# Course Description

This course introduces students to the diverse needs of the child within the context of family, school and community. The interplay of culture, race, language and socio-economics are examined along with current family life issues (parent education and involvement, family and community lifestyles, child abuse and neglect). Students will determine their professional role as advocate in supporting the child and family through the identification of evidence-based practices. A review of resources available to effectively implement multitiered family, school, and community partnering in supporting the success of all students will be explored.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Analyze the various factors that impact the family dynamics such as culture, and race. (*PLO1, 3, 6*)
* **CLO2:** Determine the significance of family and community partnerships. (*PLO2, 4*)
* **CLO3:** Design a support program and coping strategies that assist families with stresses and crises. (*PLO2, 3, 5*)

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Couchenour, D., & Chrisman, K. (2014). *Families, school and communities: Together for young children (5th ed.)*. Belmont, CA: Wadsworth, Cengage.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Birth Order | 40 |  |
| Discussion: What is a Functional Family | 40 |  |
| Interview Preparation | 80 |  |
| Journal: Week 1 Reflection | 60 |  |
| **Week 2** |  |  |
| Discussion Presentation: Case Study | 40 |  |
| Blog: Different Cultures | 50 |  |
| Paper: Interview Analysis | 100 |  |
| Journal: Week 2 Reflection | 60 |  |
| **Week 3** |  |  |
| Discussion: Resources Presentation | 40 |  |
| Blog: Stresses in the U.S. | 50 |  |
| Journal: Week 3 Reflection | 60 |  |
| **Week 4** |  |  |
| Discussion: Case Study | 40 |  |
| Blog: Epstein’s Framework | 50 |  |
| Preparation: Final Project on Family Resources | 80 |  |
| **Week 5** |  |  |
| Blog: Support Program | 50 |  |
| Final Project on Family Resources | 100 |  |
| Journal: Week 5 Reflection | 60 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Family Unit** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Recognize how the family unit affects individual development. | CLO1 | |
| * 1. Relate the circumplex model theory to family functions and development. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | N/A | N/A |

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| **Readings**  **Read** Ch. 1 & 4 of *Families, School and Communities*.  **Read** the following articles:   * [“Olson Circumplex Model: A systemic approach to couple and family relationships“](https://www.psychology.org.au/publications/inpsych/2011/february/sanders/) * Five Parenting Styles based on the Olson Circumplex Model   Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| **Video**  **Watch** the video [The changing American family](https://www.youtube.com/watch?v=Ql0Q5uf-AbA)” [7:43] from YouTube.  Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 1.1 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Birth Order**  Studies show that birth order affects a child’s personality. Research how birth order affects personality and function within the family.  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * How does your own birth order placement compare to your findings? Does your research align with your own birth order placement, and how has your placement shaped who you have become as an adult?   **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: What is a Functional Family**  Good communication and a supportive environment add to a positive functional family. Review the characteristics of a functional family.  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Consider the factors needed to make a family strong. What factors are needed? What is the potential effect on a family if these factors are missing?   **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Interview Preparation**  **Prepare** to interview three people within your own age group or generation.  **Ask** the interviewee questions about how they view recent changes in the family. After reading Ch. 4, analyze their responses in comparison to what you learned about changes that occur in various levels of societal systems.  **Analyze** the responses and compare the changes that occur in various levels of societal systems. Base your analysis on the readings from Ch. 4 of the text.  **Submit** an outline of the interviewees and the questions you plan to use. The interview and your analysis assignment, Paper: Interview Analysis, is due in Week 2. | | 1.1, 1.2 | Guided Project: = **2 hour** |
| **Journal: Week 1 Reflection**  **Review** the circumplex model theory and the associated parenting styles outlined in this week’s resources.  **Analyze** your own family of origin using this material.  **Review** the model using two timeframes (i.e. early childhood and young adulthood).  **Determine** where your family would fall on the flexibility and cohesion access.  **Write** a 200- to 400-word journal response summarizing your findings and reflecting on how you think this level of cohesiveness and involvement affected you as a child growing up and then as an adult. | | 1.1, 1.2 | Journal = **1 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. Your can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

