

Course Title: Family Studies and Community Services II

Unit: 1	Client Developmental Needs
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate services provided by a family and human services program for infants and toddlers in relation to their physical, social, emotional, and intellectual developmental stages, including licensure requirements for child care facilities and employees. 2. Critique services provided by a family and human services program for preschool age children in relation to their physical, social, emotional, and intellectual developmental stages. <ul style="list-style-type: none"> • Developing a curriculum unit for preschool-age children, including hands-on activities, dramatic play, art and music appreciation, and motor skill development 3. Analyze services provided by a family and human services program for school-age children in relation to their physical, social, emotional, and intellectual developmental stages. <ul style="list-style-type: none"> • Developing a parent education and program participation plan 4. Assess services provided by a family and human services program for adolescent children in relation to their physical, social, emotional and intellectual developmental stages, including coping skills, conflict resolution, and decision-making programs. 5. Contrast services provided by a family and human services program for the elderly in relation to their physical, social, emotional, and intellectual developmental stages, including daily living skills. <ul style="list-style-type: none"> • Differentiating between signs of aging and diseases affecting mental abilities of individuals • Analyzing how the aging process impacts the nutritional, socioeconomic, health, recreational, and housing needs of adults • Assessing guidelines for establishing a program for the elderly • Explaining life adjustments encountered by older adults 6. Compare types of assisted-living facilities and services provided for clients based on physical, psychological, and financial needs. 7. Describe how technology is utilized in managing and providing services to clients.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the services to be provided by a family and human services program for infants and toddlers based on the physical, social, emotional, and intellectual developmental stages. 2. Analyze licensure requirements for child care facilities and employees. 3. Evaluate services to be provided by a family and human services program for preschool age children based on their physical, social, emotion, and intellectual development. 4. Develop curriculum preschool-age children, including hands-on activities, dramatic play, art, and music appreciation, and motor skill development. 5. Analyze services provided by a family and human services program for school-age children in relation to their physical,
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	<p>social, emotional and intellectual developmental stages.</p> <ol style="list-style-type: none"> 6. Critique a parent education program. 7. Develop a parent participation plan. 8. Analyze services provided by a family and human services program for adolescent children in relation to their physical, social, emotional and intellectual developmental stages. 9. Create activities that will enhance coping skills, conflict resolution, and decision-making skills for adolescent children. 10. Assess services provided by a family and human services program for the elderly in relation to their physical, social, emotional, and intellectual stages. 11. Evaluate the signs of aging and their effect on mental abilities and life adjustments encountered by older adults. 12. Analyze the impact of the aging process on the nutritional, socioeconomic, health, recreational and housing needs of adults. 13. Determine guidelines for establishing a program for the elderly. 14. Compare the types of assisted-living facilities and services provided for clients in the community. 15. Assess how technology is utilized in managing and providing services to clients.
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Essential Question(s):	<p>What factors should be considered when choosing facilities or services to meet the needs of clients throughout the life span in relation to their physical, social, emotional and intellectual developmental stages?</p> <p>How is technology used in managing and providing services for clients?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Client Developmental Needs</p> <p>A. Services Provided for Infants and Toddlers</p> <ol style="list-style-type: none"> 1. Physical, social, emotional, and intellectual developmental stages 2. Licensure requirements for child care facilities 3. Licensure requirements for child care Employees <p>B. Services Provided for Preschool-age Children</p>	<p>Research: Research to develop a list of criteria as guidelines for childcare facilities and employees. Check the National Resource Center for Health and Safety in Child Care (www.nrc.uchsc.edu). This could be added to the Collective Notebook at a later date.</p> <p>Collective Notebook: Collect data for services and activities provided by a childcare facility for infant, toddlers, preschool, school-age, and adolescence. Ideas could be gathered from observation, research and interviews with professionals.</p>	<p>Computers Internet Web sites Resources Advisory Committee</p> <p>Notebook/Binder Diver Tabs Paper</p>

