

# Parents Plus Quality Protocol and Facilitator Accreditation Process

*Approved Version Sept 2016*

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## Parents Plus Quality Protocol/ Accreditation Process

The Parents Plus Quality Protocol is designed to ensure an effective delivery of the Parents Plus Programmes post training. The Quality Protocol centres on a series of checklists to ensure you are establishing client centred goals, gaining session by session feedback from clients and that you regularly have a reflective space in supervision to review client progress and your own practice.

The Parents Plus Quality Protocol is also the basis of becoming an Accredited Facilitator, and we recommend that facilitators continue to follow the protocol post-accreditation to ensure fidelity to the principles. The Quality Protocol helps facilitators maintain both the delivery format and the client-centred/ strengths-based principles at the heart of the programme, in order to ensure a continued effective delivery of the Parents Plus Programmes.

### Range of Accreditations

There will be a separate accreditation process for each of the five programmes, leading to the titles of:

- 1) Parents Plus Early Years Programme Accredited Facilitator (also open for facilitators using the Parents Together Community course format)
- 2) Parents Plus Children's Programme Accredited Facilitator
- 3) Parents Plus Adolescents Programme Accredited Facilitator
- 4) Working Things Out Programme Accredited Facilitator ( the young person feedback forms for WTO accreditation are in the facilitator manual)
- 5) Parents Plus 'Parenting When Separated' Programme Accredited Facilitator

# Steps to Accreditation as Group facilitator

- 1) Attend facilitator training with a Parents Plus trainer in the specific programme.
- 2) Facilitators run the programme with at least two groups of parents following the Parents Plus Quality Protocol described below. This involves facilitating the groups according to a basic set of guidelines, gaining client-centred feedback for each session and reflecting on your practice.
- 3) These groups should be co-facilitated. If facilitators are working alone they need to seek the support of a supervisor weekly within their agency and get agreement in advance with Parents Plus for this to be used in accreditation application. A maximum of two co-facilitators may submit applications using the same parent groups.
- 4) For a group to be eligible for accreditation, start with at least eight parents for a co-facilitated group. You also need to finish with at least 50% of the starting number of parents.
- 5) While running their groups, facilitators attend regular supervision within their agency and also attend external supervision sessions with an accredited Parents Plus trainer, page 6.
- 6) For each group, facilitators keep a full portfolio of all parent feedback and facilitator review forms. Facilitators should also submit at least two Facilitator Quality Checklists (page 12) for each of the groups (to demonstrate reflective practice).
- 7) Facilitators prepare a number of video clips of their group practice which are reviewed in supervision sessions with a Parents Plus trainer.
- 8) A full portfolio of work should then be submitted to Parents Plus for evaluation. (see submission guidelines on pages 16 and 17)

## Notes

- 1) Facilitators already accredited in one Parents Plus Programme, need only complete one group according to the protocol to become accredited in a second Parents Plus Programme.
- 2) In certain situations, facilitators who have run several Parents Plus groups prior to 2008, can apply to become accredited on the completion of one further group following the Parents Plus Quality protocol. You need to email us in advance to specifically request this, giving details of your previous experience.

## Note on terms:

For simplicity, throughout this document we use the term 'parent' to refer to all group members (which can include guardians, grandparents and other family members)

# Parents Plus Facilitator Quality Protocol Summary

1) Facilitators ask parents to write their goals for the programme on the Parent Goal and Review Form (page 9)

*Ideally, these forms should be done as part of an individual screening session with each parent. In some community groups this may not be possible and they can be completed as part of the first session. Facilitators should take special care to ensure the parent goals are positive, specific and meaningful for the parent.*

2) Each week facilitators ask parents to complete the Parent Group Session Rating Form (page 10).

*These should be filled out by the parents individually and only in exceptional circumstances should the facilitator complete them for the parent (e.g. when there are literacy issues) and should be noted as such.*

3) Facilitators follow a basic structure for each group session and aim to incorporate key principles according to the Parents Plus Facilitator Quality Protocol (page 4).

