

## **Online Certificate in Grandfamilies Leadership: Identifying and Fulfilling the Training Needs of Grandfamily Practitioners**

Jennifer Crittenden

*The University of Maine*, [jennifer.crittenden@maine.edu](mailto:jennifer.crittenden@maine.edu)

Follow this and additional works at: <https://scholarworks.wmich.edu/grandfamilies>



Part of the Adult and Continuing Education Commons

### **Recommended Citation**

Crittenden, J. (2020). Online Certificate in Grandfamilies Leadership: Identifying and Fulfilling the Training Needs of Grandfamily Practitioners. *GrandFamilies: The Contemporary Journal of Research, Practice and Policy*, 6 (1).

Available at: <https://scholarworks.wmich.edu/grandfamilies/vol6/iss1/9>

This Practice Brief is brought to you for free and open access by the National Research Center on Grandparents Raising Grandchildren at ScholarWorks at WMU. It has been accepted for inclusion in GrandFamilies: The Contemporary Journal of Research, Practice and Policy by an authorized editor of ScholarWorks at WMU. For more information, please contact [wmu-scholarworks@wmich.edu](mailto:wmu-scholarworks@wmich.edu).



*Practice Brief***Online Certificate in Grandfamilies Leadership: Identifying and Fulfilling the Training Needs of Grandfamily Practitioners**

Jennifer Crittenden  
University of Maine School of Social Work

Correspondence can be directed to Jennifer Crittenden, PhD MSW, Assistant Professor of Social Work, Associate Director, University of Maine Center on Aging, 5770 Social Work Building Orono, ME 04469-5770 [jennifer.crittenden@maine.edu](mailto:jennifer.crittenden@maine.edu)

**Abstract**

This practice brief discusses the development and delivery of a unique online certificate program in grandfamilies leadership designed to serve the needs of a wide variety of grandfamily professionals and support personnel. To-date the program has engaged 177 learners from across the U.S. and Hong Kong representing a diverse set of organizations and professional and lay roles. Evaluation results from the first seven learner cohorts underscore the effectiveness of the program content as well as the utility of an initial program needs assessment to guide curriculum development. Practice implications for future continuing education efforts targeting grandfamily professionals and lay leaders include the need for accessible online education along with additional training opportunities covering topics such as the long term impacts of substance use disorder and trauma along with more local-level content on resources and legal issues.

*Keywords:* continuing education, online education, distance education, professional development

As the number of grandfamilies continues to grow in the U.S., so too does the need for cross-disciplinary continuing education for those who support the children and caregivers within these families. Yet, despite the growing numbers of grandfamilies, continuing education gaps are noted by professionals who serve this population, with as many as 85% reporting no formal education on grandfamily topics (Smith, 2018). Furthermore, research literature underscores the need for continued professional education and learning on topics that impact children, caregivers, and families, such as grandfamily dynamics, grandparent well-being, child development, community resources, and effective grandfamily program models (Fruhauf et al., 2015; Hayslip & Kaminski, 2005; Peterson et al., 2019).

Online learning programs in a variety of formats from webinars to massive open online courses (MOOCs) to virtual conferences are increasingly popular and such programs have brought a renewed focus to online instructional design. Based on prior research on distance education, an online, asynchronous e-learning format has been found to be both an effective and appealing approach for learners with at least some college education and prior experience with online education (Donavant, 2009). Beyond learning platform format, educational design best

practice places the learner needs assessment as a cornerstone of effective curriculum design and an important first step in the continuing education development process (Cekada, 2010).

There are several factors that make grandfamily professional development a key priority. First, grandfamilies represent a diverse population shaped by racial, ethnic, and cultural considerations as well as rural and urban differences (Hayslip et al., 2017). Such diversity demands diverse and innovative approaches to service delivery. Second, the provision of services to this population often requires an understanding of a variety of issues and corresponding resource needs from child development, legal issues, education, to housing and aging services (Yancura, 2013). It is essential that grandfamily professionals understand such issues from both national-level and local-level perspectives with a special focus on policies, programs, and available resources (Fruhauf et al., 2015). Third, the circumstances that precipitate a grandfamily arrangement, such as the death of a family member or incarceration, create the need for families to navigate an array of service systems including the legal, mental health, and substance use disorder treatment systems. Training for professionals who work with grandfamilies, when available, is likely to be piecemeal, siloed either by system or discipline, and may not provide a comprehensive picture of both the child and caregiver content necessary to successfully serve families.