<p>C. Developing Curriculum Unit for Preschool-age Children</p> <ol style="list-style-type: none"> 1. Hands-on activities 2. Dramatic play 3. Art and music appreciation 4. Motor skill development 	<p>Research: Research the developmental milestones of two- and-three year olds using the following Web sites:</p> <p>The National Network for Child Care (www.nncc.org) and The Consultative Group on Early Childhood Care and Development (www.ecdgroup.com)</p> <p>Hands-on: Construct a book, doll, or activity board that contains buttons and buttonholes, zippers, shoelaces and eyelets, snaps, buckles and hook and loop closures. These can be made using recycled clothing. You might want to look at equipment catalogs for ideas for early childhood programs. Demonstrate the project for three year olds and observe how they practice these self-help skills.</p>	<p>Computers Internet Web sites References</p> <p>References File Folders Clipart Various Craft Items</p>
<p>D. Services Provided to School-age Children</p>	<p>Research: Research and create a file folder of activities for school-age children that will reinforce appropriate concepts. Use the projects in the classroom or send them home with directions for parents.</p>	<p>Computers Internet</p>
<p>E. Development of Parent Education and Program Participation Plan</p>	<p>Hands-on Application: Create a Parent Resource Room of books, videos, etc. where parents can come and read/study or check out items to help with their child's development.</p>	<p>Computers Internet www.pta.org, books, videos, articles, magazines, etc. (possibly write a grant for funding)</p>
<p>F. Services Provided for Adolescents</p> <ol style="list-style-type: none"> 1. Coping skills 2. Conflict resolution 3. Decision making programs 	<p>Creative Artwork: Create a comic strip about teen life. Create seven strips – one for each day of the week – about the same group of characters. Each of the day's adventures or situations should illustrate one of the five aspects of development: physical, intellectual, emotional,</p>	<p>Paper Markers/Colored Pencils References</p>

<p>G. Services Provided for the Older Adults</p> <p>H. Signs of Aging and Diseases Affecting Mental Abilities</p> <p>I. Impact of the Aging Process on Needs of Adults</p> <p>J. Establishing a Program for Older Adults</p> <p>K. Life Adjustments Encountered by Older Adults</p> <p>L. Types of Assisted Living Facilities and Services</p> <p>M. Using Technology to Manage and Provide Services to Clients.</p>	<p>social, and moral. The strips may be limited to one setting – such as school, home, a job, or sports practice-or they may use multiple settings.</p> <p>5 + 1 Discussion: Direct instruction where the teacher presents for five minutes, students share and reflect for one minute, and then the cycle repeats. Topic: Conflict Resolution (Use “Steps in Conflict Resolution” Handout)</p> <p>Writing Activity: “Discuss the hardest decision you can imagine making. Explain what would make it so difficult.” Ask students to write an additional paragraph showing how the decision-making process or the REASON process: (Recognize the primary problem, Evaluate Information, Analyze alternatives and consequences, Select the best choice, Outline and take action, Note the results of actions taken) process could help with this decision.</p> <p>Group Sensory Activity: Each group is assigned one of the five senses to investigate in relation to older adults and list actions a volunteer might take when working with hearing, vision, sight, taste, and touch impaired elderly adults.</p> <p>Collective Notebook Continuation: Include researched data for establishing programs and facilities for the elderly.</p> <p>Brochure: Create a brochure or pamphlet on technology available to older adults to help manage and provide services for their lives. (Be sure to include video gaming options such as Nintendo Wii that are being used for health</p>	<p>Lead Questions</p> <p>Lead Questions Paper Pen/Pencil</p> <p>Handouts (TA76 – 78) from The Curriculum Center for FACS from Texas Tech</p> <p>American Association of Homes and Services for the Aging (AAHSA)</p> <p>Guidelines for Activity Computers Software Program Internet Web sites Art Supplies</p>
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	benefits.) Family and Human Services Guidebook: Students include information on the following topics in their guidebooks: <ul style="list-style-type: none"> • Services Provided for Infants and Toddlers • Services Provided for Preschool-Age Children • Services Provided for School-Age Children • Services Provided for Adolescents • Services Provided for Older Adults Report Out.	Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions
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Unit Assessment:	Collective Notebook, Doll/Book/Activity Board, Comic Strip, Writing Assignment, Brochure/Pamphlet, Family and Human Services Guidebook, and Discussion
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Unit/Course CTSO Activity:	Develop a Big Brother/Big Sister program to build children's self-esteem. They can pair chapter members with younger children and plan group activities, as well as one-on-one time for tutoring or sharing. Use class or chapter time for students to reflect on the learning process. Ask students to share discoveries in the school newspaper. Students may enter this project for the FCCLA Focus on Children STAR Event.
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Unit/Course Culminating Product:	Students develop a plan, in the form of a collective notebook. They describe an open facility that includes each age level (infants and toddlers, preschoolers, school age children, adolescent, and the elderly). Licensing requirements for the facility and employees are addressed, and it meets the clients' physical, social, emotional and intellectual developmental stages. Design a classroom using the Childcraft Web site (www.childcraft.com) by clicking on Classroom Designer. Family and Human Services Guidebook
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and Family Services