4) Each week facilitators set aside a weekly Facilitator Review/Planning time to:

- a) review the group session and to plan the next one (page 5)
- b) complete a Facilitator Session Planning and Review Sheet for each group session (page 11)

*In co-facilitated groups, the form is completed jointly. Facilitators who are running a group alone need to conduct the Facilitator Review/ Planning time with a supervisor weekly and complete the form with them.*

5) After every group session, each facilitator should individually reflect about their facilitation skills and review the Facilitator Quality Checklist (page 12). These should be brought to supervision in your agency and with a Parents Plus trainer for those pursuing accreditation. At least two Facilitator Quality Checklists per group needs to be submitted in the accreditation application.

6) At the end of the programme:

- a) parents complete the 'End of Course' part of the Parent Goal and Review Form (page 9)
- b) parents complete a Parent Course Review Form (page 13)
- c) each facilitator completes a Facilitator Course Review form (page 14)

# Parents Plus Facilitator Quality Protocol – Principles

During each session, facilitators should follow the Parents Plus Quality Checklist to ensure a basic structure to the group and to communicate a number of therapeutic qualities to the group members.

## Group Session Structure

Up to two topics can be introduced in any group session. These should reflect a balance of positive parenting topics (encouragement, play and special time, listening etc) and positive discipline topic (rules, routines, consequences etc). The structure should also include a balance of the following elements:

- a) Welcome and introduction
- b) Review of week (group discussion with each parent contributing)
- c) New topic introduction ( via short exercise or reflective questions)
- d) New topic video review (ensuring interactive group discussion)
- e) New topic practice exercise ( role play or small group practice exercise)
- f) Recap/ plan for next week

## Group Therapeutic Qualities

The facilitator should communicate the following client-centred qualities and **each session** should strive to ensure that **each parent** in the group:

- Feels welcomed and connected to the group
- Feels understood and respected
- Has contributed to the group and has an opportunity to speak
- Feels affirmed in their progress and supported in their difficulties
- Feels they are making progress with their goals

In addition, the facilitator should strive to ensure that the group is constructive, informative and includes a balance of problems and solutions. In particular there should be a balance in group facilitation elements (e.g. whole group discussion, small group discussion, worksheets and handouts).

## Facilitator Qualities

What mainly ensures the quality of a Parents Plus group is the skill of the facilitator. In particular we are looking for facilitators to demonstrate the following qualities:

- Facilitator reaches out and connects with parents in the group.
- Facilitator affirms each parent in the group - particularly those who are struggling or marginalized (e.g. due to being from a minority group).
- Facilitator can perform all the elements in each group session ( weekly review, video input, group exercises etc).
- Facilitator can handle challenges and problems in a client-centred and strengths-based way. The most common challenges include a parent being dominant in group, a parent being withdrawn, a parent challenging course ideas, a parent being negative or in despair.

# Facilitator Review / Planning

A crucial part of ensuring groups remain on track is to schedule a weekly post-session review meeting immediately or shortly after the group session. This should allow the facilitator(s) to review the group and to plan the next session, including:

- 1) A review of the progress of each parent in the group.
- 2) A plan to address missed sessions
- 3) Time to reflect on group dynamics
- 4) A detailed plan of the next group session, ensuring it is tailored to the needs of the group

## 1) Review the Progress of each Parent in the Group

This is the time to review and analyse the Parent Group Session Rating Forms and to reflect upon how *each parent* is doing in the group and to consider how to best support them. This reflection can lead you to take appropriate action to address any problems.

In some settings especially clinical ones, where people are dealing with serious problems, it can be difficult for the parents to attend the group and they can be at risk of dropping out. As the group is a valuable intervention, often targeted at those parents who are struggling the most, it is worth taking steps to increase attendance and to anticipate dropout. Reaching out to and supporting parents who are struggling is the best way to do this. Some of the following may indicate that a parent is struggling or at risk of dropout: 1) the parent may have expressed dissatisfaction in the group 2) the parent has been quiet and withdrawn in the group 3) the parent may have given a low score on the Group Session Rating Form.

