**HDFS 261: Working With Individuals and Families**

**T, 5:00-7:50PM; NSH 109**

**Winter 2015; CRN 31422**

**Instructor:** Mandy Stanley

**Office:** None Available (please email me)

**Phone:** None Available (please email me)

**E-mail:** mandy.stanley@linnbenton.edu

**Office Hours:** Adjunct Faculty are not required to have office hours. I am available through email communication. If you need another form of communication, please contact me and we can discuss what kind of accommodation will work for both of us.

**Division Support:** Jeremy Cornforth; cornfoj@linnbenton.edu; 541 917 4577; NSH 101

**Course Description:**

This course considers skills and strategies to use when working with individuals and families in a variety of settings. Communication, collaboration and partnerships to foster children's success are emphasized.

**Course Learning Objectives:**

Upon successful completion of HDFS 261 the student will:

* Interact with individuals and families in a way that fosters communication and collaboration.
* Demonstrate understanding of multiple communication strategies with individuals and families
* Demonstrate understanding of strategies for conducting client or parent conferences; or home visits.
* Demonstrate understanding of the role of the professional in the fields of Human Services or Early Childhood Education.
* Identify community resources for individuals and families.

**Instructional Method/Activities**

As a community of learners and leaders, each person carries the responsibility for what happens during our time together as well as what he/she takes away from this course at the end of the term. Class time will include a wide range of activities, problem-based learning, small and large group discussion and presentations, and limited direct instruction. The informed participation of all members is essential and necessary for learning in this class. Also, as a community of learners and leaders, everyone collectively carries the responsibility for developing our own set of expectations for how we function as a group and how we relate to one another.

In this class you will be expected to complete weekly readings and assignments as well as attending class. You are required to attend every class and participation points will be logged. If you are going to be late or unable to attend a class you must discuss it in advance with me. Assignments will be updated and given in class. If you miss a class or late and miss the assignment announcement you must make arrangements with me to determine if you are able to complete the assignment for credit.

We will complete in class assignments both individually and as a group. This class will have some lecture to it, but its main focus will be discussion. We will have guest attend for presentations. Class participation is a big part of your grade.

**Required Text and Materials:**

A.   Kanel, Kristi (2008). *An Overview of the Human Services.* Boston, MA; Houghton Mifflin Company.

B.   Keyser, Janis (2006).  *From Parents to Partners*. St. Paul, MN; Redleaf Press.

C. Notebook- for Final Resource notebook assignment

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**Campus Resources**

Many resources such as the Library, Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

You should meet with your instructor during the first week of class if:

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services at 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Tools for Success**

* Read and complete assignments prior to Tuesday’s class.
* Set aside a regular weekly time to participate on Moodle.
* Come to class every day prepared to question, think, and discuss the material.
* Be prepared to stand, move around, use the internet, and talk each day.

**Course Requirements:**

1. Journal Entries. Ten weekly journal articles on your reading and Moodle lessons. Journals are due the Tuesday night in class. You will need to bring a paper copy to class and load your assignment to Moodle. (10 points x 10 = 100 points)
2. Course Introduction and self-reflection essay (75 points)
3. Agency Power-Point presentation: **your team** will create a 4 to 5 slide Power Point presentation on your selected agency.  This will be uploaded to Moodle and may also be presented to the class (50 points)
4. Speaker Notebook: handwritten or word processed notes on guest speakers using the template provided (100 points)
5. Team Communication Project: video documentation of communication practices and course concepts (75 points)
6. In class participation (10 points x 10 = 100 points )
7. Resource notebook (50 points)
8. Final essay/reflection (100 points)

 **Evaluation Totals**

Weekly Journal Articles 100

Introduction and Self-Reflection     50

Agency Presentation (Team)   50

Speaker Notebook 100

Team Communication Project 50

In class participation 100

Resource notebook 50

Final Essay/Reflection             100

**Total                                                    600 points**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or below

**Academic Dishonesty**

Dishonesty in any form such as, but not limited to, plagiarism or cheating on tests and assignments will not be tolerated. Students who misrepresent their work or commit another act of academic dishonesty may receive a failing grade for the course. When you borrow from other’s work, you must give them credit in the form of a citation or reference.

**Instructor’s Notes**

It is my purpose to help you understand the concepts in this class as deeply and broadly as possible.  I want you to retain these concepts in your long-term memory, as opposed to your short-term or working memory.  The assignments are intended to help you make personal and professional connections to the course content.  Making these kinds of connections is more challenging than merely reading, listening and memorizing content. It requires deeper thinking and will result in lasting changes in your thinking.

