

HDFS 261: Working with Individuals & Families

Instructor: Alicia Jabin
Office: MKH 206
Phone: 541-917-4689
E-mail address: jabina@linnbenton.edu
Office hours: Thursdays and by appointment

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
- Apply relationship building strategies that foster healthful interactions with individuals and families.
- Describe the impact of socialization agents on personal identity and interpersonal communication.

III. Required Text and Materials

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

California Dept of Education (2016). [*Family Partnerships and Culture*](#). Sacramento, CA: California Department of Education, Early Education and Support Division.

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

Course Packet

IV. How to be SUCCESSFUL in this course:

- Participate in weekly class “collaborative experience”
- Actively Participate in your small group weekly meetings
- Turn in completed Weekly Chapter Organizer notes.
- Turn in completed Weekly Checklist & Class Exercises.
- Use the course outline or the Moodle page to know when assignments are due.)

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

- Use the weekly checklist and class exercises to guide your learning.
- Participate as a supportive teaching team member. Help others learn and grow.
- Complete assigned reading & submit chapter organizer notes to Turnitin.
- Connect with your assigned group regularly. You will be evaluated on your group participation.
- Stretch a bit beyond your ‘comfort zone’.
- Do your share of your work as a team member for your group project.
- Ask questions for clarity. You are responsible for your own learning. Be proactive.
- Schedule an appointment with me if you need additional support.

VII. Advice:

- Apply what you are learning to the people in your life. Practice communication strategies.
- Be open-minded. Consider alternative perspectives.
- Be respectful of different opinions and values.
- If you are angry or upset, refrain from posting to the group. Write out your email and come back when your mind is settled and edit, then send.

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

Assignments	Total Points	Your Points
Weekly Chapter Organizer notes (20pts wk x 9 weeks)	180	
Small Group Weekly Participation (10 pts wk & 20 pts comm with your group)	100	
Checklist & Class Exercises (20 pts wk x 10 weeks)	200	
Small Group Project	50	
Collaborative Experiences Sharing Forum	50	
Ecological Model & Cultural Framework Reflection	90	
Childhood Matters	50	
Other People’s Children	100	
Socialization Agents and Interpersonal Communication	80	
Current Events	50	
Parent Event	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 assignments a week after the due date without 10% deduction. **Email me before or on the due date to use your late coupon.**

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 the 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

Small Group Weekly Mtg Information	Topic	Readings Due Today	Assignments Due Today
1	Family Partnerships; Professional Dispositions		Due April 4 * Complete Week 1 Checklist Review Course Packet & Moodle Page
2 contact small group members	Family-Centered Care	Ch. 1 & 2 (P to P)	Due April 11 * Complete Week 2 Checklist * Week 2 chapter organizer notes Assign: Ecological Model & Cultural Framework Reflect
3 1st small group meeting, Childhood Matters Topic Sharing	Cross-Cultural Communication	Ch. 3 (P to P) Part 1: (FP & C)	Due April 18 * Complete Week 3 Checklist * Week 3 chapter organizer notes Assign: Childhood matters
4	Culture & Socialization	Ch. 5 (P to P) Part 1: (FP & C)	Due April 25 * Complete Week 4 Checklist * Week 4 chapter organizer notes
5 Share other people's children	Working with Diversity Issues	Ch. 6 (P to P)	Due May 2 * Complete Week 5 Checklist * Week 5 chapter organizer notes Assign: Other People's Children
6	Communication Systems	Ch. 7 (P to P)	Due May 9 * Complete Week 6 Checklist * Week 6 chapter organizer notes Assign: Socialization Agents & Interpersonal Communication
7 Start small group Projects	Communication Systems	Ch. 8 (P to P)	Due May 16 * Complete Week 7 Checklist * Week 7 chapter organizer notes Assign: Current Events
8 Continue Start small group Projects	Welcoming Environments	Ch 9 (P to P) Part 4: (FP & C)	Due May 23 * Complete Week 8 Checklist * Week 8 chapter organizer notes
9 Finalize small group project & submit	Family-centered Curriculum	Ch. 10 & 11 (P to P)	Due May 30 Small Group Project * Complete Week 9 Checklist * Week 9 chapter organizer notes
10 final small group meeting	Welcoming Families into Partnership	Ch. 12 (P to P) Part 3: (FP & C)	Due June 6 * Complete Week 10 Checklist * Week 10 chapter organizer notes

11			Due June 8 Assign: Parent Event
-----------	--	--	--

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

Every week activities and learning experiences are in purple. Additional class assignments are in black.

Here is a link to a [Visual](#) of how the class is organized and what your weekly responsibilities are.