In these cases it is worth taking action to re-engage them and to address any problems. This can be as simple as making sure to give the parent more group time at the next meeting, or making the topic more relevant to their particular goals.

It can also be useful to phone some parents between sessions, explaining that you were wondering how they were experiencing the course and enquire if there is anything you can do to make it work better for them. Reaching out to parents in this way can make a big difference in preventing dropout.

*It is essential that you reflect on and respond to the feedback you are provided with. The more you take into account your clients' unique goals and preferences and tailor the group to their needs, the more likely you are to be successful.*

## 2) Address Missed Sessions

It is important to address missed sessions. We recommend telephoning parents when they miss a session to: 1) explain that they were missed, 2) review how they are getting on and 3) check if there were any issues that prevented attendance that you can address.

If parents give apologies about missing a session, it is still useful to ring them and/or to write to them, thanking them for their notice and enclose the week's handouts. You can also offer parents a contact telephone number if they need to discuss any matter relating to the course between sessions. All these steps can help to ensure high attendance.

### **3) Reflect on group dynamics**

Each group develops its own character and culture and it is worth taking time to understand this and to tailor your facilitation accordingly. For example, some groups are very interactive and gain a lot from the group discussion – so it may be important to increase the amount of session time spent on this. Alternatively you might plan to raise a dilemma with them in the following session, such as how much time to spend on group discussion.

Sometimes conflictual dynamics emerge in groups, for example one group member dominating or talking too much and you need a plan to address this. Please refer to the Parents Plus manual for more ideas on handling these challenges. Note that these are important topics to raise at supervision.

### **4) Plan next session**

Even though the Parents Plus manuals provide plans for each session, there are many choices to be made depending on the needs of the group members and the individual group dynamics. For example, you may emphasise certain video sections or vary the group exercises, depending on how the group is responding to the material. There are also decisions to be made as to whether you demonstrate the exercise in the whole group, what size you make the small groups, and who you pair up in the exercises. For example, you may be keen to link some group members together who have a lot in common and who could be a support to one another. The key is to allow plenty of time to consider these issues in depth.

## **Supervision**

### **Supervision with co-facilitator and within your Agency**

It is recommended that you co-facilitate the Parents Plus Programmes, particularly prior to being accredited. This is to ensure that you receive 'co-supervision' from your co-facilitator which is the basis to the Parents Plus Quality Protocol. If you are facilitating a group alone prior to accreditation then you should make special arrangements for weekly supervision in your agency and contact Parents Plus to agree this. In addition to the co-facilitator planning meeting, facilitators should ensure that they have regular supervision within their agency with a senior clinician. The goal of this supervision is to provide a space to reflect on group dynamics, each parent's progress as well as the facilitator's practice. The supervision sessions should use the Parent Goal forms and Group Session Rating Forms (in the appendices) as an important source of material.

### **External Supervision with a Parents Plus Supervisor**

In order to complete the accreditation process, facilitators should also attend supervision with a Parents Plus Supervisor. This is to ensure effectiveness and fidelity to the programme. The recommended supervision format is a mixture of individual and group sessions and must include at least four sessions (including at least one video review of practice) prior to portfolio submission. In practice, facilitators may benefit from more extended supervision sessions. Individual supervision can take place face to face or by skype once the relevant paperwork has been sent in advance to the Parents Plus Trainer. Co-facilitators from the same agency can attend an Individual Supervision together.

Below is a sample supervision schedule:

1. Individual supervision after the first session of the first group.
2. Individual supervision midway through the first group – focusing on video review. Here, video clips of practice are reviewed by the Parents Plus trainer and specific feedback is provided.
3. Attendance at a group supervision workshop
4. Individual supervision during the second group - focusing on video review. Here, the expectation is that the facilitator will have integrated previous feedback.

