

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

Please attach completed cover sheet to course syllabus.

Course Number

SCED 510

Course Name

Family Dynamics, Community Resources, and Consult

Term

Summer 2016

Department

Educational Leadership

Faculty Name

Emily O'Quinn

Catalogue Description:

Content: 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 diversity 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.

Prerequisites: None.

Credits: 3 semester hours.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

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

GSEC GP (3) Professional Practice: 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.

Day 1 activities include exploring the theories of Family Systems Theory, Structural Family Therapy and Attachment Theory. Students will learn how to identify family strengths and how to apply these theories to the school setting. Significant attention is also paid to creating a wide and inclusive definition of family.

GSEC GP (4) Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Throughout the week of class, students will be asked to assess what community resources are appropriate for families depending on the families' individual needs, concerns and strengths.

TSPC OAR 584-017-0441 (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.

On Day 3 and 4 of class students will participate in two activities specifically focused on working with families at the various developmental stages of children. One of these activities will be regarding Parent Engagement and designing activities at the various K-12 levels. The second activity requires students to engage their knowledge of child development to the design of accommodations for students with special needs.

TSPC OAR 584-017-0441 (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.

An ongoing theme of this course is that all students, all families should be served by school counselors to their best ability. Each day various family backgrounds, stories and experiences are explored through an equity lens to ensure that we maintain our focus on all students receiving full access to their education, and so that all families know that they are welcome in our schools.

TSPC OAR 584-017-0441 (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.

Day 3 of class will specifically focus on Family Engagement. A panel of school counselors will come to discuss school

based family engagement practices as well as community resources that can best help families as they support their children.

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 and 7__R 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 2016: 7/11-7/15 (session 1) and 7/18-7/22 (session 2); 8:00- 5:15 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 how to maintain equity in our practice.

Instructor:

Emily O'Quinn, M.Ed.

Professional School Counselor

Beaverton School District, Sunset High School

Email: ekeys@lclark.edu

Phone: (503) 250-1512

Required Text:

None

Required Readings:

1. *Normal Family Processes, 4th Edition*, (2012) Walsh, F. editor; Chapters 1 and 2, pp. 3-54 (provided in class)
2. "Implications of attachment theory for the role of the School Counselors", Pfaller, J. et al (1996); *School Counselor*, vol. 43 issue 3, p. 208 (provided in class)
3. *Essential Skills in Family Therapy, 2nd Edition*, (2009) Patterson, J. et al, Chapters 3 and 4, pp. 24-76 (provided in class)
4. "Perceived Fatherhood Roles and parenting Behaviors Among African American Teen Fathers", Paschal, A., Lewis-Mos, R., and Hsiao, T. (2010); *Journal of Adolescent Research*, v.26, no.61, p. 61-83. PDF will be emailed from instructor; also available online at <http://jar.sagepub.com/content/26/1/61>
5. "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 (EBSCO Host) in the L & C Watzek library.
6. "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.
 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/29/1/5.toc> or as a linked document through the Eric Database (EBSCO Host) in the L & C Watzek library.
 8. "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.
 9. "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 (EBSCO Host) in the L & C Watzek Library.

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:

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

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

Hecker, L. and Wetchler, J. editors, (2003) *An Introduction to Marriage and Family Therapy* Taylor and Francis Group, LLC New York, NY

Hughes, Daniel (2007) *Attachment-focused family Therapy* W.W. Norton & Company, New York and London.

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

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, NY.

Music, Graham (2011) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development* Psychology Press, New York, NY.

Perry, B. and Szalavitz, M. (2006) *The Boy Who Was Raised as a Dog* Basic Books, New York, New York.

Shemmings, D. and Shemmings, Y. (2011) *Understanding Disorganized Attachment: Theory and Practice for Working with Children and Adults* Jessica Kinglsey Publishers, Philadelphia, Pennsylvania.

Wehrenberg, Margaret (2008) *The 10 Best-Ever Anxiety Management Techniques: Understanding How Your Brain Makes You Anxious & What You Can Do to Change It* W.W. Norton & Company, New York and London.

Wehrenberg, Margaret (2010) *The 10 Best-Ever Depression Management Techniques: Understanding How Your Brain Makes You Depressed & What You Can Do to Change It* W.W. Norton & Company, New York and London.

Wehrenberg, Margaret (2012) *The 10 Best-Ever Anxiety Management Techniques Workbook* W.W. Norton & Company, New York and London.

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 families 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. Note: this paper will be read out-loud. *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 paper. This paper will be submitted as a **PDF document** via e-mail to the instructor by midnight on Friday (the final day of class). The paper should be a minimum of 3 pages, and no more than 6 pages in length; it should be double spaced, in Times New Roman, 12-point font. Students will **select 1 of the three topics listed below** for this concluding paper. The paper will be evaluated for a total possible 100 points. Your topic options are:
 - a. Write out and describe both the covert and overt rules of your family of origin. Detail what they were when you were growing up, how you knew what the rules were, how they were enforced and by whom. Also, reflect on what you thought about the rules when you were a child, and compare/contrast that with how you feel about the rules now. Lastly, describe what rules are present for you now as an adult when you relate to the family of origin members and describe any thoughts/feelings you have about the rules or how they influence your adult relationships.
 - b. Tell me your family's story. You may select any family of which you were/are a member. Items you should consider and include in your paper are: how did the family form, general history of the family, shape/structure of the family, dynamics within the family, legacies, and traditions. Lastly, describe in what ways you are proud of this family and/or are nourished by it; also tell me the challenges and/or drawbacks (if any) to membership in this family.
 - c. Write out a family engagement plan for your current and/or future school counseling position/team. Be specific about what systems and structures should be place in the larger school, and differentiate that from specific counseling department initiatives for parent engagement. Your paper should include: practices for equity, outreach services, pull-in activities, and practices that could be appropriate for a wide range of family structures, backgrounds, language needs, 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. A printed copy of the paper must be brought to class on the final day of the course and no late papers will be accepted.
- c. On the final day of class, two small group projects will occur and 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 paper will be evaluated for a total possible 100 points. It will be submitted as a **PDF document** via e-mail to the instructor by midnight on Friday (the final day of class). The paper should be a minimum of 3 pages, and no more than 6 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 Midnight on Friday, 7/15/16. The due date for students in session #2 of the class will be Midnight on Friday, 7/22/16.** 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.
- f. In-class assignments 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, defining dynamics, the roles we take, parent interactions, sibling interactions, diversity of forms and structures, theoretical approaches to working with families.

Tuesday:

Topics: genograms, connection between family dynamics and schools, relevant theories for working in schools, triangulation, complex family dynamics, teen parents.

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

Wednesday:

Topics: complex family dynamics and teen parents (continued), intense emotional experiences, positive attributes of families, 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, disengaged families, families of students with special needs, gender roles, identity development, sexual orientation, 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 Paper (via email due by midnight)

Concluding Paper Due Dates:

Friday, July 15, 2016 (by midnight)- Session #1 Only

Friday, July 22, 2016 (by midnight)- Session #2 Only