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Prerequisites: CFS 577, CD 481G, IECE 520

Course Description:
Students apply family systems theory to family assessment, the development of family plans, and the implementation and evaluation of family-centered services. Minimum of thirty clock hours of field experiences required.

Textbooks/Readings:

Additional Readings: The instructor will assign additional readings as appropriate for the course.

IECE Teacher Standards
I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results.
IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.

VI. Engage in self-evaluation of teaching and management skills

VII. Support and promote the self-sufficiency of families

VIII. Demonstrate implementation of technology.

Course Outline:

I. The family system
   a. Definition of family
   b. Components of the family system
   c. Demographic turns as related to the family system

II. Effects of a child with a disability on the family system
   a. Factors related to the family’s reaction
   b. The grief /mourning cycle
   c. Individual family member’s reactions

III. Family-centered services: a model
   a. Determining a philosophical base
   b. Defining the family-centered model

IV. Family-centered services: Implementing the model
   a. Communicating and collaborating
   b. Meeting families’ basic needs
   c. Families as assessment team members
   d. Planning for instruction
   e. Implementing instruction

Course Requirements:

1. **Concept Paper.** Each student will be responsible for writing a 4-7 page concept paper related to topics discussed in class. Topics will be chosen by the student and approved by the instructor.
   Points: 100

2. **Identification of Family Resources, Priorities, and Concerns:** (Critical Performance). Each student will implement procedures to identify resources, priorities and concerns of a family who a child between the ages of birth – 3 years. This will, at the minimum, include appropriate family questionnaires and a family-focused interview. Results will be summarized in a written report. Points: 100
3. **Family Plan:** (Critical Performance). Each student will develop a family plan (IFSP) based on the expressed family resources, priorities, and concerns. Points: 75

4. **Family Plan Implementation/Evaluation:** Each student will implement a minimum of one outcome from the IFSP and evaluate the effectiveness of implementation. A product appropriate to the outcome will be agreed upon with the instructor and submitted to the instructor. Points: 75

5. **Family Visit:** (Critical Performance). Each student will spend a minimum of 10 hours with the family with whom they develop the IFSP (in addition to time spent to complete assignments 2, 3, 4, and 6). This time should be scheduled during regular family routines and should be for a minimum of 2 hours per visit. A critical analysis of the time will be provided to the instructor using the set of reflective questions included in the respective performance task as a guide for this analysis. Points: 75

6. **Family Conference:** Each student will conduct a family conference to discuss the status of IFSP implementation. The conference must be videotaped, audio taped, or conducted with the instructor present. It will be evaluated on both content and process. Points: 25

7. **Resource Review:** Each student will review 5 resources related to some aspect of family involvement (e.g., parent education, communication), prepare an annotated bibliography of those resources with copies for students, and present the resources in class. Points: 50

**Grading:**
Points will be assigned as follows:

- Concept Paper: 100 points
- Family Assessment: 100 points
- Family Plan (IFSP): 75 points
- Family Plan Implementation: 75 points
Family Visit 75 points
Family Conference 25 points
Resource Review 50 points

Total 500 points

465 – 500 points = A
425 – 464 points = B
385 – 424 points = C
345 – 384 points = D
<344 points = F

PLAGIARISM POLICY: “To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (pg. 27, Western Kentucky University Undergraduate Catalog 2003-2005). This policy also applies to images taken from sources and not created by the student. Any act of plagiarism on part of the student will result in a failing grade for the assignment. If any two assignments have a final score of 0 as a result of plagiarism, the final grade for the course will be an F.

ATTENDANCE POLICY: Students are expected to attend class regularly. Attendance is noted as part of the participation in the class.

DISABILITIES ACCOMMODATIONS STATEMENT: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
UNIVERSITY POLICY FOR FIELD EXPERIENCES OR OBSERVATIONS: Western Kentucky University implemented a policy in August, 2002 that requires all students to have a criminal background check, a physical and a TB Skin test on file in the Office of Teacher Services before they can begin field experiences or observations. See attached document from Office of Teacher Services.

CELL PHONES/ELECTRONIC DEVICES: Turn off all cell phones, pagers other electronic devices prior to coming to class.