

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 675

COURSE TITLE

FOSTER PARENTING

TYPE OF COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

A training course for individuals currently licensed or interested in becoming licensed as a foster parent. The course also includes the next step of becoming an adoptive parent. Topics include an overview of foster parenting and adoptive parenting programs, health issues, the impact of fostering or adopting on family dynamics, the effects of abuse and neglect on child development and self esteem issues for foster and adoptive families. (FT)

LECTURE HOURS

27

LABORATORY HOURS

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Ability to effectively communicate orally in the English language.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

The goal of the foster parenting course is to provide training for potential and/or current foster care providers and adoptive parents that will enable them to care for children who have been abused, neglected and/or abandoned.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Connecting with PRIDE

- 1.1. List the agencies with whom the foster and adoptive care providers will interact.
- 1.2. Identify the challenges of the foster and adoptive care providers and the children they will serve.
- 1.3. Describe why children and families need family foster care services and adoptive services.
- 1.4. Identify what foster parents and adoptive parents are expected to know and do as members of a professional team to protect children and strengthen families.
- 1.5. Describe the rewards of fostering and adopting for foster families and adoptive families.
- 1.6. Identify challenges of foster care and adoption for the parents and children.
- 1.7. Describe issues pertaining to health, safety, nutrition, and childhood obesity.

2. Teamwork toward Permanence

- 2.1. Explain the agency's responsibility and mandate to protect children, and to strengthen and support families.
- 2.2. Describe the relationship between child welfare law, agency mandate and how the agency carries out its mandate.
- 2.3. Describe juvenile court process and foster parent role and responsibility as it relates to the Child Abuse Mandated Reporting Law.
- 2.4. List ways that foster and adoptive parents report to the juvenile court regarding child placed in their home.
- 2.5. Define permanence, permanency planning and concurrent planning.

3. Meeting Developmental Needs: Attachment

- 3.1. List and define the three areas of child development.
- 3.2. Explain that development occurs in stages and that each stage is important for the next.
- 3.3. Describe how attachment develops as a result of having needs met.
- 3.4. Identify ways to strengthen attachment between children and their foster families or adoptive families.

COURSE OBJECTIVES (CONTINUED)

- 3.5. Identify strategies to deal with challenging behaviors that a child who is abused or neglected is likely to present.
4. Meeting Developmental Needs: Loss
 - 4.1. Define and explain the three major categories of loss.
 - 4.2. Identify losses that birth families, foster families and adoptive family experience because they are involved in the child welfare system.
 - 4.3. Identify the eight factors that influence how someone experiences a loss.
 - 4.4. Describe the process of developmental grieving and its importance as the child experiences new developmental stages.
5. Strengthening Family Relationships
 - 5.1. Describe the connection between family relationships and the child's self-esteem, personal identity and cultural diversity.
 - 5.2. Describe the impact of placement on the child's self esteem, identity and cultural diversity.
 - 5.3. Describe the importance of visits to maintaining the child's connections to his/her family.
 - 5.4. Identify ways to help prepare the child for visits and identify ways to help the child deal with feelings and behavior before and after visits.
 - 5.5. Explain the concept of "time traveling" and identify specifically how this can be used to promote family continuity.
 - 5.6. Explain the use of a life book in promoting family continuity.
6. Meeting Developmental Needs: Discipline
 - 6.1. Define discipline.
 - 6.2. List the goals of effective discipline.
 - 6.3. Describe and explain the agency's policy on discipline.
 - 6.4. Identify specific guidelines for using disciplinary techniques with children who have been abused and neglected.
 - 6.5. Identify crisis situations in which emergency assistance is necessary.
7. Continuing Family Relationships
 - 7.1. Identify reasons why lifetime connections are important.
 - 7.2. List key provisions of the Adoption and Safe Families Act.
 - 7.3. Identify the activities of foster parents and concurrent planning families that support the reunification process.
 - 7.4. Identify ways in which foster parents can support a positive transition for children when they are moving from their home.
 - 7.5. List questions that children will have about adoption at various stages of childhood and adolescence.
 - 7.6. List the differences between foster care and adoption.
8. Planning for Change
 - 8.1. Identify the types of questions to ask regarding the possible placement of a child, youth, or sibling group.
 - 8.2. Describe how to plan and manage changes in routines, traditions, and patterns of behavior as a foster family or adoptive family.
 - 8.3. Identify strategies to help the family deal with changes in family relationships.
 - 8.4. Describe how foster care and adoption impacts the family's lifestyle and relationships outside the family.
 - 8.5. Explain the importance of teamwork to plan and support the transition of children from one family to another.

COURSE OBJECTIVES (CONTINUED)

- 8.6. Identify indicators of sexual abuse.
- 8.7. Describe ways that a healing home can provide private space, boundaries and respectful nurturing.
- 8.8. Describe behavioral challenges of children who have been sexually abused.
- 8.9. Describe the importance of working as a team to prevent and manage abuse allegations.
9. Taking PRIDE: Making an Informed Decision
 - 9.1. List range of agency and community services for children and their families.
 - 9.2. Identify the potential risks and rewards involved in fostering and adopting.
 - 9.3. Describe the value of ongoing training and/or support organizations for foster and adoptive parents.
 - 9.4. Identify general health issues relating to children who are placed in foster care.
 - 9.5. List documentation required for foster child's health records and placement records while the child is in the home.
 - 9.6. Describe placement process for both foster care and adoption programs.
 - 9.7. Describe perspective of at least one birth parent who has had a child placed in foster care and been reunited with that child.
 - 9.8. Describe perspective of emancipated foster youth who is now a successful contributing adult in the community.

