

<b>FSHD Courses Eligible for PLA Credit</b>	<b>Credit Hours</b>
FCS 5100 Teaching Sexuality Education	3
FCS 5120 Education Systems and Kinship Care Families	1
FCS 5130 Health Care and Kinship Care Families	1
FCS 5140 Economic Realities and Kinship Care Families	1
FCS 5350 Communication Skills for Working with Families across the Lifespan	3
FCS 5680 Community & Family Engagement, Identities and Relationships	3
FCS 5510 Families and Hospitalization I	3
FCS 5540 Therapeutic Play	3
FCS 6600 Studies in Family Relationships	3
FCS 6410 Advances in Youth & Community Development	3
FCS 6420 Building Capacity & Quality in Youth & Community Development	3
FCS 6510 Child Development Theories and Practice	3
FCS 6520 Family Life Education	3
FCS 6530 Families, Loss and Bereavement	3
FCS 6550 Adult-Child Relationships	3
FCS 6220 Practicum	2-6

Eligible FCS courses and their Student Learning Outcomes

<p><b>FCS 5100</b></p> <p>Teaching Sexuality Education is designed as a teaching methods course to prepare family life educators, secondary education instructors, and other human service professionals for the implementation of sexuality education in school-based curricula and/or in a variety of community settings.</p> <p>Credits: 3 hours</p>	<ol style="list-style-type: none"> <li>1. recognize the biopsychosocial aspects of human sexuality;</li> <li>2. describe various approaches to sexuality education;</li> <li>3. identify effective teaching strategies that promote sexual health;</li> <li>4. discuss current trends, policies, and research related to sexual health topics;</li> <li>5. identify various state mandates and legal requirements for implementing school-based sexual health curriculum in Michigan;</li> <li>6. develop sensitivity in teaching sexuality education for various audiences; and</li> <li>7. demonstrate basic skills and competencies for teaching sexual health education;</li> </ol>
<p><b>FCS 5120 - Educational Systems and Kinship Care Families</b></p> <p>Explores the interface between educational systems and kinship care families. Topics will include the history of family engagement in U.S. schools, current practices in American schools, educational risks for children living in poor families, models and strategies of family engagement and common school-related experiences for kinship care family members. Students will focus on strategies for reducing educational challenges for both kinship caregivers and children living in kinship care families.</p> <p>Credits: 1 hour</p>	<ol style="list-style-type: none"> <li>1. Enhanced knowledge of the history of American education and current issues in American schools.</li> <li>2. Increased awareness of the effects of poverty on learning</li> <li>3. Heightened familiarity with models and strategies of family engagement in school settings</li> <li>4. Enlarged awareness of common school related experiences for kinship care family members</li> <li>5. Increased abilities to develop strategies to reduce educational challenges for kinship care family members</li> </ol>
<p><b>FCS 5130 - Health Care and Kinship Care Families</b></p> <p>Focuses on health care systems in the United States and their interfaces with kinship care family members. Topics will include the evolution of health care in the United States, current status of health care systems within the U.S., common health challenges for kinship care family members and effective responses and programming.</p> <p>Credits: 1 hour</p>	<ol style="list-style-type: none"> <li>1. Increased awareness of the history and evolution of health care in the United States</li> <li>2. Enhanced understanding of the reality of health care today for American families</li> <li>3. Heighted knowledge about health care challenges for kinship care family members, including both medical issues and difficulties with access</li> <li>4. Increased abilities to recognize and locate effective health care programming and services available to kinship care family members</li> </ol>
<p><b>FCS 5140 - Economic Realities and Kinship Care Families</b></p> <p>Focuses on theories of family economics as well as financial challenges and realities for kinship care family members. Topics will include an overview of family economic theory, poverty in the United States, financial information and challenges for kinship care families, and an analysis of existing and needed services and programs.</p> <p>Credits: 1 hour</p>	<ol style="list-style-type: none"> <li>1. Enhanced knowledge of theories of family economics</li> <li>2. Increased understanding of poverty in the United States and the over-representation of kinship care family members among families living in poverty</li> <li>3. Heightened realization of common financial challenges and realities for kinship care families</li> <li>4. Increased abilities to locate and analyze existing or needed financial programming and services for kinship care family members</li> </ol>

<p><b>FCS 5350 - Communication Skills for Working with Families across the Lifespan</b>  Laboratory study designed to develop interpersonal helping skills in delivery of family life education. The location of family life education within the range of helping professions is examined.  <b>Prerequisites/Corequisites:</b> Prerequisite: Graduate student or undergraduate with 100+ hours. <b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. demonstrate interpersonal helping skills;</li> <li>2. explain phases, dimensions, and key concepts related to a helping relationship;</li> <li>3. analyze helpful and non-helpful interpersonal skills used in role-plays;</li> <li>4. explain the importance and role of listening in personal and professional settings;</li> <li>5. practice listening and influencing skills and reflect on these practices;</li> <li>6. reflect on communication concepts and interpersonal situations;</li> <li>7. discuss risks for and apply knowledge of mental health diagnoses to a population of interest;</li> <li>8. discuss the codes and practices of professional ethics related to various interpersonal relationships within professional settings;</li> <li>9. demonstrate the ability to analyze and identify ethical and/or unethical attitudes and behaviors to a population of interests in different helping relationships.</li> </ol>
<p><b>FCS 5680 - Gender, Culture, and Families</b>  Study of the implications of gender and cultural orientation for family, work, social interactions and therapeutic interventions. Includes an examination of sexism and racism in the media, advertising, educational institutions, and social policies. <b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Analyze the impact of a social system on historically excluded populations and generate solutions for equitable and inclusive policy and service delivery. <i>[From MA in FCS curriculum change initiated in Fall 2021 and approved Spring 2022]</i></li> </ol>