Course Title: Family Studies and Community Services II

Unit: 2	Intervention
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 8. Determine resources, agencies, services, and organizations to assist in resolving disadvantaging conditions of clients. Ex. Medicaid; Medicare; assisted living facilities;, Women, Infants, and Children (WIC) program; departments of public health; shelters; food banks 9. Describe ways to assist clients in understanding factors leading to better quality of life throughout the life span. 10. Critique educational programs available to meet the needs of clients seeking assistance from family and human services program. 11. Assess agencies and organizations that promote advocacy for clients. 12. Describe skills needed to advise and counsel individuals and families with a variety of disadvantaging conditions. 13. Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance. 14. Explain strategies to assist clients to make informed choices, assess resources and support, and follow through on responsibilities. 15. Evaluate characteristics of a physically and psychologically healthy environment for providing counseling and other services.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze resources, agencies, services, and organizations that aid in resolving disadvantaging conditions of clients. 2. Determine ways to help clients understand factors leading to better quality of life throughout the life span. 3. Analyze educational programs offered through family and human services agencies. 4. Compare the effectiveness of agencies and organizations that are designed to promote advocacy for clients. 5. Categorize skills needed to give recommendations and counsel individuals and families with an array of disadvantaging conditions. 6. Determine situations that require personal and professional prevention and/or intervention. 7. Develop a plan that will assist clients in making educated choices, evaluate resources and support, and carry through on responsibilities. 8. Analyze characteristics of a physically and psychologically healthy counseling environment for clients.
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<p>Essential Question(s):</p>	<p>How would you compare and contrast the goals of the various advocacy organizations for clients in disadvantaging conditions? What are the resources, agencies, services, and organizations available to assist clients in resolving their disadvantaging conditions? What skills are needed to advice and counsel clients? How does a professional in family and human services decide if a client requires personal intervention or professional assistance?</p>
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How does a professional in family and human services assist clients in making informed choices?
 What are the characteristics of a physically and psychologically healthy environment for counseling and providing services to clients?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Intervention</p> <p>A. Support Services in Resolving Disadvantaged Conditions of Clients</p> <ol style="list-style-type: none"> 1. Resources 2. Agencies 3. Services 4. Organizations <p>B. Factors Leading to a Better Quality of Life for Clients</p> <p>C. Educational Programs Available to Meet Needs of Clients</p> <p>D. Promoting Advocacy for Clients</p> <p>E. Skills Needed to Advise and Counsel Individuals</p> <p>F. Situations Requiring Personal Prevention or Intervention</p> <p>G. Strategies to Assist Clients</p> <ol style="list-style-type: none"> 1. Making informed choices 2. Assessing resources and support 3. Following through on responsibilities 	<p>Challenge Envelope: Identify the organization and the services it provides to its clients.</p> <p>Buzz Session: Small, informal group discussion of factors leading to a better quality of life for clients.</p> <p>Guest Speaker: Guest Speaker from the United Way to discuss their programs offered in the community.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Skills Needed to Advise and Counsel Individuals • Situations Requiring Personal Prevention or Intervention • Strategies to Assist Clients <ol style="list-style-type: none"> 1. Making informed choices 2. Assessing resources and support 3. Following through on responsibilities <p>Interview: Interview professionals in the field to determine skills and training needed.</p>	<p>Envelopes Listing of Agencies</p> <p>Lead Questions</p> <p>Arrangements for Guest Speaker Advisory Committee or Community Resource Person Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Arrangements for Professionals to Be Interviewed Advisory Committee or Community Resource Lead Questions</p>

