Family Engagement Supervisor Credential

FEML-1210

24 Weeks

Description

The **Family Engagement Supervisor Credential (SC)** 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 Supervisor Credential (SC)** program will follow a specific series of steps beginning with what your program goals for family support and how to incorporate ethics into your program goals in family-staff relationships, continuing through communication with families by using hypothetical case files and managing those hypothetical cases. The Supervisor credential will incorporate discussions about service plans and the dynamics of a family's situation. Students learn more about collaboration and to increase your ability to participate in the same sort of discussions in the programs where you work. Upon the completion of HS University's family engagement credential or license, your credential/license will be based on the National Association of Social Workers (NASW) continuing education requirements and the Council on Social Work Education (CSWE) educational standards. HS University's Family Engagement credential/license program also aligns with Head Start Program Performance Standards (HSPPS) relationship-based competencies. This program is a 24 week process. Participants must complete two (2) courses, one (1) exams and a student practicum. After classroom is finished, a portfolio of work education and training packet must be completed and submitted to the University. Once documents, coursework, and exams are complete and submitted to Student Advisor, an assessment date for credentialing is set.

Prerequisites

- Knowledge of Performance Standards

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

- ✓ 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

- ✓ 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
- ✓ Communication skills that become natural and responsive
- ✓ Social histories and assessment forms to use to assemble relevant information
- ✓ Becoming familiar with the DSM vocabulary and information most important to other professionals in human services

24 Weeks Outline

Stage #1 (8 weeks)

Family Engagements
  Purpose
  Family Engagement Approach
Parent Activities to promote Children Leanings
Family Partnership Services
  Family partnership process
  Identification of family strengths and needs
  Individualized family partnership services
  Existing plans and community resources
Community partnerships and Coordination
  Community partnerships
  Coordination with other programs and systems
  Memorandum of understanding
  Quality Rating and Improvement Systems
  Data Systems
  American Indian and Alaska Native Programs
Parents as Teachers
  How young children learn
  Learning Environments
  Supporting Elements of Family Learning
Observing Family Learning
  Language and Problem Solving
  Listening to Others
  Mediating Messages
  Parenting Styles
  Family Learning: Learning All The Time
  Having Fun Together
Family Learning Goals
  Parent Conferences
  Planning Conferences
  Planning Home Visits
  Supporting Family Literacy
  Literacy Activities
Parent Career Success Ladders
  Self-Help Cycles
  Motivating Parents
  Strategies for Work Success
Advocating for Quality
  Quality in Child Care
  Locating Resources
Understanding Family Engagement
  Principles of Family Engagement
  Building Blocks of Family Engagement
  Staff and Family Relationships
  Family Strengths
  Reframing
Family Well-Being Assessments
  Family Well--Being

  Conducting Family Assessment
  Documenting Family Growth
  Determining Resources and Support Services
Family Partnerships
  Family Partnership Agreement
  The Written Plan: Goal Writing
  Stating SMART Strategies
Practicing Professionalism
  What is Professionalism?
  Confidentiality
  Roles and Boundaries
  Mandated Reporting
  Record Keeping
Communicating with Families
  Affirming Communication
  Speaking and Listening Respectfully
  Using Plain Language Writing
Building Successful Communities
  Building Community Support
  Finding Shared goals
  Support Groups
  Program Checklists
Exam#1: (Online)

Stage #2 (8 weeks)

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)

Final Stage #3 (8 weeks)
Portfolio packet completed and submitted
Student Practicum completed
Work requirements submitted
Board Review
Team Assessment Scheduled