



Presents

# Family and Community Development Certification Training 2010



## **Course Description**

This 15-unit training is designed for staff of community action and affiliated agencies, who are seeking certification as family and community development specialists through IACAA or the opportunity to gain advanced skills. The structure is presented in introductory, intermediate and advanced work. Thirteen classroom days are held in three sessions and three units offered are online. It is also available for 3 hours of credit for an additional fee, through special arrangements with the social work program at the University of Illinois at Springfield (UIS). The training will provide didactic and interactive instruction on the fundamentals of social services with individuals, families, and communities. The training uses strengths based perspective, which emphasizes self-sufficiency and empowerment of the family and community.

## **Learning Outcomes**

1. Students will gain an understanding of the history of poverty.
2. Students will gain an understanding of the mission and role of Community Action.
3. Students will understand the significance of applying a strengths perspective to their work with families and communities.
4. Students will become more familiar with techniques that engage and maintain relationships with families and communities.
5. Students will feel more competent and comfortable in assessing and working with families and communities.
6. Students will gain an understanding of family systems.
7. Students will gain an understanding of community and governmental resources available for families.
8. Students will demonstrate effective verbal and non-verbal communication skills, including attending and active listening.
9. Students will demonstrate empowerment techniques in working with families.
10. Students will demonstrate effectiveness in assessment and goal setting.
11. Students will demonstrate group work skills.
12. Participants will learn and demonstrate an understanding of the importance of self-care.
13. Students will learn the importance of advocacy and learn specific issues and skills for legislative advocacy.
14. Students will gain a better understanding of outcome measures, specifically Results Oriented Management and Accountability (ROMA).
15. Students will navigate and utilize online learning tools.

## **Expectations or Teaching Philosophy**

We apply the strengths based philosophy used with clients and communities to our teaching. We use methods that empower and support our students. We expect students to approach the training with an open mind, to be on time, to remain for the duration of the sessions, to participate in training activities and complete homework assignments. Professional behavior, respect, and courtesy will be given and expected at all times.

## Required Text

The Family and Community Development Training Manual, developed by UIS in conjunction with IACAA, will be provided to all students. This text contains materials relevant to the learning process and must be brought to each classroom session.

## Course Requirements

**Attendance and participation** in all sessions is expected to obtain certification; absences for legitimate reasons must be discussed with the instructor. Participation in the 3 online units will be tracked through discussion groups, responses with peers contained in the discussion questions, within papers and understanding. Extended absences from the classroom, due to cell phone calls or other personal business, are not permitted. Reflection papers will be required homework for ten of the training sessions. A final exam will be given on the last day of class.

## Online Learning

The unit work is available at moodle.uis.edu. It is expected that each unit should require approximately six hours to complete all the readings and assignments -- all completion dates will be given in the classroom. These completion dates are **not flexible and points will be deducted if the deadline is not met**. Additionally, you are **required** to participate in online discussion questions and actively engage each other in this forum by sharing and responding to your classmates. As a rule of thumb, you must post **five** times in each forum question, either with an observation, answer, or question to add to the online learning experience. The more you participate, the better your overall score. Again, your grade is contingent on **both** classroom and online participation.

## Reflection Papers

Reflection papers are an important component of learning for the FCD specialist candidate. These papers should follow this format: **two full pages**, neatly written or typed (double spaced, 12 point font) (please watch for grammar and punctuation), with your name and the unit covered noted at the top of the page. Points will be deducted if length requirements are not met. The paper should **reflect**: what you have learned, how you will apply the materials, your thoughts and impressions about the training. It should not contain repeated materials from the FCD notebook or other sources used in the classroom. If possible, the paper should be completed immediately following the training day and turned into the instructor the following day. Deadlines are given for the reflections papers, if papers are excessively late, points will be deducted. At times, additional assignments will be given, at the discretion of the trainers. Also, papers can be submitted through email, the Moodle platform or by fax. **Plagiarism** is not allowed or acceptable. Students who plagiarize all or part of submitted reflection papers will be dismissed from the training. Accommodation for special circumstances will be considered at the discretion of the student and instructor. There are no exceptions to this policy.

## Due Dates

Completed work will be expected, typically, two weeks after the completion of classroom training. The due date will be announced during the course of the training and will be posted in the Announcement area of the online unit. This due date also applies to the online class work. It is relevant to complete the online work in this timeframe to allow for complete participation by all peers enrolled in the training. If you need an extension to complete written work, you must ask the instructor directly, either through an email, telephone call or in person. One extension will be granted on a mutually acceptable date. There are no exceptions.