SECTION II

COURSE CONTENT AND SCOPE

1. Connecting with PRIDE
 - 1.1. Agency philosophy
 - 1.2. Agency structure
 - 1.3. Cultural issues
 - 1.4. Children's issues/reunification
 - 1.5. Foster parent expectations
 - 1.6. Adoptive parent expectations
 - 1.7. Foster parent/adoptive parent support
 - 1.8. Health, safety, nutrition, and childhood obesity
2. Teamwork Toward Permanence
 - 2.1. Agency responsibilities
 - 2.2. Child welfare law
 - 2.3. Juvenile court
 - 2.4. Mandated reporter status
 - 2.5. Documentation foster parent/adoptive parent
 - 2.6. Child records
 - 2.7. Educational needs of children
3. Meeting Developmental Needs: Attachment
 - 3.1. Child development
 - 3.2. Stages
 - 3.3. Attachment issues
 - 3.4. Behavior management
4. Meeting Developmental Needs: Loss
 - 4.1. Categories of loss
 - 4.2. Impact of loss on family members
 - 4.3. Developmental grieving
 - 4.4. Behavior management during grieving
 - 4.5. Coping with loss
 - 4.6. Preparation for separation
5. Strengthening Family Relationships
 - 5.1. Family relationships
 - 5.2. Impact of fostering and adopting
 - 5.3. Cultural issues
 - 5.4. Visits with family
 - 5.5. Time traveling
 - 5.6. Use of life books
6. Meeting Developmental Needs: Discipline
 - 6.1. Define discipline
 - 6.2. Goals of effective discipline
 - 6.3. Discipline techniques with challenging children
 - 6.4. Manage crisis situations
 - 6.5. Agency policy on discipline
7. Continuing Family Relationships
 - 7.1. Lifetime connections

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.2. Adoption and safe families act
- 7.3. Supporting reunification
- 7.4. Supporting transitions
- 7.5. Cultural awareness of foster parent's ethnic background
- 7.6. Foster care versus adoption
- 7.7. Multi-ethnic placement act
- 8. Planning for Change
 - 8.1. Effects of separation at various developmental stages
 - 8.2. Factors that contribute to self esteem
 - 8.3. Questions to ask
 - 8.4. Develop plan to manage change
 - 8.5. Teamwork
 - 8.6. Indicators of sexual abuse
 - 8.7. Managing behaviors of sexually abused children
 - 8.8. Teamwork in managing abuse allegations
 - 8.9. Grievance procedures
- 9. Taking PRIDE: Making an Informed Decision
 - 9.1. Agency and community support services
 - 9.2. Risks and rewards of fostering and adopting
 - 9.3. Ongoing training requirements
 - 9.4. Health Issues of foster/adoptive children
 - 9.5. Health services and resources
 - 9.6. Immunization schedule
 - 9.7. Placement process
 - 9.8. Birth parent experiences
 - 9.9. Former foster youth experiences

APPROPRIATE READINGS

Challenging Behavior in Young Children, Kaiser, Barbara and Rasminsky, Judy Skylar, Pearson Education Inc., Boston, MA., 2003
Beyond Behavior Management, Bilmes, Jenna, Redleaf Press, St. Paul, MN., 2004

Instructor selected materials and articles related to foster parenting, communication and conflict resolution.

WRITING ASSIGNMENTS

Students will keep a journal where they will reflect on relevant issues of foster parenting. Student will complete an informal evaluation upon the completion of each class-required field trip and/or guest speaker. Students will complete an end-of the semester written assignment: "What I know about foster parenting, what I still want to learn, what I learned".

OUTSIDE ASSIGNMENTS

Students will keep a journal where they will reflect on relevant issues of foster parenting. Students will prepare activities and role plays to be used in the classroom setting. Students will visit community resources and agencies and prepare an oral report on these resources for class.

EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis by assessing students on the attainment of the course objectives through the use of an evaluation form at the end of each session and by teacher observation of student performance in the classroom activities, discussions and review of required forms. Each student will be provided with a course syllabus listing the competencies to be demonstrated and the methods and criteria by which they will be evaluated.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction used are lecture, guest speakers, small group activities and field trips, power point presentations, videos which require students to take an active role in the learning process and transferring critical thinking to real problem-solving in their roles as foster care and adoptive care providers.

TEXTS AND SUPPLIES

PRIDEBOOK: Foster Pride/Adopt Pride, Parent Resources for Information, Development and Education, Published by the Child Welfare League of America, current edition
Challenging Behavior in Young Children, Kaiser, Barbara and Rasminsky, Judy Skylar, Pearson Education Inc., Boston, MA., 2003
Beyond Behavior Management, Bilmes, Jenna, Redleaf Press, St. Paul, MN., 2004

Instructor selected materials and articles related to foster parenting, communication and conflict resolution.

PREPARED BY: Foster Care Training Program
Consumer & Home Economics Department DATE: 3/22/95

DATA REVISED BY: Sandra Boelter DATE: July 28, 2005

DATA REVISED BY: Marina Monta and Roma Weaver DATE: February 19, 2007

DATA REVISED BY: Instructional Services, SLOs Added DATE: February 2, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog