

WEBSTER UNIVERSITY

Course Syllabus

ECED 5880.01 and SPED 5880.01

(Course Number and Section)

Joseph “Chip” Jones

(Instructor)

Integrating Resources:

Community, Schools, and Family

(course Title)

Term: F I ___ Year 2002

F II X

Sp I ___

Sp II ___

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1. COURSE DESCRIPTION (STUDENT FOCUS, RATIONALE, SCOPE, PREREQUISITES)

In this course students will examine current trends and concerns which characterize the changing American family and draw implications for education. They will examine family, community and school structures, patterns and relationships. Students will explore a variety of theories, concepts, principals and models utilized when implementing effective family, school and community partnerships in regard to children and families with both intact and special/diverse needs. They will identify and discuss the uses and applications of community and school resources in supporting families and their children. Students will learn and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

2. LEARNING OUTCOMES: GOALS, OBJECTIVES, COURSE OUTCOMES, ETC.)

- a. Demonstrates knowledge of various theories of family systems; cultural, socio-economic, political, and community influences; and the effects of stress/crisis on families.
- b. Demonstrates the ability to work effectively with parents, families and other adults from a variety of cultural/linguistic and socio-economic backgrounds.
- c. Plans for parent participation recognizing those parent attitudes influence children’s dispositions to learn.
- d. Demonstrates knowledge of community resources/services and can use them to support both students and their families.
- e. Demonstrates an understanding of family development and dynamics within pluralistic cultures
- f. Demonstrates knowledge of policymaking, legislation, legal and advocacy issues impacting children and their families and is able to communicate this information to others
- g. Demonstrates knowledge of historical, philosophical, psychological, and social foundations of education including early childhood, general and special education.
- h. Identify and utilize skills necessary for effective interaction between and among the family, school and community.
- i. Articulates and applies a best practice philosophy of early childhood, special and general education as a basis for making professional decisions regarding diverse learners.

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS AND EXAMS:

Week 1: Introductions and overview of course

Changing family structures, current trends and diversity in the classroom
Social policy affecting family support systems
Analysis of theory, research and public policy leading to current emphasis on parent/school/community partnerships
Understanding the family-centered approach
Conceptual framework for family support systems
Array of community resources to support both students and families
(Lecture/class discussion/small group participation)
(Chapters 1-3, packet reading, and select community resources)

Week 2: Establishing relationships of mutual trust and respect with families

Integrated support systems between/among families
Medical, personal-social, child-family interactions, environmental factors and major characteristics/conditions, which affect how well the family/school and community work with students of diversity
Effects of stress/crisis on the family, grief and developmental milestones
Interaction skills that reflect professional character, value of self and respect for others
(Lecture/class discussion/application and parent panel)
(Chapters 5-7, packet reading, select community resources, and experimental activity reports)

Week 3: Help-giver behavior and family functioning

Assessment of family needs, strengths and family function/interaction patterns
Facilitation of support networks/strategies for family-identified needs
Family/school/community and the child evaluation
Family/community/school communication and the IEP
Implementing the family centered approach
(Lecture, class discussion and application)
(Chapters 9-11, 13, 14, 17, packet reading, turn in journal for weeks 1 & 2, community resource and experimental activity, submit case study or research paper/project proposals)

Week 4: What families and professional uniquely bring when planning for students

Professional ethics and communication between/among families, school and community personnel
Inter/multi/and transdisciplinary approaches
Collaborative consultation/problem-solving process
Team meetings/models
(Lecture, class discussion and application)
(Chapter 16, packet reading, community resource and experimental activity reports)

Week 5: Community/school resource systems for Birth-2

Early childhood and young elementary resources/support systems
Home/school communication systems
Early childhood programming/instruction
Understanding and implementing the family centered approach in the schools
(Lecture/class discussion, guest speakers and application)
(Packet reading, turn in journals for weeks 3 & 4, community resource and experimental activity presentations)

Week 6: Community/school resource systems for secondary and post-secondary level students
Processes for integrating family, school and community when planning a child's support program
MAPS, Transition and Futures planning process
Listening skills, rational, self-analysis, non verbal communication, active listening
Community resource and case study presentations
(Lecture/class discussion, guest speakers and application)
(Packet reading, community resource and experimental activity presentations)

Week 7: Models, process and skills needed in parent teacher conferencing (part two)
Legislation/litigation and special needs students
Parent/student rights and advocacy
Conflict resolution
(Lecture/class discussion, guest speakers and application)
(Packet reading, turn in journals for weeks 5 & 6, community resource, experimental activity and case study presentations)

Week 8: Conflict resolution, styles, strategies, self-analysis
Reflecting family and community in the classroom
Instructional, guidance procedures for integrating children with and without disabilities
Medical related, religious, recreational, technological, respite and other Community resources
Community resources on the internet
Case study presentations
Review and summary
(Lecture/class discussion, guest speakers and application)
(Packet reading, community resource and experimental activity presentations)

4. RESOURCES:

Text Used: Dunst, C.; Trifette, C.; and Deal, A. (Eds.) (1994). Supporting & Strengthening Families.
Cambridge, MA: Brookline Books.

Supplemental Readings: (List and indicate how these are to be used.)

A packet containing material to support weekly sessions will be distributed to each student on the first night of class. An additional assortment of handouts for review and an additional resource packet of resources (researched by the class) will also be distributed. A fee (approximately \$40.00) will be charged for this material.

Audio Visual/Other: overheads, guest speakers, site visits and video presentations

5. EVALUATION:

- A. Case study or research paper -----40%
- B. Investigation of community resources and or review/summary of
Professional readings -----15%
- C. Literature response journal -----15%
- D. Class participation -----15%
- E. Experimental/applied activities -----15%

6. SUPPLEMENTS: (STUDY GUIDE, SAMPLE TESTS, PROJECT OUTLINES MAY BE ATTACHED) Please list.

- A. Course assignment information
- B. Guidelines for APA format

7. 3 HOUR COURSES : Students taking an 8 week course and 3 credit hours will complete the following additional assignments and/or attend the following additional classes meetings:
Students taking this course for 3 hours of credit will complete two additional choice assignments

8. FINAL PROJECTS: Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned. YES

9. OTHER: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.