

HDFS 261: Working with Individuals & Families

CRN# 43523

Final: Tuesday, 2:30 - 4:20

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Office hours: M 3-4, Th 2:30 – 3:30, F 12-1

I. Course Description

Develops a framework for building collaborative relationships with individuals, parents, and family members. It emphasizes needed characteristics and skills for helping professionals. Communication, collaboration and partnerships to foster family, individual and child success are emphasized. The course also explores the institutionalized power dynamics in the United States and how this impacts interpersonal relationships in the professional setting.

II. Course Outcomes

Students will be able to:

- Identify the needed professional characteristics and skills to develop collaborative partnerships with individuals and families
- Describe the impact that institutionalized power dynamics (based on social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age) have on interpersonal relationships in the professional setting
- Apply relationship building strategies that foster healthful interactions with individuals and families.

III. Required Text and Materials

Keyser, Janis (2006). *From Parents to Partners*, 1st Ed. St. Paul, MN: Redleaf Press.

<http://site.ebrary.com/lib/linnbenton/docDetail.action?docID=10753908>

Gonzalez-Mena, Janet (2008). *Diversity in Early Care and Education*, 5th Ed. New York, NY: McGraw Hill.

Delpit, Lisa (2006). *Other People's Children*. New York, NY: The New Press.

<http://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=579022>

Course Packet (available in campus bookstore)

IV. How to be SUCCESSFUL in this course:

- Show up to class. We do lots sharing and thinking critically together.
- Participate in small group and large group conversations.
- Be open-minded.
- Complete assignments on time. Type all assignments.
- Read the additional book in a timely manner (don't leave it till the last minute)

VI. Expectations about your skills and abilities as a student:

- Attend consistently and on time.
- Participate as a team member. Help others learn and grow.
- Complete assigned readings in preparation for class. Bring required book and materials listed on course outline.
- Stretch a bit beyond your 'comfort zone'. Be open-minded.
- Use spell check when submitting assignments.

VII. Advice:

- Apply what you are learning to the people in your life.
- Come to class when in-class assignments are due (and part of your grade).
- Be open-minded. Consider alternative perspectives.
- Be respectful of different opinions and values.

VII. Grades will be based on the following required assignments:

Assignments	Total Pts	Your Points
Weekly Questions x 9	180	
#1: Ecological Model & Cultural Framework Reflection	120	
#2: Childhood Matters	80	
#3: Other People's Children	130	
#4: Institutionalized Power Reflection	50	
#5: In-class Role Play/Creative Presentation	100	
#6: Parent Event	90	
#7: Agency Project	100	
#8: Parent Interview & Analysis	100	
Final	50	

Written assignments will be evaluated on the following:

* Creativity; Detail and description; Clarity & Quality & Application of educational content to classroom experience and/or reading reflections.

(Please see rubric below for additional guidance on assignment quality)

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. M 3-4, Th 2:30 – 3:30, F 12-1

Week 1-4 assignments will not be accepted after Week 5.

Week 5-9 assignments will not be accepted after week 10.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
What this means: Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		What this means: Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			What this means: Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			What this means: Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		What this means: Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%
900-1000

B = 80-89%
800-899

C = 70-79%
700-799

D = 60-69%
600-699

F = 59% or less
590 or less

Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.)

VII. Calendar /Course Outline

WHAT WE DO WHEN	Topic	Readings Due Today	Assignments Due Today
1	Family Partnerships; Teacher Dispositions	Ch. 1 (P to P) Intro. (D in ECE)	
2 Ecological Model Sharing	Family-Centered Care	Ch. 2 (P to P) Ch 1 (D in ECE)	#1: Ecological Model & Cultural Framework Reflect
3	Cross-Cultural Communication	Ch. 3 (P to P) Ch 2 (D in ECE)	#2: Childhood matters
4	Socialization & Communication	Ch. 5 (P to P) Ch. 7 (D in ECE)	
5 In-Class Book Presentations	Working with Diversity Issues	Ch. 6 (P to P) Ch. 3 (D in ECE)	#3: Other People's Children
6	Communication Frameworks	Ch. 7 (P to P) Ch. 4 (D in ECE)	# 4: Institutionalized Power Reflection
7 In-class role plays	Successful Parent Meetings & Events	Ch. 8 (P to P)	#5: In-class Role Play/ Creative project
8	Classroom Environments	Ch 9 (P to P) Ch. 5 (D in ECE)	#6: Parent Event
9	Perspectives on Play	Ch. 10 (P to P) Ch. 6 (D in ECE)	
10 In-class Agency Projects	Families as Teaching Partners	Ch. 11 & 12 (P to P)	#7: Agency Project
11	Final: Tuesday 2:30 - 4:20 pm		#8: Parent interview & Analysis

The instructor reserves the right to make changes in the course schedule

Readings due on Tuesdays (except for Ch. 1 - P to P & Intro D in ECE)

Assignments due on Thursdays