



HSU Course Outline

Family Engagement Management License

FEML-1014

36 Weeks

Description

The **Family Engagement Management License (ML)** program is a competency based curriculum program that is used to develop and enhance the family support skills related to the critical job functions of staff working with families. Participants learn skills that they can perform with an optimal level of proficiency and competence. The **Family Engagement Management License (ML)** program identifies job functions within family services, isolate the critical skills needed to carry out these functions, and identify the competencies required for skill building in those areas. The program provides graduates with the ability to ***perform credential training for your program staff***. License professionals can deliver HS University's Official Curriculum to their program staff. The program focuses on the dimensions of advancing candidates into leadership roles in Head Start and participants recognize their role in the leadership process. Participants are provided with an opportunity to identify policies and procedural tools in achieving a program's mission as well as viewing themselves as emerging leaders to better understand how to work holistically within their community. The program uses a well-researched, strengths-based, help-seeking family support approach. The curriculum was developed to transform the way program staff interacts with families. It provides the concepts of shared values linked with the process of a leadership approach to service delivery. This program is a 36 week process. Participants must complete three (3) courses, two (2) exams and a student practicum. After classroom and practicum is finished, a portfolio of work education and training packet must be completed and submitted to the University. Once documents, coursework, fieldwork and exams are complete and submitted to Student Advisor, an assessment date for licensing is set.

Prerequisites

- Knowledge of Performance Standards
- Family Development Credential (optional)

Who Should Take This Course?

This course is beneficial to all Head Start management staff who work with families. Directors, who are making the development of family partnership agreements an integral part of their Head Start program's mission, goals and services will benefit from this conference. Program Managers, who are responsible for staff-development activities will also benefit from this credential. Head Start staff, who interact regularly with families and want to enhance their family-partnership skills will also benefit.

Objectives

- ✓ Build comfortable rapport with staff and get buy-in for Family Support procedures from the beginning.
- ✓ Define professionalism in your work with and on behalf of families
- ✓ Maintain staff roles and boundaries when Working with Families
- ✓ Follow the program confidentiality policy concerning private information about children, families and other staff members
- ✓ Describe your role as a mandated reporter of suspected child abuse/neglect
- ✓ Document and maintain necessary and required records
- ✓ Identify the basic element of successful communication
- ✓ Demonstrate conversation techniques that convey respect and build understanding
- ✓ Use plain language writing to improve clarity of written materials you produce for parents
- ✓ Create a plan for improving the communication process with families
- ✓ Provide true definition of case management
- ✓ How case management is central to social services, ethics and ethical issues
- ✓ Discuss the importance of the ecological model of assessment

- ✓ How staff thinking can impede effective helping in the social service setting
- ✓ Understanding issues of cultural diversity
- ✓ Roles of personal attitudes and boundaries and how to examine realistically their own attitudes and judgements
- ✓ Providing good and poor responses as well as the consequences of poor communication

36 Weeks Program Outline

Stage 1 - Course #1 (8 weeks)

Family Engagement: Building Goal Oriented Relationships (or a Family Development Credential*)

Positive Goal Oriented Relationships

- Goal Oriented Relationships
- What are Goal Oriented Relationships
- Why does it Matter?
- Recognizing What Everyone Contributes
- Understanding and Appreciating Family Differences
- Meeting Families Where They Are
- Cultural Perspectives
- Strength-Based Attitudes
- Reflecting these Attitudes

Understanding Family Services

- Philosophy of Head Start Family Services
- Head Start's Vision
- Sharing Responsibility for Family Engagement

Family Engagement Outcomes

- PFCE Framework Purpose
- Implementing the PFCE Framework
- Relationship-Based Competencies
- Understanding Family Outcomes
- Defining Family Outcomes

Family Well-Being

- Things We Know
- Health
- Parental Depression
- Early Childhood Mental Health
- Home Visiting with Parental Depression

Positive Parent-Child Relationships

- About Parent-Child Relationships
- Different Families, Different Kinds of Relationships
- Promoting Positive Parent-Child Relationships

Families as Lifelong Educators

- How Parents Promote a Love of learning
- Bridging Home and School with Family Partnership

Reframing for Strengths

- Strengths in Family Members
- Bridging Culture and Languages
- The Family Life Cycle
- Parent Education Interventions
- Adult Learning Reinforce Learning in Children

- ✓ Strategies for listening and responding, asking questions, bringing up difficult issues, responding to emotions, confronting problematic behavior, and disarming anger
- ✓ Techniques and ideas related to motivational interviewing

