

# Family Support Services

Holland code family: Helpers

## About the Program

The Family Support Services program is designed to provide pre-employment training and education for entry-level family support workers through classroom studies and practical training. Graduates may serve families as family advocates, home visitors, parent educators, or family outreach workers, among other occupations. Coursework for this program spans the disciplines of human services and early childhood development to provide a strong base for work with children and families in a variety of settings. It is designed to accommodate both full- and part-time students and those currently employed in the field. Embedded within the program is training which meets requirements for community health worker certification through the Oregon Health Authority.

Some courses in this program may not transfer to other institutions. Students intending to transfer should seek advisor assistance to determine transferability.

## Program Learning Outcomes

The curriculum in RCC courses is derived from a set of identified learning outcomes that are relevant to the discipline. Program learning outcomes for family support services programs are:

Demonstrate understanding of children's characteristics and needs.

Know about, understand, and value the importance and complex characteristics of children's families and communities.

Support and engage families and communities through respectful, reciprocal relationships.

Establish rapport and a supportive alliance with families through the demonstration of empathy, genuineness, congruence, and unconditional positive regard.

Involve families and communities in their children's development and learning.

Understand positive relationships and supportive interactions as the foundation of their work with children and families.

Exhibit sensitivity and insight into the wide variety of problems in living experienced by individuals and groups in contemporary society.

Demonstrate clinical skills of screening, assessment, treatment planning, termination and referral, including documentation and record management.

Apply principles of ethical decision making and practice ethical behavior in relation to self and others within the helping relationship.

Integrate knowledgeable, reflective, and critical perspectives on working with families.

Function effectively as a member of a team in providing services, designing programs, and working collaboratively among agencies and organizations for the benefit of families and the community.

Engage in continuous, collaborative learning to inform practice as well as pro-active self-care.

Engage in informed advocacy and education on behalf of children and families.

Exhibit interpersonal skills and be able to facilitate groups as well as work with individuals one-on-one.

## Entry Requirements

Students are required to complete the Placement Process to determine skill level and readiness in math, reading, and writing. As part of their training program, students must begin with the courses within their skill level as determined through the Placement Process. In addition, students may also be required to enroll in classes that would increase their employability and success.

Many courses in this department require participation in community schools, programs, and agencies for observation and practicum experiences. Some of these sites may require a background check in order for a student to participate. Future employment serving children and families will require a background check. Students may wish to consider going through a background check process to be ready for potential observation, practicum, and employment experiences – check with an Early Childhood and Elementary Education advisor for additional information.

## Advanced Standing

Coursework from accredited colleges and universities will be accepted in accordance with college policies and the Early Childhood and Elementary Education Department chair's approval. In order to ensure that coursework is current, program courses over 10 years old must be reviewed and approved by the appropriate department chair before being accepted toward core requirements. Each College Now credit student must meet with the Early Childhood and Elementary Education Department chair to determine placement.



## Graduation Requirements

To graduate, students must complete all courses in this program with a grade of "C" or better. Certain prerequisite courses are graded on a pass/no pass basis only. A grade of "P" for these courses indicates a student earned the equivalent of a "C" or better grade.

## Prerequisites

Course No.	Course Title	Credits
CS/CIS	Approved 3-4 credit Computer Science or Computer Information Science class, CS120/CIS120 or above, or documented computer proficiency within the past ten years. <sup>1</sup>	0-4
PSY101	Psychology of Human Relations <sup>1</sup>	3
WR115	Introduction to Expository Writing or BT113 Business English I or designated placement test score	0-4

## Total Prerequisite Credits

3-11

## First Year Required Courses

Course No.	Course Title	Credits
<b>First Term</b>		
ECE125	Early Childhood Development	3
LIB127	Introduction to Academic Research, or LIB101 Introduction to Information Literacy	1
PSY201	General Psychology I	4
SOC243/CJ243	Drugs, Crime and Addiction	4
WR121	English Composition I or BT114 Business English II	4
		16

## Second Term

HE250	Personal Health or HPE295 Health and Fitness for Life	3
HS155	Interviewing Theory and Techniques	4
MTH63	Applied Algebra I or BT160 Business Math I or higher level math or MTH60 Fundamentals of Algebra I	4
PSY202	General Psychology II	4
		15

**Third Term**

ECE151	Guiding Children in Group Settings	3
ECE242	Parent Education and Family Support	3
ECE275	Anti-bias Education or SOC213 Race and Ethnicity in America	3-4
HS158	Trauma-informed Care: Theory and Practice	3
PSY215	Lifespan Human Development	<u>4</u>
		16-17

**Total First Year Credits****47-48****Second Year Required Courses**

Course No.	Course Title	Credits
------------	--------------	---------

**Fourth Term**

ECE245	Promoting Social/Emotional Development of Young Children	3
ECE258	Early Childhood Home Visitation	3
HDFS260	Child Abuse and Neglect	3
HS201	Family Dynamics	3
HS210	Motivational Interviewing	3
HS261	Human Services Practicum and Seminar	<u>2</u>
		18

**Fifth Term**

ECE265	Children at Risk	3
HS175	Ethics for Counselors	1
HS260	Group Counseling	4
HS261	Human Services Practicum and Seminar	3
HS266	Crisis Intervention Strategies	3
—	Approved program elective	<u>0-4</u>
		14-18

**Sixth Term**

HC100	Community Health Worker	6
HS261	Human Services Practicum and Seminar	4
SP111	Fundamentals of Public Speaking or SP115 Intercultural Communication or SP218 Interpersonal Communication	4
—	Approved program elective	<u>0-4</u>
		14-18

**Total Second Year Credits****46-54****TOTAL PROGRAM CREDITS****93-102****Approved Program Electives**

Course No.	Course Title	Credits
------------	--------------	---------

ECE161	Infant/Toddler Development	3
ECE163	Preschool/Primary Development	3
ECE243	Promoting Child Health and Physical Development	3
ECE246	Child, Family and Community	3
ECE248	Children with Disabilities and Their Families	3
ECE266	Spanish for Early Childhood/Elementary Professionals	3
PHL101	Philosophical Problems	4
PHL102	Ethics	4
PHL103	Critical Reasoning	4
PSY219	Introduction to Abnormal Psychology	4
PSY228	Introduction to Positive Psychology	4
PSY231	Human Sexuality	3
SOC204	Introduction to Sociology	4
SOC205	American Society	4
SOC218	Sociology of Gender	4
SOC225	Social Problems and Solutions	4
SOC235/HST259	The Chicano/Latino Historical Experience	4
SPAN101,102,103	First Year Spanish I, II, III	4-4-4
FR101,102,103	First Year French I, II, III	4-4-4
WR110	Understanding English Grammar	2

<sup>1</sup> Required for graduation.

For more information contact the Early Childhood and Elementary Education Department:

Grants Pass	541-956-7066
Medford	541-245-7504
Toll free in Oregon	800-411-6508, Ext. 7006 or Ext. 7504
email	ecee@rogucecc.edu
Web address	www.rogucecc.edu/ecee
TTY	Oregon Telecom Relay Service, 711

This advising guide is for advising purposes only. Please see current college catalog for additional information on specific college policies and graduation requirements.

RCC is an open institution and does not discriminate. For RCC's non-discrimination policy and a full list of regulatory specific contact persons visit the following webpage: [www.rogucecc.edu/nondiscrimination](http://www.rogucecc.edu/nondiscrimination).