy of the:
 - ✓ Resume or CV
 - ✓ Transcript or Diploma
 - ✓ Background Check



Contact Information

Kimberly Mayer, Executive Director

Email: mayerk@dhmh.state.md.us

Phone: 410-764-5911

Carol Johnson, Deputy Director

Email: johnsoncg@dhmh.state.md.us

Phone: 410-764-5996

Toll Free – 1-877-4MD-DHMH

TTY for Disabled – 1-800-735-2258

Web Site: www.dhmh.state.md.us/crccp

THANK YOU!

Your Logo

FACT SHEET: RESIDENTIAL CHILD AND YOUTH CARE PRACTITIONER CERTIFICATION

Residential Child and Youth Care Practitioners (“RCYCPs”) are individuals who are assigned to perform the direct responsibilities related to activity of daily living, self-help, and socialization skills in a residential child care program under the direction of a certified program administrator must be certified by the State Board by October 2015.¹

REQUIREMENTS FOR CERTIFICATION

| | FULL | PROVISIONAL | PIT |
|---------------------------------|--|--|---|
| Education or Training | <p>Option 1. AA or BA/BS Degree</p> <p>Option 2. HS/GED & Completion of an Approved Training Course</p> <p>Option 3. HS/GED & Sponsorship</p> | <p>Option 4. AA or BA/BS</p> <p><i>Allows an individual to work pending passing the State Standards Examination</i></p> <p><i>(Similar to Acting Capacity for RCCPAs)</i></p> | <p>Option 5. HS/GED & Enrolled in:</p> <p>(1) An Approved Training Course <i>(Evidenced by official transcript noting completion of 3 credit hours or 45 contact hours);</i></p> <p>Or</p> <p>(2) Apprentice Program with an Authorized Preceptor <i>(A program that is developed by the RCCP.)</i></p> |
| Human Service | If by Sponsorship, 2 years | No | No |
| Standards Examination | Yes | No | No |
| Age | 21 years old or older; or At least 18 years old and have earned at least an associate's or bachelor's degree from an accredited college or university. | | |
| RESTRICTIONS ON PRACTICE | | | |
| | None | <ul style="list-style-type: none"> • No more than 10% of the program's direct care staff may have provisional certification. • May not supervise direct care staff. • Must be under the supervision of a CRCCPA or CRCYCP. • Valid for 180-days. • Non-renewable. | <ul style="list-style-type: none"> • May not provide supervision to direct care staff. • Must be under the supervision of a CRCCPA or CRCYP. • 1:10 preceptor ratio. • No more than 30% of direct care staff may have PIT certification. • Non-renewable.² |

REQUIREMENTS TO BE A PRECEPTOR:

- Apply to the State Board for approval.
- Execute an affidavit that the training program sufficiently covers core competency areas (COMAR 10.57.03.04B(2)).
- Be a CRCCPA in good standing for 2 years or longer.
- Employed as a CRCCPA for 3 years or longer as evidenced by a letter from the RCCP.
- RCCP has not been or is not currently subject to disciplinary action by RCCP licensing authority.
- May or may not be the PA of record of the RCCP, but the preceptor may not be the PA of record of a RCCP other than the one designated for training.

RESPONSIBILITIES OF A PRECEPTOR.

A preceptor must determine the appropriate amount and type of supervision necessary, taking into consideration: (a) skills, experience, and education of the individual, (b) change in the child's or youth's status, (c) complexity of assigned duty, and (d) any other factors deemed appropriate by the supervising individual. Documentation requirements: Every 180 days submit to the State Board a progress report.

¹ Note: The requirement for certification does not extend to those working within programs licensed by the Developmental Disabilities Administration or those RCCPs identified in COMAR 14.31.06.02C.

² The State Board may grant a 1 year extension pending the completion by the PIT of an approved training program.

