California State University, Chico
Department of Child Development

CHLD 551: Staff and Family Relations
Spring 2015

Instructor: Heather Halterbeck Werner, MSW
Office location: Modoc 105
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E-mail: hwerner1@csuchico.edu or Blackboard Email
Office hours: Thursday 12:30 – 1:45pm, or by appointment
Class days and times Thursday 2:00 – 4:50pm
Classroom: Modoc 120

Textbooks


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. Students are responsible for regularly checking the online resources, which is accessed through the Chico State Portal. Email through Bb Learn is my preferred method of communication.

Notifications – Messages Check at least Once a Week, Every Time you Log In.

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.

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 and 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.

**Classroom Protocol**

Software requirements:

- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word 2007. 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.

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 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.
- Class participation points will be deducted for violations.

**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.

Please Note: 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.

Participation

Preparation and participation are essential to your learning experience. Weekly in class activities are about 15-20% 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 before 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. Late policy below applies to both online and physical assignments. Weekend days are counted. How Late?
  • Up to 24 hours 10%
  • 25-48 hours 20%
  • 49 hours+ No Credit

A. Weekly Quizzes

There are no formal exams for this course, thus to assess student understanding of class materials and reading content, thirteen online weekly quizzes will be given. These will vary from 5 – 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.

There will be an optional 50 question/point final review in which you will be given the opportunity to retake 50 randomly selected questions from the prior 13 quizzes. At the end of the semester, only 150 points of the total possible (165-205 points) will be counted for the semester. Therefore you have a small window to miss quizzes due to not reading, computer malfunction, anything else, or have the option not to take the final if you feel it doesn’t impact your grade to do so.

B. In Class Activities

Working individually and in pairs in class, students will complete weekly class activities, such as: quick writes, case studies analysis, and peer presentation and panel feedback. Questions and assignment will vary based on the week. No makeups for missed 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 130 points of the total possible (160 points) will be counted for the semester allowing for up to 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 Chapter Presentations

Working in pairs or trios assigned by the professor, students will take leadership of a cultural chapter presentations from the required reading assignments. Each group will create a power point presentation for the class that summarizes key information from their assigned chapter. The power point, handout, and references will be submitted to the professor through the Bb Assignments Submission link the day before your presentation, so that a lecture overview (handout) can be provided for the rest of the class. This presentation will also provide an activity, song, story, or food 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 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 focusing on power/privilege/social inequity. The final paper will discuss the evolution of one’s own cultural competency through personal reflection. More information about this assignment will be provided.

E. Analysis of Media Portrayals of Families

This analysis will focus on various media representations of families (both scripted and “reality”) and its effect on the development of familial norms, values, and ideals. Students will reflect both individually in writing, as well as orally in a class group discussion. More information about this assignment will be provided.

F. Family Interviews Assignment

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

<table>
<thead>
<tr>
<th>Course Requirements and Assignments</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A. Weekly Quizzes (13)</td>
<td>150</td>
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<tr>
<td>B. Weekly In Class Assignments (16)</td>
<td>125</td>
</tr>
<tr>
<td>C. Chapter Presentations (1)</td>
<td>100</td>
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### University Policies and Campus Resources

**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.

**IT Support Services**
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through the ITSS web site. Additional labs may be available to students in your department or college.

**Student Services**
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found on the current students page of the CSU Chico web site.

**Americans with Disabilities Act**
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.
Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college coursework by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The University Writing Center has been combined with the Student Learning Center. You can also visit the Student Learning Center web site.

Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the foundations of child development, child study and assessment, programs for children and families, professional qualities, critical thinking skills, and developmental context.

Department of Child Development Vision Statement

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students’ professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.
# CHLD 551: Staff and Family Relations Course Schedule

*(Note: subject to change with fair notice.)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td>Introduction/Course Overview</td>
</tr>
<tr>
<td>2</td>
<td>1/29</td>
<td>Gonzalez-Mena, J: Intro; Olsen: Chapter 1; Lynch: Chapter 1</td>
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<tr>
<td>3</td>
<td>2/05</td>
<td>Olsen: Chapters 2 &amp; 3</td>
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<tr>
<td></td>
<td></td>
<td>Personal Family Profile Part 1 Draft Due</td>
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<tr>
<td>4</td>
<td>2/12</td>
<td>Gonzalez-Mena, J: Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>5</td>
<td>2/19</td>
<td>Olsen: Chapters 5 &amp; 6</td>
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<td>Families in the Media Assignment Due</td>
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<tr>
<td>6</td>
<td>2/26</td>
<td>Gonzalez-Mena, J: Chapters 3 &amp; 4</td>
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<tr>
<td>7</td>
<td>3/05</td>
<td>Lynch: Chapter 2; McIntosh: White Privilege (posted on Bb)</td>
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<tr>
<td></td>
<td>3/19</td>
<td>SPRING BREAK</td>
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<tr>
<td>8</td>
<td>3/12</td>
<td>Lynch: Chapter 3</td>
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<tr>
<td></td>
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<td>Personal Family Profile Part 2 Draft Due</td>
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<tr>
<td>9</td>
<td>3/26</td>
<td>Gonzalez-Mena, J: Chapters 5, 6 &amp; 7</td>
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<td>Family Interview Draft Due</td>
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<tr>
<td>10</td>
<td>4/02</td>
<td>Olsen: Chapter 4</td>
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<td>Individual Chapter Presentations (2)</td>
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<td>11</td>
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<td>Individual Chapter Presentations (2)</td>
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<td>4/16</td>
<td>Olsen: Chapter 9</td>
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<td>Individual Chapter Presentations (2)</td>
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<td>13</td>
<td>4/23</td>
<td>Olsen: Chapter 8</td>
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<td>Individual Chapter Presentations (2)</td>
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<td>14</td>
<td>4/30</td>
<td>Olsen: Chapter 12 &amp; 13</td>
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<td>Individual Chapter Presentations (1)</td>
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<td></td>
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<td>Family Interview Assignment Due</td>
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<td>15</td>
<td>5/07</td>
<td>Family Professions Panel Discussion</td>
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<td>16</td>
<td>5/14</td>
<td>FINALS WEEK: Final TBA</td>
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<td>Personal Family Profile Final Paper Due</td>
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