

**CALIFORNIA STATE UNIVERSITY, FRESNO
SYLLABUS**

Title: **Counseling 240: Seminar in Counseling of Exceptional Children and their Parents**
Master Syllabus in Compliance with CTC Standards 2001

Required Text:

Fiedler, C.R., Simpson, R.L., & Clark, D.M. (2007). *Parents and families of children with disabilities*. Upper Saddle River, NJ: Pearson Education, Inc.

Required Materials:

A three-hole binder and stationery supplies to make a Family Resource Binder for a family with a child that has exceptional needs.

Course Description: Theories and techniques in working with parents of exceptional children; emphasis placed on individual and group counseling skills with parents; direct contact with families, case study, and current legislation. (2 seminar, 2 lab hours) (There are no prerequisites.)

Expected Outcomes (Objectives)

The student will:

1. provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational and other professionals and paraprofessionals. (CTC-7, 13, 22, 27)
2. collect data from families to guide collaboration that will support the academic and social/emotional progress of students. (CTC-2, 3, 5, 11, 21, 24)
3. read, discuss, and apply (when applicable) research and policy pertinent to working with families and others in a collaborative process. (CTC-6, 18)
4. demonstrate awareness of the various transitional challenges to students with special needs and their families, and knowledge as to how to work sensitively and effectively with them during these periods. (CTC-2, 3, 5, 7)
5. clearly communicate assessment information and its implications for general education classroom teachers, parents, and other professionals. (CTC-4, 23)
6. develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families, including conflict management
7. demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own. (CTC-3, 4, 7)
8. plan and present a meeting for families based on prior needs assessment. (CTC-4)

The above student outcomes exemplify in practice the broad goals of the KSOEHD as set out in the Knowledge Base, itself a compendium of the following four major dimensions.

- The Philosophical and Ideological Dimension
- The Cognitive and Reflective Dimension
- The Integration and Application of Knowledge Dimension
- The Diversity Dimension.

Course Expectations

Attendance and Participation: The Counseling faculty place great importance on attendance, promptness, and staying until the end of class, as these are professional expectations. More than two absences, or repeated late arrivals or early departures, may result in a lowered grade. It is your responsibility to contact the professor to discuss what, if anything can be done to maintain your desired grade.

- ❑ Please keep audible communication devices (cell phones and pagers) turned off during class. These devices distract others from the focus of the class session. *However, in the event of an emergency, please answer.*
- ❑ Visitors in the class are only allowed with advanced permission by the instructor.
- ❑ **Please keep laptops turned off during class.** Class encompasses student interaction, group work and opens discussions.

Assignments: Each student is responsible for the successful completion of the required standards demonstrated through the completion of assignments by the designated due date.

- ❑ Assignments received after the due date will be marked **one grade lower per class session of lateness.**
- ❑ Assignments should be typewritten or word-processed, double spaced, and in 12 point simple fonts.

University Policies: Please refer to the below web site:

http://www.csufresno.edu/academic/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

ASSIGNMENTS

CTC 2, 3, 4, 5, 6, 7, 11, 13, 18, 21, 22, 23, 27, 30, 31

FAMILY PARTNERSHIP PROJECT:

- a. Meet a family four times for 1 hour each time.
- b. First meeting: Complete the Parent Interview Report and obtain and review the records (if provided by the family).
- c. Second meeting: Meet and discuss action plan possibilities – your ideas, family’s ideas of the kind of help they would like, and decide on the next steps.
- d. Third meeting: Implement plan. Determine informational needs that might be addressed at the last meeting. Address termination issues.
- e. Last meeting: Go over what has been accomplished. Answer any questions. Provide family with the resource binder.

FAMILY INTERVIEW REPORT: Total Points: 50

During the first meeting with your partnering family, you will try to understand the family and write up a summary of the information you’ve gathered. The summary should be approximately five pages typewritten (double-spaced) and handed in by the due date on the schedule.

FAMILY MEETING JOURNAL SHEETS: Total Points: 3 x 15 = 45

Documentation of each of your meetings with your partnering family will be completed in a specific format. Complete one for each week you meet with the family. **(The format is provided to you in the Guide to the Family Partnership Project handout).**

FAMILY RESOURCE BINDER: Total Points: 150

The final product of your family partnership project will be a resource binder. This binder will provide the family with an organized body of information that you have gathered and tailored to their particular needs. You may choose to put this Binder together by yourself or with the family. The binder could include but is not limited to the following (* indicates mandatory items):

