

**FDC Portfolio Development Guide**

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**Worker has demonstrated evidence of four learning objectives in each of the following chapters:**

- Chapter 1** \_\_\_\_\_
- Chapter 2** \_\_\_\_\_
- Chapter 3** \_\_\_\_\_
- Chapter 4** \_\_\_\_\_
- Chapter 5** \_\_\_\_\_
- Chapter 6** \_\_\_\_\_
- Chapter 7** \_\_\_\_\_
- Chapter 8** \_\_\_\_\_
- Chapter 9** \_\_\_\_\_
- Chapter 10** \_\_\_\_\_

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**Worker has demonstrated achievement of at least four learning objectives for the:**

**Three Family Development Plans** \_\_\_\_\_

**Reflection on One Family’s Progress** \_\_\_\_\_

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**FDC Portfolio Development Guide**

**Worker’s Name:** \_\_\_\_\_

Portfolio Advisors: Please support workers in providing three responses to Activities to Extend Learning and one Skills Practice that demonstrate evidence of four learning objectives for each chapter.

**Chapter 1: Family Development**

- A. The significance of bone-deep longing on achieving healthy self-reliance
- B. The limitations of the “providing services” approach
- C. The difference between “case management” and family development
- D. Critical reflection on Core Principles of Family Development
- E. The steps in family development and worker’s roles
- F. The paradigm shift to shared power and the focus on strengths in family development
- G. Benefits of using family development plans
- H. Benefits of strengths-based family support programs
- I. Challenges of family development in mandated programs
- J. Diverse family forms and the impact of local, state and global trends on healthy self-reliance
- K. Significance of shared power in reaching goals of health self-reliance through family development

Other \_\_\_\_\_

## Chapter 2: Communicating with Skill and Heart

Demonstrates knowledge and skills in using:

- A. Communicating with skill and heart
- B. Conveying empathy
- C. Understanding nonverbal communication
- D. Balancing listening and expressing
- E. Listening well
- F. Speaking respectfully
- G. Promoting cooperative solutions to conflicts
- H. Handling blame and criticism constructively
- I. Constructive confrontation when needed
- J. Communicating about “hot topics”
- K. Working with families with limited literacy or language barriers
- L. Offering factual, emotional and solution-based feedback
- M. Avoiding submissive-aggressive communication
- N. Benefits and risks of sharing personal information with families

Other \_\_\_\_\_

## Chapter 3: Taking Good Care of Yourself

- A. Clarifying a personal vision for family development work
- B. Shifting focus from “doing” to “being”
- C. Using mindfulness-based stress reduction
- D. Using other mindfulness-based practices
- E. Using a “mindful minute” and other strategies at work
- F. Creating a support system at work
- G. Creating a support system for yourself
  - Use of the Family Circles Assessment
- H. Creating a stress reduction and wellness program
- I. Balancing work and family life
- J. The FDC Code of Ethics

Other \_\_\_\_\_

## Assessment of Family Development Plans- Level of Mastery

Demonstrates at least four of the following objectives:

1. Three family development plans include a major goal and measurable steps and time frames
2. Plans designate the responsibilities for the family and the worker
3. Plans identify the strengths and concerns recorded by the worker and the family member(s)
4. Plans include information on other services and resources
5. Plans help the family take steps to reach a goal of healthier self-reliance

## Reflection on One’s Family Progress Using the Family Development Plan

Demonstrates at least four of the following objectives:

1. Conveys brief summary of a family’s goal-setting process
2. Demonstrates the worker’s use of family development principles
3. Demonstrates the worker’s use of family development practices
4. Provides observation/reflection on what went well and what the worker might do differently next time
5. Demonstrates new or increased knowledge of family development approach and practice based on completion of plans

### **Chapter 9: Facilitation Skills (continued)**

- E. Reflects on/discuss on aspects of meeting facilitation skills:
  - Leadership styles
  - Developmental stages
  - Organizational skills
  - Facilitation techniques (warm-ups, brainstorming)