## **Grading**

The FCD specialist certification is awarded on a pass/fail based on points. Grading is done on a point system amounting to 105 points (Introductory and Intermediate sessions). **Attendance and participation** is 4 points per day (this includes the online units); ten reflection papers will count for a maximum of 2 points each (40). Project completion is worth 15 points. The Intermediate student's application is scored to equal the number of possible points in the Introductory training. The final exam will count for 38 points. Students scoring 80 and below will be asked to review portions of the training. Opportunities will be given for extra credit.

75-105 points = pass

0-74 points = fail

Students will be kept aware of their progress and notified of their final grade within 6 weeks of the final class.

**Course Calendar or Schedule – Units may be presented out of order**

	<b>Topic</b>	<b>Assignment</b>	<b>Instructor</b>
<input type="checkbox"/> <b>1</b> <b>Introduction</b>	Understanding Poverty: Examination of Community Action and Head Start	Expectations	Westerlund
<input type="checkbox"/> <b>2</b> <b>Introduction</b>	Goal Setting	Reflection paper	Flammini and Martsch
<input type="checkbox"/> <b>3</b> <b>Introduction</b>	Working with Low Income Populations	Reflection paper	Jordan and Westerlund
<input type="checkbox"/> <b>4</b> <b>Introduction</b>	Helping and Interviewing	Reflection paper	Flammini and Martsch
<input type="checkbox"/> <b>5</b> <b>Introduction</b>	Online Module Introduction to Outcomes	Reflection paper and Project Assignment	Westerlund
<input type="checkbox"/> <b>6</b> <b>Intermediate</b>	Coaching and Mentoring	Reflection paper	Jordan
<input type="checkbox"/> <b>7</b> <b>Intermediate</b>	Group Work	Reflection paper	Flammini and Martsch
<input type="checkbox"/> <b>8</b> <b>Intermediate</b>	Diversity	Reflection paper	Jordan
<input type="checkbox"/> <b>9</b> <b>Intermediate</b>	Assessment	Reflection paper	Flammini and Martsch
<input type="checkbox"/> <b>10</b> <b>Intermediate</b>	Professional Development & Self Help	Reflection paper	Flammini and Martsch
<input type="checkbox"/> <b>11</b> <b>Intermediate</b>	Online Module ROMA and the Illinois Family Self-Sufficiency Scale	Reflection paper Final Exam for Certification	Westerlund
<input type="checkbox"/> <b>12</b> <b>Advanced</b>	Motivational Interviewing	Reflection paper	Tubbs

<input type="checkbox"/> <b>13 Advanced</b>	Advocacy and Community Development	Reflection Paper	Jordan
<input type="checkbox"/> <b>14 Advanced</b>	Families in Crisis	Reflection Paper	Flammini
<input type="checkbox"/> <b>15 Advanced</b>	Framework for Understanding Poverty	Reflection Paper	Westerlund
<input type="checkbox"/> <b>16 Advanced</b>	Online Module Logic Models	Final Exam	Westerlund

**Please note that Units may not be presented in listed order and is based on trainer availability.**

#### **Assignment/Discussion Web Links**

<b>Week or Topic</b>	<b>Links</b>
<b># 1, 2, 11, 12</b>	<a href="http://www.IACAAnet.org">www.IACAAnet.org</a>
<b># 3</b>	<a href="http://www.uis.edu">www.uis.edu</a>
<b># 10</b>	<a href="http://www.legis.state.il.us">www.legis.state.il.us</a>

## Suggested Daily Agenda\*

9:00 a.m. to 10:15 a.m.	Classroom work
10:15 a.m. to 10:30 a.m.	Break
10:30 a.m. to 12 noon	Classroom work
12 noon to 1:15 p.m.	Lunch
1:15 p.m. to 2:30 p.m.	Classroom work
2:30 p.m. to 2:40 p.m.	Break
2:40 p.m. to 4:15 p.m.	Classroom work

\*This agenda may change at the instructor's discretion. Out of respect for your classmates and instructors, please be prompt in returning to class.