As a response to these educational gaps, the following practice brief discusses a unique online educational program that was developed at the University of Maine Center on Aging based on needs assessment data and feedback gathered from professionals and lay leaders in the field who are currently working with and supporting grandfamilies.

### **Program Development**

The online Certificate in Grandfamilies Leadership program was developed with funding from the Brookdale Foundation Relatives as Parents Program (RAPP) using curriculum based on needs assessment data collected through a national survey of RAPP network contacts. The curriculum development survey gathered information on a potential target market for the program including program and geographic areas served by potential participants, training areas of interest, common programmatic challenges, and respondent educational background and use of technology. A total of 40 training needs assessment surveys were collected from professionals and lay leaders located in 17 different states. Responses represented individuals working primarily in rural areas (60%), followed by those working in metropolitan areas (43%) and those in suburban areas (30%). The majority worked for agencies focused on serving kinship families (80%), followed by those that serve caregivers generally (58%) and those agencies that serve older adults as a focal population specifically (55%).

The top four services provided to grandfamilies included caregiver support groups, caregiver education, legal assistance, and respite care. In examining service delivery challenges, key issues were noted surrounding program funding (86%) and sustainability of programming (60%), followed by program evaluation (40%) and managing volunteer staff (37%).

Legal and financial topics of interest included resources for grandfamilies (88%), local-level legal issues faced by kinship families (74%), and federal and state laws pertaining to kinship care (47%). Children's mental health issues ranked the highest among clinical topics of interest for providers (68%), followed by discipline and guidance techniques for grandparents and caregivers (53%) and helping caregivers understand the impacts that grandfamily arrangements can have on children (50%). In addition, the following program administration needs were noted by respondents: increasing caregiver participation (44%), maintaining and

expanding programming with limited funding (41%), and the need for effective fundraising strategies (38%). Most respondents had the experience and skill necessary to participate in online learning including the ability to use web and computer-based e-mail, conduct web browsing, word processing, Internet searching, accessing and reading PDF files, and webinar participation. See Table A1 in the appendix for additional detail regarding needs assessment findings.

### **Final Program Curriculum and Format**

Based on needs assessment data, a program curriculum was developed and segmented into nine distinct modules that span a range of administrative and clinical topics relevant to grandfamilies. Module one, the introductory module for the course, discusses grandfamilies and the issues that they face from a broad overview perspective. Module two covers legal information and supports including navigating the legal system and guardianship arrangements. Module three discusses mental health and special needs topics including caring for children with special physical, development, and mental health needs. Module four discusses strategies for taking care of the caregiver and aging-related issues faced by older grandparents. Module five covers identifying and supporting grief and loss as experienced by the children, the family, and caregivers. Module six covers special populations and issues including helping families affected by substance abuse and incarceration, and working with military families and Native American families. Module seven includes a discussion of ethics content including the use of self in practice, professional boundaries, and self-care for the provider/service professional. Module eight covers program development including building a volunteer base and developing a mentor program component. The concluding module, module nine, covers program sustainability topics such as grant writing, developing collaborations, and program evaluation strategies. See Table A2 in the appendix for a full curriculum outline and description.

From this content, the following course objectives were articulated for learners: 1) identify and explain typical needs of and issues faced by grandfamily caregivers and formulate strategies for addressing these needs; 2) discuss issues of health and mental health for caregivers and for children in care and analyze how these issues may have an impact on the extended family; 3) integrate personal self-care strategies into daily practice, demonstrating understanding of the importance of self-care in professional practice; 4) define ethical and personal boundaries in professional practice and explain the importance of maintaining awareness of such boundaries in relation to service provision for grandfamilies; 5) employ strategies for developing, maintaining, and evaluating programs; and 6) use technology to complete professional development opportunities.

Given the target audience of working professionals and lay leaders, program curriculum was delivered exclusively online in an asynchronous format, accessible at any time of day. An established online learning platform was used to organize the content for learners. For the first five cohorts, the Moodle platform was used with a conversion to Ruzuku for subsequent cohorts. Each content module was designed to take approximately one hour or less to complete. The course curriculum was scheduled such that each Monday a new module was released in the course sequence. All modules were accessible from the day they were released until the conclusion of the course. Also built into the course schedule was a break after every three modules to allow participants to catch up, as needed, on outstanding course content. In addition, each module was organized around a prerecorded lecture or series of brief lectures from national experts ranging from clinicians, researchers, and consultants to nationally recognized extension educators.

