

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name **Family Dynamics, Community Resources, and Consultation**

Course Number	SCED 510
Term	Spring 2011
Department	School Counseling
Faculty Name	Emily Keys

Catalogue Description *(copy from current catalogue):*

Effective ways to include family members as active contributors in their children's education. Examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. Explores diversities inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form.

Prerequisite: None.

GSEC Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	X
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each standard)

<p>(3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>
<p>(7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. <i>Class meeting(s) or assignment(s) addressing this standard:</i></p>

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

Course Syllabus
Lewis and Clark College
Graduate School of Education and Counseling
Educational Leadership and School Counseling Program
Class: SCED 510, Family Dynamics, Consultation and Community Resources
Summer 2011: June 20th-24th or June 27th- July 1st; 8:00- 5:30 PM

Purpose of Course:

As professional school counselors, there are myriad ways in which we interact with the parents, relatives and guardians of our students. We meet them in formal situations, such as at "Back to School Night" or other school-based events. We also meet them informally in the communities where we live. These contacts may be educator-initiated, parent-initiated, or by chance; they may be on an individual or group basis. In whatever form they take, and in whatever manner they come, interactions with families can be both rewarding and stressful events for educators.

In this course we will investigate and discuss the following three elements:

- 1) the nature of families (their shapes and structures)
- 2) the dynamics that are present within families, and
- 3) the interfacing of schools and families.

Interwoven in these elements will be a discussion of the community resources available for families with a variety of needs, family engagement and discourse regarding how to maintain equity in our practice.

Instructor:

Emily Keys, M.Ed.

Professional School Counselor

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Required Text:

None

Required Readings:

1. An Introduction to Marriage and Family Therapy, Hecker, L. and Wechler, J. editors; Chapters 2 and 3, pp. 39-93 (provided in class)
2. Selected materials regarding Circle of Security, and attachment theory.
www.circleofsecurity.org (provided in class)
3. "A concept map of male partners in teenage pregnancy: implications for school counselors", Goodyear, R. (2002); *Professional School Counseling* v.5, no. 3, p.186-193.; available as full-text article through the Eric Database (Wilson Web) in the L & C Watzek library.

4. "Keepin' It Real and Relevant: Providing a Culturally Responsive Education to Pregnant and Parenting Teens", Roxas, K. (2008); *Multicultural Education* v.15, no.3, (Spring 2008), p.2-9; available as full-text article through the Eric Database (Wilson Web) in the L & C Watzek library.
5. "Changing Directions: Participatory Action Research as a Parent Involvement Strategy", Snell, P., Miguel, N., East, J. (2009); *Educational Action Research*, v.17, no. 2, p.239-258; available as full-text article through the Eric Database (EBSCO Host) in the L & C Watzek library.
6. "The Relative Importance of Race and Socioeconomic Status of Hispanic and White Students", Battle, J. and Pastrana, A. (2007); *Hispanic Journal of Behavioral Sciences*, v. 29, no. 35; available online at: <http://hjb.sagepub.com/content/29/1.toc> or through the Eric Database (Wilson Web) in the L & C Watzek library.
7. "Central American Grandparents Raising Grandchildren", Fuller-Thomson, E. and Minkler, M. (2007) *Hispanic Journal of Behavioral Sciences*, v. 25, no. 5.; available online at: <http://hjb.sagepub.com/content/29/1.toc> or through the Eric Database (Wilson Web) in the L & C Watzek library.
8. "Implications of Attachment Theory and Research for the Assessment and Treatment of Eating Disorders", Tasca, G. A., Ritchie, K., & Balfour, L. (2011, May 23); *Psychotherapy: Theory, Research, Practice, Training*; available as a full-text article through PsycINFO online journal resource through L & C Watzek library.
9. "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary School", General Policy Explanation; U.S. Department of Education (2003); available at: http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html; 5 pages.
10. "K-12 Educational Outcomes for Immigrant Youth", Crosnoe, R. and Lopez Turley, R., *Future of Children* v.21, no. 1 (Spring 2011); available as a full-text article through the Eric Database (Wilson Web) in the L & C Watzek Library.
11. "Defining High Conflict", Anderson, S. et. al. *The American Journal of Family Therapy* 39: 1, 11-27 (online publication date December 2010); available online at: <http://dx.doi.org/10.1080/01926187.2010.530194>

