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| NWIC_Main_Horizontal_CMYK | **Building Relationships:**  **Culture, Family, and Community**  ECED 206  3 Credits  Spring 2019 |
| Class Dates: April 01 – June 14, 2019  Class Days: Thursdays  Class Times: 5:00 pm – 6:15 pm  Class Website: <https://nwic.instructure.com>  Join through the “Conference” Feature | Instructor Name: Shasta Pettijohn  Office Hours: Wed. & Thurs. 2:00 – 3:30 pm  Telephone Number: 509-675-1722  Email Address: [spettijohn@nwic.edu](mailto:spettijohn@nwic.edu) |

Course Description

This course deals with family, school, and community systems as they relate to and support children’s development (specifically young Native children). Beginning case management and communication skills are examined. Community support systems for families and children and opportunities for advocacy that promote continued growth and development of systems of support are investigated.

Course Modality Definition & Expectations

This is a hybrid class, meaning there is a decrease in hours of face-to-face time per week and a commensurate increase in time spent out of class on class work, as an independent component online in the Canvas course. Students are expected to go through each module in a comprehensive manner, paying attention to all supplemental handouts, reading assignments, and instructional videos.

Prerequisite  
ECED 101

Rationale

Young children grow and develop in the context of their families. In the very early years, families are the primary influence on the child. Families all have unique dynamics that influence the growth and development of a child. Families are influenced greatly by culture, community and society. When a teacher or family support worker is able to gain insight into the inter-related systems of family, community and society, they can then best partner with the family to support the growth and development of children.

Required Text

*A Gathering of Wisdoms; Tribal Mental Health: A Cultural Perspective.* Swinomish Tribal Mental Health Project, (1991). Swinomish Tribal Community, 950 Moorage, LaConner. ISBN 9780963101600

Other Text – provided by instructor

*Building Culturally Responsive Family-School Relationships*

(2009). Ellen S. Amatea. Merrill Pearson publishers

*Child, Family, and Community: Family-Centered Early Care and Education* 6/e. (2013) Gonzalez-Mena, Janet. Pearson Publishers.

Instructor Discretion

As the instructor of this course I reserve the right to make alterations to the tentative schedule outlined in this syllabus. If at any time I find it to be relevant or pertinent to the course or the student, I may substitute and / or change reading assignments or writing assignments as I deem necessary in order to create a more effective learning environment or learning opportunity for the student. If such a change is made, it will be done in a timely manner so as not to impede the learning process.

Course Outcomes

1. Compose one (1) written summary or case study of the ways in which biology, culture, socioeconomic status and environmental influences contribute to the shaping of the strengths and needs of the family and of a specific child in the family.
2. Identify three (3) main parenting styles and at least two (2) influences that parenting styles have on a child’s development, when examining case studies.
3. Identify how parenting styles exist in a classroom, and may or may not be in harmony with a child’s parenting experiences at home.
4. Identify and describe, at least three (3) historical factors that have affected and continue to affect Native Americans.
5. Research and identify two (2) or more cultural traditions and values regarding child rearing and family interactions and roles within one’s own community.
6. Identify at least three (3) factors that support resilience in children, and a strategy that can be used in the home, school and community to support the development of resilience.
7. Based upon a case study, develop an intervention with a resource and referral plan for a child and family that utilizes strengths-based and solutions-oriented practices, needs assessment, eco-map development, and client-centered practice.

Program Outcomes

1. Promoting child development and learning.
2. Building family and community relationships.
3. Observing, documenting, and assessing.
4. Teaching and learning.
5. Integrity, advocacy, and commitment to the field of Early Childhood Education.

Aligned with Institutional Outcomes

1. Native Leadership – To Acquire a Quality Education

Educated Native leaders are essential to the survival and advancement of Tribes.  NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas.

1. Way of Life – To Give Back

Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision making.

1. Inherent Rights – To Apply Indigenous Knowledge

Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perceptive and are able to differentiate between inherent rights and acquired rights.

1. Community Minded – To Utilize Education Through Work

Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

Late Homework Submission Policy

Pay special attention to each assignment’s due date.  If you have an emergency or community obligation, you may contact me in advance to request an extension for an assignment (though you will not receive full credit for your work).  If extensions are not requested in advance, the assignment will be graded as late.  Homework assignment extensions are typically not granted during the final week of the quarter.

Children in Class

We value young people and we value learning.Your learning and our discussions during class time will be more challenging if children are present. Please find child care for your precious children during our class time. If children must be present, please give them an activity so they are busy and engaged while we meet. (Infants and breastfeeding moms are welcome, of course!)

