

**Portland State University
Graduate School of Education
Department of Counselor Education**

“Preparing professionals to meet our diverse communities’ lifelong educational needs.”

Course Title: **Parents, Families, and Communities in Schools**
 Course Number: **Coun 576**
 Class meetings: **4:00-6:30 p.m., Fall Term September 26– December 5, 2011**
 Classroom: **NH 238**
 Instructor: **Tyce (Ty) Okamura, RN, BA, MEd.**
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Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Program Policy Statement:

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture). Do not ask for special considerations regarding absences, etc.

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth by the American Counseling Association. (ACA; <http://www.counseling.org/resources/ethics.htm>). Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur

following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

Course Description

This course reviews effective best practice methods for including parents, families, and communities in schools. An emphasis on compliance with TSPC (Teacher's Standards and Practices Commission) licensure requirements is met by skill-building in communication, consultation and collaboration with stakeholders, community partners and families to assist in promoting school success and meeting achievement mandates.

This class uses lectures, guest presenters, discussion and student presentations on models of effective inclusion of all stakeholders (school staff, families, community partners) utilizing collaboration, consultation and cooperation to promote student achievement and success.

I do not have an office on campus however, I am available electronically (email, text, phone) if you have questions or concerns. I am willing to meet with students outside of class time for clarification or concerns. If you are unable to attend class, please let me know prior to the start time. Students are expected to attend and participate in all class sessions unless alternate plans are made in advance.

Essential Professional Practices per CACREP and ASCA and TSPC competencies addressed in this course:

- Establish programs appropriate for group, individual, and family counseling
- Demonstrate interpersonal skills, working with others, and communicating with community members.
- Practice and promote group process, crisis resolution, anger management and violence prevention
- Demonstrate ethical standards and knowledge of legal framework unique to counseling
- Collaborate with social service agencies providing services to students and families
- Support and develop plans which respect difference and promote communication among diverse groups
- Collaborate with school staff, families, and community members to meet individual students needs
- Assist staff to understand the needs of all students
- Demonstrate effective counseling techniques for individuals and small groups.
- Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

Required Reading Materials

Epstein, J. and Associates (2009), **School, Family and Community Partnerships: Your Handbook for Action. 3rd Edition.** Corwin Press.

Miller, L. (2002). **Integrating School and Family Counseling: Practical solutions.** Alexandria, VA: American Counseling Association.

Course Requirements

1. **School/Family Autobiography**—a review of personal and family influences during your school career from the beginning. Include highlights, low points, family perspective of education and the importance of school success along with the influence of teachers, peers and activities and community programs as they relate to your current educational plan and goals.
2. **Reading and Attendance with participation** – Students will post a weekly one-page double-spaced reaction paper to **each** chapter in Epstein and Associates on the *my.pdx.edu* page. You may use the summary and discussion materials as applicable.
3. **Resource Guide development**-- Students will post a single-page double spaced synopsis for each guest presenter of relevant content, contact information and resources on the *my.pdx.edu* page.
4. **Create and present a project of school counselor programs or interventions utilizing individual, school, family and community resources (consultation and collaboration) to serve all students in learning to live, learning to learn, learning to work, and learning to contribute. These will be a 20 minute presentation to the class with an appropriate handout (including agenda, fit to school schedule, involved parties, necessary funding or in-kind support, etc). This presentation can be replicated for use at your school site.**

Evaluation

20% School/Family Autobiography

20% Reading and Attendance with participation

20% Resource Guide Development

40% School, family and community counselor project

100%

Parents, Families and Communities in Schools

Date	Topics	Assignments	Due
Monday Sept. 26	Syllabus Overview Course Intro--Student self-intro	Epstein Chap. 1,2 Miller Chap. 1	
Oct. 3	Effective Inclusion, establishing programs for individuals, groups and families	Epstein Chap. 3	
Oct. 10	School Teams Parental Involvement	Epstein Chap. 4 Miller Chap. 2	
Oct. 17	Truancy, Drop-out Prevention Achievement-Utilizing outside	Epstein Chap. 5	

	resources	
Oct. 24	Alternative Education Programs, Work force development	Epstein Chap. 6 Miller Chap. 3
Oct. 31	Groups at School and in the Community—Alike or Different?	Epstein Chap. 7 Miller Chap. 4
Nov. 7	Culturally Specific Programs and Service Agencies/CBOs	<i>Genograms due</i> Epstein Chap. 8 Miller Chap. 5
Nov. 14	Violence Prevention Crisis Resolution Bullying and Gangs	Epstein Chap. 9 Miller Chap. 6
Nov. 21	From an agency or private practice perspective—what’s needed/what works	Epstein Chap. 10, 11
Nov.28	Student Presentations of Projects 20” /presentation from sign-up sheet	<i>Project Handout (written description)</i>
Dec. 5	Student Presentations of Projects Evaluations, closure	<i>Project Handout (written description)</i>