Some modules included optional readings and an optional discussion forum was provided for participants for each module week. The discussion forums, originally a required component, were converted to an optional learning component due to the staff-intensive nature of monitoring and facilitating online conversation across a cohort of 20-30 participants. Similar to a college course, participants were given a syllabus prior to the start of the course that outlined the course objectives, course structure and online access information, module descriptions, and a week-by-week course schedule.

### Learners and Results To-Date

Launched in 2016, the program has offered two learning cohorts per year, one in the spring and another in fall. To-date, seven cohorts of learners have completed the course with an eighth cohort closing out in early 2020 and a ninth cohort closing out in spring/summer 2020. Over the course of the program a total of 177 learners have successfully completed the course components and attained a noncredit-bearing certificate credential.

Data collection was integrated into the program registration process and final course evaluation survey to better inform future program efforts. To gain an understanding of the target audience for this program, each participant completed a demographic profile as part of the course registration process. The certificate program was then evaluated by each participant at the conclusion of the program using an online survey tool delivered via the Qualtrics survey platform. This evaluation tool collected information on the extent to which course objectives were met; learner self-report of anticipated application of their learning into practice; self-report of post-course knowledge, skill, and comfort level in serving grandfamilies; individual module ratings, as well as ratings for each technical component of the course including the learning platform, recordings, options discussion boards, quizzes, use of a cohort model, and course pacing/schedule.

### Participants

Participant data indicate that the program appealed to a wide variety of learners including professionals who work with children (51%) and those who work with older adults (52%) as a primary audience of focus. A majority of participants served caregivers (61%), broadly defined, and grandparents raising grandchildren (81%) specifically as a target client population. A little more than half (56%) of the learners to-date worked at agencies that served over 40 grandfamilies clients per year in their role. See Table 1 for additional organizational information.

**Table 1**

*Participant Demographics: Organizational Information*

Variable	Frequency	Percentage
Primary client population ( $n = 130$ )		
Children	66	51
Older adults	68	52
Caregivers	79	61
Grandparents raising grandchildren	106	81
Annual number of grandfamilies served ( $n = 122$ )		
1-10	20	16
11-20	14	12
21-40	20	16
41-75	8	7

over 75	60	49
Organization type ( <i>n</i> = 109)		
Private nonprofit	59	54
Cooperative Extension	8	7
Area Agency on Aging	16	15
Department of Health and Human services or other government agency	14	13
For profit	5	5
University-based org	4	4
Other	3	3
Area served ( <i>n</i> = 122)		
Rural	86	71
Suburban	58	48
Metropolitan	46	38

---

Note: Percentages may add up to more than 100 due to multiple choice options or rounding.

The program has thus far attracted those with some level of postsecondary education, online education, and professional experience. The majority of participants have included those with four-year college degrees (42%), learners with master's degrees (33%), and those with some college credit (10%). Fewer numbers of participants represented individuals with post-masters education (6%), two-year college degrees (6%), and high school education (3%). The majority of learners held formal administrative or direct service program roles such as case manager, kinship specialist, kinship advocate, program coordinator, manager, program director, and social worker. The majority of learners (77%) have worked in their respective fields for under 10 years and the remaining reported 10 years or more of work experience. The program was also successful in attracting lay audiences as 11 individuals self-identified as either grandparents, caregivers, support group lay leaders, or retirees with a personal interest in grandfamily issues. See Table 2 for additional information on the professional and educational background of participants.

**Table 2**

*Participant Demographics: Professional and Educational Experience*

Variable	Frequency	Percentage
Years in current position ( <i>n</i> = 167)		
0-1 year	37	22
2-4 years	57	34
5-9 years	36	21
10-14 years	23	14
15-19 years	6	4
20-29 years	5	3
30 or more years	3	2

Education level ( <i>n</i> = 177)		
Four-year college/university	74	42
Some college	17	10
Masters	59	33
Post-masters	11	6
Two-year college	11	6
High school	5	3
Prior online education ( <i>n</i> = 177)		
Yes	169	95
No	8	5

Note: Percentages may add up to more than 100 due to multiple choice options or rounding.