5. Attendance at further group or individual supervisions as necessary.
6. Preparation and submission of portfolio to the Parents Plus Training Board for review.

### **Supervision and Paperwork**

It is essential that facilitators bring all the relevant paperwork for their current group to each supervision session (or if session is by Skype, paperwork should be sent in advance). Paperwork includes:

- Parent Goal Forms
- Parent Group Session Rating Forms for each group session
- Facilitator Session Planning and Review Sheet for each group session
- Facilitator Quality Checklist (at least one for current group)
- Video footage of one session (see next section)

## **Preparing Video Footage of your Practice**

As well as reviewing client-feedback forms, an integral part of the supervision process is the review of video footage of facilitators delivering their Parents Plus Groups. The goal of this video review is to invite facilitators to reflect about and develop their practice.

### **Prior to individual supervision**

Facilitators should video at least one complete group session and review this prior to attending the supervision. They should note the timecodes of the different elements of the session (p4) and also any significant group interactions that they would like to review in supervision. During the supervision, the Parents Plus Supervisor will review the footage with the facilitator and provide feedback.

### **What the Parents Plus Supervisor is looking for in the video footage**

When reviewing a video session with the facilitator, the Parents Plus Supervisor is looking to encourage the facilitator to adhere to the Parents Plus Quality Protocol by using the core group structure (page 4) and by displaying the therapeutic qualities for an effective delivery (page 4).

In particular we are looking for examples which show the facilitator handling group interaction and discussion and demonstrating some of the the following four key group tasks below:

- 1) Setting up a group task
- 2) Reviewing a DVD input with the group
- 3) Supporting a parent in the group
- 4) Facilitating a group discussion

### **Submitting clips as part of your accreditation application**

As part of their accreditation application, facilitators need to *submit a video of a complete recent group session*. Accompanying this should be a short document giving the time code of the various elements of the session (e.g. Review of week, Positive Discipline topic – see page 4).

In addition, facilitators should identify 2-4 short segments (1-3 minutes) within the footage, demonstrating some of the key group tasks and prepare a short written description (half to full page) for each of the segments describing:

- What was significant about the piece/ Why the piece was selected?
- What went well in the segment?
- What was the learning point?

*If submitting a DVD make sure it plays in a standard set box and when submitting a video file make sure it is in an recognised format (e.g. avi or mpeg etc). Make sure that the timecodes are exactly highlighted in the written descriptions so sections can be easily reviewed.*

### **Making videos of a parent/ young person group**

1) You should ask for consent from the parents/ young people in the group to make the video but point out to them that it is for your supervision only and will be secure at all times and only be reviewed confidentially by your supervisor and Parents Plus and for no other purpose.

Consent from both parents and young people will be needed for 'Working Things Out' groups.

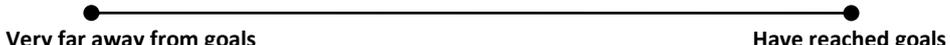
2) If there are difficulties gaining consent, the video clips need only show the facilitator running the group and need not show the parents/ young people in shot. If some parents do object to the video outright (this is rare), then you will have to film a separate group that does not include them for your accreditation. Do check out the consent requirements of your agency.

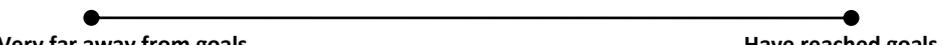
3) In setting up the camera it is best to put it on a tripod in a non-prominent position in the room pointed at the facilitator. It is best not to have someone manning the camera as this draws too much attention to the camera. In practice it works best if you get into a habit of filming a few sessions so that it is not considered a big deal by either you or the parents.

## Parent Goal and Review Form

Parent Name (initials) \_\_\_\_\_

The top half of this form is to be completed by parents before starting the Parent Plus Programme.  
The bottom half of this form will be completed at the end of the Programme.