<p><b>FCS 5510 - Families and Hospitalization I</b></p> <p>This course introduces students to aspects of hospital and medical interventions as they affect children and their families, and the role of child life specialists in making health care experiences positive ones.</p> <p><b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. The student will understand the stressors of hospitalization upon both the pediatric patient and their family, and learn interventions that promote positive coping, reduced anxiety and increased understanding of the medical environment.</li> <li>2. The student will identify principles of family-centered care and learn to facilitate a family-centered experience for their patients.</li> <li>3. Student will review developmental theory, and gain the knowledge necessary to apply theory when interacting with patients and families within the healthcare system.</li> </ol>
<p><b>FCS 5540 - Therapeutic Play with Pediatric Populations</b></p> <p>This course focuses on the study of play theory and its application in relation to child development and diverse pediatric populations. Topics include therapeutic play, trauma-informed care, family-centered care, health issues, differing abilities, culture, technology, and end-of-life. <b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Describe foundational theories of play and identify developmental stages</li> <li>2. Identify developmental and play stages using in-class and real-life examples</li> <li>3. Understand the ways in which illness and trauma impact play behaviors and apply trauma-informed care principles to interactions</li> <li>4. Distinguish between attitudes, beliefs, behaviors, and feelings that engender successful therapeutic relationships as well as identify behaviors that are not therapeutic</li> <li>5. Design and implement therapeutic play environments and activities grounded in theory and best practice</li> <li>6. Evaluate the therapeutic play work of your peers using theory and in-class learning, and justify your own therapeutic play work using theory and research.</li> </ol>
<p><b>FCS 6600 - Studies in Family Relationships</b></p> <p>The course will focus on family dynamics (i.e., family processes, communication skills, conflict management, stress, and family crises) and interpersonal relationship skills with specific attention given to translating this knowledge and these skills into family life education programming. <b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Describe current issues influencing family and individual wellbeing;</li> <li>2. Integrate multi-contextual and family resilience frameworks, theories of stress and coping, family systems theory, family development theory, and research evidence to guide the practice of family life education, child life, and couple and family therapy</li> <li>3. Generate theoretically and evidence-based practice ideas;</li> <li>4. Apply concepts of family stress and resilience, classification of stressors, and key family processes of resilience to family experiences.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Construct a genogram to identify family structures, contextual factors, and relationship patterns;</li> <li>6. Identify personal reactions to family issues and assess their possible impact on families that will be served;</li> <li>7. Explain implications of policies on the lives of individuals and family dynamics and functioning through 1) an analysis of family court proceedings or 2) research on policy with insight gained through a meeting with a legislator.</li> <li>8. Discuss the impact of organizational, state, or federal policies on family functioning</li> </ol>
<p><b>FCS 6410 - Advances in Youth and Community Development</b></p> <p>This course surveys advances and innovations in positive youth development. It explores the history and policy landscape of the field, introduces leadership and governance practices, and reviews the current state of practice in youth-serving settings and the out-of school hours. It is grounded in prevention science and the assumption that communities thrive when children flourish. This course is designed to promote leadership skills and competencies for youth development professionals. Students will examine advances in programs and practices through engagement with local youth-serving settings.</p> <p><b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Articulate and critically discuss major historical events in youth and community development.</li> <li>2. Discuss organizational change and the policies that support youth-serving settings.</li> <li>3. Understand data-driven decision-making and assessment for continuous improvement.</li> <li>4. Organize learning environments that promote environmental safety, health and wellness</li> <li>5. Engage with youth-serving settings in an examination of best practices.</li> <li>6. Develop individual and group projects to forward practice in youth and community development.</li> </ol>
<p><b>FCS 6420 - Building Capacity and Quality in Youth and Community Development</b></p> <p>This course focuses on program planning, quality standards, and evaluation; assessment and outcome measurement tools; and learning environments and curriculum to support cognitive, social/emotional, and physical development through youth programming. Students will examine approaches to building capacity and quality through engagement with local youth-serving settings.</p> <p><b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Articulate and critically discuss quality programming, planning, and evaluation practices used in youth-serving settings.</li> <li>2. Apply assessment and outcome measurement tools.</li> <li>3. Understand data-driven decision-making and assessment for continuous improvement.</li> <li>4. Organize learning environments that promote cognitive, social/emotional, and physical development of youth.</li> <li>5. Engage with youth-serving settings in an examination of best practices.</li> <li>6. Develop individual and group projects to forward programming and evaluation in youth and community development.</li> </ol>
<p><b>FCS 6510 - Child Development Theories and Practice</b></p> <p>This course applies child development theories and research to direct work with</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss dominant developmental theories and research relevant to child development.</li> <li>2. Develop skills to compile, critique, and compare/contrast research articles.</li> </ol>