No readings are required prior to the first day of class! Journal article readings will be assigned both in class and nightly on Monday through Wednesday. An assignment sheet with the week's required article readings will be given to students on the first day (Monday) of class. All articles are accessible through the Lewis and Clark library journal search service and can be read electronically. Time will be set aside at the end of class each day to allow you to go to the library and read the articles for the next day's class.

Recommended Text:

Lambie, R. (2000) *Family Systems Within Educational Contexts: Understanding Special needs and At-Risk Youth*, 2nd Edition Love Publishing Company. Denver, CO.

Mead, M. (1970) *Culture and Commitment: A Study of the Generation Gap* The National History Press a division of Doubleday & Company, Inc. New York, New York.

Karr-Morse, R. and Wiley, M. (1997) *Ghosts from the Nursery: Tracing the Roots of Violence* Atlantic Monthly Press. New York, New York.

Gray, D. (2007) *Nurturing Adoptions: Creating Resilience after Neglect and Trauma* Perspectives Press, Inc. Indianapolis, Indiana.

Burford, G. and Hudson, J. (2000) *Family Group Conferencing: New Directions in Community-Centered Child and Family Practice* Walter de Gruyter, Inc., New York, New York.

Learning Objectives:

1. Students will be able to articulate the variety of forms that families may take as well as the diversity of dynamics that may be present therein.
2. Students will be able to identify counseling strategies that support working with families in the school-based structure.
3. Students will be able to identify what community resources are available in the area surrounding their school-site and how they would be appropriate for various families.
4. Students will be able to articulate how to utilize or refer to a variety of community services or providers.
5. Students will be able to describe their own approach to working with families and how they will involve families in the school in an equitable manner.

Required Assignments:

The required assignments in this class will combine both personal reflection and academic production. The required assignments will include:

1. A course reflection paper that is due on the final day of the class (Friday). The reflection paper should address key pieces of learning, and general reflections on the course topics and discussions. The paper should be a minimum of 1 page, and no more than 3 pages in length; it should be double spaced, in Times New Roman, 12-point font and students will need to bring a printed copy of the paper to the final class. *This assignment will be evaluated for a total possible 50 points.*
2. Small group work:
 - a. On the final day of class, students will discuss their reflection papers in small groups. There will be time for each group members to read, and discuss their reflection paper, and for the other group members to ask clarifying questions. *Participation in this activity will be evaluated for a total possible 25 points.*
 - b. On the final day of class, students will participate in a personal family reflection. The reflection will take place individually, and then will be shared in the same small groups in which reflection papers were shared. No out of class work is required for this assignment, and *participation in this activity will be evaluated for a total possible 25 points.*

3. In class assignments, activities and exercises will also be assigned throughout the week. These assignments will be collected and evaluated for completion. *These assignments will be evaluated for a total possible 50 points.*
4. *Overall participation for the course will be evaluated for a total possible 50 points.*
5. A concluding academic research paper. This paper will be submitted as a **PDF document** via e-mail to the instructor one week after the conclusion of the class. The paper should be a minimum of 3 pages, and no more than 10 pages in length; it should be double spaced, in Times New Roman, 12-point font. This paper will be evaluated for a total possible 100 points. Students will be expected to include the following elements in their papers:
 - a. Identify a family structure or family dynamic that you anticipate to be challenging for you to work with as a professional school counselor.
 - b. Describe the elements and/or intricacies of that structure/dynamic.
 - c. Describe what potential strengths the family could have.
 - d. Describe what potential needs the family might have.
 - e. Detail why it will be challenging for you as an individual counselor to work with a family exhibiting a particular structure or dynamic.
 - f. Identify a counseling technique or perspective that you anticipate will best serve the family of the background or dynamic you selected.
 - g. Describe the technique's or perspectives' advantages for working with the family and what outcomes you hope to accomplish. Also, describe any potential disadvantages.
 - h. Detail which community resources you will/might engage to support the family.