Grading Scale

- **A** **93-100 points**
- **B** **85-92**
- **C** **77-84**
- **F** **Student earns less than 77**
- **I:** **Student does not complete coursework within time line. Grade will be dropped to a ‘B’ grade if all work is completed at a satisfactory level.**

Grade Descriptors

A = work is characterized by critical application of theory and strategies, critical thinking, imagination, and visible growth. All work is completed on time. The work includes an understanding of differences in culture, gender, ethnicity, etc. Journal reflections demonstrate a reflective professional who is learning and growing the art and craft of counseling. Papers are written in APA style with no errors. The student comes to class prepared: readings are completed with thought; data is collected; reflections are probing; there is a willingness to honestly risk, question, and interact with peers.

B = work is characterized by thoroughness and thoughtfulness. Absent is the critical, analytical, and imaginative thinking of the A work, yet there is evidence of growth, risk, and application. The student

comes prepared to class: readings are complete, data is collected; reflections are thoughtful, group participation is supportive.

C = work is general and summative in nature. Due dates are barely met (some may be missed). The student is either ill prepared for class or the readings have been rushed and reflections are summaries rather than critically reflective. A “C” grade in counselor education courses may lead to a dismissal from the program or remediation plan. Students receiving a C grade will repeat the course to demonstrate competence.

D = Work is missing; due dates are not made; participation is poor; there are absences from class. Any of these characteristics may lower grades.

SCHOOL/FAMILY AUTOBIOGRAPHY GUIDELINES

The personal development of counselor candidates has long been an issue in counselor education. Commitment to enhancing counselor self-awareness is predicated upon the belief that counselor effectiveness is significantly increased by ability to deal effectively with personal and interpersonal issues that might otherwise inhibit counselor effectiveness. Some research shows that clients cannot progress to levels of psychological and emotional health that are higher than those of their counselors.

The purpose of doing a school/family autobiography is to examine the influences of your family of origin and others on the way you function now and the relationships these insights may have to influence the kind of help you can provide students, staff, families and community members as a school counselor.

Your autobiography should include the following:

1. Interviews with your parents, siblings, grandparents and other first degree relatives or persons of impact during your school career if appropriate. Note: interviews with grandparents about their parents and siblings will be a very important element. These interviews can be done face to face, by telephone or by letter.
2. A three-generation genogram must be constructed. The genogram should depict births, deaths, marriages, divorces, educational achievement and occupations at a minimum. You can include or note other information also (e.g., medical conditions, sexual orientation, and mental health information). It is better to focus more on the insights you are gaining about yourself than on the technicalities of creating the genogram. Genopro is a web-based site that can help with this construction if you desire. Inclusion of significant school experiences (positive and detrimental) should also be included here. What family “stressors” may have been present or creating impact? How did these “stressors” help or hinder your school success, achievement or involvement?
3. Details of family myths, secrets and rules and how these affect you now. (Make questions in advance that you ask each person interviewed).
4. An analysis of what you might need to understand better about yourself and what you might need to change in order to maximize your effectiveness with staff, students, families and community

programs.

5. Family pictures, excerpts from diaries, copies of pages from family bibles or other memorabilia as appropriate for you.
6. Some discussion of how your family of origin experience currently affects you and your spouse/partner/children as appropriate for you.

NOTE: These family autobiographies should be **10 pages** typed and double-spaced and do not need to cite any of the “literature” on family or school counseling unless that is something you want to do.

Please view this as a therapeutic experience focused on personal insight. If you are concerned about what I might think about something you describe please talk with me privately and try to avoid consuming any energy in a way that might prevent you from maximizing the benefit of this assignment.

Project Guidelines:

Your project should include the following and be relevant to the grade level/school setting appropriate for your intended site. Be willing to look outside the box and be creative.

1. Project must include the variety of “stakeholders”—community-based resources, businesses, faith groups, school staff, students, families, agencies and programs providing service to your school and it’s varied communities—you envision collaborating on the project(s).
2. You must show how you will facilitate “stakeholders” working together. Planning, funding, meeting, implementing and evaluating.
3. What is your intended outcome/product—how will this benefit your school population—have you included the appropriate cultural and ethnically specific resources and individuals?
4. The project timeline—during the school day, breaks, holidays or vacation times? Who will you collaborate/consult with to manage the project when you’re “off the clock”?
5. Written document 6-10 pages including hand-outs, schedules, contact information, etc.
6. An oral presentation to the class of 20 minutes with appropriate hand-outs for peers.