

# APPENDIX

## THE MCEM SAMPLE PROJECTS

The following are some examples of the MCEM SL projects. Please note that due to limited space, brief information about these SL projects is shared.

Questions	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
What is the topic/ title of your program?	Daily stressors	Family relationship issues and functioning.	Children with special needs and family development.	Transitions in family life and family development.	Children with special needs and family functioning.	Impacts of mass violence on family experiences and functioning.
Describe your program based on the definition provided. For instance, what comprises your program?	Resources, activities, and instructions.  Sharing, discussions, and presentation.  Participants will watch videos on daily stressors and their impacts on their lives.  A list of coping strategies to deal with daily stressors will be provided to participants as a resource.  Small and large group discussions will be held.	Resources and activities.  Engagement, collaboration, various modalities of teaching.  Participants will be provided with an informational resource which informs participants on different ways and processes to resolve relationship problems.  Participants learn research on relationship problems and conflict.	Resources, activities, and services.  Real-life experiences and application.  Discussions, and performance.  Participants will learn and receive information on those organizations which provide services and support to children with special needs.  Activities and discussion will be held to foster participants' understanding of	Resources and activities.  Class activities, discussions, sharing, and collaboration.  Participants will learn and practice important coping strategies to adapt to new transitions and changes in the family due to the arrival of a new family member.  Participants will have small and large group discussions on how to deal with new family	Resources, activities, and instructions.  Poster presentation, chart writing and sharing, and class engagement activity.  Participants will learn about the resources and support systems in school and community that support families and children with special needs.  Participants will also learn and practice how to provide	Resources and services.  Class survey, discussion, performance, collaboration, and real-life application.  Participants will watch videos on situations when individuals, families, and communities face and experience mass violence during and after mass shooting.  Participants will also learn about different interventions and strategies to prevent and cope

		Participants will also receive contact information of organizations and professional which provide counseling to couples and families on relationship problems and conflict.	children and families with special needs.	members, form healthy relationships, and address their social emotional needs. Participants will receive tips and information on additional community support for these families.	social, emotional, financial, and instrumental support to these families.	with mass shooting. Participants will receive information on who to contact in case of any mass shooting and safety procedures.
What is the purpose of your program? Why is your program important in fostering family development?	Help families manage their daily stressors to foster their relationships and functioning.	Reflect on how couple relationship can become a stressor and affects their children.	Provide important information and services to facilitate and help these families.	Help families through transitions that occur with the addition of a family member.	Supporting family functioning and address the family's needs.	Cope with a traumatic experience and learn to connect with other people.
Describe the demographic characteristics of your potential program participants, such as age, gender,	Low socioeconomic status families with children.	Parents with children ages 12 and under, counselors, and therapists.	Family of children with special needs, school, community groups.	Families from all backgrounds.	Any families of children with special needs, school, community organizations.	All families who are affected, community organization, counselors.

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Questions	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
race, income, family structure, etc.						
Describe the Multilevel Community Engagement Model. How will you use it to systematically develop, implement, and evaluate your SL program?						
Identify all relevant stakeholders who belong to the proximal level. How are these stakeholders influencing your program participants at the proximal level (the first level) of the MCEM in relation to your program? For instance, your	Schools, community support groups, and employers.  Program participants, friends, and extended family members.	Program participants, friends, and extended family members.  Community partner and organizations.	Program participants, friends, and extended family members.  Community partner and support groups.	Program participants, friends, and extended family members.  Community partner.	Program participants, friends, and extended family members.  Community partner.	Program participants, friends, and extended family members.  Community partner and other relevant organizations.

participants may be influenced by their family members, friends, community support groups, schools, local organizations, etc.

Identify all relevant stakeholders who belong to the influential level. How are these stakeholders influencing your program participants at the influential level (the second level) of the MCEM in relation to your program? For instance, your participants may be influenced by social media, the internet, television, phones, magazines, donor agencies, public institutions etc.).

Social media users, government personnel.

Electronic, social media, and phone users

Social media, internet, and TV users.

People who are running foster care programs. Media users. People from the medical field.

Social media, government, and donor agencies.

Social media, TV, and government.

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Questions	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Identify all relevant stakeholders who belong to the holistic level. How are these stakeholders influencing your program participants at the holistic level (the third level) of the MCEM in relation to your program? For instance, your participants may be influenced by any diversity areas such as, socioeconomic status, disability, gender, sexual orientation, ethnicity, etc., or culture.	Multigenerational families, families of different SES, rural and urban, minority families	Parents who have children older than 12 years.	Families who belong to different SES and have a member who have disability different from the program participants.	Families who experience normal developmental changes over time.	Families who are different from program participants based on SES and disability.	Families who are not US born.

Discuss your participants' developmental, societal, and historical experiences in relation to your program. For instance, if your program focuses on parental stress, then discuss parenting and parental stress in the current society and how it was before the 1960s. Describe the changes over time. How are the influences of these stakeholders you identified at the three engagement levels on your program participants

The interactions between program participants and social media users are more prevalent and frequent in the current society compared to the past. Consequently, they can provide additional support and make positive influence on program participants.

