CHLD 451: Working with Families in Diverse Communities: Advanced
(formally Advanced Staff & Family Relations)
Section 01, Spring 2016

Instructor: Heather Werner, MSW
Office location: Modoc 105
Telephone: None yet, please use email!
E-mail: hwerner1@csuchico.edu

Email is the BEST way to get a hold of me and is checked daily, except
holidays and weekends. I will respond in 24 hours Monday-Friday.

Office hours: Tuesdays 9:30-11am & 1-1:30pm or by appointment
Class days and times Tuesdays & Thursdays 8-9:15am
Classroom: Modoc 120
Prerequisites: CHLD 251, CHLD 252, & Junior Standing

Textbooks

Lynch, E. W., & Hanson, M. J. (2011). Developing cross-cultural competence: A guide to working with

González-Mena, J. (2007). Diversity in Early Care and Education: Honoring Differences (5th ed.). New York:
   Pearson. ISBN: 978-0073525860

Other Supplemental Readings: Available in the Learning Modules of Blackboard Learn

Course Usage of Blackboard Learn
Copies of the course syllabus and major assignments may be found on Blackboard (Bb) Learn, which is
accessed through the Chico State Portal. Students are responsible for regularly checking the online Bb
resources, including any updates or changes made in the Announcements section.
Course Description and Goals

Through discussion, presentations, and written assignments students will apply their knowledge and focus on relationships between parents, children, and service providers. Students will assess the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect our work as advocates. Within this context, students will create strategies to be more successful individual, interpersonal and institutional change agents. Students will engage in active, experiential learning, synthesize theory and practice, and evaluate the impact of social, ethnic, gender and class contexts on themselves and their work with children and families.

Student Learning Objectives

1. **SLO 1: Foundations of Child Development**  
   Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.

2. **SLO 2: Child and Environmental Assessment and Study**  
   Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

3. **SLO 3: Developmental Context**  
   Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.

4. **SLO 4: Professionalism**  
   Students will engage in professional behavior appropriate to the discipline in professional contexts.

5. **SLO 5: Critical Thinking**  
   Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

Course Learning Outcomes

Upon completion of this course, students will:

1. Know and apply conceptual frameworks and research on diversity in service settings.
2. Know and apply diverse cultural perspectives to develop cross-cultural competence in working with staff, children and families.
3. Understand how organizations can better meet the needs of children and families.
4. Learn about the diversity within families and parenting approaches.
5. Examine the influences of privilege, power, and social inequities in relation to families.
6. Understand developmental contexts that affect children and families.
7. Synthesize knowledge acquisition with personal experiences to construct new understandings about family dynamics and influences.
8. Evaluate the impact of the image of families in the media.

Software Requirements

- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007 & 2013. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open.
• Download free copy of Adobe reader for required electronic readings from www.adobe.com
• For MAC users, if you use Google Chrome as your browser, the pdf files for this course should open within the course instead of an outside window.

Notifications – Every Time you Log In
Every time you enter the Bb Learn section for this course, be sure to check the link on the left labeled “Announcements” where you will find any class announcements (for all students). You can email me though the “Email” tab on the left, which is automatically forwarded to my campus email.

Course Schedule
To ensure that you are always prepared be sure that you print and follow the class schedule! The class schedule contains the weekly class topics and required readings, as well as due dates for class activities, assignments, and presentations. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced on Bb in the Announcements section.

Classroom Protocol
Your enrollment in this class implies that you agree to these requirements. Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.

You are expected to be considerate of others at all times by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking. Students who regularly come in late or leave early will lose participation points!

Cell phones, texting, and laptop classroom rules:
• Turn off your cell phones or set them on silent mode when you come to class.
• Text messaging will not be tolerated in class; any student found to be sending or checking text messages during class will be invited (publicly) to make a choice either to cease the texting or leave the classroom.
• DO NOT use your laptop in class unless obtaining specific permission from the instructor and then laptops can only be used for activities directly related to this class. If you need individual accommodations (such as for a documented disability), please come speak to me privately during my office hours. Being behind a computer screen in class gives the impression of not being invested in class discussion and is considered disrespectful.
• Class participation points will be deducted for violations.

24 Hour Question and Answer Deadline
I will respond to questions about assignments and exams up until 24 hours before their due date. If students email questions with less than 24 hours notice, they probably won’t get a response in time. Plan accordingly, plan ahead, and don’t leave questions or concerns about assignments until the night before.

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Incompletes
To receive an Incomplete, a student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found in the CSU Chico University Catalog. You should be aware of the new deadlines and penalties for adding and dropping classes.

Participation
Preparation and participation are essential to your learning experience. Weekly in class activities are approximately 10% of student’s grade. I will also assess students’ level of class preparation and participation. These ratings will contribute points to students’ overall participation percentage.

Assignments and Grading Policy
All assignments are due at the BEGINNING of class begins on their due dates.

