

Addressing Disparities in Access to Mental Health Services: *RAICES/Promotoras Training Curriculum*

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PROJECT SUMMARY:

The RAICES project is developed and tested a service provision method that integrated the promotoras model of outreach with locally funded school-linked case management teams known as FASST (Family and School Support Teams). The RAICES project targeted limited English speaking and Spanish monolingual families, whose children are enrolled in grades K-5 and experience serious emotional disturbance or are at-risk. The geographic areas served are rural south Hillsborough County and the West Tampa neighborhood in the central city area. Promotoras, or community educators, are community members who use their knowledge of local resources and local health and social issues to promote healthy living and help community residents access needed health and social services. Case management programs such as FASST face challenges in identifying, mobilizing and sustaining informal resources to support families. The promotoras model offered a vehicle to make needed modification of local services through development of more culturally competent methods for linking and engaging Latino families with FASST and much-needed mental health services and supports. RAICES or “roots” symbolizes building healthy families upon the foundations present within the family and the community.

RAICES TRAINING CURRICULUM:

The main product of the project is the RAICES/Promotoras training curriculum that incorporates the promotoras model and was developed for future replication and distribution. The main component of the curriculum is an eight-chapter training manual based on System of Care principles. The first four chapters present foundational knowledge including System of Care and Wraparound Principles; Cultural Competence; Elementary Schools in Hillsborough County; and Children’s Mental Health. The second set of chapters include core skill set training, including Implementation of Wraparound/Creating a Family Plan, Case Management Basics, Conducting Home Visits, and Effective Facilitation of Family Team Meetings. The full curriculum also includes additional in-service training components covering topics such as Team Building, Positive Behavior Support, and Working with Flexible Funds. The curriculum contains a manual for newly hired FASST personnel as well as a trainer’s version complete with lectures, handouts, and exercises for each session.

ANTICIPATED OUTCOMES:

The curriculum provides a concise method for training FASST personnel, including promotoras, to provide effective case management and service referral based on System of Care principles that emphasize family and child-focused planning, cultural competence, and community-based care. Although the training focuses on providing a standard set of basic values and core skills, it can easily be adapted to reflect local context and conditions, particularly with regard to local school district programs and county policies or procedures. A corresponding dissemination plan was developed to ensure widespread availability and adaptability of the model. Dissemination of the curriculum was coordinated through a planning group that includes service providers, family members, school system administrators, project personnel and funders. On site training for use of the curriculum will be offered to selected sites around the country. It is expected that this project will assist in decreasing mental health disparities for Spanish monolingual and limited English speaking families around the country.

RAICES/Promotoras Training Manual Contents

Chapter 1 - Systems of Care and Wraparound

- Introduction to Family and School Support Teams (FASST)
- What is a System of Care?
- Wraparound Values and Principles
- Ethics and Confidentiality

Chapter 2 – Achieving Culturally Competent Practice

- What Is Culture?
- Principles of Cultural Competence
- Culturally Competent Practice
- Culturally Competent Service Delivery

Chapter 3 – Understanding the Elementary School System in Hillsborough County

- Understanding Elementary Schools in Hillsborough County
- English for Speakers of Other Languages Program (ESOL)
- Exceptional Student Education Program (ESE)

Chapter 4 - Understanding Child Mental Health and Well-Being

- Overall Framework for Child Mental Health and Well-Being
- Child Developmental Domains & Milestones
- Healthy Relationships and Nurturing Environments
- Facilitating Child Mental Health and Well-Being

Chapter 5 - Addressing Family Needs with Wraparound

- Essential Components of the Wraparound Process
- Implementing Wraparound
- Utilizing Family Strengths in Wraparound
- The Family Team

Chapter 6 - Managing the Family Plan

- Case Management: The Basics
- Collaboration with Providers and Agencies
- Collaboration with Families
- Monitoring the Family Plan

Chapter 7 – Home Visits and Communication

- Home Visits: What to Know Before You Go
- The Three Stages of Home Visiting
- Saying What You Mean Clearly and Respectfully

Chapter 8 – Assessing Our Use of SOC Values and Wraparound Principles

- Assessing Our Use of System of Care Values
- Assessing Implementation of Wraparound Principles
- Facilitating Effective Family Team Meetings

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