Academic Dishonesty

Plagiarism is a type of academic dishonesty. Plagiarism occurs when a person falsely presents written course work as his or her own product. This is most likely to occur in the following ways:

* Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.
* Presenting ideas or using the material of someone else even when it is in the student’s own words, without giving appropriate acknowledgment.
* Submitting an assignment written by someone else but representing it as the student’s own work.

Academic dishonesty in connection with any Northwest Indian College activity threatens personal, academic and institutional integrity and is not tolerated.

Additional Class Policies

1. Come on time, stay the whole time, and participate in class as if you were in a classroom.
2. Take responsibility for making a good online learning environment for your co-students. This means being engaged and visible. If you must leave for a moment, excuse yourself via chat box entry.
3. Turn off cell phones or put ringer on silent. Do not text or phone during class, but instead bring your whole attention to our community of learners.

Technology Help

For help with Canvas contact:

[Spencer Ellsworth](http://www.nwic.edu/about/campus-directory/name/spencer-ellsworth/), E-Learning Coordinator / Faculty

Work Phone: (360) 392-4299

Work Email: [sellsworth@nwic.edu](mailto:sellsworth@nwic.edu)

For other technology help contact:

Information Services & Media Center

Work Phone: 360-392-4342

Email: [is@nwic.edu](mailto:is@nwic.edu)

Disability Services

NWIC supports individuals with disabilities in undertaking and completing a college degree or program. [TRiO Student Support Services](http://www.nwic.edu/life-on-campus/trio/) will provide the tools necessary to help students reach their academic and career goals.  For more information, contact [trio@nwic.edu](mailto:trio@nwic.edu) 360-392-3442. Or contact the Dean of Student Life; Phone:(360) 392-4255.

Required Assignments / Points:

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| Syllabus Agreement | 05 points |
| Learning Partnerships (Set up, & 3 sessions @ 5 points ea.) | 20 points |
| Reflection on Learning Partnerships | 10 points |
| Discussions (4 @ 10 points ea.) | 40 points |
| Assignments | 140 points |
| Mid-term Project & Discussion | 25 points |
| Final Paper | 20 points |
| Class Attendance/Participation (10 @ 2 points each) | 20 points |
| Course Evaluation | 05 points |
| **Total Points** | **285 points** |
| Attendance Bonus Points**-** 9 or more sessions on time/entire time | 05 points |

Grading Scale

Most assignments are graded using **Rubrics** which you can view in Canvas to see expectations.

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|  | A = 93-100 % | A- = 90-92 % |
| B+ = 87-89 % | B = 83-86 % | B- = 80-82 % |
| C+ = 77-79 % | C = 73-76 % | C- = 70-72 % |
| D+ = 67-69 % | D = 63-66 % | D- = 60-62 % |

Overview of the Course

This course will support teachers and beginning-level family service workers in understanding some of the principles of how families work, how they are affected by societal and cultural forces, and how to develop an approach to working with families in a way that will benefit not only the children, but all members of the family.

This course has three segments to it:

* Topics 1 – 4: laying a foundation of understanding of ecosystems theory of families, community and society and the unique historical and cultural factors of American Indian, Canadian First Nations and Alaska Native families;
* Topics 5 – 7: exploring some of the diverse circumstances of family systems and how they influence family and child development (foster families, adoptive families, families with same-sex parents, substance abuse affected families, families in poverty, and families with children with disabilities). We also look at community resources that support the child and family.
* Topics 8 – 9: Learning practical application of theory and skills in working with families: listening skills, elements of successful home visits, learning about local resources for families, and learning about professional boundaries in working with families.
* Topic 10: Strengthening Communities and Advocacy,

Students will also learn how to create helpful tools to explore family relationships (family systems interviews and “ecomaps”), uncover family strengths and work toward identifying resources that may be of assistance to families.

Working with families in partnership, and from a strengths-based perspective, will be two underlying values during the course. Understanding some of the historical factors that have influenced family life among Native American people, such as the legacy of boarding and residential schools, forced assimilation and the power of culture to guide parenting and family life will also be an underlying value system of this course. Ultimately, this course will support teachers and family service workers in becoming agents for change.

