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

**T, Th 1:00 - 2:20; IA 231**

**Winter 2014; CRN 37108**

**Instructor:** Elizabeth Pearce

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**Office Hours:** Mondays 2:00 to 3:00; Wednesdays 10:00 to 11:00; Thursdays and Fridays by appointment. If you cannot come in person,  I am glad to speak with you by phone during office hours and other times as available.  Please call, or e-mail me, and I will call you back. [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751)

**Division Support:** Jeremy Cornforth; [cornfoj@linnbenton.edu](mailto: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.

**Class Structure**

This class is taught with technology enhancement and in a [“flipped” format](http://www.knewton.com/flipped-classroom/).  This class features a high level of technology use and teamwork as methods in the pursuit of all students meeting the course objectives. I encourage folks to work in their "stretch" zones throughout the term, both with content and with these methodologies.

In flipped classes, the base-line content is delivered primarily away from F2F time. In this class that is your textbook and the weekly Moodle lessons. You’ll read and participate in those on your own, then take the baseline quiz prior to Tuesday’s class. The “homework” --or higher -level thinking and assignments-- will be the focus in F2F class, with support from the Instructor and your peers.

You are expected to attend class two times per week, with the exception of days that are scheduled “off” by the Instructor. It is fundamental to your success in this course to come to every class section having prepared for class.

In this class students will have access to **electronic tablets** for use during class time. Students will be able to personalize their assigned tablets. These may be available for check out later in the term.

As students in this class you have access to the Child and Family Studies **Facebook** page. It is recommended that students use their FB accounts to enroll in our group. You can create a “fake” profile (e.g. “The Green Machine” or other nickname) if you prefer to remain unidentified on FB. Locate the CFS FB page ([LBCC Child and Family Studies)](https://www.facebook.com/groups/735615693117986/) and ask to become a member of the group. I will add you. While the group is currently “open”, I will make the group “**secret**” at the beginning of the second week of the term so that **all members and content will be confidential within our class section.**

You will spend much of your class time with your “team”. This team of peers will have work assignments during most class sessions (most ungraded, but some graded). It is imperative that you devote energy to getting to know your team members. The best teams will be willing to work hard both with content and through style differences. Teams typically [move through a cycle](http://sites.psu.edu/alt16/2013/10/31/storming-and-norming/) of both challenging and rewarding periods. Your Peer Mentor and Instructor will support this work.

Your online peer mentor is Neil Killion. He will play an active role on FB and on Moodle, as well as attending some class times.. Neil is a political science major with foci in writing, public speaking, critical reasoning, and international relations at the University of Oregon. Neil can help you with technology, group process, and strategies for reading and studying. Students consistently rate him as very helpful. He knows a lot! Keep in touch with him for questions and advice.

**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.  About 20 notecards.

**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.

**Course Requirements:**

1. Quizzes. Ten weekly quizzes on your reading and Moodle lessons. Quizzes are due the Monday night prior to the discussion time in class. (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. Final essay/reflection (100 points).

**Evaluation Totals**

Weekly Quizzes 100

Introduction and Self-Reflection    75

Agency Presentation (Team)   50

Speaker Notebook 100

Final Project (Team) 75

Final Essay/Reflection             100

**Total                                                    500 points**

A = 90-100% (405 - 450 points)

B = 80-89% (360 - 404 points)

C = 70-79% (315 - 359 points)

D = 60-69% (270 - 314 points)

F = 59% or below (269 or fewer points)

**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.  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.  If my office hours are not workable, let me know, and we can make an appointment.  I am great at responding to e-mail, and pretty good with phone calls.  When you e-mail me, put HDFS 261 in the subject line for the quickest response.  I enjoy talking with students about course questions, future education, and career plans.  *Note:  I do not accept e-mailed assignments.  To submit electronically, you must use Moodle.*

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).  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.

**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 take the quiz 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; do not become too attached to your seat. We will move in class.

**HDFS 261 Course Schedule Winter 2014**

***Note: Quizzes are always due Monday by midnight and may not be made up. All other assignments are due on Thursdays.***

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| **Week** | **Weekly Topics** | **Reading due on Tuesdays** | **Written Work Due on Thursdays at the start of class or uploaded to Moodle by midnight** |
| **1**  *Jan. 6 -12* | * Introduction to Course, Syllabus, and Instructor * Human Services and Early Childhood Professionals:  Introduction;  Professional Identity; Key Terms;  Places to Work; Roles | Syllabus and Assignment Packet;  Chapter 1, Kanel | **Moodle & FB Enrollment;   online intro; profile and graphic; practice quiz by Thursday at midnight (all count together as Quiz 1) .** |
| **2**  *Jan. 13–19* | * 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 | **Quiz 2** *(by Monday at midnight as are all remaining quizzes)* |
| **3**  *Jan. 20 – Jan.26* | * Parents as Partners * Family-Centered Care/Types of Parental Involvement (dvd) * Guest Speakers ( T 1/21) | Chapters 1 & 2, Keyser | **Quiz 3**  **Introduction and Self-Reflection Due** |
| **4**  *Jan. 27 – Feb.2* | * Developing your Core Beliefs * Human Services Clients * Guest Speakers ( R 1/30) | Chapter 7; Kanel | **Quiz 4** |
| **5**  *Feb.3 -- Feb.9* | * Models of Human Service Delivery | Chapters 8 (pp.209 - 213 only) and 9; Kanel | **Quiz 5**  **~~Agency Presentation Due~~**  (all late work weeks 1-4 due T 2/3) |

**HDFS 261 Course Schedule Winter 2014 *(continued)***

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| **Week** | **Topic** | **Reading** | **Work Due** |
| **6**  *Feb.10 – Feb. 16* | * Communication * Guest Speakers (T 2/11) | Chapters 3 & 4, Keyser; Chapter 4, Kanel | **Quiz 6**  **Agency Presentation Due (Feb 11)** |
| **7**  *Feb.17 – Feb. 23* | * Challenges to Communication * Effective Communication Skills * No class Tuesday 2/18 (team project work) * Guest Speakers (R 2/20) | Chapters 5 & 6, Keyser | **Quiz 7** |
| **8**  *Feb.24 – Mar. 2* | * Formal Communications with Families * Planning Events in an Early Childhood Setting * Parents in the Classroom * Parent Conferences and Home Visits (dvd) * Guest Speakers (T 2/25) | Chapters 7 & 8, Keyser | **Quiz 8**  **Final Project progress report due** |
| **9**  *Mar. 3 - 9* | * Managing Your Own Stress * Agency Presentations | Chapter 10,  Kanel; Chapter 12, Keyser | **Quiz 9**  **Speaker Notebook Due** |
| **10**  *Mar10 -16* | * Agency Presentations * Ethics and Values | Chapter  11, Kanel. | **Quiz 10**  **Final Project Due** (no late option)  (All late work weeks 5-9 due T 3/10) |
| **11** | **Your Final Essay/Reflection (up-loaded to Moodle) is due by 3:00 p.m on Tuesday  March 18th.** |  | **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.***