SECTION I

SUBJECT AREA AND COURSE NUMBER

PASV 610

COURSE TITLE

CROSS-SYSTEMS PROF TRAINING

TYPE COURSE

NON-FEE   VOCATIONAL

CATALOG COURSE DESCRIPTION

Cross-Systems Professional Training will introduce the mission of using family-focused approaches and collaboration techniques to strengthen the common practice framework that works toward better results for children and families. Using innovative instructional techniques, Cross-Systems Professional Training allows community service providers/educators to discover the need, purpose and framework for this mission. (FT)

LECTURE HOURS   LABORATORY HOURS

        18

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

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

Provide participants with a blueprint of the mission of strengthening the common practice network among community organizations and agencies that work with children and families.

Provide participants with the tools and strategies needed to strengthen cross-systems professional partnerships.

Provide participants with an understanding of the commitment required from themselves, their team, their organization and their community to strengthen their cross-system professional partnerships.

COURSE OBJECTIVES

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

1. Identify the need for strengthening and refining cross-systems professional partnerships.
2. Identify the current way San Diego approaches providing support for children and families and the current skills, abilities and concerns the group has for interacting, networking, collaborating and building solutions with others.
3. Identify the characteristics of the ideal cross-systems professional partnership for San Diego.
4. Identify the gaps as a community and an individual between where you are and where you want to be.
5. Identify the skills and successes that each person brings to providing more efficient support for families.
6. Identify those tools, methods, strategies, skills and knowledge needed to fill the gap between where we are now and where we want to be.
7. Identify strengths in ourselves by discovering ways in which as individual and agencies we are currently using these tools, methods, strategies, skills, and knowledge.
8. Identify strengths in each other by recognizing ways other agencies are using these tools.
9. Utilize the tools from the toolkit to reorganize the solutions for the case study from unit one.
10. Describe the connection between simplifying and refining the process and the positive impact on children and families.
11. Explain how the gap between where we are and where we want to be is closing.
12. Explain how other professionals and organizations contribute to supporting families.
13. Identify challenges to implementing CSPP in an organization.

COURSE OBJECTIVES (OBJECTIVES)

14. Assume individual ownership and power to make change.
15. Build networking/resource and suggestion list.
16. Identify those tasks and strategies that you will attempt to implement when you leave this training.
17. Identify the ways the organization/agency must support you in being successful in your implementation.

SECTION II

COURSE CONTENT AND SCOPE

1. Discuss the Background, Outcomes and Expectations of the Training.
2. Discuss the Current Environment of Change Driving the Need for collaborative Relationships. } (4 hrs.)
3. Reinforce Executive Level Commitment to System Change, Support for Family Centered Services, and Implementation of Collaborative Working Strategies.
4. Review the Agenda, Background, Mission, Goals and Outcomes of the Training Program. (90 min)
5. Short Ice-Breaker Exercise to Establish Expectations and Introduce Participants
6. Exploration Activity: Using a Case Study, Teams of Service Providers/ (60 min) Educators/Parents Generate Solutions for a Family That Will Reveal the Complexity of the Current System and the Typical Trauma a Family Might go Through.
7. Discuss as a Group the Solutions Generated for the Family and the General (20 min) State of Affairs in San Diego's System that were Revealed in the Process.
8. Generate Individual Drawings/Lists of Personal Cultural Elements. Discuss Within Small Groups. } (45 min)
9. Discuss as Large Group how Cultural Filters Influence Individuals' View of the World and Work with Families and Children.
10. Organizational or Community Teams, Using a Worksheet, Define Their Respective Organizational or Community Culture. Teams Then Share the Similarities and Differences Between their Departments, Agencies and Community Perspectives. (50 min)
11. Present the "Strategies for System Change" Report. Participants Answer Questions: "If I Could do My Job the Way I Want to, What Would it Look Like? And "What Type of Support do I Need From My Organization and the community". (10 min)
12. Explorations Activity: Within Groups Discuss the Characteristics of an Ideal Community Partnership. Select a Word That Best Describes This Utopia and (45 min) Generate a Word From Each Letter to Represent this Ideal. Tape "Creeds" to Wall and Discuss as Large Group.
13. Exploration Continued: Within groups, Explore What we Have to do to Get From (20 min) Where We are Today to Where We Want to be. How Can We Make it Happen Building Upon What We Already Have, and What More do We Require?
14. Review the Outcomes of this Unit. (10 min)
15. Discuss the Role of Being a Change Agent and Working Across Departmental/Agency Lines. (15 min)

