

Plain Language Version of MCH Competencies



I. SELF



1: MCH Knowledge Base - Knowledge about the health of families and children. Also called Maternal Child Health.



1. Describe the families and children living in a city, a state or region (one part of the United States). Describe the services they get. Include Title V programs. (The federal government pays for Title V programs. They keep families and children healthy.)

2. A systems approach looks at a situation on many different levels. It is useful to learn how a person, a group and a community interact with each other. Figure out how they depend on one another and influence each other. Describe how using a systems approach may lead to better health.

3. Use facts to identify problems faced by different groups of families and children. Use facts to make policies or evaluate policies (decide what works well or doesn't work well in a policy).

	<p>4. Describe why some groups of families and children have poor health. Come up with ideas to change these situations.</p>
	<p>5. Figure out how to take the best research on what works and apply it in real life to make change.</p>
	<p>6. It is important to work with organizations run by families to engage families. It is also important to work with community groups. Together you can connect with local people. This will improve programs, policies and services.</p>
	<p>7. Use a “systems” approach. (Understand a situation on many different levels. For example, look at the big picture. Identify how smaller parts work and do not work together.) Explain how a person, a group, and a community interact with each other. Describe how they depend on one another and influence each other.</p>
	<p>8. Assess or rate if a program is effective or not effective for a specific group of families and children.</p>

2. Self Reflection - Thinking about your feelings and behaviors



1. Observe how your beliefs and experiences (good and bad) affect how you lead.

2. Think about how what you do can improve:

- programs
- services
- taking care of patients
- working with community partners
- teaching and research
- learning and communication

3. Make a plan for peers and mentors to tell you how you are doing your job (give feedback).

4. Identify your leadership style. For example, reflect on how you:

- give directions
- encourage others
- carry out a plan

Figure out what you can do to improve how you work on a team. Think of ways to get along with people who are the same or different.



3. Ethics are the rules a group uses to make decisions. It is how they decide what is right and wrong. It is sometimes called a code of ethics.



1. Identify ethical issues. Address what is right and wrong in:

- Patient care
- Community-based settings
- Research with people
- Policies and ways to support the public to be healthy

2. Some groups of families and children have poor health. Consider if it is ethical. Describe what is right or wrong.

3. Know your organization's and profession's code of ethics. Follow these rules when interacting with others. Use them when solving problems.



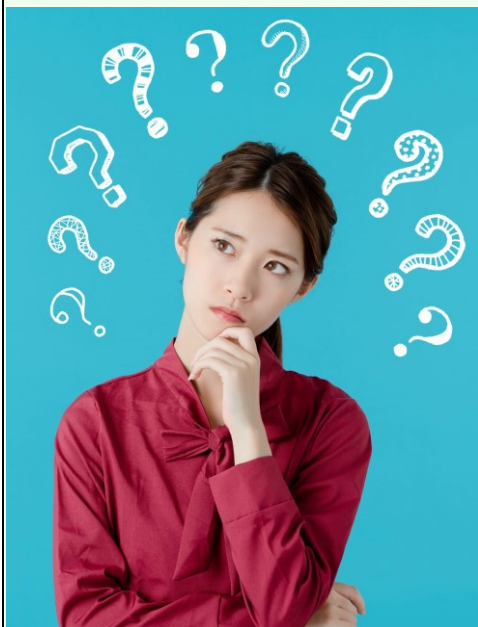
4. Many families and children have poor health. Identify why this happens. Discuss what is right or wrong. Speak up about issues. Be an advocate for change.

5. Communities are different. Find out what is important to a community. The word culture has many meanings. Culture is seen in people's language, values, clothing, cooking, religion, music and much more. How people think about and treat health and illness is also cultural. Think about how policies, programs and services may affect them. Be open and respectful. Show you can work with people who have different:

- beliefs
- attitudes
- behaviors
- languages



4. Critical Thinking - Ask questions. Use evidence to think about an issue. Decide if it is true, false, sometimes true or sometimes false.



1. If faced with a challenge check out:


- many opinions
- different sources of information
- different reasons for using an approach
- and all the things that could go wrong
- Do this if dealing with a client or challenge in an organization. It can be in a research setting or in the community.

