

# Competency Alignment for Pre-Service Home Visitors

Bridget A. Walsh, Carla Peterson, Jennifer Mortensen, and the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID)

**Introduction:** Workforce development is a top agenda item in evidence-based home visiting programs (Home Visiting Applied Research Collaborative, 2018). Promotion of high-quality pre-service training in higher education is one important area of home visitor workforce development. Institutions and employers are interested in competency-based credentials for home visitors (Weatherston, Kaplan-Estrin, & Goldberg, 2009). For the purposes of this presentation, a competency is defined as a combination of knowledge and skills, as well as an understanding of how and when to apply skills to particular situations. To achieve program and workforce development outcomes, home visitors need quality pre-service coursework and experiences that support the development of competencies through higher education. The goal of this project was to align FLE competencies with competencies from the CUPID into a unified framework of knowledge, skills, and attitudes for home visitors preparing to earn the CFLE credential. This alignment would help support the value of CFLE training across home visiting objectives.

**Method:** We aligned FLE competencies with the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID) competencies into a framework of knowledge, skills, and attitudes to promote practices in the field while preparing to earn the Certified Family Life Educator (CFLE) credential. This framework was developed through an iterative process with stakeholders.

**Implications:** This comprehensive alignment may inform the scholarship of teaching and learning in home visiting coursework and FLE content area coursework. This alignment may also promote developing new courses on home visiting, enhancing existing courses to address home visiting competencies, or modifying existing pedagogy. In the future, National Council on Family Relations CFLE-approved Programs may want to incorporate the content of this alignment into their courses in order to promote the ability of pre-service home visitors to apply for the CFLE credential.

## FLE Sources for Alignment

Domain	Sources
Knowledge & Skills	Framework for Lifespan Family Life Education (Bredehoft & Walcheski, 2011; Walcheski & Reinke, 2015)
	FLE Content Areas (NCFR, 2014; Walcheski & Reinke, 2015)
	FLE Content Areas: Content Guidelines (NCFR, 2015a)
	Content Area Resources for CFLE Exam (NCFR, 2015b)
Attitudes	Principles of FLE (Arcus & Thomas, 1993; Darling, Cassidy, & Rehm, 2017)
	Virtues of FLE (Palm, 2018)
	Relational Ethics (MNCFR, 2016; NCFR, 2018)
	FLE Content Areas (Walcheski & Reinke, 2015)

## ALIGNMENT SAMPLE

**Professionalism:** “Engaging in the broader profession by articulating the importance of work with young children and families, and by seeking out and applying evidence-based practices and standards in one’s work.”

## Professional Knowledge Alignment with FLE Content

CUPID: HV Expansion of Competency	Human Growth & Development	Family Law & Public Policy	Professional Ethics & Practice	FLE Methodology
“Expanded knowledge of the underlying (explicit or implicit) logic model behind home visiting programs, evidence base, variations in program models, and adult development”	<b>FLE Content Guideline</b> Understand the development changes (both typical and atypical) of individuals in families across the lifespan with an emphasis on knowledge of developmental domains  <b>Adult Development</b> Development across the lifespan including early adulthood, middle adulthood, late adulthood	<b>FLE Content Guideline</b> Understand legal issues, policies, and laws influencing the well-being of families  <b>Home Visiting Evidence</b> Evidence-based home visiting <sup>B1</sup> ; Home visiting legislation <sup>B1</sup>  <b>Models</b> Programs (e.g., prevention); Develop, implement, and evaluation policy <sup>A1</sup>	<b>FLE Content Guideline</b> Understand the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice  <b>Home Visiting Evidence</b> Ethical decision making <sup>A8,B9</sup>	<b>FLE Content Guideline</b> Understand principles of FLE in tandem with plan-ing and delivery of programs  <b>Home Visiting Evidence</b> Evidence-based programs; Parent education via home visiting; Home visiting programs  <b>Models</b> Logic models; Program models  <b>Adult Development</b> Andragogy; Adult development; Adult learners

## Professional Attitude Alignment with FLE Principles, Virtues & Ethics

- CUPID: HV Expansion of Competency:** “Attitudes that reflect a commitment to learn not only about children but also about families, parenting, and adult development, and a commitment to advocate for families”
- Principles of FLE (Arcus & Thomas, 1983; Darling, Cassidy, & Rehm, 2017)
  - Virtues of FLE (Palm, 2009)
  - Relational Ethics (MNCFR, 2016; NCFR, 2018; Palm, 2018)
  - Ten Content Areas (Walcheski & Reinke, 2015)

## Professional Skills Alignment with Practice Guidelines

CUPID: HV Expansion of Competency	Human Growth & Development	Family Law & Public Policy	Professional Ethics & Practice	FLE Methodology
“Skills to advocate for families and seek opportunities to develop home visiting competencies from a wide range of training and education topics, across multiple disciplines, that are relevant to the unique challenges of home visiting”	<b>Professional Collaboration</b> •Guide practice using developmental theories •Recognize socio-ecological influences on human development (e.g., trauma)	<b>Advocacy for Families</b> •Understand policy processes •Identify current laws, policies, and initiatives that influence professional conduct and services and that affect families •Distinguish between advocacy and others (e.g., lobbying)  <b>Professional Collaboration</b> •Inform families, communities, and policy makers about public policies, initiatives, and legislation that affect families at local, state, and national levels	<b>Professional Collaboration</b> •Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues, and the broader community, that are reflective of ethical standards and practice (1) Understand the domains and scope of practice for family life educators and the role of collaboration; (2) Establish and maintain appropriate personal and professional boundaries; (3) Create a personal ethics plan to support/reflect the standards of the profession; (4) Maintain current knowledge and skills in the field •Identify and apply appropriate strategies to deal with conflicting values •Demonstrate respect for diverse cultural values	<b>Advocacy for Families Professional Collaboration</b> •Employ strategies to meet the needs of different audiences •Employ techniques to help the learner do hands-on learning •Create learning environments that support individual differences •Demonstrate group process and facilitation skills •Develop culturally competent materials and experiences •Identify sources of evidence-based information and implement evidence-based programs •Design educational experiences from start to finish (needs assessment to outcome measures) •Promote and market educational programs •Implement adult education principles in work with individuals, parents, and families