Definition/Glossary for Kentucky Family Peer Support Specialist
Code of Ethics

Coaches teach and reinforce skill development, adaptation of skills, and craft knowledge to fit the personal styles of the KFPSS, and coaching will currently be provided by Kentucky Partnership for Families and Children, Inc. as the statewide family organization.

Code of Ethics "is significant for the professionalization of an occupational group, because it is one of the external hallmarks testifying to the claim that the group recognizes an obligation to society that transcends mere economic self-interest" (Luegenbiehl, 1983).

Community Mental Health Centers (CMHC's) are publicly funded community services for Kentuckians with mental health, substance use and intellectual disabilities that are provided through Kentucky's fourteen regional MH/MR boards. Regional Boards are private, non-profit organizations established to serve residents of a designated multi-county region.

Cultural competence refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures (Martin & Vaughn 2007).

Dual relationships are non-sexual dual relationships when a second relationship with a family/youth (client) may cause actual or potential conflicts between the professional duties of the KFPSS and their social, religious or business relationships. These second relationships may be ethical or unethical, problematic or non-problematic which is why the blurring between professional ethics and standards **of** practice sometimes occurs. It is important for human service professionals to distinguish and to understand what is meant by a boundary crossing and a boundary violation when attempting to understand dual relationship issues. As the name suggests, a boundary violation happens when a KFPSS is involved in a dual relationship that is exploitative, coercive, manipulative or deceptive. Should a conflict of interest occur, the KFPSS could potentially be seen as prejudicial in his/her decision-making (Reamer 2001).

Empowerment is a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important. It is multi-dimensional in that it occurs within sociological, psychological, economic, and other dimensions. Empowerment also occurs at various levels, such as individual, group, and community. Empowerment, by definition, is a social process, since it occurs in relationship to others. Empowerment is a process that is similar to a path or journey, one that develops as we work through it. In addition, one important implication of this definition of empowerment is that the individual and community are fundamentally connected (Page & Czuba 1999).

Family-driven is one of the core principles and values of a System of Care. Family-driven includes family members, parents, primary caregivers as equal partners at all levels of the systems, including but not limited to individual level (own family), program level (evaluation and committees that decide what is working or not working in a program), and systems level (committees that set policies/procedures and financial governance) (FFCMH).

A **family network** is a formal or informal infrastructure established by an organized group of family members, parents, primary caregivers that collaborate to provide a united voice and to create a family-driven and youth-guided System of Care.

Kentucky Family Peer Support Specialist is a biological parent, adoptive parent, or relative caregiver with permanent legal custody who is raising or has raised a child with an emotional, social, behavioral, and/or substance use disability, and whose child has been a consumer of at least one state-funded service for children with an emotional, social, behavioral, and/or substance use disability. The Specialist will provide mentoring and support to parents/caregivers through various modalities, and will work toward enhancing family involvement within the child-serving System of Care.

Reclaiming focuses on a youth and a family's ability to cope in a positive and proactive way with the emotional, social, behavioral, and/or substance use disability that is affecting their lives. It allows the youth and family to have hope and knowledge that they will not only survive, but thrive as they move forward in life.

Supervision will directly be provided by a qualified mental health professional (QMHP) assigned by the community mental health center. A coach and supervisor will work together to teach and support the Specialist.

A **System of Care** is created when systems that frequently serve children and youth with serious mental health and substance use disabilities and their families, including educational systems, the legal system, the judicial system, the child welfare system, the public health system, the legal system, the mental health system, the faith community, the family organization, natural support systems, and families/youth provide care for those youth and families in a coordinated manner. A System of Care should also provide access to comprehensive, community-based, integrated services that are individualized to meet the challenges of children and youth with serious mental health needs and their families.

Youth-guided is one of the core principles and values of a System of Care. Youth-guided includes youth of varying ages as equal partners at all levels of the systems, including but not limited to individual level (their own services which can include the voice and participation of very young children), program level (evaluation and committees that decide what is working or not working in a program which can include middle school and high school-age youth), and systems level (committees that set policies/procedures and financial governance which can include middle school and high school-age youth) (FFCMH).

Resources:
National Federation of Families for Children's Mental Health

Luegenbiehl, Heinz C. "Codes of Ethics and the Moral Education of Engineers", *Business and Professional Ethics Journal* 2 (1983): 41-61. Rpt. in <u>Ethical Issues in Engineering</u>. Ed. Deborah G. Johnson. Englewood Cliffs, NJ: Prentice-Hall, 1991. 137-154.

Mercedes Martin & Billy Vaughn (2007). "Strategic Diversity & Inclusion Management" magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.

Page, Nanette & Czuba, Cheryl E. (1999) "Empowerment: What Is It?" Journal of Extension. www.joe.org

Reamer, Frederic (2001). *Tangled Relationships.* New York: Columbia University