CORE COMPETENCIES FOR RESIDENTIAL CHILD AND YOUTH CARE PRACTITIONERS

Core Competency Area 1 - Communication Skills

Skills/Functions

- Use positive communication skills as an interdisciplinary team member and as a communicator with children and families
- Provide consultation and actively participate in the continuum of service model
- Use effective, sensitive communication skills to build rapport with children and youth

Knowledge

- Principles and techniques related to positive and effective communication strategies and skills

Skills/Functions

- Apply principles of confidentiality and privacy by only sharing with others information needed to provide care for the child and family

Knowledge

- Confidentiality requirements

Skills/Functions

- Demonstrate the ability to interact effectively with co-workers, colleagues, clients, and their families.
- Demonstrate effective observation, documentation, and reporting skills.

- Maintain accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely manner

Knowledge

- Oral and written communication
- Requirements related to written and oral communication
- Incident Reporting Requirements

Core Competency Area 2 - Child and Adolescent Development

Skills/Functions

- Positively influence development through the appropriate use of verbal and non-verbal actions, words, tone of voice, dress and physical appearance
- Apply child development principles to practice by recognizing and responding to children and adolescents developmental differences

Knowledge

- Principles and milestones of child and adolescent development
- Psychosocial and emotional needs of children and youth

Skills/Functions

- Demonstrate an understanding of common childhood and adolescent stressors, effective coping mechanisms, common problems affecting development and mental health challenges and how to support an individuals' social and emotional development
- Demonstrate an awareness of basic life needs

Knowledge

- Characteristics of child and adolescent disorders
- Impact of the emotional and intellectual impact of loss, separation, and out-of-home placement
- Depression, suicide assessment and prevention
- Sexual acting out

- Family violence
- Basic life needs

Skills/Functions

- Demonstrate and understanding of major diagnoses and effective treatments of child and adolescent psychopathology

Knowledge

- Child and adolescent psychopathology

Knowledge

- Confidentiality requirements

Skills/Functions

- Demonstrate the ability to interact effectively with co-workers, colleagues, clients, and their families.
- Demonstrate effective observation, documentation, and reporting skills.

- Maintain accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely manner

Knowledge

- Oral and written communication
- Requirements related to written and oral communication
- Incident Reporting Requirements

Core Competency Area 3 - Cultural Competence

Skills/Functions

- Apply an understanding of cultural and religious differences and values and norms to practice
- Use appropriate communication skills and strategies to meet the cultural, religious, and linguistic diversity of children and families
- Adjust interactions for the effects of age, culture, background, experience and developmental status

- Designs, implements and individualizes interactions and plans to these differences

Knowledge

- Diversity and cultural differences in youth and families

Core Competency Area 4 - Family Partnerships

Skills/Functions

- Provide strength-based care that is child-focused and family-driven to meet the individual needs of families and children
- Apply holistic child approach to meet individual and family needs

Knowledge

- Child-focused and family-driven care

Skills/Functions

- Encourage optimism and jointly set realistic goals for the child and family

- Engage the family and child as a full partner in care planning, decision-making and practice

Knowledge

- The family as a partner in decision making and practice

Skills/Functions

- Apply an understanding of family values and norms to practice

Knowledge

- Ecological Systems Theories

Skills/Functions

- Use sensitive and appropriate responses to family experience
- Assist children and families with coping mechanisms to reduce trauma
- Apply holistic child approach to meet individual and family needs

Knowledge

- Sensitivity to family experience and trauma

- Child-focused and family-driven care

Skills/Functions

- Encourage optimism and jointly set realistic goals for the child and the family

- Engage the family as a full partner in care planning, decision-making and practice

Knowledge

- Family as partner in decision-making and practice

Core Competency Area 5 - Crisis Intervention and Behavior Management

Skills/Functions

- Understand and demonstrate the use of crisis prevention and intervention models
- Implement de-escalation techniques
- Demonstrate use of mediation and conflict resolution skills
- Identify, ameliorate, and manage serious behavior problems and related presenting conditions
- Demonstrate the ability to observe and report children's conduct, maturity of responses and expectations
- Share with children the behavior management in use, the rewards of appropriate behavior and the consequences of inappropriate behavior.

