

CSS-908: Supporting Children of Divorce and Stepfamilies

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K - 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Half of all children in the United States come from divorced families. The challenges of navigating divorce and stepfamilies can lead to greater risks of social, emotional, behavioral and academic difficulties. However, with encouragement and guidance, students can actually grow and thrive during and after these family changes.

This course is designed for K-12 teachers, administrators, counselors, and other educational professionals who seek to enhance their skills in meeting the needs of students who are experiencing family changes through divorce and remarriage. Educators often play a critical role in providing structure, safety, and compassion for a student whose home life has been disrupted. This course provides participants with practical information on divorce and stepfamilies, builds awareness of specific developmental challenges students of different ages face, and provides strategies for communicating effectively with students and their parents from separate households.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books

- Reynolds, L. R. (2017). *Parenting through divorce: Helping your children thrive during and after the split*. Skyhorse Publishing. ISBN-13: 978-1510726802
- Bonnell, K. S., & Papernow, P. L. (2018). *The stepfamily handbook: From dating, to getting serious, to forming a "blended family."* CreateSpace Independent Publishing. ISBN-13: 978-1720855200

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

California's Social and Emotional Learning Guiding Principles (CSEL-GP)

(<https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf>)

1. Adopt Whole Child Learning as the Goal of Education: Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness.
2. Commit to Equity: All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias.
3. Build Capacity: Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.
4. Partner with Families and Communities: Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.
5. Learn and Improve: Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	California Social Emotional Learning GP**	CE-SLO Addressed***
C-SLO 1	Discover stressors faced by children of divorce and learn ways to reduce the risk of harm.	NBPTS 1, 2, 3	CSEL-GP 1, 3	CE 2, 6
C-SLO 2	Develop a database of resources and generate tips for creating a positive school experience for children of divorce and stepfamilies.	NBPTS 1, 2, 3, 4	CSEL-GP 1, 3	CE 2, 6
C-SLO 3	Recognize the biggest mistakes divorcing parents make that wound children.	NBPTS 2	CSEL-GP 1, 3, 4	CE 2, 6
C-SLO 4	Identify how divorce impacts developmental issues for young children, school-age children, and adolescents.	NBPTS 1, 2, 3, 4	CSEL-GP 1, 3, 4, 5	CE 1, 2, 4, 6
C-SLO 5	Explore how children of different ages approach step-parents and understand how co-parent relationships impact children.	NBPTS 1, 3	CSEL-GP 1, 3	CE 2, 6
C-SLO 6	Identify the unique stepfamily architecture and how it differs from first-time families and discover the early, middle and later stages of stepfamily formation.	NBPTS 1, 2, 3	CSEL-GP 1, 3	CE 2, 6
C-SLO 7	Research effective practices for communicating with students and parents going through divorce and creating stepfamilies.	NBPTS 1, 3, 5	CSEL-GP 1, 3, 5	CE 1, 2, 4, 6

C-SLO 8	Identify the five unique challenges stepfamilies face and apply to the school setting.	NBPTS 1, 2, 4, 5	CSEL-GP 1, 3, 4, 5	CE 1, 2, 4, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **California Social Emotional Learning Guiding Principles**

*** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	- Welcome Video - Course Syllabus - Introduce Yourself Forum	
1 - The Impact of Divorce	1.1 Chapter Check (Reynolds Ch. 1-3)	20
	1.2 Media Response 3-2-1 (Dr. Afifi)	10
	1.3 Divorce Self-Reflection Forum	10
2 - A Child's Perspective of Divorce	2.1 Chapter Check (Reynolds Ch. 4-6)	20
	2.2 Media Response 3-2-1 ("Remember Me")	10
	2.3 Annotated Resources on Divorce	20
3 - Developmental Issues	3.1 Chapter Check (Reynolds Ch. 7-10)	20
	3.2 Media Response 3-2-1 (COPE)	10
	3.3 Room to Grow Forum	10
4 - Divorce in the Classroom	4.1 Teacher Tips Forum	10
	4.2 Children of Divorce Film Analysis	50
5 - Forming Stepfamilies	5.1 Chapter Check (Bonnell & Papernow Ch. 1-4)	20
	5.2 Media Response 3-2-1 (Dr. Deal)	10
	5.3 Stepfamily Self-Reflection Forum	10
6 - Children in Stepfamily	6.1 Chapter Check (Bonnell & Papernow Ch. 5-8)	20
	6.2 Media Response 3-2-1 (Dr. Papernow)	10
	6.3 Annotated Resources on Stepfamilies	20
7 - Stepfamily Differences	7.1 Chapter Check (Bonnell & Papernow Ch. 9, 10, 16, 17, Conclusion)	20
	7.2 Media Response 3-2-1 (Dr. Ireland)	10
	7.3 Share your Success Forum	10
8 - Stepfamily Challenges	8.1 Children in Stepfamilies Film Analysis (Using Bonnell & Papernow Ch. 11-15)	50
Course Wrap-up Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
	TOTAL POINTS	370 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and

have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.

FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.