<b>START OF COURSE GOALS</b>	<b>Date:</b>
Please describe your goals for attending this programme and score them on the lines below:	
<b>My goals for my children:</b> 1)  2)	
<b>Mark how close you are to reaching your goals:</b>	
<b>My own goals as a parent:</b> 1)  2)	
<b>Mark how close you are to reaching your goals:</b>	

<b>END OF COURSE REVIEW</b>	<b>Date:</b>
Please review your goals above and <b>re-score them on the lines below</b> . Where are you now?	
<b>My goals for my children:</b>	
<b>My goals as a parent:</b>	
Please describe any progress you have made towards your goal	
Are there any problems or issues that you still have?	

## Parent Group Session Rating Form

This form is to be completed by parents at the end of each group session.

Name (initials) : \_\_\_\_\_ Date: \_\_\_\_\_

What are the **main ideas** you are taking away this week?

### FEEDBACK

We are interested in hearing your views on today's group session. We want to make sure the group meets your needs and goals. *Please be frank and honest as this will help us plan ahead.*

Is there anything particularly **helpful** today that you would like **more** of?

---

Would you like any **changes** to the group? Is there anything **missing** that you would like included?

---

Please rate how much you agree or disagree with the following statements about today's group.

1) I am making progress towards my goals for coming to the group.

Disagree Strongly 2 3 4 Agree Strongly  
1 2 3 4 5

2) The group was helpful to me today.

Disagree Strongly 2 3 4 Agree Strongly  
1 2 3 4 5

3) I felt understood and supported by the group and the group leaders today.

Disagree Strongly 2 3 4 Agree Strongly  
1 2 3 4 5

4) The group included the topics I wanted to cover today.

Disagree Strongly 2 3 4 Agree Strongly  
1 2 3 4 5

5) I feel hopeful about progress at the end of the group today.

Disagree Strongly 2 3 4 Agree Strongly  
1 2 3 4 5

## Facilitator Session Planning and Review Sheet

This form is to be completed with your co-facilitator for each session. In your accreditation application, ensure you include any additional session planning notes that you make.

**Facilitators:** \_\_\_\_\_ **Group Session No.** \_\_\_\_\_ **Date :** \_\_\_\_\_

**Topics Covered :** \_\_\_\_\_

**No. of Parents attending:** \_\_\_\_\_ **No of parents missing:** \_\_\_\_\_

### OVERALL

Overall how did the group session go? What went well? What were the challenges?

### PARENT SESSION RATINGS

Go through the **Parent Group Session Rating Forms**. How is each parent doing?

Notice any parents who are absent or who score low on their feedback rating and comment on this.

What action is to be taken with parents? (e.g. telephone contact/ extra support)

### SESSION STRUCTURE AND CONTENT

How did each of the group components go? e.g. Review of Last Week, Positive Parenting and Discipline Topics, Planning for Next Week

### GROUP DYNAMICS

Is the group working well together? Are there any particular group dynamics to be noted? Do you need to address this in the group?

### NEXT SESSION PLAN

Given your review of this session, what are the priorities for the next session? ( e.g. specific topics to be covered, particular parents to be supported, group dynamics to be addressed etc.)

## Facilitator Quality Checklist

This form is to be completed individually by facilitators. These should be brought to supervision. At least two per group need to be submitted in your accreditation application.

**Name of Facilitator:** \_\_\_\_\_ **Session No.** \_\_\_\_\_ **Date** \_\_\_\_\_

Please rate your skills as a facilitator during this group session according to the Quality Checklist below, where 1 = unable and 5 = very able.

Where relevant, specify some examples of your practice and/or learning points.

