|  |  |  |
| --- | --- | --- |
| Promoting Health and Safety in the home environment | Instruction/Training | Hours |
| Safety |  |  |
| First Aid |  |  |
| Health and Wellness Promotion |  |  |
| Nutrition |  |  |
| Enhancing parents’ skills to advance children’s physical and intellectual development | Instruction/Training | Hours |
| Large and small muscle development |  |  |
| Discovery |  |  |
| Creative Arts |  |  |
| Literacy |  |  |
| Promoting parents’ use of positive ways to support children’s social and emotional development | Instruction/Training | Hours |
| Auto-regulation |  |  |
| Self-esteem |  |  |
| Interdependence |  |  |
| Helping parents to respond to distressful events |  |  |
| Understanding family systems and development | Instruction/Training | Hours |
| Family service and support |  |  |
| Goal setting |  |  |
| Supporting families with children with special needs |  |  |
| Working with diverse families |  |  |
| Identifying and responding to crisis |  |  |
| Early parenting |  |  |
| Parent skill development |   |  |
| Managing an effective home visitor program operation | Instruction/Training | Hours |
| Home visitation |  |  |
| Time management  |  |  |
| Documenting the home visitor work with families |  |  |
| Weekly planning |  |  |
| Assessing individual family/child interests and needs |  |  |
| Facilitating resources and activities |  |   |
| Record keeping |  |  |
| Developing action plans |  |  |
| Maintaining a commitment to professionalism | Instruction/Training | Hours |
| Advocacy |  |  |
| Rights of children and families |  |  |
| Professional ethics |  |  |
| Work force issues |  |  |
| Legislation |  |  |
| Professional associations |  |  |
| Working across the child welfare continuum | Instruction/Training | Hours |
| Cultural competence in all aspects of child/family welfare |  |  |
| Comprehensive family assessment  |  |  |
| Assessing resource families |  |  |
| Community assessment |  |  |
| Housing |  |  |
| Respite care |  |  |
| Statistics on child and family well-being |  |  |
| Child welfare and foster care |  |  |
| Adoption and related issues |  |  |
| Prevention and assessment of substance abuse |  |  |
| Treatment services for young parents and adults |  |  |
| Cross system collaboration |  |  |
| Casework practice with families affected by substance abuse |  |  |
| Role of the courts |  |  |
| Understanding principles of child developing and learning | Instruction/Training | Hours |
| Child development from birth through 5 years |  |  |
| Cultural influences on development |  |  |

**NMCAA considers the above competencies to be comparable to a home-based CDA credential**