2. Use data that describes the needs of a group of people to:

- create a program
- write a policy
- do research
- do training

3. Use clear words to come up with an important

- practice question, or
- research question, or
- policy question

	<p>4. Give your opinion on research. Break down what the research suggests and compare it to your experiences. Think about what you already know and use it to evaluate research. Use this information to write your opinion.</p>
 <p>A woman with glasses, wearing a black and white striped shirt and blue jeans, is pointing her right index finger towards a notepad. The notepad has the word 'List' written at the top and three numbered lines below it: '1. _____', '2. _____', and '3. _____'.</p>	<p>5. Many policies and practices are based on research. Some are not. Identify which policies and practices could be used to address issues where action is needed now, even if they have not been fully researched.</p>
	<p>6. Present and discuss the reasons why a policy or program is needed. Include the best available research. Explain research in a way that is easy for different people or groups to understand.</p>
	<p>7. Use methods and strategies proven to work to evaluate research. Use what you learn to develop policies and programs. Explain the research that supports these policies and programs.</p>
	<p>8. Come up with policies and guidelines based on best available research. Use them with families and children and in your own work.</p>

II. OTHERS

5. Communication



1. Be able to talk to anyone and get your message across. Be able to interact positively with people who do NOT look, talk, think, believe, act, move, love or live like you. Share what you think and feel in meetings and presentations. Say what you care about and want (even when it is not popular).

2. Write with clear words to explain issues:

- impacting families and children
- information about services.

Get good results working with people:

- from different cultures
- and who speak different languages.

3. To really understand others, listen to more than what they say. Pay attention to their body language and be aware of your body language.

4. Use active listening:

- pay attention
- ask questions
- listen with your eyes, heart and ears
- repeat back in your own words what the other person is saying and feeling

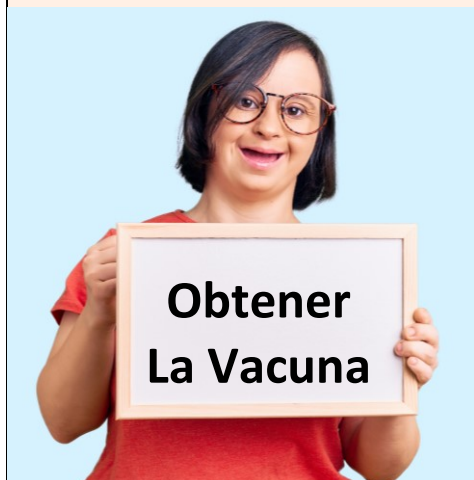


5. Before sharing information find out who it is for. Is it for people who use simple English or other languages? Is it for families, nurses, state workers or the public? Find the best way to get your message across (verbal, written, nonverbal).

6. Show how you can present and write clearly about:

- issues
- and services

impacting families and children.



7. Use different ways to communicate information:

- in a crisis
- about risks
- that is upsetting news
- on how to prevent diseases
- how to stay healthy

8. Sum up hard to understand information. Use plain language. Gear it for different groups and situations.



6. Negotiation and Resolution

Dealing with Conflicts and Reaching an Agreement

1. Know your point of view. Identify what you do and say when dealing with conflict. Be aware of your emotions. Make a plan on how to manage your emotions during a conflict.



2. Listen to understand other points of view. Recognize the different ways people work to settle differences and get an agreement (negotiate). Notice what others say and do when dealing with conflict. Learn how to adapt to the different ways people settle differences.

3. People have different ideas. Find a way to settle differences (negotiate). Keep talking until the group comes up with a plan everyone can support. Evaluate how you react when others do not like your ideas.



4. Show how to deal with conflict in a useful way. Manage your emotions so others can hear what you are saying.

5. There are many reasons why a group experiences conflict. Be proactive and think about how these things may cause conflict:

- culture
- power
- money
- other inequities

Guide the group to come to a resolution.



6. Use consensus building (a way for everyone to come to an agreement) to reach:

- common understanding
- goals
- and activities to solve problems



7. Cultural Competence - Be open and respectful to all people.

Show you can work with people who have different:



- beliefs
- behaviors
- attitudes
- languages

1. Evaluate how you think about, react to and work with people from different cultures. Evaluate how an agency or organization supports and works with people from different cultures.