Participants hailed from 28 different U.S. states, along with one participant joining the program from Hong Kong. In examining the reported catchment areas served by learners, the majority were serving rural (71%) or suburban (48%) areas of the U.S. A little over half of program participants served grandfamilies through a private nonprofit (54%), followed by those who worked for an area agency on aging (15%) and those who were employed by a department of health and human services or other local or state governmental organization (13%).

### Marketing and Outreach

As the course was designed for working professionals, initial and ongoing program marketing has targeted potential participants via existing e-mail databases and listservs, and marketing materials distributed at local and national conferences. Outreach methods have included e-mail distributions to the University of Maine Center on Aging contact database (local and national contacts), the Brookdale Relative as Parents Program (RAPP) network listserv, Generations United newsletter, and e-mail communications sent via National Association of Area Agencies on Aging. Certificate program information was also distributed via local aging-related and child welfare conferences, as well as the Brookdale RAPP Network conference for current and past RAPP grantees.

Participant pre-program data indicate that friends and colleagues were the top source of referral to the program (37%) followed by e-mail announcements from the Brookdale Foundation (28%), e-mail and other announcements provided by local organizations and groups (15%), and UMaine Center on Aging communications (12%). Additional sources of referral included Generations United and web searches.

### Learning Outcomes

Self-report, post-program, learning outcome data suggest that course content was effective in increasing knowledge and skill, as well as creating intention to apply learning to practice. An examination of post-course ratings reveals that the majority of learners felt their knowledge of best practice was high post-course (93%) as was their skill (90%), their understanding of the challenges faced by grandfamilies (99%), and comfort level in working with grandfamilies (93%).

The content of each module was assessed by a question as to whether or not the learner anticipated using the module content in their practice based on a four-point rating scale from “strongly disagree” to “strongly agree.” All modules were rated favorably with all scores ranking

in the “agree” or “strongly agree” range. The minimum score reported as 3.46 ( $n = 157$ ,  $SD = 0.59$ ) for module 8 which covered volunteer recruitment and building mentorship programming and the maximum score was 3.79 ( $n = 167$ ,  $SD = 0.45$ ) for the module that covers encouraging caregiver self-care.

### **Online Learning Format and Features**

Overall, the online learning features garnered positive ratings from participants. Though the learning platform changed over the course of the first four years of the program, learner ratings of the online platform were high regardless of the system used, with ease of use rated at an average of 3.75 ( $n = 166$ ,  $SD = .50$ ) out of a possible 4 points. The use of recorded lectures and overall lecture quality were also rated highly, each earning an average rating of 3.56 ( $n = 165$ ,  $SD = .61$ ) and 3.65 ( $n = 166$ ,  $SD = .54$ ) respectively. The pacing of the program, course quizzes, and the use of a cohort model received similarly favorable ratings. The discussion forum ratings received lower ratings with an average of 2.84 ( $n = 158$ ,  $SD = .86$ ) out of 4 possible points. Higher ratings were generally provided by users early on in the program’s development when a weekly discussion post was a mandatory component of the course and discussions were facilitated by staff.

There were several challenges noted by the learners and course facilitators. First, the use of an online format requires ongoing updating and tech support be available to participants. For example, learners noted issues with broken links in their evaluation forms that warranted additional upkeep to the established modules. This is a consideration for future program development as adequate resources need to be allocated to monitor and update program content.

### **Training Gaps**

Program evaluations noted a range of post-course training needs in the following categories:

**Substance use disorder and trauma topics.** While some course content was provided on substance abuse and trauma topics, participants desired more in-depth information on the long term effects of these issues on children and families.

**Child and family topics.** A variety of child and family topics arose including helping children as they transition to adolescence and young adulthood; family activities on a limited budget; helping kinship caregivers establish boundaries with children, health promotion for children and families; and helping grandparents support their LGBTQ youth, among others.

**Program development.** Program development topic suggestions included content on evidence-based programs, partnerships within the education system, the use of media, successful grandfamily outreach and engagement strategies, tenets of support group development and facilitation, and in-depth information on cultural differences and how to address those in practice. In addition, several learners expressed an interest in learning about more practical “nuts and bolts” program ideas and information.

**More localized information.** Several learners noted that additional information on local resources and legal information would be helpful to their practice. This program, being national in scope, is not currently able to deliver this kind of content directly but does so indirectly by connecting participants with nationally available resources that can provide such information.