During the group, how able were you to?	Rating 1 - 5	Reflections/ Practice Examples:
<ol style="list-style-type: none"> <li>1. Reach out and connect with parents in the group</li> <li>2. Affirm/ support each parent in the group</li> <li>3. Affirm/ support parents who are struggling or marginalized (e.g. due to being from a minority)</li> <li>4. Facilitate group discussion and ensure each parent contributed</li> <li>5. Facilitate the small group exercises/ skills practice in the group</li> <li>6. Handle challenges in the group, for example               <ul style="list-style-type: none"> <li>• Parent being dominant</li> <li>• Parent being withdrawn</li> <li>• Parent challenging ideas</li> <li>• Parent being negative</li> <li>• Parent in despair</li> <li>• Conflict between parents</li> </ul> </li> </ol>		

**During this group session what were your areas of strength as a facilitator?**

**What areas would you like to improve upon/ adapt for the next session?**

## Parent Course Review Form

This form is to be completed by parents at end of the Parents Plus Programme.

Name (initials): \_\_\_\_\_ Date: \_\_\_\_\_

We are committed to continually improving our courses. Your feedback is very valuable in helping us do this. Please be as honest as you can when answering the questions below.

1) What was the most helpful part of the course?

2) What ideas from the course did you find most useful at home?

3) Was there anything missing from the course? Are there any other ideas you would have liked covered?

4) Please rate how much you agree or disagree with the following statements about the facilitation of the group.

	<i>Strongly Disagree</i>			<i>Strongly Agree</i>	
<i>The group was well organised</i>	1	2	3	4	5
<i>The facilitators led the group well</i>	1	2	3	4	5
<i>The facilitators included everyone</i>	1	2	3	4	5

What did the group facilitators do well in the group?

What could have improved the group facilitation? Is there anything the group facilitators could have done better?

## Facilitator Course Review form

*This form is to be completed at end of course and should be reviewed with your co-facilitator and/or your supervisor. If both facilitators are applying for accreditation then individual forms for each facilitator need to be completed.*

Name: \_\_\_\_\_ Date of Course: \_\_\_\_\_

Co-facilitator/ Supervisor: \_\_\_\_\_

Number of Parents starting course: \_\_\_\_\_ Number of parents completing course: \_\_\_\_\_

Number of group sessions: \_\_\_\_\_

1) How did the group go overall?

2) How did you engage or get parents to come to the group?

3) What went well during the group?

4) What were the challenges during the group?

5) What were the learning points for you as a facilitator?

# Parents Plus Accreditation Process – Important Points

The purpose of the Parents Plus Quality Protocol is to encourage you to become a reflective practitioners who are self aware and able to learn as well as being responsive to the needs of the parents in the group.

In addition to being able to deliver the programme by following the manual, to become an accredited facilitator we are looking for evidence of the above qualities. The parent feedback forms, in particular the Group Session Rating Forms, are crucial in this regard, as are your own facilitator checklists and planning forms.

In order to become accredited we will be specifically looking for evidence and individual examples that you as a facilitator can:

1. Pay particular attention to the parent goals and regularly reflect about how the course can ensure they make progress towards their specific goals.
2. That you give particular consideration to parents who are struggling and not making progress or parents who are marginalised in the group (e.g. due to being from a minority group etc).
3. That you show an understanding of your own group facilitation and how this impacts on the group.
4. That you show you are aware of group dynamics between group members.

## Time Commitment

To run a Parents Plus Group according to the quality protocol does require time, especially when you run the group for the first time. Taking time to complete the reflective forms necessary for accreditation requires extra time and you need to prepare for this in advance. Though it varies, below is a sample time commitment.

1. Running the Group: 2.5 hours
2. Review and planning meeting (with co facilitator): 1–1.5 hours per session. *Allow an extra 1-2 hours planning time when you are running a group for the first time.*
3. Facilitator reflection and form completion necessary for accreditation: 5 to 1 hour per session.
4. Completion of portfolio: 5-15 hours

## Accreditation and Supervision Costs

To support effective practice, Parents Plus keeps accreditation and supervision costs as low as possible, please see [www.parentsplus.ie](http://www.parentsplus.ie) for rates.