<p>children in multiple health, family life education, and community settings.  <b>Credits: 3 hours</b></p>	<ol style="list-style-type: none"> <li>3. Develop critical thinking through the application of theory.</li> <li>4. Ability to apply more than one theory in a situation.</li> <li>5. Acquire an understanding that child development does not occur in a vacuum.</li> <li>6. Understand the principles of the ecological perspective as critical to effectively work with children and adolescents within multiple settings.</li> <li>7. Develop communication skills through class discussions, class presentations, and a formal final paper.</li> </ol>
<p><b>FCS 6520 - Family Life Education</b>  Current issues, trends, and methods in teaching family life education. Program development and philosophy including: needs assessment, design, development, promotion, justification, evaluation and funding sources. Emphasis placed on proposal writing and partnerships with community agencies, court systems, schools, and health care facilities.  Credits: 3 hours</p>	<ul style="list-style-type: none"> <li>• Plan a needs assessment and carry out a portion of it.</li> <li>• Complete a logic model and write a program justification.</li> <li>• Develop an evaluation plan and design evaluation tools.</li> <li>• Design and give a family life education presentation responsive to the diverse needs, learning styles, culture, and contexts of families.</li> <li>• Employ teaching methods and strategies based on adult education principles that promote application of knowledge and skills.</li> <li>• Analyze and evaluate a FLE program by identifying theories, teaching strategies, and other core program elements.</li> <li>• Write a proposal for funding a FLE program.</li> <li>• Design, implement, and evaluate a Family Life Education program session</li> <li>• Demonstrate group process and facilitation skills.</li> </ul>
<p><b>FCS 6530 - Families, Loss and Bereavement</b>  This course examines loss, disability, illness, injury, death, bereavement and theories of grief as applied to child, youth, and family services in multiple health, family life education, education, and community settings. Credits: 3 hours</p>	<ol style="list-style-type: none"> <li>1. Distinguish between normative and complicated losses (ambiguous loss, disenfranchised/ stigmatized grief, suicide)</li> <li>2. Identify and examine normative and complicated losses (ambiguous loss, disenfranchised/ stigmatized grief, suicide) in the context of the human lifespan</li> <li>3. Survey normative and complicated losses (ambiguous loss, disenfranchised/ stigmatized grief, suicide) as differentiated by culture</li> <li>4. Define, recognize, and interpret countertransference responses in palliative and end-of-life care</li> <li>5. Analyze countertransference in terms of self</li> </ol>

	<p>6. Explore and evaluate normative and complicated loss (ambiguous loss, disenfranchised/ stigmatized grief, suicide) in terms of personal and family experience</p> <p>7. Personally utilize and examine principles of self-care</p>
<p><b>FCS 6550 - Adult-Child Relationships</b></p> <p>Theories and strategies for promoting children’s developmental needs and building strong adult-child relationships in therapeutic, school, or home settings.</p> <p><b>Credits:</b> 3 hours</p>	<ol style="list-style-type: none"> <li>1. Identify issues and theoretical perspectives in adult-child relations from birth to adulthood.</li> <li>2. Discuss the multiple interacting factors during childhood through later adulthood that promote healthy and supportive relationships.</li> <li>3. Describe the importance of attachment relationships throughout the life span.</li> <li>4. Explain the different dynamics and relationships between young adults and older caregivers (e.g., grandparents, kinship care).</li> <li>5. Discuss the role of adults in the socialization of children and reciprocal influences.</li> <li>6. Create an educational or intervention program and propose guidance techniques to promote supportive and effective adults behaviors in relation to healthy development and children well-being.</li> </ol>
<p><b>FCS 6220 - Practicum in Family and Consumer Sciences</b></p> <p>This practicum is designed to give the student an opportunity to apply knowledge and information acquired in the family and consumer sciences academic setting and further develop and refine professional skills with the guidance and assistance of professionals currently working in the field. The variation in credit hours allows the program to meet the individual needs of various students, some of whom may be fully employed. Each credit hour requires 100-200 hours of on-site experience.</p> <p><b>Credits:</b> 2 to 6 hours</p>	<ol style="list-style-type: none"> <li>1. Apply knowledge of their field and leadership skills as demonstrated through successful completion of an internship or practicum experience. <i>[From MA in FCS curriculum change initiated in Fall 2021 and approved Spring 2022]</i></li> <li>2. Demonstrate reflective practice by discussing and writing about 1) leadership competencies, 2) ethics, 3) equity and inclusion as bedrock principles in family science and services, and 4) continuous professional development. <i>[From MA in FCS curriculum change initiated in Fall 2021 and approved Spring 2022]</i></li> </ol>