### Discussion

The work of supporting grandfamilies occurs at the nexus of a variety of systems including child welfare, education, health, and aging services. With the need for core education documented across a variety of disciplines that serve grandfamilies, the certificate program curriculum was designed to provide education on a range of topics that impact children, caregivers, and the family system. Participant data, illustrating interest and learning among a wide range of individuals, further support the need for this type of cross-disciplinary education.

Online continuing education is a growing trend across all fields and provides an accessible means of engaging distance learners. Evaluation results from the first four years of the online certificate program indicate that this type of education, when anchored in needs assessment data, is an effective means of building capacity within the grandfamily professional network. Furthermore, several key considerations arise from the experience of facilitating this program that can inform future educational efforts for this network.

First, program evaluation findings suggest that content and format adjustments, as well as different marketing and outreach activities, may be needed to reach other populations more successfully, such as lay-leaders and grandparent caregivers themselves who may have lower levels of formal education but who may wish to continue their own education.

The instructional design for the course was driven by needs assessment data and designed to provide a flexible format for a primarily working audience. The engagement of nationally recognized guest lecturers was used to ensure quality curriculum was designed and delivered in a prerecorded fashion and in alignment with course learning objectives. For course designers who lack access to experienced guest lecturers, additional quality control measures may be needed including orientation of instructors to tenets of adult learning, coaching on the use of distance technologies, and strategies for making learning content concise and impactful.

Given the demographic alignment of those who participated in the initial program needs assessment and those who ultimately completed the course, it is clear that this program is reaching the audience it was intended to engage and for whom it was designed. Learner outcomes further support this practice with favorable content and learning ratings reported by participants. These findings together suggest that carrying out a program needs assessment process is a key strategy for developing an effective continuing education curriculum for grandfamily professionals. It is recommended that future continuing education efforts follow this planning sequence when possible to target key groups of learners.

Early results suggest that an easy-to-use online platform is recommended for continuing education programming. Discussion forums, as part of this platform, are likely to garner higher ratings when thoughtfully used and facilitated by staff. This is a component that was phased out as a participation requirement for the course, and when that transition was made, learner ratings of the forum component dropped. It is recommended that future online program facilitators consider the extent to which such a component is of utility to participants and whether or not their use outweighs the staff time and effort needed to facilitate such discussion or interaction.

Additional training gaps exist in the field that can be addressed by future continuing education programming that focuses on in-depth content in substance use disorder issues and trauma, local resource and legal information, and program development topics. Based on certificate program experience, such information can be integrated into future online course design efforts.

Outreach and marketing data suggest that casting a broad net with program communications will increase the likelihood of connecting with target learners. Once awareness

of the program and participation increases, word of mouth referrals, built on positive program experiences, are likely to be a key source of program participants for future programs.

Furthermore, the practice experience and data gathered via the online certificate course in grandfamilies leadership emphasizes not only the importance of continuing education in the field but the valuable tenets of practice that can be applied to future educational efforts targeting the range of professionals and lay leaders who serve a growing cadre of grandfamilies. This education provides an opportunity not only to strengthen individual knowledge but also to ultimately translate that knowledge into stronger and more effective services for grandfamilies.

### References

- Cekada, T. L. (2010). Training needs assessment: Understanding what employees need to know. *Professional Safety*, 55(3), 28-33.
- Donavant, B. W. (2009). The new, modern practice of adult education: Online instruction in a continuing professional education setting. *Adult Education Quarterly*, 59(3), 227-245. <https://doi.org/10.1177/0741713609331546>
- Fruhauf, C. A., Pevney, B., & Bundy-Fazioli, K. (2015). The needs and use of programs by service providers working with grandparents raising grandchildren. *Journal of Applied Gerontology*, 34(2), 138-157. <https://doi.org/10.1177/0733464812463983>
- Hayslip, B., Fruhauf, C. A., & Dolbin-MacNab, M. L. (2017). Grandparents raising grandchildren: What have we learned over the past decade? *The Gerontologist*, 57(6), 1196-1196. <https://doi.org/10.1093/geront/gnx124>
- Hayslip, B., & Kaminski, P. L. (2005). Grandparents raising their grandchildren: A review of the literature and suggestions for practice. *The Gerontologist*, 45(2), 262-269. <https://doi.org/10.1093/geront/45.2.262>
- Peterson, T. L., Scott, C. B., Ombayo, B., Davis, T., & Sullivan, D. (2019). Biggest concerns of school personnel about students raised by grandparents. *Children and Youth Services Review*, 102, 201-209. doi:10.1016/j.childyouth.2019.05.004
- Smith, A. (2018). professionals working with kinship families: Informational gaps and needs. *Innovation in Aging*, 2(suppl\_1), 294-294. <https://doi.org/10.1093/geroni/igy023.1085>
- Yancura, L. A. (2013). Service use and unmet service needs in grandparents raising grandchildren. *Journal of Gerontological Social Work*, 56(6), 473-486. <https://doi.org/10.1080/01634372.2013.804471>