<p>H. Providing Counseling Services</p> <ol style="list-style-type: none"> 1. Physical environment 2. Psychologically healthy environment 	<p>Case Studies/Scenarios: Practice specific situations relating to:</p> <ul style="list-style-type: none"> • Skills Needed to Advise and Counsel Individuals • Situations Requiring Personal Prevention or Intervention • Strategies to Assist Clients <ol style="list-style-type: none"> 1. Making informed choices 2. Assessing resources and support 3. Following through on responsibilities <p>Share Out.</p> <p>PowerPoint Presentation: Providing Counseling Services</p> <ul style="list-style-type: none"> • Physical Environment • Psychologically Healthy Environment <p>Family and Human Services Guidebook: Students include the following information in their guidebook:</p> <ul style="list-style-type: none"> • Support Services in Resolving Disadvantage Conditions of Clients • Factors Leading to a Better Quality of Life for Clients • Educational Programs Available to Meet Needs of Clients • Advocacy Groups Providing Assistance to Clients • Skills Needed to Advise and Counsel Individuals • Situations that Require Personal Prevention • Situations that Require Intervention • Strategies to Assist Clients <ul style="list-style-type: none"> - Making informed choices - Assessing resources and support - Following through n responsibilities 	<p>Case Studies/Scenarios Computers Internet Web sites References</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>
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	<ul style="list-style-type: none"> Describe the Physical and Psychological Environment for Providing Services <p>Field Trip: Students participate in an actual or virtual field trip to an agency that provides counseling services.</p>	<p>Arrangements for Field Trip Permission Slips</p>
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Unit Assessment:	Challenge Envelopes, Class Participation, Interview, Case Studies, Family and Human Services Guidebook, Field Trip, and Rubrics
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Unit/Course CTSO Activity:	FCCLA Community Service Project: Volunteer with a local agency to assist people in the community; volunteer at a homeless shelter, soup kitchen or crisis center; collect socks, coats or blankets for the homeless
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Unit/Course Culminating Product:	Students design a Web Page outlining agencies, programs, services and procedures to improve the quality of life and receive assistance. Family and Human Services Guidebook
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Course Title: Family Studies and Community Services II

Unit: 3	Assessment
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 16. Describe formal and informal assessment practices used to determine a client’s strengths, needs, preferences, and interests. 17. Describe the importance of maintaining accurate and confidential documentation. 18. Determine ways to evaluate a client’s willingness to participate in a counseling or treatment program.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze formal and informal assessments used to determine a client’s strengths, needs, preferences, and interests. 2. Determine the importance of maintaining accurate and confidential documentation. 3. Assess ways to evaluate a client’s willingness to participate in counseling or a treatment program.
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Essential Question(s):	<p>Why is assessment important in making good decisions and evaluating a client? Which assessments are most valuable in determining a client’s needs, strengths, preferences and interests? Why is it important to maintain accurate and confidential documentations? What types of assessment practices are used to determine a client’s strengths, needs, preferences, and interests? How does a professional in family and human services evaluate a client’s willingness to participate in a counseling or treatment program?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Assessment</p> <p style="padding-left: 20px;">A. Practices Used to Determine a Client’s Strengths, Needs, Preferences, and Interests</p> <ol style="list-style-type: none"> 1. Formal assessments 2. Informal assessments 	<p>Research: Research methods/practices used to assess the strengths, needs, preferences, and interest of clients.</p> <p>PowerPoint Presentation: Practices Used to Develop A Case File:</p> <ul style="list-style-type: none"> • Formal Assessments • Informal Assessments 	<p>Guidelines for Activity Computers Internet Web sites References Rubric</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples or Assessments</p>