F. Reflects on/presents ways to handle difficult behaviors in groups and meetings

G. Demonstrates skills for teaching facilitation skills to families

Other \_\_\_\_\_

### **Chapter 10: Collaboration**

A. Provides examples of collaboration

- B. Reflects on aspects of interagency collaboration:
  - introducing worker and agency to potential partners
  - identifying and meeting “gatekeepers”

C. Discusses the differences between coordination, cooperation and collaboration

D. Discusses reasons for and the benefits of different levels of collaboration

- E. Describes aspects of successful interagency collaborations:
  - keys to successful collaborations
  - ground rules, common vision and shared responsibilities

F. Discusses how to avoid the pitfalls of collaboration

G. Discusses how agency, state, and national policies affect family development work

H. Describes ways that interagency training can promote collaboration

Other \_\_\_\_\_

### **Chapter 4: Diversity**

A. Reflects on cultural heritage and some origins of personal cultural identity

B. Discusses the influences of diversity and oppression on family development

C. Discusses why cultural competence is important for family development workers

D. Discusses the impacts of language and cross-cultural communication

E. Reflects on the impact of language on family dynamics

F. Reflects on the impact on displacement and immigration on families

G. Reflects on overcoming barriers to a culturally competent society

H. Difficulties talking about diversity and the anger-guilt dance in family support delivery

I. Explores expressions of personal culture and cultural identity

J. Discusses ways that people learn about culture and expand sensitivity

K. Identifies ways to help your agency develop multicultural competence

Other \_\_\_\_\_

### **Chapter 5: Strengths-based Assessment**

A. Reflects on personal experience with assessments

B. Reflects on principles of strengths-based assessment in family development relationships

C. Reflects on the importance of confidentiality in family development

D. Demonstrates use of the Family Circles Assessment

(continued)

### **Chapter 5: Strengths-based Assessment (continued)**

E. Discuss strategies to improve agency strengths-based assessments

Other \_\_\_\_\_

### **Chapter 6: Helping families set and reach their own goals**

A. Demonstrates knowledge/skills to establish mutually respectful relationship with families

B. Helps families identify strengths and resources using peripheral vision and/or Miracle Method

C. Demonstrates knowledge of setting healthy boundaries and helping families learn and practice new skills

D. Demonstrates/reflects on enabling and ways to effectively end relationships with families

Other \_\_\_\_\_

### **Chapter 7: Helping Families Access Specialized Services**

A. Worker's role in helping families access specialized services

B. Demonstrates new knowledge about local specialized services

C. Demonstrates knowledge/skills to help families recognize the need for specialized services

D. Demonstrates knowledge of skills needed to make and help families follow through on referrals

E. Conveys understanding about why families may be hesitant to access specialized services

F. Discusses ways to help identify symptoms of:  
– Depression  
– Common mental health needs  
– Domestic Violence  
– Child physical or sexual abuse or neglect  
– Family literacy needs  
– Alcohol or drug dependency

### **Chapter 7: Helping Families Access Specialized Services (continued)**

G. Gathers information about commonly needed services offered by other agencies

H. Uses family development tools to help families with complex problems

Other \_\_\_\_\_

### **Chapter 8: Home Visiting**

A. Describes the advantages of home visiting relationships

B. Features of home visits using the family development approach

C. Building respectful relationships during unannounced and first visits

D. Conveys understanding of the purpose of family development home visits

E. Demonstrates knowledge of safety issues

F. Demonstrates knowledge/skills in handling practical issues of home visiting (e.g., pets, no phone)

G. Use of family development approach in child protective and domestic violence situations

H. Describes uses of Family Development Plans for ongoing home visits

Other \_\_\_\_\_

### **Chapter 9: Facilitation Skills**

A. The importance of supportive communities in healthy interdependence

B. Using the Family Circles Assessment to help families strengthen their informal networks

C. Discusses the significance of support and advocacy groups

D. Demonstrates knowledge and skills for helping families organize and facilitate family conferences