# Parents Plus Accreditation – Registration, Submission and Application

## REGISTRATION

- People who wish to become accredited facilitators should register their interest before starting to facilitate their groups.
- You can do this by simply emailing [admin@parentsplus.ie](mailto:admin@parentsplus.ie) stating the programme you wish to accredit in, giving the date of your facilitator training, the timescale for your groups to be delivered, who your co-facilitator is and your plan for supervision.
- If you are facilitating a group alone that you wish to use for accreditation then you should make special arrangements for supervision and contact Parents Plus in advance of your group starting to agree this.
- The most up-to-date versions of forms can be downloaded from the members section of the Parents Plus website. Note: the young person feedback forms for WTO accreditation are separate from the parenting ones and are in the WTO facilitator manual.

## SUBMISSION AND APPLICATION-NOTES

### Application Presentation

- The portfolio of work should be presented in a ring binder with separate sections clearly indicated.
- All the parent forms should **have the parents initials only** or **be fully anonymised** and simply be marked Parent 1, 2 etc along with the group date. When referring to parents in your Facilitator Review Forms, make sure to specify which parent (e.g. 'Parent 1 was withdrawn' rather than 'one of the parents was withdrawn').
- Similarly, the group sessions need to be labelled clearly and consistently (e.g. 'Group 1, Session 1')
- The facilitator forms should be typed so they can be clearly read. To aid this we can send you electronic copies of the forms on request or these can be downloaded from the members section at [www.parentsplus.ie](http://www.parentsplus.ie)
- Please note you should make **two copies** of all documents and **submit one copy to Parents Plus and keep one copy for your records.**

### Joint Applications

- In joint applications, facilitators must submit separate applications in separate ring binders and indicate who the co-facilitator is.

## ACCREDITATION/ DECISION PROCESS

Parents Plus will aim to process accreditation applications within six weeks. The results of the application will be one of the following:

- 1) Accredited
- 2) Accredited with some recommendations
- 3) Deferral with specific feedback ( generally a request to gain more experience or to facilitate another group to attend to a certain area).
- 4) Need for reapplication

# Submission and Application Checklist

## SUBMISSION AND APPLICATION CHECKLIST

*Applications without all the required paperwork cannot be processed and will be returned to the applicant.*

### **Training/ Supervision Attendance**

Dates/ Evidence of attendance at a Parents Plus Training for the programme

Dates/ Evidence of attendance at Parents Plus Supervision

### **A Short Application/ CV**

This should include the following

- Your Name and full contact details
- Training and Education
- Relevant Experience
- Reasons for your wish to become a Parents Plus Facilitator in this programme/ Your vision for your work with parents in groups

### **Overview of each of the two groups you have facilitated.**

This should include

- Description of the context in which you ran the group (e.g your agency)
- Who your co-facilitator is and your professional relationship
- How you recruited parents
- Age profile and demographics of parents and their children
- Type of challenges that the parents are dealing with
- A one page session by session Attendance Sheet for each group with anonymised names that match the other forms (Parent 1, Parent 2 etc)

### **Parent forms for each group**

For each group and for each parent this should include an anonymised set of :

- Parent Goal and Review Form page 9 (*handwritten by parents or facilitators if collaboratively completed in screening*)
- Parent Course Review Forms page 13 (*handwritten by parents*)
- Parent Group Session Rating Forms page 10 (*handwritten by parents*)

### **Facilitator forms for each group**

For each group this should include a set of typed facilitator forms

- Facilitator Session Planning and Review Sheets page 11 (*completed with co-facilitator for each session*)
- Any planning notes or written session plans to support application (*completed with co-facilitator for each group session*)
- Facilitator Quality Checklists page 12 (*separate forms for co-facilitators, at least two completed per group*)
- A Facilitator Course Review Form page 14 (*separate forms for co-facilitators*)

### **DVD clips of facilitator delivering the group**

#### **Reference**

A short reference from Manager/ Supervisor of the agency where the parent groups were run.

#### **Application Fee**

Please check with for current supervision/accreditation costs.