- Students will receive credit (points) for class activities only on the days that they are scheduled to be turned in or worked on in class.
- Assignments turned in late will lose points. However, late assignments are accepted throughout the semester, EXCEPT for finals week. Late policy below applies to both online and physical assignments. Weekend days are counted as individual days.
- The late policy (grade/points deduction) is as follows:
  - Up to 24 hours 10%
  - 25-48 hours 20%
  - 49 hours+ 50%

A. Weekly Quizzes
There are no formal exams for this course, thus to assess student understanding of class materials and reading content, twelve online weekly quizzes will be given. There will be approximately 10-15 multiple-choice questions (depending on the number of chapters assigned each week). In Bb Students will have two opportunities to answer the questions. Once the assessment begins students must continue until completed. The higher of the two grades will be kept. Scores will be posted in the Bb Gradebook.

At the end of the semester, only 150 quiz points of the total possible (165-205) will be counted for the semester. Therefore you have a small window to miss approximately 2-3 quizzes due to not reading, computer malfunction, or for any other reason. There will be NO make-up quizzes for ANY reason.

B. Weekly Journals & In Class Activities
Students will complete weekly class activities such as: quick writes, case studies analysis, reflective journals, and peer presentation and panel feedback. Questions and assignment will vary based on the week. No makeups for missed in class activities will be given, thus if a student misses class the day in-class activities are given, the student will lose those points. However, only 50 points of the total possible (65 points) will be counted for the semester allowing for approximately 2-3 days for missed attendance.
for any reason or a “forgiveness” for any points lost to poorly developed responses for in class assignments and/or lack of participation.

With case studies, students will be provided with a scenario about a family and asked to respond to the questions posed in the scenario. Additionally pairs will address how they would demonstrate cross-cultural competence in working with this family applying specific knowledge from readings as well as classroom lecture and discussions. Response should demonstrate an understanding of specific aspects of religion, language, and cultural influences on the family’s values and child-rearing practices.

C. Cultural Project & Presentation
Working in pairs or trios assigned by the professor, students will take leadership of a cultural chapter from the required reading assignments. Pairs will also find at least one media representation (book, TV series or film, scripted/fiction or “reality-based”/documentary/non-fiction) pertaining to CHILDREN and/or FAMILY (or families) the culture of focus. A second example in a different media format can be included for extra credit.

Each group will create a power point presentation for the class that summarizing key information from their assigned chapter and analysis of their media example(s). Media analysis will focus on how the child/family of this culture is represented and the effect that culture has on the development of the child and familial norms, values, and ideals. More information about this assignment will be provided.

A handout (ONE page, TWO sided) will be compiled for classmates to keep as a reference. Please include the information you feel is MOST relevant and helpful to understanding and working with children and families of this culture. Be sure to include ALL references including your textbook, media example(s), and any other sources used.

A copy of the power point and handout will be submitted to the professor through the Bb Assignments Submission link the day before your presentation (at least 24 hours in advance), so that the handout can be copied (by the professor) and provided for the rest of the class.

This presentation will also provide a brief activity, song, story, or other culturally enriching experience that is representative of the families described within their chapter. More information about this assignment will be provided. Student pairs will be assigned their specific chapter presentations the second week of classes.

D. Personal Family Profile
The Personal Family Profile is a project that students will work on over the course of the semester. This initial draft (Part 1) is to develop a family of origin profile from the point of your current understanding; students will then continue to add information regarding theoretical perspectives and other insights as the course progresses, with the second draft (Part 2) focusing on power/privilege/social inequity. The final paper will discuss the evolution of one’s own cultural competency through personal reflection and will build off the prior to draft submissions. More information about this assignment will be provided.

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E. Family Interviews Assignment

Students will interview three people/families about their family structure, culture, and ethnicity. Students will compare and contrast the differences and similarities between families as well as reflect on the experience of gathering information on families different than oneself. More information about this assignment will be provided.

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<thead>
<tr>
<th>Course Requirements and Assignments</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A. Weekly Quizzes (12 @ apx 15 points each, only 150 total points counted)</td>
<td>150</td>
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<tr>
<td>B. Weekly In Class Assignments (15 @ 5 points each, only 50 total points counted)</td>
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<td>C. Cultural Projects &amp; Presentations (35 Chapter, 25 Media, 20 PowerPoint &amp; Presentation, 10 Handout, 10 Activity) + optional 25 extra credit</td>
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<tr>
<td>D. Personal Family Profile (25 Part 1, 25 Part 2, 40 Final Paper, 10 Oral)</td>
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<td>E. Family Interview Assignment</td>
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<td><strong>Total</strong></td>
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<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<th>D+</th>
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<tr>
<td>%</td>
<td>93-100</td>
<td>90-92.9</td>
<td>87-89.9</td>
<td>83-86.9</td>
<td>80-82.9</td>
<td>77-79.9</td>
<td>73-76.9</td>
<td>70-72.9</td>
<td>67-69.9</td>
<td>60-66.9</td>
<td>59 or less</td>
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Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.

Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.
**Students with Disabilities**

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959 or by email at: arcdept@csuchico.edu and are located in Student Services Center 170. Information about ARC services can be found at: [http://www.csuchico.edu/arc/students/register.shtml](http://www.csuchico.edu/arc/students/register.shtml).

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

**Academic Integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found on the Student Judicial Affairs web site.

**Academic Honesty**

- All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

**Title IX: Confidentiality and Mandatory Reporting**

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available at: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)