Professional Development Program

MANAGING AND ADAPTING PRACTICE (MAP)

ABOUT MAP

The MAP system is designed to improve the quality, efficiency, and outcomes of children’s mental health services by giving practitioners easy access to the most current scientific information and by providing user-friendly measurement tools and clinical protocols. Using an online database, the system can suggest formal evidence-based programs or, alternatively, can provide detailed recommendations about discrete components of evidence-based treatments relevant to a specific youth’s characteristics. Whether services are delivered through existing evidence-based programs or assembled from components, the MAP system also adds a unifying evaluation framework to track outcomes and practices.

THE MAP PROFESSIONAL DEVELOPMENT PROGRAM

The MAP Professional Development Program helps individuals develop expertise in the MAP system, which includes a direct service model as well as instructional, supervisory, and training models. The Professional Development Program can foster varying levels of development, from very limited to extensive, depending on the role a professional is intended to serve within his or her organization. Defined credentials are available for the direct service, instruction, supervision, and training roles. The six roles in the program are as follows:

- **User** – uses any MAP resource
- **Supported User** – is developing competency with the MAP system through direct instruction, supervision, training, or online learning
- **Supervisory or Training Credentials**
  - **Therapist** – demonstrates the core competencies necessary to deliver evidence-informed care using the MAP system
  - **Instructor** – provides curricular instruction and guided rehearsal in the MAP system to intra-agency Supported Users
  - **Agency Supervisor** – provides supervision and consultation to intra-agency Supported Users within a relationship of direct supervisory control
  - **Training Professional** – delivers curricular instruction and guided rehearsal; provides supervision and consultation to intra-agency Supported Users; may work with a Practicewise Training Partner to produce additional intra-agency Training Professionals

Participants in the MAP Professional Development Program develop their expertise through specific combinations of information resources, supervision and consultation, established curricula (the Direct Services Curriculum, the Instructor Curriculum, the Supervision and Consultation Curriculum, and the Training Curriculum), promotion reviews, and performance reviews.
LEVELS OF DEVELOPMENT

User
Any interested person may become a MAP User by registering at the PracticeWise website (www.practicewise.com) and subscribing to a MAP service, such as the PracticeWise Evidence-Based Services (PWEB) Database, Practitioner Guides, or Clinical Dashboards. These resources are designed to help a User understand or deliver evidence-informed care to clients.

Opportunities for Advancement
A User may become a Supported User.

Supported User
A Supported User is a User who is developing competency with the MAP system through participation in supervision and consultation or the Direct Services Curriculum training.

Opportunities for Advancement
A Supported User may seek promotion to Therapist.

Therapist
A Therapist has demonstrated the core competencies necessary to deliver direct services using the MAP system. A Therapist has successfully completed the Therapist Promotion Review, which requires:

(a) documentation of knowledge, decision-making, and technical skills in planning, practice, and monitoring using the MAP system

(b) training or supervised experience sufficient to meet the standards of the Direct Services Curriculum [40 hours]

(c) provision of direct services using MAP [either therapy or consultation] to at least 2 clients, targeting at least 2 independent treatment domains (e.g., depression, conduct), and including at least 20 unique clinical events (e.g., therapy sessions, home visits)

(d) receipt of at least 12 hours of supervision or consultation in the MAP system over a 6-month period.

Performance Review
Maintenance of Therapist status requires successful completion of a Therapist Performance Review every 3 years.

Scope of Practice
If a Therapist participates in agency-based training and development, the scope of practice to deliver direct services is limited to the internal business purposes of that agency. The scope of practice for a Therapist may be extended to an additional agency through completion of a transfer of status review.

Opportunities for Advancement
A Therapist may seek promotion to Agency Supervisor.
Instructor

An Instructor is eligible to deliver curricular instruction, specifically “review and rehearsal services,” using the MAP system by virtue of educational history, institutional position, focal training, and self-evaluated expertise. An Instructor must demonstrate basic proficiency to provide review and rehearsal services using the MAP system through self-certification and an Instructor Review, which requires:

(a) prior experience in observation of student learning and provision of formative feedback to enhance student learning, including at least a master’s or doctoral degree in a behavioral, educational, or social science field

(b) employment in a training or professional development role at an institution of higher education or professional service agency. The registered organization should have a defined student population and provide industry standard supports for student learning and faculty performance

(c) maintenance of an active faculty account at practicewise.com if the registered organization is an institution of higher education

(d) satisfactory completion of the MAP Instructor Curriculum provided by PracticeWise

(e) self-evaluated expertise achieved at the “skill” level or higher for any learning units to be provided to a student or trainee.