Knowledge

- Crisis prevention and intervention techniques, including mediation and conflict resolution

Skills/Functions

- Demonstrate appropriate interventions according to Maryland's seclusion and restraint regulations
- Demonstrate appropriate interventions for AWOL situations and emergency situations

Knowledge

- Maryland's seclusion and restraint regulations
- Maryland's AWOL procedures
- Emergency preparedness

Core Competency Area 6 - Health and Safety

Skills/Functions

- Demonstrate knowledge of child health and safety regulations and maintenance of life skills
- Demonstrate knowledge of the risks to health and safety and the ability to facilitate a safe and secure environment
- Demonstrate how to identify and report allegations to ensure the safety of children, including incidences of abuse and neglect
- Demonstrate knowledge and awareness of physical environment
- Transport children and youth in a safe manner

Knowledge

- Regulatory requirements regarding health and safety
- Transportation safety

Skills/Functions

- Administers medications accurately and in accordance with policy and procedure (if applicable)

Knowledge

- Medication management and administration

Skills/Functions

- Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents
- Observes and documents signs and symptoms of illness and medical needs

Knowledge

- Health and Wellness

Skills/Functions

- Apply appropriate CPR and First Aid techniques as necessary

Knowledge

- CPR and First Aid

Skills/Functions

- Demonstrate the understanding of child and adolescent maltreatment
- Demonstrate an understanding of definition of child abuse and neglect

- Comply with child abuse reporting procedures

Knowledge

- Maryland regulations on child abuse and neglect reporting

Core Competency Area 7 - Community Development Skills

Skills/Functions

- Identify the needs of the child, youth and family for community support and assist in gaining access to such supports

Knowledge

- Systems of care
- Community and service networking

Skills/Functions

- Demonstrate an ability to interact with the community as an advocate of the child, youth, and family.

- Demonstrate sensitivity to the needs and interest of the community.

Knowledge

- Advocacy
- Community Integration

Core Competency Area 8 - Therapeutic Child and Youth Care

Skills/Functions

- Demonstrates an understanding of what type and how much supervision is necessary and appropriate consistent with the client's age, emotional development and psychological needs

Knowledge

- Care and Supervision

Skills/Functions

- Promote child and adolescent participation and partnership in the design of services
- Assists and supports the client (according to developmental ability) to develop strategies and make informed choices
- Assists children and youth in understanding grievance procedures and client rights

Knowledge

- Child and youth empowerment
- Grievance procedures
- Client rights

Skills/Functions

- Demonstrates appropriate boundaries with children and youth
- Establish positive relationships with children and their families.
- Demonstrates knowledge of ethical issues and dilemmas faced in providing care and services to children and youth

Knowledge

- Professional Ethics
- Professional Boundaries

Core Competency Area 9 - Treatment Services and Quality Improvement

Skills/Functions

- Demonstrates an understanding of various treatment modalities
- Collaborate with team members in the treatment planning and behavior planning process
- Demonstrate the ability to observe and report on client behavior and feelings
- Interact effectively with team members and children and youth during the admission and discharge process

Knowledge

- Various treatment modalities
- Service planning

Skills/Functions

- Demonstrates an understanding of therapeutic benefits, potential interactions and side effects of medication

Knowledge

- Psychotropic medications

Skills/Functions

- Demonstrates the ability to respond to the needs, desires, and interests of clients through formal and informal assessment practices
- Assists in quality improvement and outcomes measures

Knowledge

- Formal and informal assessment practices
- Quality improvement process

Core Competency Area 10 - Activities of Daily Living

Skills/Functions

- Assists clients with meeting physical needs such as health, daily hygiene, eating, and grooming
- Assists the client with household managements such as meal preparation, laundry, cleaning, decorating
- Assists the client with transportation needs

Knowledge

- Physical needs
- Household management
- Transportation guidelines

Skills/Functions

- Supports the child or youth in the development of positive friendships and other relationships
- Promote the development of age and gender appropriate relationships and commensurate social/life skills to foster pro-social behavior.

Knowledge

- Relationship Building