2. Identify a person's strengths and needs. Identify a community's strengths. Do not make any assumptions. Name the strengths of their family and community. Provide services that meet their needs. Be sensitive to and respect all no matter their:

- race
- ethnic background
- education
- income
- job

	<p>3. Understand and appreciate how people and professionals think differently. Understand how implicit bias may come up in your interactions. Implicit bias happens automatically. Throughout our lives, stereotypes get deeply ingrained into our brains. We make judgements about people based on the way they look or move or sound. The first step is to be aware of your biases. Then be open to understanding different experiences. Be curious and grow an appreciation for different points of view.</p>
	<p>4. Demonstrate how to improve services to meet the unique health needs of a group of people.</p>
	<p>5. Make certain that health policies support diversity. Find out if services are sensitive to cultural differences.</p>
	<p>6. Use your knowledge about cultural diversity to improve:</p> <ul style="list-style-type: none"> ● programs ● research ● and policies.
	<p>7. Use tools based on the best available research. Work to create health equity.</p>

8. Family-Professional Partnerships



1. Ask families what services they need. Involve families in planning. Ask families to rate the quality of programs. Use their ideas to improve how to provide services. Pay people for their time and expenses when they are contributing.



2. Provide training and mentoring to:


- families
- youth
- and community members.

Support them to lead advisory committees or task forces. Understand it is important to ask for training and information from these groups.



3. Put family centered care into action. Families and staff make decisions together. Staff focus on the strengths of a family. Use this approach to see which policies and programs work and which do not work.

	<p>4. Assess what a person and/or family needs. Make suggestions based on:</p> <ul style="list-style-type: none"> • social • educational • and cultural issues
	<p>5. Welcome people from different cultures. Be open and accepting.</p>
	<p>6. Policies and practices are created for all people. Understand that they may impact people in different ways. Children and youth have many different Health Care Needs.</p>
	<p>7. Connect with family-led groups. Build strong relationships with families. Get them involved on many levels. Do this across all health programs for families and children.</p>
	

	<p>8. Get feedback from family, youth, and community-members through:</p> <ul style="list-style-type: none"> • focus groups, • surveys, • and advisory boards. <p>Use suggestions to improve programs. Listen for ways to strengthen partnerships with families.</p>
	<p>9. Make sure that family and community views play a key role in:</p> <ul style="list-style-type: none"> • research • providing treatment • programs • or policy about families and children. <p>For example, to identify community needs or develop guidelines for how to provide supports.</p>
	<p>10. Help staff and organizations who provide health care to meet the needs of families. Help them to determine if they are family centered.</p>
	<p>11. Teach staff who provide health care to be family centered and use a medical home model. Include it in regular training. Find out if training improves staff skills, health programs or policies.</p>


9. Developing Others

Helping Others to Grow through Teaching and Training



1. Use technology to improve how we learn. It is more than taking an online class. Use the internet to exchange ideas with other people.
2. Watch how other people give useful feedback. Slow down to hear how others react to you. Be open to getting feedback from others about what you do and say.
3. Promote the use of active listening which is:
 - Paying attention
 - Asking questions
 - Listening with your eyes, heart and ears
 - Repeating back in your own words what the other person is saying and feeling

	<p>4. Figure out what steps to take to match successful mentors with mentees. <i>A mentor is someone with experience who helps someone who is learning (a mentee).</i> Pay attention to the mentor's and the mentee's:</p> <ul style="list-style-type: none"> • background • career interests and other related factors
	<p>5. Set boundaries and stick to them. Make an agreement between the mentor and mentee. Write down what projects and tasks you will work on together.</p> <p>6. In a mentor relationship, both people are teaching and learning. Explore new and innovative ideas. Be open and honest when communicating. Be willing to share feedback. Encourage each other.</p>

	<p>7. Use effective ways of teaching based on research. (e.g., universal design learning).</p>
	<p>8. Whenever possible create ways for learners to be active and engaged.</p>
	<p>9. Teach:</p> <ul style="list-style-type: none">• small and large groups of people• people with different backgrounds, skills and experiences• in formal settings and casual settings. <p>10. Move from coaching people to finish projects to coaching people to learn more career and professional skills.</p>

	11. Create ways for people who are learning new things to teach what they know, coach other people to learn or guide people who are learning (mentor).
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10. Interdisciplinary Team-Building

Build a Team of Professionals from Different Fields




1. Know what professionals do to improve the health of children and families. Describe the:

- roles
- responsibilities
- procedures
- and processes of each professional.

2. Seek out and engage people from different cultures and points of view. Use their input to make decisions.

3. Find the right people to make a team to do different activities:

- do research
- plan programs
- plan a college class
- address health care issues

	<p>4. Support a team to make decisions together. Come up with and express a shared vision. Build trust and respect. Encourage team members to work together to get something done. Work towards the same goal.</p>
	<p>5. Be curious about different points of view. Welcome and appreciate people</p> <ul style="list-style-type: none"> ● of color ● with different jobs ● who are poor, people who are rich ● who are LGBTQIA <p>with different ethnic backgrounds</p>
	<p>6. Identify when a team is not working well, When the team hits a roadblock, redirect them back to working well.</p>
	<p>7. Use common goals to help teams do more than they would alone.</p>

Adapted from Maternal Child Health Leadership Competencies, Version 4.0, by K. Topper, M.A. Favro and M. Anderson, U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, https://mchb.hrsa.gov/training/documents/MCH_Leadership_Competencies_v4.pdf. In the public domain. Adapted with permission.