COURSE CONTENT AND SCOPE (CONTINUED)

16. Present Issues in Confidentiality That Can be Barriers to Working Across Lines. Have Participants Discuss Ways in Which This is Being Overcome.   (20 min)
17. Exploration Activity: Participants Working in Teams With Tennis Balls, Expand Their Concept of Working Collaboratively.
18. Discussion: Using What Participants Just Learned About Themselves Working in Teams, What Are Some of the Self-Imposed Parameters That Keep Them From Collaborating and How Can Their Work be Made Easier? (55 min)
19. Generate a List on Flipchart Paper of Important Characteristics of a   (45 min) Collaborative Employee or Community Member. Discuss What These Characteristics Look Like in the Real World and How to Overcome Gaps Between the Ideal and Real Life Experience.
20. Exploration Continued: Now Have the Groups Refine, Simplify and Reorganize the Approach to Their Earlier Solution for the Case Study Family Using the Tools,   (2 hr.) Strategies and Methods Discussed in Earlier Activities. Have Them Focus on Family Centered Approaches, Cultural Responsiveness and Collaboration.
21. Discuss as a Group the Results and Positive Impact New Solutions Have for the   (40 min) Family. Discuss How the Family as Well as Service Providers/Educators Will Benefit From the Refinement.
22. Create a Personal Action Plan by Completing the Collaborative Competency   (30 min) Exercise and Identifying Personal Strengths and Areas for Skill Development. Identify What Personal Action Can be Taken To Implement CSPP.
23. Video: Show Empowering Video About Making Change Happen Specific to   (25 min) Helping Professionals.
23. Closing: Summarize Training and Ask Participants for Their Reactions.   (20 min)

APPROPRIATE READINGS

NONE

WRITING ASSIGNMENTS

Minimal writing will be required in this course only as part of activities that include noting solutions for families.

OUTSIDE ASSIGNMENTS

NONE

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Those activities that include critical thinking or problem solving include:

1. Using a case study, teams of service providers/educators generate solutions for a family that will reveal the complexity of the current system and the typical trauma a family might go through.
2. Discuss as a group the solutions generated for the family and the general state of affairs in San Diego's system that were revealed in the process.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(CONTINUED)

3. Within groups, explore what we have to do to get from where we are today to where we want to be. How can we make it happen building upon what we already have and what more do we require?
4. In groups, have class generate a list of tools they feel they need to fill the gaps identified in the first unit. This is free-form and can be anything from increased salary to more telephones.

5. Have participants provide examples of successful ways these tools have been implemented in the past/present. Cover:
    5.1. In what ways are we already using/implementing these tools?
    5.2. In what ways are other organizations using/implementing these tools?
    5.3. What are the individual characteristics necessary to demonstrate collaborative behaviors?
6. Have the groups refine, simplify, reorganize the approach to their earlier solution for the case study family (from Unit 1) using tools, strategies, methods from the new toolkit.
7. Create a *Personal Action Plan* by outlining what must now take place on the part of each individual and organization/agency to implement the Cross Systems Professional Program.

EVALUATION

All students will be asked to complete pre-training and post-training survey instruments. Selected students will be asked to participate in post-training focus groups.

METHOD OF INSTRUCTION

Methods of instruction will include, but not be limited to: lectures, group discussions, media presentations, individual and group activities, demonstrations, experiential learning and field trips.

TEXTS AND SUPPLIES

Students will be provided with a Participant Guide containing specific activities completed in the class, and job aids which are designed to support the training in the classroom and on the job. Individuals are expected to provide their own materials for taking notes.

PREPARED BY: Barbara Brewer/Jim Smith   DATE: 11/7/95

REVISED BY: Lorna Hardin   DATE: 12/22/98

REVISED BY: Instructional Services, SLOs added   DATE: March 10, 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