

**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 CRN 10959**  
Class meetings: **4:00-6:30 p.m., Fall Term September 30, 2013– December 14, 2013**  
Classroom: **Neuberger Hall 458**  
Instructor: **Tyce (Ty) Okamura, RN, BA, MEd.**  
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<b>Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs</b>			
 <b>Diversity and inclusiveness</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	 <b>Research-based practices and professional standards</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	 <b>Impact on learning and development</b> 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)	 <b>Evidence-informed decision making</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

**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 that are not corrected will be cause for disciplinary action, which may include termination from the program.

### **Course Description**

This course reviews effective best practices 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 development in communicating with stakeholders, community partners and families to assist in promoting school success and meeting achievement mandates. It emphasizes a systems perspective that includes consultation and collaboration in addressing academic, career and personal social success for all students. The importance of school readiness, attendance, alternative programs and resources for current problem areas faced by school counselors will be covered.

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

As I do not have an office on campus 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 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. 3<sup>rd</sup> Edition.** Corwin Press.

Baumberger, J., Harper, R. **Assisting Students with Disabilities** (2<sup>nd</sup> Edition). Corwin Press

### **Course Requirements**

1. **Personal Road to Counseling**—This written assignment should cover why you've chosen to train as a school counselor and allows me to know each of you better as we meet over the coming weeks. You should include your personal school experiences (the highlights and low points) that may have influenced this choice, family influences and the relationship of this choice to current relationships with your spouse/partner, children and peers. Include how you see yourself as a change agent and how these may affect your choice of grade level, school setting and level of community involvement. Discuss your personal styles of tolerance and flexibility as in this job there are no two days that are alike or follow a script. Be forthcoming about your skills and the areas you may need to “work on” as you complete this graduate program. Include as appropriate, an analysis of your self-understanding in areas of diversity and inclusion, adaptability and recognizing barriers to effective team work that may include gender, age or experience. If appropriate share examples of success or “what I learned from this experience” in your writing. General guidelines are 3-5 pages. You may add photos, diagrams or anecdotes as you choose if this enhances your paper. Post this on tk-20 by Wednesday, October 9, 2013. There will not be individual grades for weekly assignments. I will review and comment each week.
2. **Reading, Attendance and Participation** – Students will post a weekly reaction paper to **each** chapter in Epstein and Associates and Baumberger on tk-20. You may use the summary and discussion materials as applicable. A synopsis of information gained from each guest presenter should also be posted on tk-20 as appropriate. Consider the information gained, relevance to schools, families and communities and how you can utilize these resources during practicum, internship and qualified practice as a school counselor. Consider including contact information as appropriate for future reference. Comments on guest speaker or content presented by the instructor help to strengthen the course and keep the areas of concern relevant and useful.
3. **End of term Presentations**—you will, as self-selected teams, create and present a project or intervention for staff, families, community that utilizes resources and talents while recognizing the deficits or needs of these communities. Your project should also include meeting the goals of learning to live, learning to learn, learning to work and learning to contribute. Each “team” presentation should be approximately 20 minutes in length and include handouts or resource materials as appropriate. Include mock agendas for planning meetings, how the project will fit the school schedule, involved parties, necessary funding or in-kind support, methods of acknowledgement and “thank you” for participants and supporters and your evaluation tool.
4. **Site Visits/Interviews**—an alternative to class meeting may result in students choosing to make site visits or do informational interviews with schools, programs, individuals, community based organizations or areas of interest. A short written review will be required and should be posted on tk-20. We will discuss these options at the first class meeting.

**There will not be a mid-term or final examination. Writing will be rated on content, integration of reading and guest materials and application to counseling scenarios in class.**

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>	<b>Due</b>
Oct. 2	Course introduction, syllabus, and student self-introductions. Establishing programs that work. Key points to remember.		<b>Epstein Chpt. 1,2</b> <b><u>Personal Road to</u></b> <b><u>Counseling due 10/7/2013</u></b>
<b>Oct. 9</b>	The Importance of School Readiness and Attendance. Looking at Dropout /Push-out interventions.		<b>Epstein Chpt. 3</b> <b>Baumberger Chpt. 1</b>
<b>Oct. 16</b>	Student Management and Alternative Placements from a Counseling Perspective.		<b>Epstein Chpt. 4</b> <b>Baumberger Chpt. 2</b>
<b>Oct. 23</b>	Building, Nurturing and Maintaining Action Teams		<b>Epstein Chpt. 5</b> <b>Baumberger Chpt. 3</b>
<b>Oct. 30</b>	Selected areas of concern in schools: working with community partners. Bullying, gangs, trafficking, parent concerns, other		<b>Epstein Chpt. 6</b>
<b>Nov. 6</b>	Job-alike panels—words of wisdom from those in the field K-12		<b>Epstein Chpt. 7</b>
<b>Nov. 13</b>	Working w/ other school teams that support student success. Outside mental health resources and options.		<b>Epstein Chpt. 8</b> <b>Baumberger Chpt. 6</b>
<b>Nov. 20</b>	School Resource Officers/Campus Monitors-how to use District and school resources to develop positive partnerships		<b>Epstein Chpt. 9</b> <b>Baumberger Chpt. 7</b>
<b>Nov.27</b>	Alternate assignments		<b>Epstein Chpt. 10, 11</b>
<b>Dec. 4</b>	Student Presentations or Projects		<b><i>Project Handout (written description)</i></b>
<b>Dec. 11</b>	Student Presentations or Projects Evaluations		<b><i>Project Handout (written description)</i></b>

## **Evaluation**

**25% School/Family Autobiography**

**30% Reading, Resource review and development, attendance and participation**

**45% School, family and community counselor project**

**100%**

## **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.

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

## **PERSONAL ROAD TO COUNSELING 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 road to counseling paper 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. 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 members can be included if you wish. School counseling presents an ongoing often-changing set of needs and skills. These are often closely related to the school “community” you are assigned. The relationships of history, neighborhood and resources all become important factors in program development and success.

### **FINAL 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 schedules, implementing, thanking 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? Have you consulted community and religious calendars along with the master school calendar?
4. The project timeline— will this event be held during the school day or evening, breaks, holidays or vacation times? Who will you collaborate/consult with to manage the project when you’re “off the clock”? How do you envision “keeping it going and growing?”
5. Presentation format is a group decision-you can use handouts, PowerPoint/Keynote, interactive skits—think of the audiences you intend to present to and be creative. Have fun with the project.
6. An oral presentation to the class of 20 minutes with appropriate handouts for peers.
7. Post on tk-20 for your future use and adaptations. There’s no reason to constantly re-invent presentations when you can select from previous and re-tool them for new audiences.