<p>B. Maintaining Accurate and Confidential Documentation</p>	<p>Teacher Demonstration: The teacher demonstrates how to use various assessments to create a case file.</p> <p>Hands-on: Students are provided with a case file. They identify the client’s strengths, needs, preferences, and interest. They determine the type of assessments to use. Using the information provided, students complete Formal and/or Informal Assessments forms.</p> <p>Field Trip and Observation: Visit childcare or elderly facility to observe and record objective observations and generate assessments to be discussed in class.</p> <p>Teacher Talk: The teacher discusses the importance of maintaining accurate and confidential documentation.</p> <p>Field Trip and Observation: Visit a childcare/elderly facility to observe and create an anecdotal record of observations. Create a system for maintaining confidential documentation.</p>	<p>Assessments Lead Questions</p> <p>Guidelines for Activity Assessment Instruments Assessment Forms Client Profiles</p> <p>Facility to Observe Handout of Behaviors to Observe</p> <p>Lead Questions</p> <p>Facility to Observe Notebook/Binder, or Folder Paper Pen/ Pencil</p>
<p>C. Ways to Evaluate a Client’s Willingness to Participate in Counseling or Treatment Program</p>	<p>15 + 10 Discussion: Teacher discusses ways to evaluate a client’s willingness to participate in a counseling or treatment program.</p> <p>Guided Practice: View “Intervention” a television program and make judgments on whether participants are willing to go through with the intervention. Share Out.</p> <p>Family and Human Services Guidebook: Students the following topics in their</p>	<p>Lead Questions</p> <p>Tapes of “Intervention” Program, Television Handout on Behaviors to Observe</p> <p>Guidelines for Activity Rubric</p>

	guidebook: <ul style="list-style-type: none"> • Formal Assessment Practices • Informal Assessment Practices • Importance of Maintaining Accurate and Confidential Documentation • Ways to Evaluate a Client's Willingness to Participate in a Counseling or Treatment Program Report Out.	Computers Internet Web sites References Lead Questions
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Unit Assessment:	Participation, Research, Observation, Anecdotal Record, Intervention Assessments, Hands-on Practice of Assessments, Family and Human Services Guidebook, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA Illustrated Talk STAR Event-develop a presentation on a particular problem or issue in their community (drugs, alcohol, etc.) offering suggestions and options for assistance.
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Unit/Course Culminating Product:	Create an observation notebook outlining assessments and evaluations observed at various facilities visited throughout the unit. Compare similarities and differences at various developmental stages of the clients. Case Files Family and Human Services Guidebook
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	<p>PowerPoint Presentation: Scan in pictures of agencies, resources available with addresses, phone numbers, Web site, and a brief synopsis of how each agency can offer assistance. Add to existing factual PowerPoint Presentation.</p> <p>Guest Speaker: Invite a guest speaker to discuss a Multi-Disciplinary approach to preventing abuse.</p> <p>Family and Human Services Guidebook: Students include the following information in their guidebooks:</p> <ul style="list-style-type: none"> • Types of Abuse and Neglect • How to Recognize Abuse and Neglect • Resources and Services Available to the Abused and Neglected <p>Case Files: Students are provided case files of an abused or neglected individual. They determine the type of abuse or neglect and then identify resources and services to use in providing assistance to clients. Report Out.</p>	<p>PowerPoint Presentation Computer Internet CTX Lead Questions Examples</p> <p>Arrangements for Guest Speaker Lead Questions Example: Prescott House in Birmingham, AL</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions Case Files</p>
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Unit Assessment:	Group Investigation, Family and Human Services Guidebook, Case Files, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	Have students use various resources to research existing resources and service for abused and neglected individuals. They should develop an outline and give an oral presentation to include cause and effect, and ways to cope with the problem. Students will be able to compete in Illustrated Talk STAR Event.
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Unit/Course Culminating Product:	Develop an Electronic Portfolio depicting abuse, neglect and available resources and services. Case Files Family and Humans Services Guidebook
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
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AAFCS Pre-Professional Assessment - Personal and Family Finance, Broad Field Family and Consumer Sciences, and Family Services