



School of Human Sciences
Pre-Practicum
HMS 342.501 – Online
Spring 2019

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Office Hours: Monday 9:00-11:00am, Tuesday 8:15-9:15am & 10:50am-11:50pm & Thurs 8:15-9:15am

Prerequisites: None

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week. All content is online in D2L.

Email: jumperr@sfasu.edu or through D2L

Credits: 3

I. Course Description:

Study of professionalism and ethics in the early childhood and family life education environments. Emphasis on decision-making, problem solving, and collaborative efforts among early child and family service career professionals.

Prerequisites: Junior standing, human development and family studies major. Must take prior to HMS 420.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. Academic excellence through critical, reflective and creative thinking
2. Life-long learning
3. Collaboration and shared decision making
4. Openness to new ideas, culturally diverse people and innovation and change
5. Integrity, responsibility, diligence, and ethical behavior, and
6. Service that enriches the community

This course related to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

1. Learners will identify social and cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.

5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

1. Develop an awareness of professional appearance and behaviors within a professional organization
2. Utilize the NCFR principles for ethical thinking to address ethical behavior and ethical issues encountered in occupations related to child development and family living
3. Investigate and establish a practicum in a professional setting in the field of child development and family living

III. Certification Competencies:

Family Life Educator Certification:

Course content in HMS 342 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

IX. Professional Ethics and Practice: An understanding of the character and quality of human social conduct and the ability to critically examine ethical questions and issues as they relate to professional practice.

Notes from HMS 342 should be retained to review for the CFLE exam.

The following chart displays which assignments in the course address each outcome:

Assignment	SLO's	NCFR
Discussion 1: Introduction	1	
Discussion 2: Feelings about Practicum	1 & 3	
Discussion 3: Goals for Practicum	1 & 3	
Discussion 4: Final Course Discussion	1, 2, & 3	IX
Career Analysis	1 & 3	
Agency/Organization Investigation	1 & 3	
Interviews with Professionals	1 & 3	
LinkedIn Profile Assignment	1 & 3	
Small Group Ethics Discussion Board	1 & 2	IX
Written Ethics Case Study Reflection	1 & 2	IX
Professional Meeting with Professor	1 & 3	
Selection & Approval of Location	3	
Confirmation of Practicum Location	3	

IV. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course Assignments & Activities:

1. **Discussion board assignments & course survey (10%).** There will be four discussion board assignments throughout the semester and a final course survey. Each discussion is worth 25 points. Discussion questions require you to respond to a prompt with an original answer (often you own thoughts/opinions) and respond to the posts of your peers. Discussion responses must be posted directly to the discussion board by the due date/time for credit. Responses received via email will not count for credit. Detailed point breakdowns are

provided in the instructions for each post. Pay careful attention to points & deductions in order to avoid point losses. The final discussion will be your final and is due during finals week.

2. **Written Course Assignments (40%).** There will be four written course assignments throughout the semester for which you will receive a grade. These assignments make up 40% of your grade for the course and should be treated with importance. Assignments open on Monday at 12:01am (CST) the week they are assigned and close Sunday at 11:59pm. Each course activity is worth 100 points and accounts for 10% of your overall course grade.
 - a. Career analysis assignment
 - b. Agency/organization investigation
 - c. Interviews with professionals
 - d. LinkedIn profile assignment
3. **Ethics Case Study (20%).** For this assignment, you will be randomly assigned to a case study. The assignment will include a group discussion post and then an individual reflection using the case study analysis process outlined in the course text. Detailed instructions on how to conduct the case study will be provided. Both the discussion and the individual reflection will be worth 50 points for a total of 100 possible points.
4. **Professional meeting with professor (15%).** During the middle of the semester students will contact the instructor to set up an appointment to discuss ideas for practicum. This appointment can either be face to face, via telephone or video chat. See course timeline for dates available to set up an appointment to meet. The instructor will not take your practicum paperwork unless you have met (face to face, telephone or video chat) to discuss your ideas for practicum. See the syllabus for appropriate dates during which to schedule your appointment.
5. **Selection & Approval of practicum location (5%).** All practicum sites must be approved prior to the due date of the "Confirmation of Practicum Location" assignment. You will submit a worksheet via a Dropbox in D2L to receive approval of your site. It is highly recommended that you contact potential site(s) early. You will be competing with other students from related disciplines seeking internship sites as well. Most organizations accept only a limited number of interns. Being early is also a sign of professionalism. Most, if not all, supervisors do not look favorably upon being approached at the last minute.

Important notes about practicum sites:

- Upon successful completion of this course, many students will enroll in the HMS 420 practicum course to complete program requirements for graduation. The HDFS program practicum requires students to complete 200 hours of practicum with a community-based organization providing services to children and families.
- All sites must allow the student to directly interact with children and family receiving services from the organization. Completing observations at a community-based program without directly interacting with the population is unacceptable.
- The goal of practicum is to allow students' the opportunity to learn value skills and to test out the knowledge learned in the classroom to an actual population receiving community-based services. Thus, it is expected all internship sites affords students the opportunity to build skill, expand knowledge and learn hands on preventions and intervention activities designed to improve the well-being of others.