Class time is valuable and I will be focused on teaching and learning during the time we have each week.  If you find you have personal business to attend to (e.g. phones calls/texting, conversations, or other class work**), you must take care of it outside of the classroom**. Be focused on this class during this time; if you need to take a break, leave the room.  One student’s lack of focus can distract others.  It is fine to snack and to have beverages during this 3 hour class.  Please be quiet about it and clean up afterwards. Be respectful. Education is a privilege; earn it with respectful focused behavior.

I work hard, and I expect you to as well. *You are the person who has the greatest impact on your learning and on your grade*. If you have questions or comments that need more attention than is provided in class, please contact me at any time.  I enjoy talking with students about course questions, future education, and career plans.  *Note:* ***I do not accept e-mailed assignments.***

In this class Moodle will supplement face-to-face instruction.  If you miss class, it is **your responsibility** to consult a class-mate about what you missed and refer to Moodle to print out any hand-outs given that day (hard copies will only be available one time in class, but will be posted all term on Moodle). You will not receive participation points if you are not in class.

DVD excerpts will be posted on Moodle as much as possible.  Links to useful websites will also be available there.  **I will use Moodle and the e-mail address that you provide there to communicate important course information to you.**

To be successful in this class you should refer to the syllabus and Moodle for information, read diligently, and come to class each day prepared to think, listen, and participate.

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students.

**HDFS 261 Course Schedule Winter 2015**

***Note: All assignments are due at the beginning of class***

 ***\*\* Class* assignments and calendar is subject to change with prior notice**

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| --- | --- | --- | --- |
| **Week** | **Weekly Topics** | **Reading**  | **Due** |
| **1***Jan. 6*  | * Introduction to Course, Syllabus, and Instructor
* Human Services and Early Childhood Professionals:  Introduction;  Professional Identity; Key Terms;  Places to Work; Roles
 | Syllabus Chapter 1, Kanel | **Moodle*** Journal response #1 due in class. We will complete this in class.
 |
| **2***Jan. 13* | * Families: What defines a family?; Diverse Families;  Challenges Individuals and Families face
* Families and Sociological Trends
* Human Service Professions
* Personal Characteristics of Human Service and Early Childhood Professionals
 | Chapters 2 & 3, Kanel | * Journal response #2 due in class
* Course introduction and self-reflection due in class.
 |
| **3***Jan. 20* | * Parents as Partners
* Family-Centered Care/Types of Parental Involvement
* Guest Speakers
 | Chapters 1 & 2, Keyser | * Journal response #3 due in class
 |
| **4***Jan. 27* | * Developing your Core Beliefs
* Human Services Clients
* Guest Speakers
 | Chapter 7; Kanel | * Journal response #4 due in class
* Agency Power Point
 |
| **5***Feb.3*  | * Models of Human Service Delivery
 | Chapters 8 (pp.209 - 213 only) and 9; Kanel | * Journal response #5 due in class
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**HDFS 261 Course Schedule Winter 2014 *(continued)***

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|  **Week** | **Topic** | **Reading** | **Work Due** |
| **6***Feb.10*  | * Communication
* Guest Speakers
 | Chapters 3 & 4, Keyser; Chapter 4, Kanel | * Journal response #6 due in class
 |
| **7***Feb.17*  | * Challenges to Communication
* Effective Communication Skills
* Guest Speakers
 | Chapters 5 & 6, Keyser | Journal response #7 due in class* Team communication assignment due
 |
| **8***Feb.24* | * Formal Communications with Families
* Planning Events in an Early Childhood Setting
* Parents in the Classroom
* Parent Conferences and Home Visits
* Guest Speakers
 | Chapters 7 & 8, Keyser | * Journal response #8 due in class
 |
| **9***Mar. 3*  | * Managing Your Own Stress
* Agency Presentations
 | Chapter 10,  Kanel; Chapter 12, Keyser | * Journal response #9 due in class
* Resource Notebook due
* Speaker Notebook due
 |
| **10***Mar10*  | * Agency Presentations
* Ethics and Values
 | Chapter  11, Kanel. | * Journal response #10 due in class
 |
| **11** | **Your Final Essay/Reflection (up-loaded to Moodle) is due during the final schedule day.** |   | **Final Essay/Reflection uploaded to Moodle by 3:00 p.m.** |

***Note:  the Instructor reserves the right to make changes to this course schedule.  Changes will be announced in class and on Moodle.***