Gender roles are changing, which influence the nature and extent of couple and family conflict.

Awareness and recognition about families and children with disability are growing in the current society compared to the past.

More support is prevalent for LGBTQ families for adoption compared to the past.

Stakeholders are engaging and creating additional support and resources for the program participants compared to the past.

Awareness is growing along with the problem in the current society compared to the past.

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changed over time and are shaped by developmental, sociocultural, and historical contexts.						
Based on the stakeholders that you identified for your program participants at the proximal level (the first level) of the MCEM, what resources and vulnerabilities can those stakeholders create for your program participants at the proximal level in relation to your program? For instance, your participants (e.g., children or adolescents) may	School can provide more flexibility in education. Students can receive counseling services from school. Student support groups are also a resource for program participants.  Employers' lack of flexibility, rural areas, and lack of transportation create vulnerabilities for program participants.	Children are involved in community and school. They are creating social connections for the program participants including themselves. These social connections create support for children and their families. Program participants are learning through these connections, which is minimizing their relationship conflicts in the family.	Family can offer support including childcare and finance.  Organizations for children provide support and awareness for families with special need children.	Families and friends can share important resources with each other to function well and make successful transitions.  Personality traits can affect the transitions and create challenges for family members.  Managing the transition with foster care children who went through a traumatic experience can create	Families experience a grieving process differently. Due to technological advancement, work-family demands, and the grieving process has changed. Consequently, most families with special needs can deal with their family needs.	Social emotional support from extended family members and friends.  Community lack of cohesion and connections.  Lack of school and workplace trainings on the topic.



experience a resource of positive parenting practices and a vulnerability of lack of peer support at the proximal level.

Lack of time in children's lives took time away from them to make connection. This hinders their ability to learn additional skills to manage their family relationship conflict and get emotional social support from other children and their families. Consequently, it creates vulnerabilities for program participants.

Extended families create support for program participants, particularly the grandparents are

vulnerabilities for families.

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Questions	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
		teaching their adult children (who are the parents) and grandchildren about managing family relationship conflict.				
		Negative examples which are prevalent in the extended families can create vulnerabilities for program participants because adult parents neither learned nor currently learning any appropriate skills from their parents to manage and cope with their family relationship conflict.				

<p>Based on the stakeholders that you identified for your program participants at the influential level (the second level) of the MCEM, what resources and vulnerabilities can those stakeholders create for your program participants at the influential level in relation to your program? For instance, your participants (e.g., children or adolescents) may experience a resource of social media platforms</p>	<p>Online tips on coping with daily stressors and webinars are resources.</p> <p>Lack of supportive state and federal policies and programs are vulnerabilities.</p>	<p>Social media users help program participants by creating online groups, events, and additional online support through which program participants are learning on how to cope with their family relationship conflict.</p> <p>Increased comparison on social media in terms of parent roles and expectations caused relationship conflicts among program participants. When</p>	<p>More platforms on the internet and through media can provide additional resources to participants.</p> <p>Misinformation about children and families with special health needs create vulnerabilities for program participants.</p>	<p>State foster care program offers support regarding behavioral interventions and support foster care families.</p> <p>Social media and the internet can be used to connect with other families to learn and share each other's experiences.</p>	<p>State level support, options, and programs provide support and resources with additional guidance to program participants.</p> <p>State and federal level support offer to those who are eligible based on certain criteria, which decreases these support systems to limited individuals and families.</p>	<p>School administrative offices and districts have limited resources to help and support local schools in the community to deal with school shooting.</p> <p>Hands-on trainings are offered to local school teachers and staff.</p>
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Questions	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
and a vulnerability due to high students' loan related policies/ programs at the influential level.		program participants watch other parents who are doing poor in coping with their family relationship conflict, they feel guilty.				
Based on the stakeholders that you identified for your program participants at the holistic level (the third level) of the MCEM, what resources and vulnerabilities can those stakeholders create for your program participants at the holistic level in	High SES families can generate funds to support program participants. Other families can share additional strategies and resources with program participants.  Discussions and sharing of high SES and urban families can be frustrating and stressful for	Parents with children older than 12 years old can support and guide the program participants and share important strategies with them.  These families who are different from program participants and have children older	Diverse families will share their experiences and strategies with program participants.  Expert families who successfully went through these situations can provide important suggestions to program participants.	Families with no experience or success with similar situations can create confusion.  Different families can offer social support to the program participants.	Families of different SES backgrounds provide support and guide the program participants.  Due to limited time, families may not get sufficient support.	Lack of awareness on the prevalence and facts on mass shooting among immigrant families can create confusion.

relation to your program? For instance, your participants (e.g., children or adolescents) may experience a resource of cultural belonging or support and a vulnerability due to their disability, sexual orientation and/or family structure (e.g., single parent family) at the holistic level.

program participants.

than 12 years have different views and cultures, which can create challenges for program participants. These different cultural families can share their parenting practices in their cultural context with program participants, which may help to expand the knowledge and skills or at least their learning on how to cope with relationship conflict in the family in different cultures. Program participants may find some coping strategies or practices useful to help themselves in handling their family relationship conflict.