Scenario Example:

It could be difficult to work with a family that exhibits generational drug and alcohol use. The family could have parentified children, lack of consistency in nutrition or housing and a high mobility rate. The family could also have strengths of resourcefulness and loyalty. The family could be in need of wrap-around services such as drug/alcohol treatment, family counseling, academic skill development for the children, and free/reduced lunch services. It could be challenging to work with this family if you yourself come from a family that experienced drug/alcohol use. (etc.)

Criteria for Evaluation and Grading:

1. Criteria:
 - a. **A-level work:** Student is on time and visibly active in class discussions and activities. Student is respectful and highly supportive of other class members to encourage their participation as well. Assignments are turned in on time and have a distinguished level of analysis, detail, and professionalism. Writing is clearly understood using correct mechanics (grammar, spelling, syntax) and displays creativity and originality of thought. Student displays mastery of the course content and learning objectives.

- b. **B-level work:** Student is on time and active in class discussions and activities. Student is respectful and supportive of other class members. Assignments are turned in on time and have a proficient level of analysis, detail, and professionalism. Writing is clearly understood having few mechanics (grammar, spelling, syntax) errors. There is some evidence of creativity and originality of thought. Student displays proficiency in the course content and learning objectives.
 - c. **C-level work:** Student is on time but has limited participation in class discussions and activities. Student lacks an ability to be respectful and supportive of other class members. Assignments are not turned in on time and are below the proficient level of analysis, detail, and professionalism. Writing mechanics (grammar, spelling, syntax) errors are present in the student's work and he/she is still developing creativity and originality of thought. Student displays below proficient understanding in the course content and learning objectives.
2. Grading:
- a. Summary:
 - i. Total points possible: 300
 - ii. Assignments: 66% of the course grade.
 - iii. Participation: 33% of the course grade.
 - b. The reflection paper will be evaluated for a total possible 50 points. The paper must be brought to class on the final day of the course and no late papers will be accepted.
 - c. The two small group projects that will occur on the final day of class will be evaluated by an "exit card" (a formative assessment practice). Students will be evaluated for participation and depth of reflection. Each project will be evaluated individually for a possible 25 points, for a combined total possible 50 points.
 - d. The concluding research paper will be evaluated for a total possible 100 points. It will be submitted as a **PDF document** via e-mail to the instructor one week after the conclusion of the class. The paper should be a minimum of 3 pages, and no more than 10 pages in length; it should be double spaced, in Times New Roman, 12-point font. **The due date for students in session #1 of the class will be 5:00 PM on Friday 7/1/11. The due date for students in session #2 of the class will be 5:00 PM on Friday, 7/8/11.** No late papers will be accepted.
 - e. Class participation during the course of the week will be measured at a value of 10 points a day for a possible total of 50 points.

Course Expectations:

Prompt attendance at all classes

Completion of all assignments on time.

On-going participation in class discussions, activities and exercises.

Calendar:

Monday:

Topics: defining the family, the roles we take, parent interactions, sibling interactions, diversity of forms and structures, theoretical approaches to working with families.

Tuesday:

Topics: chaotic families, impact of substance use, socio-economic status, achievement gaps, abuse and neglect, teen parents, traditions and gender roles.

Items due: article readings (see assignment sheet from Monday)

Wednesday:

Topics: how schools interface with families, settings, counselor roles, parent involvement practices, institutional barriers.

Items due: article readings (see assignment sheet from Monday)

Thursday:

Topics: Confrontational families, families of students with special needs, immigration and educational impacts, sensitivity in varying religious/value backgrounds.

Items due: article readings (see assignment sheet from Monday)

Friday:

Topic: Summary presentations, evaluations

Items due: Reflection Paper

Concluding Project Due Dates:

Friday, July 1, 2011 (by 5:00 PM)- Session #1 Only: Concluding Project

Friday, July 8, 2011 (by 5:00 PM)- Session #2 Only: Concluding Project