**EDCO 6681 School Family Community Partnerships**

**Online**

**Department of Counselor Education**

**Seattle Pacific University**

**Summer Quarter,**

**Instructor:**

Office: Peterson 401

Office Hours: By Appointment

Work Telephone:

E-mail:

Appointment:

**University Mission Statement:**

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**School of Education Mission Statement:**

The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

**School Counseling Program Mission Statement:**

Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.

***School Counseling web site:***

<http://www.spu.edu/depts/soe/academics/graduate/counseling.asp>

**Academic Integrity:**

“Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct.  Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog.  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

**Diversity Statement:**

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the “lens” that this viewpoint is shared. Diversity is appreciated and celebrated in this course. I look forward to hearing and learning from others through the sharing of experiences and views.

**Technology Integration:**

As identified in section A.14. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, this course utilizes *Canvas* (**canvas.spu.edu**) to integrate technology throughout this course. If you have questions regarding Canvas that is related to technology (not course specific), please contact Educational Technology Service (ETM) at etmhelp@spu.edu. If you are unfamiliar with how to use either system, please contact SPU library for information and/or training: <https://scholars.spu.edu/etm/staff-contact/>

Disability Support Services:

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations.  Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability. I honor all accommodations necessary to offer each student a healthy learning environment.

**Course Description:**

This course will focus on **both** the theory and the skills to work collaboratively with families in K-12 school settings. This includes knowledge of diverse family influences on student learning and introduces theoretical application of systems thinking to work with families and relevant organizations. This course is designed to facilitate school counselors to meet relevant professional standards as outlined in Washington Administrative Code (181-78A-270-4). Specifically, these WAC standards are addressed:

# *Human Growth and Development* -- Consults with staff and families about developmental needs of students and increases resiliency of students through development of skills in academic, career, and personal/social domains and enhances personal connections to school, family and community

# *Collaboration with School Staff, Family, and Community* -- Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

**Course Objectives:**

In this course, prospective school personnel develop **knowledge and skills** for working together and advocating for families within educational contexts in order to improve student achievement. The course is structured to meet current professional standards and to model "best practices" in curriculum development, instruction, and assessment.

Essential understandings this course will address:

## 1. Effective family-school collaboration practices, including *advocacy* for students and families, have positive effects on student learning and achievement.

## 2. Effective *collaboration* practices among educational professionals have positive effects on student learning and achievement.

3. Effective *leadership* directed to affect change at multiple- system levels (individual, family, school, district, community) offers promising outcomes for improved student learning and achievement.

*Working with Families in K-12 Settings* is designed to empower prospective school counselors to:

1. Understand the developmental nature of families (COMPETENCE: Foundational Knowledge and Skills).
2. Understand the key theoretical interventions used when working with families in a school setting (COMPETENCE: Analytical and Problem-Solving Skills; Foundational Knowledge and Skills).
3. Experience the collaborative process of working with families through assessment, evaluation, and interview procedures (COMPENTENCE: Analytical and Problem Solving Skills; Foundational Knowledge. CHARACTER: A Positive Impact on Student Learning).

Upon completion of this course, the student will meet the following CACREP standards (2016):

* + Section 2.F.3.a. theories of individual and family development across the lifespan
	+ Section 5.G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
	+ Section 5.G.2.k. community resources and referral sources

Required Texts:

Henderson, A. T., Mapp, K. L., & Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family/school partnership.* (3rd edition).New York, NY: The New Press.

Other readings will be posted to Canvas.

Assignments:

Please make every effort to turn in all work by the due date, listed on the schedule. Incomplete grades will be assigned only in cases of major medical or family emergencies. Please contact your course instructor well in advance to discuss incomplete grades or extensions.

1. **Readings, Professionalism, and Class Participation:**

Professionalism is defined, in part, as maintaining a respectful presence that encourages a sense of community even if you are not speaking in that moment. Additionally, professionalism encourages being open to receiving constructive feedback. Missing a class meeting will be a hindrance to your comprehension and application of the course material. Students should complete the assigned readings every week (for list of readings see the Canvas course site), reflect in discussion online, and apply their subject matter.