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How have these resources and vulnerabilities of your participants changed over time, and affected by developmental, sociocultural, and historical contexts in relation to your program? For instance, your participants (e.g., children or adolescents) currently use social media as a resource more actively compared to 1960s. Describe the changes over time.	Daily stressors are more frequent in today's society due to additional demands from work, school, and families, which affect the development and functioning of program participants.	In the past before 1960, the comparison was less on social media but in the current society social media users are quite active and program participants can access, watch, and interact with them more frequently that was not possible in the past, consequently, when they compare them with their current family situation and conflicts, the negative influences and the vulnerabilities of social media users on program participants is much greater than the past.	More awareness and sensitivity for families and children with special needs compared to the past. Technology and its use are also more prevalent in the current society compared to the past.	The government programs and policies are changing and improving to support these families. Due to this additional support, foster care families are growing and developing well.	Families with special needs became more inclusive and supportive language is used.	The perception of safety among children has been changed. Due to an increased understanding and its effects about school shooting helped children and their families to cope and survive compared to the past.

<p>Include a SAMREEN program objective(s).</p>	<p>Participants will learn research on daily stressors, their impacts on participants' lives, and practice effective coping strategies to deal with daily stressors.</p>	<p>Participants will learn the reasons and factors that lead to relationship problems and poor family functioning, and practice important steps for problem solving.</p>	<p>Participants will learn about important resources in school, community, and family which parents can use to support their children and family development.</p>	<p>Participants will learn and practice tips and coping strategies to effectively adapt to new situations, transitions, and relationships due to an addition of a new family member.</p>	<p>Participants will learn how to support themselves and local community families who have children with special needs.</p>	<p>Participants will learn the impacts of mass violence on individuals and family functioning, learn, and practice effective coping strategies to deal with this trauma.</p>
<p>The MCEM program curriculum (learners also complete the MCEM lesson plan template which is included at the end of Chapter 10).</p>	<p>Participants will watch videos on daily stressors and their impacts on their lives.  A list of coping strategies to deal with daily stressors will be provided to participants as a resource.  Small and large group discussions will be held.</p>	<p>Participants will be provided with an informational resource which informs participants on different ways and processes to resolve relationship problems.  Participants learn research on relationship problems and conflict.  Participants will also receive contact</p>	<p>Participants will receive information on those organizations which provide services and support to children with special needs.</p>	<p>Participants will learn and practice important coping strategies to adapt to new transitions and changes in the family due to a new family member.  Participants will have small and large group discussions on how to manage and adapt to new family members.  Participants will receive tips and information on</p>	<p>Participants will learn about the resources and support systems in school and community that support families and children with special needs.  Participants will also learn and practice how to provide social, emotional, financial, and instrumental support to these families.</p>	<p>Participants will watch videos on situations and experience of individuals, families, and communities during and after mass shooting.  Participants will also learn about different interventions and strategies to prevent and cope with mass shooting.  Participants will receive information on who to contact in case of any mass</p>

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		information of organizations and professionals which provide counseling to couples and families on relationship problems and conflicts.		additional community support for these families. Games will be held to demonstrate the topic.	Debates, class engagement, reflection activities, and discussions in class will be conducted.	shooting and safety procedures. Role plays will be performed to demonstrate a real-life application of the topic.
The MCEM program implementation and delivery	Sharing, discussions, and presentation.	Engagement, collaboration, various modalities of teaching.	Real-life experiences and application. Discussions and performance.	Games, class activities, discussions, sharing, and collaboration.	Poster presentation, chart writing and sharing, and class engagement activity.	Class survey, discussion, performance, collaboration, and real-life application.
Participants' learning styles and needs	Various audio/visual aids for learning. Learners' friendly instructions.	Foster social, individual, and collaborative learning.	Respect and welcome participants' views and opinions.	Provide participants additional time and safe environment when they needed to follow along the contents.	Learners' friendly instructions and various modes of learning.	Creativity, excitement, and relevance. Inclusion and active participation.



Cultural and ethical challenges	Respect and promote all cultures. Ask participants to share their cultures and family life. Provide fair opportunities to all participants. Provide additional help and support to those participants who need it.	Share diverse cultures and provide participants with opportunities to share their cultures. Respect the views and opinions of all participants.	Provide additional accommodation to participants with special needs.	Learn about participants' culture, ensure inclusion, and respectful environment. Ask participants to share the cultures and family life.	Provide additional accommodation to participants with special needs. Respect the views and opinions of all participants.	Promote and encourage participants of all backgrounds. Remove barrier and stigma to participate, share, and speak. Use audio/visual aids which are appropriate, effective, and representative of all cultures. Ask participants to share their cultures and family life.
Overall reflections and lesson learned	Learned use and application of the MCEM framework in developing programs. Learned coping to manage daily stressors.	Learned how to manage and resolve personal relationship problems and conflicts.	Learn the challenges and support systems of children and families with special needs.	Learned how to use the knowledge and skills in real-world situations.	Increased knowledge and skills on working with children and families with special needs.	Learned how to help families in case of any mass violence by providing them with appropriate resources and support.