Assignments Schedule

| **Week** | **Topics & Reading** | **Homework Assignments** |
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| Week 1 | **Topic 1**: Introduction to the Ecology of Human Development  **Read** p. 149-162 and 175-180 from Chapter 6 in “*A Gathering of Wisdoms*”.  **Read** pp. 35-37 and pp. 85-90 from "*Building Culturally Responsive Family-School Relationships"* by Ellen S. Amatea. (Located in the Week 1 Module) | 1. Acknowledge the Syllabus  2. Complete online Discussion in Canvas - Topic 1 Study Guide  3. Construct an Ecological Systems Theory diagram or "Ecomap" for a single child.  4. Set up your Learning partnership session #1. |
| Week 2 | **Topic 2**: Family and Ecology of Parenting  **Read** *Family Beliefs and Expectations*  pp. 91-108, Amatea  **Read** *Parenting styles*  pp. 234-237, Gonzalez-Mena  (Readings located in the Week 2 Module) | 1. Use the readings for Topic 2 and the Ecomap you developed in Topic #1 to create a narrative about Parenting.  2. Write and submit a 2-3 page Narrative Description of the Systems on your Ecomap.  3. Meet your co-learners for Learning Partnership session #1.  4. Submit Learning Partnership Session #1 report. |
| Week 3 | **Topic 3:** Child and Family in the Community  **Read** Amatea, p 170-171  **Read** Gonzalez-Mena, Chapter 14  (Readings located in the Week 3 Module) | 1. Complete online Discussion in Canvas “Write about your own family”.  2. Write & submit your “Family-in-the-Community Ecomap and Narrative”.  3. Select a Community Agency to serve a family for your Mid-term project, and make an appointment for an interview. Submit Plan.  4. Write about Socialization & Assimilation and submit. |
| Week 4 | **Topic 4** Family Systems: Historical influences on Native American Family Systems.  **Read** *A Gathering of Wisdoms; Tribal Mental Health: A Cultural Perspective*. pp. 28 – 30; 34 – 41; Ch. 5, 7, 8, 9.  **Watch:** American Indian Communication Styles (embedded in week 5 module)  **Watch:** Best Practices for American Indian and All Families (embedded in week 5 module)  **Watch:** American Indian Story on mental health: (embedded in week 5 module) | 1. Create a Brochure on Holistic Mental Health & Resources for Families.  2. Write a 2 page reaction paper on your interaction with Chapters 7, 8, and 9 *Wisdoms.*  3. Add to and complete your Ecomap using the guidelines.  4. Watch the videos. We will discuss in class. |
| Week 5 | **Topic 5** Family Systems: Special Needs, Foster, Adoptive.  **Read**: Articles 17, 20, & 43 in *A World of Difference* byCopple. (Located in the Week 5 Module)  **Read:** Early Childhood Inclusion article from NAEYC.  **Watch:** Special Quest: Family Voices (embedded in week 5 module)  **Watch:** Building Relationships- Helping Parents Help Their Children (embedded in week 5 module) | 1. **Complete your Community Resource Interview.**  2. Read the articles and watch the videos. We will discuss these in class.  3. Write a two paragraph reflection on Including Children With Special Needs and submit.  4. Write a two paragraph reflection on Adoptive and Foster Families and submit.  3. Meet with your learning Partner(s) and submit your Learning Partnership Report #2. |
| Week 6 | **Topic** 6 Family Systems continued: Same Sex Parents, Substance Abuse, Low Income  **Read**: Articles 16, 22, 24, 25 & 31 by Copple (Located in the Week 6 Module) | 1. Reflection paper- Poverty, same sex parents, and substance abuse  2. Read the articles. We will discuss in class.  3. Discussion: Burnout and Taking care of Yourself |
| Week 7 | No additional readings this week—Just read the Agency Profiles your peers submitted. | **Submit your Community Resource Agency Information to Discussion Forum**. |
| Week 8 | **Read**: Article # 18 in Copple  **Review** Chapter 9 in *Wisdoms*  **Read** *Tips for Communicating With Parents* in Canvas Topic 8 | 1. Design questions for your Family Systems Interview (Part 1).  2. Submit Learning Partnership session Report #3 |
| Week 9 | **Read**: pages 68-69 in *Wisdoms* and *the Educators’ Guide to Child Protective Services.*  **Watch:** What Mandated Reporters Need to Know about Racial Disproportionality in the  Child Welfare System (embedded in Week 9 Module) | 1. **Complete Family systems Interview** (Part 2).  2. Write a summary of the interview  3. Write a reflection paper on the interview process  4. Submit draft of Final paper.  5. Discussion: Professional boundaries in tribal communities. |
| Week 10 | **Topic 10** Strengthening Communities | **Final paper due** – Building Relationships: Culture, Family, and Community and YOU.) a) work that you can do to strengthen families and community; b) personal growth in interpersonal communication skills during the class, c) next steps in building a support community around you, and committing to advocacy for children and families.  **Reflection on Learning Partnership sessions due** |
| Week 11 | Finals Week  No additional readings. No class. | **Course evaluations** |