8. Identify many ways leaders can help teams run smoothly. Look at people's strengths and interests. Match team roles to a person's strength and interests. Share opportunities to take the lead and deal with problems.

9. Learn how different professionals help children speak, move and learn. Pay attention to different approaches. Use these ideas to deal with challenges and meet needs.

10. Different experts help children speak, move and learn. Know who can help to improve:

- teaching
- research
- advocacy
- and systems of care

III. WIDER COMMUNITY

11. Working with Communities and Systems



1. Make sure the mission, vision and goals of a group make sense for the whole community. Support all involved to:

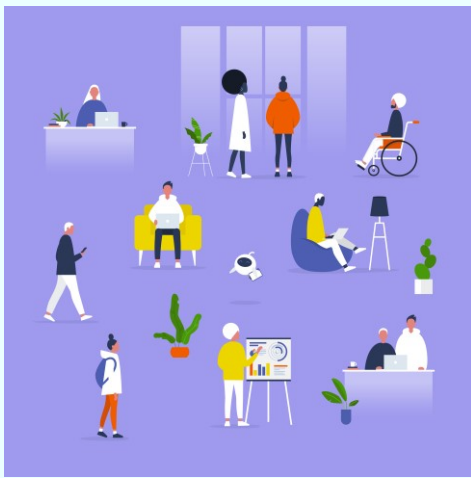
- understand
- participate
- take action and be responsible


2. Practice:


- budgeting
- using resources to get good results
- setting standards (agreeing on how to provide a service)
- find out if services met a person's needs (did you do what you agreed to do)
- organizing tasks and solving problems

3. Come up with agendas for a meeting.
Run meetings that get good results.

4. Identify stakeholders (people with interest or concern about a topic). See how they want to be involved. Be clear how much time they can contribute.



	<p>5. Understand a situation “systemically”. Figure out what is happening on many different levels. For example, look at the big picture. Identify how smaller parts work and do not work together.</p>
	<p>6. Look at a program. Decide if it should continue or needs to change. Decide if there needs to be a new program:</p> <ul style="list-style-type: none"> • come up with goals for a program • describe needed activities • identify barriers • suggest how to get people involved • indicate what is most important • recommend a timeline
	<p>7. Put accommodations in place to increase inclusion and access for all.</p> <p>8. Run a project smoothly and get good results:</p> <ul style="list-style-type: none"> • Decide what to do • Do it • Ask others to help <p>Get people to tell you what worked and what did not work</p>

	<p>9. Review research on what works and what gets in the way when using a new health program. Use this knowledge to get others to use the practices supported by research.</p>
	<p>10. Know the business-side of providing health care. Learn how providers get and spend money. Become familiar with policies used to make financial decisions.</p>
	<p>11. Keep a group of stakeholders engaged. Use an open process. Include people with different opinions. Make sure all people feel safe to speak up.</p>
	<p>12. Bring groups together to work on the same goal. Get good results. Keep the groups working together over time.</p>
	<p>13. Research the best ways for groups to collaborate in communities. Use these ideas when working with existing groups. Find ways to improve health of families and children by working with local groups.</p>

12: Policy



1. Identify problems that affect families and children. Look at key data. Consider:


- who is getting sick and where they live
- do they have enough money to meet their needs
- what political groups are focused on
- and social trends

2. New policy ideas should be based on data. Also include a detailed list of the results that will happen.

3. Find out who is responsible for making a policy. It could be:

- a judge
- the governor
- a legislator
- a state worker

Learn what groups like the policy. Know who is against it.

	<p>4. Make a list of the results you want. Describe what you want to happen. Use it to decide if a policy will work. Use it to compare different options.</p>
	<p>5. Find out how a policy or rule helps or hurts families and children from diverse backgrounds.</p>
	<p>6. Stakeholders often have different opinions. Find ways for all to agree on what is important for the health of families and children. Compare with MCH priorities.</p>
	<p>7. Get good results making your case to key decision makers. Present information to legislators and funders. Inform the public.</p>
	<p>8. Personal stories are powerful. Write a story to make policymakers act. Use it to encourage others to advocate.</p>