Foundational Training Syllabus

Course Description

The course consists of six-days of Foundational Training. In Foundational Training, parent educators and other family support professionals learn to use the *Foundational Curriculum* effectively as they work with families to partner, facilitate, and reflect. Both the training and curriculum cover children's growth and development from before birth to age three.

The training is facilitated by certified trainers who emphasize adult learning practices such as reflective practice and hands-on learning. It utilizes a combination of self-paced learning through modules found on the portal and live sessions using the Zoom platform.

Required Texts, Materials, or Equipment

- *Foundational Curriculum*
  - Access to the online curriculum is provided as part of the course
- Toolkit Cards
  - Digital versions of the Toolkit Cards can be accessed through the self-paced modules
  - Hard copies of the Toolkit Cards can be ordered here using the code in your training confirmation email: https://ebiz.patnc.org/eBusiness/ProductCatalog/Product.aspx?ID=5611
- Self-paced modules
  - Modules can be found under the "Education" tab on the portal: https://ebiz.patnc.org/eBusiness/home
- Zoom platform for video conferencing
  - For support with Zoom please visit https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started-with-Zoom
- A working camera, speakers, and microphone for the live online sessions

Finding Help

If you need assistance:
- For registration or payment, support finding your class, or managing your class before the first day of the course, email trainingbusiness@parentsasteachers.org
- For support with questions, assignments, or schedules after the course has begun, contact your training facilitator

All help will reply within 24 hours and usually sooner. You may need to contact your organization's IT support for specific questions regarding your equipment.

Class Participation

Participants are required to attend all live sessions of the training. All portions of core training are equally valuable. An absence during the training means essential information has been missed. Any missed session or assignments will jeopardize class completion.

Assignments are expected to be submitted to the facilitator before the start of the live class for that module. All assignments must be completed by the end of the class on the last training day.

If any portion of the class or assignments are anticipated to be missed, contact the class trainer to work out a remedy to make up that portion as soon as possible. **If a participant misses one session, they must make up the session. If a participant misses more than one session, they need to notify their trainer and may be required to withdraw from the current class and re-register for a different one.**

Daily Work

Modules in O.L.I.V.E.R. will open three business days before class begins to accommodate the completion of Module 1 before the first live session. The facilitators will be available the day of the first live session. The course will take up to 24-36 active hours over two weeks to complete. Please allow enough time to be able to successfully complete the course. At the end of the course, we ask that you complete the after-class survey provided. Your feedback will help us to improve the course.

Module	Anticipated Hours for Self-Paced Modules Assignments DUE PRIOR to each live class	Live Session
M1	3-5 hours	Live session 1: 2 hours
M2	3-5 hours	Live session 2: 2 hours
M3	4-6 hours	Live session 3: 2 hours
M4	3-5 hours	Live session 4: 2 hours
M5	3-5 hours	Live session 5 2 hours
M6	2-4 hours	Live session 6 2 hours
M7	3-5 hours	Live session 7/8
M8	3-5 hours	3 hours
M9	3-5 hours	Live session 9: 2 hours

Course Objectives

Students who complete this course successfully will be able to:

1. Explain the PAT Approach of Partnering, Facilitating, Reflecting and how to apply it in working with families
2. Summarize and describe the PAT model's three areas of emphasis: parent-child interaction; development-centered parenting and family well-being
3. Demonstrate knowledge of parental self-efficacy, attribution and empowerment theories and their impact on practice
4. Demonstrate the ability to navigate the PAT Foundational Curriculum and the Foundational Workspace
5. Recognize the PAT Foundational Visit Plans and plan a personal visit
6. Create questions and conversation prompts that elicit families' perspective
7. Determine strategies for tailoring services in response to lived experience, as well as family and community culture
8. Illustrate skills for engaging in caring, sensitive conversations with families
9. Demonstrate skills for engaging families in setting and reaching their goals
10. Identify the Core Competencies outlined in the National Family Support Competency Framework

Class Overview

This training consists of six self-paced modules and six live sessions. The self-paced modules you will be responsible for completing can be found in the portal under the Education tab, "My Courses." For each self-paced module, an assignment must be completed. Below you will find an overview of the content included in each of the self-paced modules and live online sessions.

Foundational Training Modules

Module 1			
Self-Paced	**Lesson**	**Title**	**Objectives**
	1	Foundational Training Overview	4
	2	Course and Module 1 Resources	4
	3	Getting Started	4
	4	How Parents as Teachers Works with Families	1
	5	The Personal Visit	5
	6	Foundational Curriculum Overview Video	4
	7	Intro to Live Online Session 1	
Live Session		**Title**	**Objectives**
		Theoretical Foundations	3
		Three Areas of Emphasis	2
		Three Roles	1
		Parent Educator/Parent Relationship	1

Module 2			
Self-Paced	**Lesson**	**Title**	**Objectives**
	1	Module 2 Materials	4
	2	Personal Visits Introduction	5,4
	3	Introduction to Foundational Personal Visit Plans	5
	4	Foundational Visit Plan1	5
		Assignment 2	
	5	Intro to Live Online Session 2	
Live Session		**Title**	**Objectives**
		First Foundational Visit	5
		Parent-Child Interaction and Play	2,4,5
		Development-Centered Parenting	2,4,5
		Family Well-Being	2,4,5

Module 3			
Self-Paced	**Lesson**	**Title**	**Objectives**
	1	Course & Module 3 Resources	4
	2	Introduction to Module 3	4
	3	Child Development	2,5
	4	Foundational Visit Plan 3: Parenting Behaviors	2,5
	5	Foundational Visit Plan 4: Developmental Topics	2,5
		Assignment 3	
	6	Intro to Live Online Session 3	
Live Session		**Title**	**Objectives**
		Attribution Theory	3
		Developmental Topics	2
		Development-Centered Parenting Conversations	2

Module 4			
Self-Paced	**Lesson**	**Title**	**Objectives**

	1	Course & Module 4 Resources	4
	2	Introduction to Module 4	4
	3	Serving Prenatal Families	5,6,7
	4	Brain Development	2
		Assignment 4	
	5	Intro to Live Online Class 4	

Live Session	Title	Objectives
	Introduction to Neuroscience	2
	Debriefing the Visit	5
	Roles of the Parent Educator	6,7,8,9
	Rhythm of Facilitation	5,6
	Reflective Cycle	5,6,7,8
	Visit Planning	5

Module 5			
Self-Paced	**Lesson**	**Title**	**Objectives**
	1	Course & Module 5 Resources	4
	2	Introduction to Module 5	4
	3	Reflecting on Your Own Perspectives	7,8
	4	Exploring Beliefs and Perspectives with Families	7,8
	5	Exploring Family Well-Being	2
	6	Integrating Assignment	4,5
	7	Intro to Live Online Class 5	

Live Session	Title	Objectives
	Foundational Visit Plan 6	4
	Family Culture, Messages and Perspectives	4
	Foundational Visit Plan 7	5
	Personal Assets	6,7,8,9
	Circles of Support	6,7,8,9
	Strengthening Families™ Protective Factors	

Module 6			
Self-Paced	**Lesson**	**Title**	**Objectives**
	1	Course & Module 6 Resources	4
	2	Introduction to Module 6	4
	3	Using Reflection to Set Goals	6,7,9
	4	Environments: Where Personal Visits Might Happen	6,7,8
	5	Core Competencies	10
		Assignment 6	
	6	Intro to Live Online Class 6	

Live Session	Title	Objectives
	Professional Practice	10
	Protecting the Partnership	6,8
	Representing the Learning	1,2,3