Performance Review

Maintenance of MAP Instructor status requires successful completion of an Instructor Review every 2 years and maintenance of a satisfactory history of complaints or dispute resolutions with students and other MAP practitioners.

Scope of Practice

The scope of practice for review and rehearsal services is limited to the students and trainees within the defined student population of the MAP Instructor’s registered organization.

Opportunities for Advancement

A MAP Instructor may seek promotion to a MAP Therapist.

Agency Supervisor

An Agency Supervisor has demonstrated the core competencies necessary to deliver evidence-informed care using the MAP system and is qualified to provide supervision and consultation to produce Supported Users who qualify for a Therapist Promotion Review.

An Agency Supervisor has successfully completed the Supervisor Promotion Review, which requires:

(a) performance-based evidence of knowledge, awareness of treatment targets, decisiveness, task focus, error detection and correction, performance evaluation, technical skills in planning, practice, and monitoring, and achievement of client outcomes using the MAP system

(b) training or supervised experience sufficient to meet the standards of the Supervision and Consultation Curriculum [16 hours beyond the Direct Services Curriculum]
(c) provision of at least 15 hours of supervision or consultation in the MAP system to at least 6 practitioners.

Performance Review
Maintenance of Agency Supervisor status requires successful completion of an Agency Supervisor Performance Review every 2 years.

Scope of Practice
The scope of practice for supervision and consultation services is limited to the internal business purposes of the organization registered for the supervisor and to internal customers under the direct supervisory control of the Agency Supervisor. An Agency Supervisor may register with a different organization through successful completion of a transfer of status review.

Opportunities for Advancement
An Agency Supervisor may seek promotion to a Training Professional.

Training Professional
Training Professional is the capstone position of the MAP Professional Development Program.

A Training Professional has demonstrated high-level proficiency in the delivery of direct services using the MAP system and is qualified to provide training and supervision. A Training Professional may produce Supported Users and Therapists through instruction, supervision, and consultation using the Direct Services Curriculum. A Training Professional may be part of a two-person team with PracticeWise to provide the Training Curriculum, which is used to develop additional trainers.

A Training Professional has successfully completed the Training Professional Promotion Review, which requires:

(a) direct service-oriented graduate training

(b) supervised direct service experience with children, adolescents, and families

(c) performance-based evidence of technical competence with the MAP system (e.g., use of PWEBS, dashboards, implementation of therapeutic procedures), the ability to integrate and adapt complex information from multiple sources, an openness to learning, excellent communication and relational skills (e.g., public speaking, sociability), the ability to organize, lead, and develop others (goal setting, team building, handling conflict) and high levels of dependability (e.g., organization, professionalism)

(d) provision of training covering the entire Direct Services Curriculum [40 hours]

Performance Review
Maintenance of Training Professional status requires successful completion of a Training Professional Performance Review every 2 years.

Scope of Practice
The scope of practice for training, supervision, and consultation services is limited to the internal customers of the Training Professional’s registered organization.
MAXIMIZING THE BENEFITS OF MAP PROFESSIONAL DEVELOPMENT

Organizations may increase the benefits of the MAP Professional Development Program by carefully selecting participants with characteristics likely to lead to success. Individuals most likely to benefit from participating in the activities of the MAP Professional Development Program will demonstrate conscientiousness; interest in mastering new situations; confidence that they can succeed in the activity; belief that the activity is relevant to their work; expectation that the results of the activity will be valuable; belief that their personal behavior influences results; and ability to effectively manage their emotions (e.g., high anxiety may limit motivation and reduce the effectiveness of performance-based instructional methods).

In addition to selecting participants who demonstrate the characteristics likely to lead to success, organizations can help maximize the benefits of development activities by taking the following steps: offering participants preparatory information about the nature and anticipated results of the activity; framing the activity as an advanced, voluntary opportunity; setting explicit goals for use of the new resources and practices; creating diverse on-the-job opportunities to use the new resources and practices; organizing peers, supervisors, and subordinates to praise and reward use of the new resources and practices; and promoting a climate of continuous learning.
PROFESSIONAL DEVELOPMENT MODEL ILLUSTRATION

1. All Persons → Access Resources
2. MAP User → Instructor Curriculum → Instructor Review
3. MAP Instructor
4. Direct Services Curriculum: Review
5. Direct Services Curriculum: Rehearse
6. Direct Services Curriculum: Deliver
7. MAP Supported User → MAP Instructor
8. MAP Therapist → Sup. & Consult. Curriculum
9. Agency Supervisor Portfolio Review
10. MAP Agency Supervisor → Training Curriculum
11. MAP Training Professional
12. Training Prof. Portfolio Review

Flows: Receives, Performs