## Appendix

**Table A1***Select Needs Assessment Data*

Variable	Frequency	Percentage
Greatest agency challenge ( <i>n</i> = 35)		
Sustaining programming	21	60
Identifying and using volunteers	13	37
Case management	8	23
Accessing continuing education	2	6
Utilizing technology effectively	7	20
Collaborations to expand programming	12	34
Networking with other kinship professionals	9	26
Educating other professionals	7	20
Accessing resources and research	5	14
Program funding	30	86
Recruiting program participants	12	34
Developing program materials	2	6
Managing long-term participant involvement	8	23
Evaluating program outcomes	14	40
Staying informed about current topics	6	17
Locating appropriate program staff	2	6
Staff training and ongoing support	6	17
Maintaining quality programming	4	11
Suggested topics for certificate program ( <i>n</i> = 34)		
Legal issues		
Federal and state kinship law	16	47
Local-level legal issues	25	74
Accessing legal resources	12	35
Financial issues		
Resources for grandfamilies	30	88
Resources for program staff	8	24
Family clinical issues		
Supporting relationships with bio parents	9	27
Discipline and guidance	18	53
Conflict management	10	29
Family communication	17	50
Acknowledging ambivalent feelings	12	35
Rebuilding a family	8	24
Helping caregivers understand the impact of kinship care on child	17	50
Dealing with stigma	3	9
Youth resiliency and self-esteem	9	27
Mental health issues	23	68
Caregiver issues		
Caregiver stress	26	77
Self-advocacy for grandparents	12	35
Respite	16	47
Behavior issues	14	41

Caring for special needs children	12	35
Self-care	10	29
Isolation	4	12
Mental health	17	50
Health	12	35
Program-related issues		
Increasing caregiver participation	15	44
Budgeting	8	24
Fundraising	13	38
Personnel	3	9
Volunteer recruitment	7	21
Volunteer retention	4	12
Volunteer management	4	12
Marketing	7	21
Tools and resources for providers	2	6
Peer support models for kinship programs	8	24
Leadership skills	5	15
Doing more with less	14	41
Providing an assortment of interventions	8	24
Collaborations	5	15
Storytelling (telling personal stories)	3	9
Working with boards	1	3
Advisory committees	5	15
Replicable program ideas	6	18
Respondent experience with technology ( <i>n</i> = 36)		
Computer-based e-mail programs	35	97
Internet-based e-mail programs	34	94
Web searching	36	100
Social media	30	83
Opening and reading PDF files	35	97
Watching online videos	32	89
Participating in webinars	30	83
Skype	19	53
Google Docs	18	50

---

Note: Percentages may add up to more than 100 due to multiple choice options.

**Table A2**  
*Grandfamilies Course Curriculum*

<b>Module</b>	<b>Content</b>
Module 1: Introduction and general resources for families	Grandfamily context and overview; General resources for grandfamilies; The challenges and opportunities of serving grandfamilies
Module 2: Legal information and supports	Navigating the legal system from the grandfamily perspective; Various forms of legal guardianship; Child protective services
Module 3: Mental health and special needs	Review of mental health and special needs issues faced by children in grandfamilies; Navigating formal support systems to receive assistance for relative children
Module 4: Taking care of the caregiver/ issues of aging	Caregiver stress and strategies and resources for supporting caregivers
Module 5: Identifying and supporting grief and loss for children, families, and caregivers	Grief and loss across the lifespan
Module 6: Special populations	Helping families affected by substance use disorder, military deployment, or incarceration; Supporting Native American families
Module 7: Ethics: Use of self in practice, boundaries, and self-care	Overview of compassion fatigue and burnout and strategies to avoid and address both.
Module 8: Program development	Building a volunteer base, including engaging clients as volunteers; Developing mentor programs
Module 9: Program sustainability	Grant writing; Developing collaborations and partnerships; Program evaluation strategies