

2. A-Courses Involved and Time Lines

CDF 327-Family Involvement with Young Children

REC 512-Management of Therapeutic Recreation Services

Time Line-Fall 2008 will be used to develop the community partnership and the courses will be taught in spring 2009.

2. B. Instructors

Dana Keller Bush-Family and Consumer Sciences & **Michelle Gerken**-Recreation & Park

Administration. The instructors will team teach sessions on program planning for children and families, documentation, mechanics of documentation, and documentation when working with children. In addition, the instructors will meet with the students in three seminar sessions for discussions about the project.

The instructors will collaborate to develop the community partnership by working with the Head Start administrators, teachers, and families. They will meet with the Head Start personnel in planning meetings in advance of the implementation of the project and will work with the families during the family events. The instructors will also coordinate assessment measures of all aspects of the project. Those set in place by the QEP Program Initiative and those developed by the instructors.

2. C- Community Problem to be Addressed

Head Start is a federally funded comprehensive child development program that has served low-income children and families since 1965. It is a comprehensive program primarily serving low-income preschool-age children and their families. Funding for the program goes directly from the federal government to local grantees. The federal government provides 80 percent of

the yearly cost to operate a Head Start program, and the remaining 20 percent must come from a “local match” or “in-kind” contributions, which may be in the form of monetary contribution, donations of goods or services, or volunteer hours. Head Start programs serve children and families earning income at or below the federal poverty level, which for a family of four in the 48 contiguous states and the District of Columbia is \$20,000 during fiscal year 2006 (National Head Start Association).

It is well established that participation of parents and caregivers in the earliest stages of a child’s academic development is one of the best ways to ensure that child’s future success. Parental involvement in Head Start-is a cornerstone of the program and is mandated in the Head Start Program Performance Standards (National Head Start Association).

If funded this project will develop a community partnership with the Kentucky River Foothills Head Start, which serves 838 children in Clark, Estill, Garrard, Jackson, Laurel, Madison, Powell, and Rockcastle Counties, to increase parent involvement within the program.

2. D-Service Activity

The students will engage in six home visit activities with families from the Head Start program. Home visits benefit all involved: children’s feelings of self-worth are reinforced as they are able to take the initiative in entertaining the visitor; parents are reassured about the visitors commitment to working with the family; and the visitor learns more about the children’s lives. The two group activities will involve two Saturdays or week nights, depending on the needs of the families. The purpose of these events is to involve the families and the children in team building initiatives for the purpose of fun and activity to strengthen the family unit. Possible outcomes are 1) learn conflict management techniques, 2) learn and practice team work

techniques for better communication within the family, and 3) establish parental roles and guidance for better family functioning. The project will also involve a pre- and post survey on the importance of family time and recreation as a family for the purpose of strengthening the family unit, conflict management, team work within the family, and establishment of parental roles and guidance.

2. E-Reflection Activities

The students will meet for three seminars to reflect on the experience and share their thoughts on the total experience. Throughout the semester the CDF 327 students will keep a private journal of the home visit experience and both instructors will utilize the discussion board on Bb to generate group reflection and ideas for improvement.

2. F-Sample Syllabi

CDF 327-Family Involvement with Young Children (3 Credit Hours)

COURSE DESCRIPTION

(Prerequisites: CDF 235, 236, and 246) Study of effective relationships with families. Methods and materials useful in fostering family life education, including adult learning principles. Experiences include implementing family service plans, planning discussion groups, conducting home visits, and parent-teacher conferences. (EKU Undergraduate Catalog, 2005-2006).

REQUIRED TEXTS

- Hamner, T.J.. & Turner, P.H. (2001). Parenting in Contemporary Society (4th Ed.) Boston,MA: Allyn & Bacon.

COURSE OBJECTIVES

Following the successful completion of course requirements, the student will be able to:

- Articulate a rationale for family involvement in the early care and educations of young children,
- Prepare, plan, implement, and evaluate a family involvement service plan reflective of diverse families in a variety of early childhood programs,

- Utilize positive communication strategies in working with young children and their families,
- Incorporate appropriate community resources as required for individual family situations,
- Describe family involvement programs that promote positive home-school relationships,
- Develop critical thinking skills in relation to organized service activity as it meets the needs of the community, and
- Develop an enhanced sense of civic responsibility.

REC 512/712 Management of Therapeutic Recreation Services (3 credit hours)

COURSE DESCRIPTION: Prerequisite: Majors only Management concepts applied to delivering therapeutic recreation services, and includes: documentation, activity analysis, assessment, liability, legislation, and leisure counseling.

TEXT: Peterson, Carol Ann and Stumbo, Norma Jean, (2000). Therapeutic Recreation Program Design Principles and Procedures (3rd ed.). Allyn and Bacon.

Course Objectives

At the completion of this course students will be able to:

- Verbally and in writing support the need to provide leisure services for special populations in a therapeutic setting.
- Describe the broad scope of therapeutic services in institutions and communities.
- Demonstrate a variety of methods for assessing the needs and interests of people through leisure counseling.
- Demonstrate competency of client assessment and evaluation through individualized program consultation basis.
- Describe administrative competencies that can be utilized in institution settings as well as on a consultation basis.
- Demonstrate the proper use of Activity Analysis.
- Utilize the proper methods of documentation.
- Demonstrate professional accountability through a quality assurance program.
- Develop critical thinking skills in relation to organized service activity as it meets the needs of the community, and
- Develop an enhanced sense of civic responsibility.

2. G-Plan of Action

Notify Head Start Agency of Project, Winter 2007
Further Professional Development, Spring & Summer 2008
Planning Meeting, Bush & Gerken, August 2008
Meet with Head Start Administrators, September 2007
Meet with Head Start Teachers, October & November 2008
Meet with Students in Seminar, January 2009
First Family Activity, February 2009
CDF 327 Students Begin Home Visits, February 2009
Meet with Students in Seminar, March 209
CDF 327 Students Conclude Home Visits, April 2009
Second Family Activity, Late April 2009
Last Seminar with Students, May 2009
Assessment
Scholarly Activity

Intent to Engage in Scholarly Activity

The instructor's plan to pursue scholarly activity and request additional funding. Opportunities will be available in the disciplines of Early Childhood Education, Recreation and Parks Administration, Higher Education and well as other Social Science fields. Both individual's see the opportunities to include students in the scholarly activity.