**Please set your cell phones to silence or vibrate.**

**Meet the Instructors**

### **VINCENT FLAMMINI, MSW, LCSW**

Vincent J. Flammini is a psychotherapist in private practice and a school social worker. He is a graduate of the University of Notre Dame and the University of Illinois at Urbana-Champaign. His previous career experience includes college administration, social service administration and legislative policy analysis and creation. Vince has also been a part-time faculty member in the Social Work and the Health and Human Services Graduate Program at the University of Illinois-Springfield. He has also taught in the Graduate Continuing Education Program at St. Francis University through the Connecting Link Corporation. His most recent interest is in applying a mindfulness-approach to self-care in the areas of Compassion Fatigue and Vicarious Trauma for all levels of care providers including counselors, clergy, case workers, medical professionals, administrators, etc. He has presented at local, state and national seminars on listening, establishing rapport, resilience, parenting issues, compassion fatigue and stress management. His interest in Compassion Fatigue and trauma work began while doing outreach counseling and case management during the devastating flood of 1993-1994. He has trained extensively with Pransky and Associates in LaConner, Washington, in the Health Realization model, a resiliency-based approach. Vince also has significant training in two Japanese psychotherapeutic approaches, Morita therapy and Naikan. He has practiced a variety of forms of meditation including Zen, Vipassana, and other mindfulness approaches for nearly 30 years. Vince also provides consultations to organizations using the Health Realization and Appreciative Inquiry team management model.

### **LEROY JORDAN, MA**

Leroy Jordan, a Springfield community activist and education has actively worked in the field of vocation, elementary, higher education and adult education for more than 41 years. He has consulted with public and private schools and school districts across Illinois, as well as, other states. He has served as an evaluator for the US Office of Education, Illinois State Board of Education, the Illinois Department of Corrections, school districts and other educational programs. He has served with distinction on the boards of many community organizations, including boards of directors of the Land of Lincoln Girl Scout Council, the United Way of Springfield and Sangamon County, the Springfield School District board of Education, the Springfield Catholic Diocese Board of Education and the Springfield Urban League Board of Directors.

He has conducted numerous diversity-training workshops and is a certified Recovering from Racism trainer/facilitator. He is a strong advocate for the Head Start program and has served as a mentor/consultant to the Springfield Head Start Program. He holds a B.S. in Elementary Education from SIUC, a M.A. in Education Administration from SSU, Springfield, Illinois and is ABD, Curriculum and Instruction, from Illinois State University.

### **MARTIN MARSTCH, Ph.D., MSW**

Dr. Martin Martsch received his Ph.D. in Social Welfare from the University of Wisconsin-Madison in 1999, his MSW from Florida State University in 1987, and his B.A. in Social Work from Boise State University in 1985. His practice experience consists of working with adolescents and families



in a variety of social work positions (i.e., child care worker, family therapist, group leader). His research interests are in the areas of troubled youth, small group interventions, and program evaluation. He is currently involved with some evaluation projects for after school programs, mentoring, and juvenile offenders. Dr. Martsch is an associate professor in the Social Work Program at UIS. He teaches Social Work Research Methods (SWK 430), Practice II – groups (SWK 422), and Senior Seminar (SWK 434).

**SANDRA J. MILLS, ACSW, LCSW, EdD**  
**UIS Training Coordinator**

Sandy Mills is Director of Social Work Field Education and an Associate Professor at the University of Illinois-Springfield, where she teaches courses in policy, advocacy and community organizing. She has been the lobbyist for the Illinois Chapter of the National Association of Social Workers since 1991. Earlier in her social work career she worked as an individual, child, and family therapist, a school social worker, and in direct and administrative positions in child welfare and mental health.

Sandy is a member of the steering committee of the Springfield ACLU and is an appointed member of the Family Self Sufficiency Advisory Council to the Illinois Department of Human Services. Sandy earned her MSW from the University of Illinois at Urbana/Champaign (UIUC) in 1979. Her doctorate in Adult Continuing Education is from Northern Illinois University (NIU).

**CHRISTINE WESTERLUND**  
**IACAA Training Coordinator**

Christine Westerlund is the Illinois Association of Community Action Agencies Training Specialist. She has over twenty years of experience working with governmental entities and non-profit organizations as a researcher, grant writer and trainer. Christine is a nationally certified ROMA (results oriented management and accountability) trainer for the Community Action network and holds specialist certification in Illinois' Family and Community Development program. Christine is also a nationally certified "Framework for Understanding Poverty" trainer. Additionally, Christine offers on-demand training in the areas of grant writing, customer service and team building. In 2004, Governor Rod Blagojevich appointed Christine as convenor of the Illinois SafeGames Parents Task Force. A graduate of Eastern Illinois University, she is also an active community volunteer, published author and elected local official.