- a. child’s records
- b. relevant internet sites*

- c. relevant written materials*: general parenting issues (e.g., positive discipline, ways to encourage children, bedwetting) and parenting issues specific to child's exceptional needs (e.g., impact on families, nature of disability)
- d. pamphlets or other information from relevant community agencies
- e. names of appropriate books*, including children's books and where they can be obtained (e.g., address of the nearest public library)
- f. relevant support groups*
- g. names, phone numbers and email addresses of key educational personnel* (highlight key names)
- h. work samples, photos of child
- i. resources available through the school district* (e.g., after-school tutoring programs)
- j. opportunities for recreation, hobbies, social experiences*
- k. relevant laws and policies*
- l. information helpful for meeting urgent needs of family other than child's needs (e.g., employment, financial aid)
- m. business cards of relevant professionals
- n. any other information, materials, items of help and meaning to the family

When you submit the Family Resource Binder for grading, insert the following: Parent Interview Form, Family Resource Meeting Journal Sheets, a statement regarding why you are including specific materials in the Family Resource Binder.

READINGS: Total Points: 75

Readings from the textbook are assigned for each topic. It is expected that each student will have read the materials and will be able to contribute to class discussions. Additional readings may be assigned during this course.

Students will complete five chapter reviews: Submit a one-page, single-spaced review on assigned chapters of the textbook. Identify any six crucial concepts from the chapter(s) that you will apply to your practice with families that have children with exceptional needs.

CLASS PRESENTATION: 75

Students will make a 45 to 50 minutes group presentation on one of the following special needs. The presentation will include a three-page fact sheet on the assessment and diagnosis, etiology, treatment/intervention of choice with three internet sites and one local agency that address needs arising from the special needs, types of services available from schools. Students are required to cite references from at least one of each of the following categories: book, journal article, internet, and interview with a school personnel member. **The presentation will be evaluated by the instructor who will be given a binder (from the group) that covers their topic on the night of presentation.**

Topics include the following:

1. Reading Disorder (Dyslexia)
2. Autism
3. Conduct Disorder
4. Mental Retardation
5. Emotional Disturbance
6. Pervasive Developmental Disorder
7. Mood/Anxiety Disorder
8. Depression
9. Oppositional Defiant Disorder
10. BiPolar Disorder

FINAL REFLECTION PAPER: Total Points: 50

Write a **five-page** (double-spaced) paper that addresses the following questions:

- a. What have you learned about families whose children have special needs?
- b. What have you learned about yourself from this class and your Family Partnership Project?
- c. What was most difficult for you in completing the Partnership Project?
- d. If you had it to do over again, would you change anything and, if so, what?

- e. What was of most value to you in terms of your future work?
 f. Do you have any suggestions for improving this assignment?

ATTENDANCE and PARTICIPATION: Total Points: 55

All classes attended:	Excellent:	55 pts
One class missed:	Good:	50 pts
Two classes missed:	Fair:	45 pts
Three classes missed:	Poor:	40 pts

Two late arrivals or two early departures of more than fifteen minutes will count as one absence. Students missing more than three classes may receive one grade lower than the overall grade achieved for this course. Students are responsible for initiating a meeting with the instructor to address attendance problems. If you are absent from class, **it is your responsibility to ensure that any assignments that are due are turned in, check to see if there were any announcements, and obtain notes/handouts from a classmate.**

POINTS DISTRIBUTION:

Course Activity	Maximum Pts.	Percentage
Family Resource Binder	150	30
Chapter Review 5x15	75	15
Class presentation	75	15
Family Interview Report	50	10
Family Meeting Journal (3 x 15)	45	9
Final Reflection Paper	50	10
Attendance	55	11
Total	500	100

COURSE GRADING:

A = 450 - 500 (90 -100 %); **B** = 400 - 449 (80 % -89%); **C** = 350 - 399 (70-79%); **D** = 300 - 349 (60-69%); **F** = 0 - 299 (0-59%)

GRADING RUBRICS:

Family interview report, family meeting journal, chapter review and final reflection paper will be graded according to the following scale:

Max Pts 15	Max Pts 50	Description
13-15	45-50	Excellent content; free of technical and stylistic errors; well organized discussion.
10-12	40-44	Good content; some technical and stylistic errors; well organized discussion.
7-9	35-39	Fair content; a number of difficulties with technical, stylistic, and organizational aspects of paper
5-6	30-34	Serious difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.
2-4	25-29	Significant difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.

The Family Resource Binder will be graded according to the following scale:

Points	Description
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135-150	Excellent organization of Family Resource Binder. Strong evidence of effort in gathering Binder materials, including many optional items in the Family Resource Binder.
120-134	Good organization of Family Resource Binder. Good evidence of effort in gathering Binder materials, including some optional items in the Family Resource Binder.
105-119	Fair organization of the Family Resource Binder. Mandatory items are included in the Family Resource Binder.
90-104	Serious difficulties with content and organization of the Family Resource Binder.
0-89	Significant difficulties with content and organization of the Family Resource Binder.