**Note.** You can choose which day to schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday of that week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Interplay of Cultural Dynamics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify characteristics and traditions of various cultures. | | CLO1 | |
| * 1. Determine strategic transitions to assist individuals with unique cultural backgrounds. | | CLO2, 3 | |
| * 1. Recognize the impact of multicultural and racial dynamics of the family. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 2 of *Families, School and Communities*.  **Read** the article “[Cultural Differences in Family Dynamics](http://www.dimensionsofculture.com/2010/11/culture-and-family-dynamics/).”  Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 2.1, 2.2, 2.3 | Lecture Activity = **1 hour** |
| **Video**  **View** the video [Our Family: A Film About Family Diversity”](https://www.youtube.com/watch?v=cTqC4U_98Xo) [7:30] from YouTube.  Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 2.1, 2.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion Presentation: Case Study**  *Scenario*  You are a counselor or social worker in a school. A recently enrolled student, whose family immigrated to the U.S., speaks little English. From your understanding, the parents are currently working 10-hour work days and are barely making the financial ends meet.  **Review** the article on the website [Brown University: The Education Alliance](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/families-0).  **Develop** a plan that addresses the issues presented in the scenario. The plan should include ways to support the family with their transition into the community and connections to school and community resources, as support.  **Create** a Microsoft® PowerPoint® presentation of 6–8 slides that illustrates your plan. You may choose a different method to present with instructor approval.  **Note.** Initial posts are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 2.1, 2.2, 2.3 | Discussion: one post and replies to three other posts = **2 hours** |
| **Blog: Different Cultures**  Our country is diverse, with individuals from various cultures. There are certain cultural beliefs in families that differ from what is familiar to us. Some jobs expose you to these differences, and it is important to be aware of these cultural differences. Understanding how the interplay of culture, race, and language affects the family unit is a significant step when identifying strategies to assist them.  **Choose** one of the following roles:   * Counselor * Teacher * Nonprofit social worker   **Identify** a culture different from your own.  **Research** the values, beliefs, and traditions associated with a family from that chosen cultural background.  **Provide** an overview of rituals, beliefs, characteristics, and traditional operations.  **Present** at least two strategies that would be conducive to working with that group.  **Post** your findings and strategies in a 250- to 400-word blog post.  **Note.** Initial answers to the questions are due by 11:59 p.m. on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 2.1, 2.2, 2.3 | Blog: one post and replies to three other posts = **2 hours** |
| **Paper: Interview Analysis**  In Week 1, you should have started the Interview Preparation assignment.  **Write** a 350- to 500-word analysis based on your interview of three people from your age group or generation.  **Analyze** the interview responses, and compare the information from Ch. 4 of the textbook, identifying what you learned about the changes that occur in various levels of societal systems.  **Submit** your analysis. | | 1.1, 1.2, 2.3 | Project = **1 hour** |
| **Journal: Week 2 Reflection**  Think about the different types of families presented in the video this week.  **Write** a 200- to 400-word journal response, examining your experience working with the different types of families presented. If you do not have experience with the types of families presented, summarize how you would educate yourself to be more effective in working with those types of families in the future.  If you were a professional working to assist and support unique families in the community, how might you assist families? | | 2.1, 2.2, 2.3 | Journal = **1 hour** |
| **Total** |  |  | **8 hours** |

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| Week Three: Coping with Family Stressors | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe various stressors that affect families in the U.S. | | CLO1, 3 | |
| * 1. Examine effective coping strategies for families dealing with stress or crises. | | CLO1, 2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 6 of *Families, School and Communities*.  **Read** the following articles:   * “[Children, Youth, Families and Socioeconomic Status](http://www.apa.org/pi/ses/resources/publications/children-families.aspx)” * “[Parental Socioeconomic Status, Child Health, and Human Capital](https://sites.hks.harvard.edu/fs/jgoodma1/papers/seshealthed.pdf)” * “[5 High-Stress Family Situations & How to Deal with Them](https://psychcentral.com/lib/5-high-stress-family-situations-how-to-deal-with-them/)“   Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 3.1, 3.2 | Lecture Activity = **1 hour** |
| **Abuse and Neglect**  **Review** the following resources regarding abuse and neglect:   * [How childhood trauma affects health across a lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime) [15:59] * “[Types of child abuse](https://www.blueknot.org.au/Resources/General-Information/Types-of-child-abuse)” * “[The Impact of Substance Abuse and Addiction on Families](https://www.bhpalmbeach.com/recovery-articles/impact-substance-abuse-and-addiction-families)”   Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 3.1 | Lecture Activity = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Resources Presentation**  This week focuses on various causes of stressors that occur within many families.  **Research** different coping strategies that help families with stressors. Of the strategies found, detail how they help the families cope and why they would be beneficial.  **Present** your findings in a 5- to 7-slide Microsoft® PowerPoint® presentation that includes at least two references.  **Post** your presentation to the discussion forum.  **Note.** Initial posts are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **2 hour** |
| **Blog: Stresses in the U.S.**  Are there areas in the U.S. that are higher in family violence and stress? Why do you think this is the case? Is location a factor that affects this cycle? If not, what might that be?  **Identify** areas in the U.S. where stress and violence is high.  **Research** the causes, and list the reasons for this occurrence.  **Post** your research findings in a 250- to 400-word blog post.  **Note.** Initial posts are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 3.1 | Blog: one post and replies to three other posts = **2 hours** |
| **Journal: Week 3 Reflection**  When you think about working with families who are struggling with some of the issues outlined in this week’s material, what do you see as your professional strengths? What area of concern do you have about your abilities and reactions to the various issues? How can you become better equipped when dealing with family crisis?  **Compose** a 200- to 400-word journal response in which you answer the questions or expand on the ideas. | | 3.1, 3.2 | Journal = **1 hour** |
| **Total** |  |  | **8 hours** |