Questions emailed to the professor can be “replied to all” in the class unless your email indicates that it is of a confidential nature.

1. **Genogram Project (Due on)**

You will interview a child from a cultural, ethnic, socioeconomic, or linguistic background that is different from your own. Obtain permission from both the parent and child to participate in the interview (see last page).

The purpose of the child interview is to assess family interaction and get a rich description about the child’s and family’s perspective on the process of education. You will hypothesize about what changes in school and family would help to improve the student’s learning.

* **Please protect the family’s confidentiality by not using real names or identifying data in the write up or in the genogram.**

Create a Genogram and write a 3 to 4 page paper that includes highlights of the interviews and your reflections on four questions (below):

* Create a two-three generation genogram. Many students find it helpful to have some semi-structured questions prepared before the interview based on the categories below. This is not required for the project, but may help you focus the genogram interview. Remember, you do not need to get “all” the information. Just give a snapshot and highlights of key events.
* Include Demographic data
* Family members
* Critical life events (birth, death, marriages, divorces)
* Cultural/ethnic/religious background
* Education
* Performance at school, past or present
* Connectedness/belonging, past or present
* Educational goals, past or present
* Satisfaction
* Relationship/social history
* Relationship/bonds between and among members
* These are typically shown by lines (e.g., three parallel lines for very close, dotted line for distance, etc.)
* Key to genogram
* Use standard symbols
* Be creative and add color/additional symbols
* Analyze Data in Written Summary. Use a systemic lens, complete sentences, type your answers, and include any appropriate references to the assigned readings and other materials you may have read (not required, but suggested for *above and beyond* work). In grading your answers, I will be looking for the following: thoughtful answers and appropriate format (APA references, spelling, and grammar).
1. What filial (structural and relational) factors do you think influence this family’s experiences in the schools? For example, if caregiver/student relationship is extremely close (or enmeshed), how does this influence student’s actions at school? Does it make it harder for student to break away? Does the student play by the same rules at home that he or she does at school?
	* Find PATTERNS of interactions (use genogram to see patterns)
2. What are the families’ strengths and how do these strengths help them connect to the school?
3. What are family areas of growth (limitations) and how do these limit their connections with school?
4. What would help the school and family connect? Utilize identified strengths of the family (from #3) and how you would use these strengths.
	* What could you, as a school counselor, do to facilitate this (think about this family and system-wide)?

**3. Community Resources for Families (Due on)**

Upon COVID-19, school counselors have played a critical role in providing resources for students and families. While some large school districts have built a resource list for the community, many times those resources are too general nor not applicable to some students and families. With this assignment, I hope you learn to pay attention to the needs of families and caregivers and build a meaningful list of resources to the specific populations.

1. You will select one group of families that you are passionate to support. Please post your interest group by the end of June 30th. E.g., foster parents, caregivers of students with anxiety, parents/caregivers of students of LGBTQIA+, refugee families, etc. Your interest group should not be overlapped with others.
2. You will create a 1-2 page(s) brochure/flyer/page for the group that you identify to support.

\*\* The key is to create a meaningful list of resources. Please provide the information of the resources.

**4. SFC Partnership Project (Due on)**

Your job is to create a School Family Community Partnership project that is relevant and meaningful to families in your school. It can be a staff professional development, family night events, book club for dads, etc. In this project, you would like to utilize all three, School, Family, and Community systems to meet the needs of the specific population that you would like to support or bring positive changes in issues that are concerning in K-12 schools.

You will:

1. Work in a pair.
2. Consider the topic of the project. Re-visit six ways of involvement and identify which involvement your project can match with. Post the topic, the population, and the format you would like to explore under Discussion beforehand (July 7th). There may be no duplications in topics and topics are granted on a first-posted/first served basis.
3. Group members should consult the literature regarding how families can be involved in understanding and helping with the “topic”. Consider individual members (i.e., primary caregiver) and the system as a whole. Remember, *thinking systems* is not reductionistic and will include information presented to the family as a team (the whole is more than the sum of its parts). This should be a summary of the “best practice” literature related to interventions to “help” caregivers regarding your chosen topic. For example, if you choose to explore how caregivers can communicate with their teens, what does the literature say about effective communication? About half of the paper should be devoted to reviewing and exploring the topic and relevant research and the remaining half of your paper should be devoted to the description of the project and how it would hopefully contribute to a K-12 setting.
4. Develop an about 20-minute media presentation on the proposed project***.*** Everyone in the group participates in the presentation. The presentation should be 15-20 minutes long.
5. Page limit: 6-8 (excluding cover page, abstract and references: 12 font, double spaced, 1-inch margin on all sides). The paper should have at least 4 scholarly references (peer-reviewed articles). The paper should be written in APA.
6. Focus on connection: Part of the purpose of project is to connect the family with the school. How are those connections made and sustained? What is the role of school personnel in advocating for the family members?
7. Provide appropriate handouts (if available) and post your presentation to Canvas. [You will want to save your and your classmates presentations for your own resource library.]
8. Every student will choose one of the classmate’s presentation and provide feedback – two loves and one wish. (August 13th)

**Grading Scale:**

 1. Readings and Participation 30%

3. Genogram 20%

 3. Community Resources for Families 20%

4. SFC Partnership Project 30%

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 Total 100%

100-94 A 89-87 B+ 83-80 B-\*

93-90 A- 86-84 B

\*If you receive a grade lower than a B, this course will not count towards graduation requirements.

**Tentative Course Work**

(Please see the Canvas Course site for more details)

**Week 1 (We meet on Zoom, June 23rd)**

* Syllabus will be posted on Canvas.
* Read chapters 1-2 (If you have not purchased the book yet, you can find the chapters on Canvas course site).
* Intro to SFC Partnership: Advocating for families in K-12 settings: Overview and key concepts
* Overview of the Course and Assignments

**Week 2**

1. Read chapters 3-4.
2. Complete the Checklist: How Family-Friendly Is Your School and submit it.
3. Read the articles (Mullis & Edwards, 2001; Gibson, 2005) posted on Canvas.
4. Watch the lesson on “Family Structure and Dynamics.”
5. Read the case of Nancy and respond to three questions posted on Canvas.

**Week 3**

1. Read chapter 5-6.
2. Read the article (Epstein & Voorhis, 2010).
3. Watch the lesson on “SFC Partnership and Theoretical Models.”

**Week 4 (Wednesday, July 14th)**

1. We meet on Zoom.
2. Guest speakers
3. Read chapter 8-9 and bring questions
4. Genogram project is due at 11:59 pm on Wednesday, July 14th.

**Week 5**

1. Read one of the articles posted on Canvas and review the Epstein’s model critically from cultural perspectives– discussion questions will be provided.

**Week 6**

1. Read the articles on Canvas.
2. Watch “SFC Partnership nuts and bolts.”
3. Respond to the reflection questions.
4. Community Resources for Families is due at 11:59 pm on Wednesday, July 28th.

**Week 7**

1. Watch the lesson on “Honing your communication skills: How to listen to and talk with caregivers.”
2. Read the posted articles and respond to discussion questions.
3. Review “Consultant Reflection Inventory” and write a reflection.

**Week 8**

1. Post the School Family Partnership project. (August 11th)
2. Give feedback to one of the projects by the end of.

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# Family Consent Form



I understand that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a student in the School Counseling Program at Seattle Pacific University, will be interviewing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ regarding family to understand family dynamics and learn more about the child from a systemic view. This information will be kept confidential and used only for educational purposes. Only the instructor and students who are currently enrolled in the course will have access to information gained in the interview. All participants in the course are required to keep the information confidential. The interview documents will be destroyed after the class is completed.

If I have any questions about the interview, I am free to contact:

Jung (June) H. Hyun, Ph.D.

Associate Professor

Department of Counselor Education

School of Education

Seattle Pacific University

3307 3rd Avenue West Suite 202

Seattle, WA 98119

206.281.2671 (phone)

jhyun@spu.edu

Signature (with date) of parent/guardian:

Signature (with date) of child in K-12 school:

**Emergency Preparedness Information**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

* Stay inside and await instruction, unless you are in immediate visible danger.
* Move to a securable area (such as an office or classroom) and lock the doors.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

 If you are outside at the time of a lockdown:

* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.