Supporting Families Virtually

- Strategies to Support and Engage Families
- Benefits of Engaging Families Virtually
- Five Virtual Engagement Strategies
- Planning for Virtual Family Engagements
- Leading Online Parent Meeting
- Technology and Design Planning
- Establishing and Choosing a Supportive Group
- Facilitating Online Sessions
- Reflection On and Evaluating the Online Parent Group
- Parent Curricula Review Databases
- Operating Remote or Virtual Services
- Learning and Development in Virtual Environment
- Family Communication
- Social Media Messages

Family Partnership Agreements

- Empowering Families as Learners
- Family Partnerships
- Goal Setting
- Identifying Families Goals
- The Written Plan

Exam#1: (Online)

Stage 2 - Course #2 (8 weeks)

Fundamental of Case Management

History of Case Management

- Why we use case management
- Service Coordination
- Levels of case Management
- Caseloads

Ethics and Other Professional Responsibilities

- Broader Ethical Concept
- Boundaries
- Confidentiality
- Privacy
- Health Insurance Portability and Accountability Act
- Social Networking
- Privileged Communication
- Ethical Responsibilities
- Professional Responsibility

Applying the Ecological Model

- Three levels of the Ecological Model
- Why Context is important

Cultural Competence

- Culture and Communication
- Your Ethical Responsibility
- Dimension of Culture

Obstacles to Understanding

Attitudes and Boundaries

Understanding Attitudes

Reality Check

Understanding Boundaries

Identifying Good Responses and Poor Responses

Twelve Roadblocks to Communication

Useful Responses

Listening and Responding

Defining Reflective Listening

Responding to Feelings

Responding to Content

Asking Questions

Quality in Child Care

Locating Resources

Understanding Family Engagement

Why Questions are Important

Closed Questions

Open Questions

Questions that make the other person feel uncomfortable

Bringing up Difficult Issues

Confrontation

Exchanging Views

Asking permission to Share Ideas

Addressing and Disarming Anger

Common Reason for Anger

Why Disarming Anger is Important

Erroneous Expectations

The Four Step Process

Safety in the Workplace

Collaborating with People for Change

What is Change

Stages of Change

Understanding Ambivalence and Resistance

Encouragement

Case Management Principles

Combining Skills and Attitudes

Social Histories and Assessment Forms

What is Social History?

Layout of the Social History

How to ask What You Need to Know

Writing Brief Social Histories

Using Assessment Forms

Understanding the DSM

Who makes the Diagnosis?

Monitoring Services and Following the Family

What is Monitoring?

Follow-up

Collaborating with other Agencies

Advocating for Families

Exam #2: (Online)

Stage 3 - Course #3 (8 weeks)

Train the Trainer Course

Use of Training Skills

Personal Resources

Learning Goals

Using Adult Learning Principles

Four Learning Styles

Listening and Reading

Observing and Imitating

Doing

Receiving Feedback

Adult Learning Principles

Analyzing the Training Requirement

Analyzing a Training

Develop learning Objectives

Outlining the Training Content

Steps in Developing and Conducting Training

Training Content

Mind map

Outlining Steps

Listing Actions and Knowledge Requirements

Place Content into Sequence

Selecting Training Methods

Case study

Demonstration

Group discussion

Role Play

Structured Exercise

Trainer Presentation

Developing and Using Training Aids

Too Much Text/Animation

Inappropriate Animation/Sound

Unreadable Text

Guidelines for Making Appealing Slides

If you use Transitions

If you use Animations

Unnecessary Words

Development a Lesson Plan

Review

Overview

Presentation

Exercise

Retention

Using Basic Facilitation Skills

Facilitation Skills

Attending Skills

Observation Model

Handling Problem Situations

Steps in Developing and Conducting Training

Practice Training

Conducting training using lesson plans

Evaluating Training

Potential Consequences

Kirkpatrick Model

Reaction

Learning

Behavior

Results

Evaluation Steps

15 minute Presentation: (Online)

Final Stage #4 (8 weeks)

Portfolio packet completed and submitted

Student Practicum completed

Work requirements submitted Board Review
Team Assessment Scheduled
License Awarded

** Student can replace Core Course #1 with a current FDC Credential or another social service credential from an approved HSU training facility or accredited college/university. In order to CLEP out of the course, students must complete a PLA (Prior Learning Assessment) form.*