



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **EGC 506: Family Structures**

3 Credits
Effective: Summer 2020

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

COURSE DESCRIPTION

This course examines the impact of family structures and parenting on the K-12 student. Emphasis is placed on parenting theories, model parenting programs, community agency referrals, and strategies to encourage parental engagement in K-12 education. Candidates learn to view students through a systemic perspective, practice healthy communication skills and identify interventions that strengthen families so that K-12 learners can be effectively supported in school.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Develop communication tools to use with families and practice collaboration
- Examine parent support resources and programs
- Analyze parenting theories
- Describe the role of the family in student learning

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Collaboration
- Communication skills
- Cultural competence
- Family systems theory
- FERPA
- Genogram
- Parent engagement
- Parenting models
- Positive discipline
- Rights of parents

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Reflection on family dynamics and parenting styles

Candidates describe their family of origin, analyze the dynamics of family members' roles and responsibilities, birth order, power structures, communication styles, parent involvement and expectations using the lens of a chosen family systems theory. Candidates reflect upon how this history affects their life as a student, life-long learner and nurturer of K-12 students. A genogram outline is provided by instructor. This may be an in-class process exercise or written paper, as determined by instructor. Written papers must integrate APA citation protocol.

Annotated Parent Resource List

Candidates explore and identify resources available in their community which offer training and/or support to K-12 parents in basic needs and psychosocial domains. Candidates are expected to initiate five brief interviews with community providers and annotate their resource list to include the following: contact information, services offered, and sliding scale availability. Address: do these agencies currently receive referrals from schools and/or do they have existing relationships with school counselors? How might you build effective partnerships to support student learning? This will be used as a referral resource for internship during the following quarters.

Family Integration Plan

Candidates will write a plan for their current or future school counseling program to engage with and integrate families into the work done for and with students. The school you are at or planning to be at may have varying degrees of involvement with families and the goal of this assignment is to create a plan to increase familial engagement as it stands. As you write your paper, consider the following: what equity elements must be considered in engaging families? What policies already exist that may help or hinder families engaging in their children's school? Who should be involved in parent outreach? What language considerations are there and how will those be addressed?

Active Participation

This is a process-focused course with emphasis on reflective participation. Through discussion of theoretical frameworks and personal family history, candidates increase awareness of their own experience and of what qualities they bring to the role of school counselor. Candidates are expected to respond thoughtfully to both in class and online prompts.

COURSE POLICIES

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Title IX Statement

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of your experience. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

To view CityU'S sexual misconduct policy and for resources, please visit the [Campus Safety and Title IX Page](#) in the my.cityu.edu portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.