

HDFS 261: Working with Individuals & Families
CRN# 43523

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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 in bookstore (Bookstore has free in-state shipping. Click link below for more information.

<https://www.bookstore.linnbenton.edu/lbenton/>

IV. How to be SUCCESSFUL in this course:

- Use Weekly Checklist to complete weekly online activities and assignments.
- Actively participate in your online small group.
- Be open-minded and respectful.
- Complete assignments on time. Type all assignments.
- Read the Other People's Children book in a timely manner (don't leave it till the last minute)

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

- Use the weekly checklist 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.
- Complete weekly class exercise assignments to Turnitin.
- 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 Pts	Your Points
Weekly Questions x 9 x 10 pts	90	
#1: Ecological Model & Cultural Framework Reflection	100	
#2: Childhood Matters	80	
#3: Other People’s Children	110	
#4: Socialization Agents & Interpersonal Communication	100	
#5: Current Events	90	
#6: Parent Event	90	
#7: Agency Project	100	
Class Participation (10 pts week total)	100	
Small Group Participation	90	
Small Group Project	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 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.

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Class & Small Group Participation Points

Class Participation: 100 points

- Submission of Weekly Checklist: Class Learning Experiences to Turnitin.
- Respectful interactions. [See Climate of Care.](#)
- Completion of Weekly Collaborative Experiences and at least 2 posts.
- Asking instructor questions if you are confused.

Small Group Participation: 90 points + 50 points group project

- Join & participate in your assigned small group's weekly activities
- Facilitate the group process at least 2x per term. If this feels uncomfortable to you then ask your group to go last in the rotation.
- Post small group activity notes when you are the facilitator.
- Respectful interactions with group members
- Do at least your share of the work for the small group project.
- Be supportive of team members
- Submit team evaluations when requested
- Your small group will be evaluating your participation using forms in your course packet.

VII. Calendar /Course Outline

WHAT WE DO WHEN	Topic	Readings Due Today	Assignments Due Today
1	Family Partnerships; Professional Dispositions		* Create Turnitin Acct. * Complete Week 1 Checklist: Class Exercises
2	Family-Centered Care	Ch. 1 & 2 (P to P)	#1: Ecological Model & Cultural Framework Reflect * Complete Week 2 Checklist: Class Learning Experiences * Week 2 chapter organizer notes
3	Cross-Cultural Communication	Ch. 3 (P to P) Part 1: (FP & C)	#2: Childhood matters * Complete Week 3 Checklist: Class Learning Experiences * Week 3 chapter organizer notes
4	Culture & Socialization	Ch. 5 (P to P) Part 1: (FP & C)	* Complete Week 4 Checklist: Class Learning Experiences * Week 4 chapter organizer notes
5	Working with Diversity Issues	Ch. 6 (P to P)	#3: Other People's Children * Complete Week 5 Checklist: Class Learning Experiences * Week 5 chapter organizer notes
6	Communication Systems	Ch. 7 (P to P)	# 4: Socialization Agents & Interpersonal Communication * Complete Week 6 Checklist: Class Learning Experiences * Week 6 chapter organizer notes
7	Communication Systems	Ch. 8 (P to P)	#5: Current Events * Complete Week 7 Checklist: Class Learning Experiences * Week 7 chapter organizer notes
8	Welcoming Environments	Ch 9 (P to P) Part 4: (FP & C)	#6: Parent Event * Complete Week 8 Checklist: Class Learning Experiences * Week 8 chapter organizer notes
9	Family-centered Curriculum	Ch. 10 & 11 (P to P)	Small Group Project * Complete Week 9 Checklist: Class Learning Experiences * Week 9 chapter organizer notes
10/11	Welcoming Families into Partnership	Ch. 12 (P to P) Part 3: (FP & C)	#7: Agency Project * Complete Week 10 Checklist: Class Learning Experiences * Week 10 chapter organizer notes

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.