Group presentation will be evaluated according to the following:

Points	Description
67-75	Excellent organization of information. Strong evidence of effort in gathering information, including pertinent information and quality resources, professional quality in the presentation of information in handouts, knowledgeable of materials, competent responses to questions raised by peers. Binder of covered of covered topic provided to instructor.
60-66	Good organization of information. Good evidence of effort in gathering information, good quality in the presentation of information in handouts, familiar with materials, good responses to questions raised by peers.
52-59	Fair organization of information. Some effort in gathering information, fair quality in the presentation of Information in handouts, some familiarity with materials, fair responses to questions raised by peers.
45-51	Serious difficulties with content and organization of the presentation.
0-44	Significant difficulties with content and organization of the presentation.

Extenuating situations

Any request for alternative arrangements to fulfill any course requirements due to extenuating situations must be made before the due dates in writing or via conversation with instructor.

Course Schedule

Changes in the schedule will be announced in class. Students are responsible for checking announcements with their peers when they are absent from class.

Group Presentations during class address characteristics of specific disabilities, assessment, and diagnosis, treatment of choice, resources, and school services.

Class discussions during the class meetings at CSU, Fresno address issues including, but not limited to the following: needs of the entire family, family strengths, system, and dynamics, diversity, professional-family relationships, family-community relationships, parallel relationships, the process of seeking and using outside assistance, collective efficacy, professionals' perspectives of families and vice versa.

CONFIDENTIALITY is to be exercised at all times, whether in the classroom or when interacting with your families.

Counseling 240 Course Schedule

Date	Topic	Reading	Assignment Due
8/26/10	Introductions and Orientation to Class Discussion of the Family Partnership Project assignment		
9/2/10	Defining a Special Needs Child Overview of the Family Partnership Project Family Support Services in the Schools - Hist Perspectives	Handouts Chapters 1, 2	Development of Groups
9/9/10	Emotional, social, and relational aspects of support for children with special needs and their parents and siblings Supports for Siblings Providing Coping & Stress Supports for Families	Chps. 3,4,5	Chapter Review 1 (on chapters 1 & 2)
9/16/10	Characteristics of Specific Disabilities and their Impact on Families; Misunderstood Minds Cultural and Language Differences/Cultural Aspects of Dis.	Open Discussion & Handout	Chapter Review 2 (on chapters 3, 4 & 5)
9/23/10	Relationship-Focused Intervention; Attachment Issues Assessing of Family's Total Reality of Strengths and Needs	Power Pt Presentation Guest Speaker	(1st meeting with family)
9/30/10	Collaboration and Partnership (School Support Services) Community Support Services for Parents & Families Group presentation: Mood/Anxiety Disorder	Chapters 6, 7	Chapter Review 3 (on chapters 6 & 7) Family Meeting Journal 1
10/7/10	Fostering Effective Parent & Family Educational Advocacy Conflict Management Group presentation: Mental Retardation	Chapter 8 Role Play(s)	Chapter Review 4 (on chapter 8) Family Interview Report
10/14/10	Group presentation: Conduct Disorder Group presentation: Depression	Binders ? & Answers	(2nd meeting with family)
10/21/10	Designing & Implementing Positive Behavioral Interventions Group presentation: Reading Disorder (Dyslexia)	Chapter 9	Family Meeting Journal 2
10/28/10	Legal Safeguards/IEP's Group presentation: Emotional Disturbance	Guest Speaker	Begin Review of Family Resource Binder(s)
11/4/10	Academic Intervention Programs/Psychosocial Aspects of Dev. Support Serv to Assist Parents & Families in Transition Planning & Programming Group presentation: Pervasive Developmental Disorder	Chapters 10 & 11	Chapter Review 5 (on chapters 9, 10 & 11) (3rd meeting with family)
11/11/10	NO CLASS - Veterans Holiday		
11/18/10	Family Stories Illustrating School-Based Support Learning Disabilities Group presentation: Autism Group presentation: BiPolar Disorder	Chapter 12 Binders ? & Answers	Family Meeting Journal 3 Cont'd Review of Family Resource Binder(s)
11/25/09	NO CLASS - Thanksgiving Holiday		
12/2/10	Oral Report on Family Partnership Project Integration of learning experiences Group presentation: Oppositional Defiant Disorder		Final Reflection Paper Con't Binder Review
12/9/10	Pre-Final Preparation	Instructor CONSULTATION Class Remaining Binders will be reviewed.	

12/16/10	Final Exam Day	All outstanding work must be submitted by 8:00 p.m., in order to receive a grade.
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