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| Week Four: Family and School Partnerships | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize the importance of family involvement in student achievement. | | CLO1, 2 | |
| * 1. Identify community resources and agencies that support individuals and families. | | CLO2, 3 | |
| * 1. Analyze common challenges and strategies in enhancing family involvement. | | CLO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 7 *Families, School and Communities*.  **Read** the following articles:   * “[Family Partnership](http://www.pbis.org/family/family_partnership.aspx)“ * “[Why should family and community be connected to schools](https://www.thirteen.org/edonline/concept2class/familycommunity/index.html)“ * “Epstein’s Framework of Six Types of Involvement“ * “Supporting Parent, Family, and Community Involvement in Your School“   Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Lecture Activity = **2 hours** |
| **Video**  **View** the[Families and Schools as Partners](https://www.youtube.com/watch?v=2PNc8Dn7T2Q) [7:48] video from YouTube.  Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 4.1, 4.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Case Study**  **Read** the case study on p. 285 of the textbook titled “Challenges of Increasing Family Involvement”.  **Pos**t a clear and logical response in 150–200 words to the following, providing specific examples to support your answers:   * How should Ms. Gottleib address the parents’ response after she attempts to involve them in her classroom activities? * How can she overcome the parents’ resistance? Why is it important that Ms. Gottleib find a way to overcome this obstacle?   **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 4.1, 4.3 | Discussion: one post and replies to three other posts = **2 hours** |
| **Blog: Epstein’s Framework**  **Review** the information regarding Epstein’s framework. The framework provides different types of involvement, challenges, and results.  **Choose** one of the types of involvement and describe the potential challenges. Explain how you would overcome the challenges presented.  **Post** your findings in a 200- to 400-word blog post.  **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 4.1, 4.3 | Blog = **2 hours** |
| **Preparation: Final Project on Family Resources**  In Week 5, your Final Project on Family Resources is due. You will research and locate resources in the community that are designed to support families.  **Choose** one area of family stress to focus on (such as divorce, mental illness, etc.) or a specific area such as supporting new immigrants to the country.  **Locate** five local and five national resources for families. Each resource should include contact information, address, and a brief description of how the agency supports families. The support resources found should incorporate school, community, and mental health supports.  **Submit** your findings.  **Note.** You will use these resources to complete the Final Project on Family Resources. | | 4.1, 4.2, 4.3 | Guided Project = **2 hours** |
| **Total** |  |  | **9 hours** |

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| Week Five: Strengthening Family and Community Partnership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a local support program and system that assists families with various stresses common in society. | | CLO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following articles:   * “[Parenting Skills from Encyclopedia on Early Childhood Develop](http://www.child-encyclopedia.com/parenting-skills/according-experts/community-based-parent-support-programs)“ * “Community-Based Family Support“   Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 5.1 | Lecture Activity = **1.5 hours** |
| **Video**  **View** the[Family-Community Resource Centers](https://www.youtube.com/watch?v=g4Kr8KNFQPU) [10:26] video from YouTube.  Feel free to **post** questions/comments to the General Questions & Discussion forum. | | 5.1 | Lecture Activity = **1.5 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Blog: Support Program**  **Research** a support program that would be beneficial to families in your local area. This can be done by first researching a need or issue that is current among families in your local area. You may use this week’s reading, titled “Community-Based Family Support,” to help you in your research.  **Pos**t a clear and logical response in 250–400 words on the need you identified and how a community support could be developed to support families. Provide examples.  **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least three students in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 5.1 | Blog: one post and replies to three other posts = **2 hours** |
| **Final Project on Family Resources**  **Develop** a multitier support network for families using the resources found in the Week 4 assignment, Preparation: Final Project on Family Resources.  **Create** a 14- to 16-slide Microsoft® PowerPoint® presentation of your comprehensive program.  The presentation should detail the following:   * Your chosen area of stress or specific area of support (such as new immigrants etc.) * Five local and five national resources for families * A brief explanation of each resource and how they might be helpful   **Post** your final project to the discussion forum by Sunday.  You may viewthe resources found by other students and post any comments on interest or feedback. | | 5.1 | Final Project = **2 hours** |
| **Journal: Week 5 Reflection**  In this course, you have been exposed to the variety of support available to families and individuals. If you were to a work in a profession that supports families, consider all the items presented in this course and how you might be able to assist. Which theory or approach outlined in this course would you find most useful? Do you have any firsthand experience creating support, and if so, what are they? If not, how do you see yourself going about creating these for families?  **Compose** a 200- to 400-word journal response in which you answer the questions or expand on the ideas. | | 5.1 | Journal = **1 hour** |
| **Total** |  |  | **9 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8 |
| Supplemental |  |
| **Week 4** |  |
| Required | 9 |
| Supplemental |  |
| **Week5** |  |
| Required | 8 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 40 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 42 |