- You may complete your practicum at your place of employment if it is approved by the instructor. In order for the instructor to approve your place of employment, your employment must be in the field of human development and family studies. You and your supervisor must develop a detailed plan of how your practicum will be different than your current employment at the agency/organization you are employed at.
- If you are not able to find and secure a practicum site prior to the end of finals week you receive a grade of Withheld in HMS 342. As stated previously, you are required to directly interact with the population receiving services provided by the internship site.
- Students cannot complete internship hours until he/she is in the HMS 420 course.

6. **Confirmation of Practicum Site (10%).** By the end of the semester it is expected that you have located and confirmed an internship site that fits your career aspirations after college. Practicum sites may include community-based social services, Head Start programs, public schools, child care and child development centers, faith-based organizations providing services to children and families, state and government agencies, college campuses, health care & family wellness programs, etc. If you have a question about whether a site is appropriate, email the instructor. It is important you locate a practicum site you find most interesting to ensure you have a rewarding learning experience that may also lead to a paid employment position after graduation.

To confirm that you have found a location and have been approved by the supervisor, you will be required to submit information about the site and provide the contact information for the supervisor of your practicum. This assignment will be completed via a Qualtrics survey.

General Note on Late Assignments:

Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, having computer/printer/internet problems, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit. Do not request to submit late work.

Use of Technology:

Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use D2L to access all course materials, submit your assignments, check your grades, and communicate with both myself and your classmates. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later

date. I am always happy to discuss ways you can improve your work, even if the one week limit for a grade change has passed.

3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox
5. All due dates are in Central Standard Time (CST)

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

Attendance:

While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

V. Evaluation & Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% -100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight
Course Discussions			
	Discussion 1: Introduction	25	
	Discussion 2: Feelings about Practicum	25	
	Discussion 3: Goals for Practicum	25	
	Discussion 4: Final Thoughts	25	
	TOTAL DISCUSSIONS	100	10%
Written Assignments			
	Career Analysis	100	10%
	Agency/Organization Investigation	100	10%
	Interviews with Professionals	100	10%
	LinkedIn Profile Assignment	100	10%
Ethics Case Study			
	Small Group Discussion Board	50	
	Written Case Study Reflection	50	
	TOTAL CASE STUDY	100	20%
Practicum Assignments			
	Professional Meeting with Professor	100	15%
	Selection & Approval of Location	100	5%
	Confirmation of Practicum Location	100	10%
TOTAL			100%

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your *weighted* grade for you throughout the semester.

VI. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm (CST). All submissions are to be uploaded to D2L Dropbox before 11:59 PM (CST) on the last day of the week as shown below, unless otherwise noted!!

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments Due
1	Jan 22-27	Welcome to the Course	Course Module 1	Pleased to Meet You Discussion & Complete HMS 342 Agreement Quiz *Subsequent modules will not open until you have earned 100% on the Agreement Quiz*
2	Jan 28-Feb 3	What is a Practicum	Course Module 2	Feelings about Practicum Discussion
3	Feb 4-10	Setting Professional Goals	Course Module 3	Personal Goals for Practicum Discussion
4	Feb 11-17	Career Preparation	Course Module 4	Career Analysis Assignment
5	Feb 18-24	Finding a Practicum Location First Steps	Course Module 5	Agency/Organization Investigation Assignment
6	Feb 25-Mar 3	Professionalism & Interviewing Potential Employers	Course Module 6	Begin Interviews with Professionals Assignment Schedule Professional Meeting with Professor
7	Mar 4-10	Professionalism & Branding	Course Module 7	LinkedIn Profile Assignment Continue Interviews with Professionals Assignment Professional meetings with Professor as scheduled
8	Mar 11-17	Professionalism & the Field of Family Life Education	Course Module 8 Read Text pgs. 27-41	Continue Interviews with Professionals Assignment Professional meetings with Professor as scheduled

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments Due
	Mar 18-24	SPRING BREAK	SPRING BREAK	SPRING BREAK
9	Mar 25-31	Introduction to Ethics	Course Module 9 Read Text pgs 42-44 & 1-16	Interviews with Professionals Assignment Due Professional meetings with Professor as scheduled
10	Apr 1-7	Ethics & Family Life Education	Course Module 10 Text pgs. 17-26	
11	Apr 8-14	Case Study Analysis	Course Module 11 Text pgs. 19-26	Ethics Case Study Small Group Discussion board. Discussion posts due WEDNESDAY & SUNDAY
12	Apr 15-21	Securing a Practicum Location	Course Module 12	Written Case Study Reflection & Selection & Approval of Location
13	Apr 22-28	Resumes, Cover Letters, & Interviews	Course Module 13	
14	Apr 29-May 5	Preparation for Practicum & Submitting Paperwork	Course Module 14	Confirmation of Practicum Location Due
15	May 6-12	Course-wrap up & Review	Course Module 15	
16	May 13-15	Final Thoughts	Course Module 16 Final Discussion	Final Thoughts Discussion Due by Wednesday May 15th at 11:59 PM (CST)

VII. Course Readings (Required): You may purchase digital copies if available.

1. NCFR (2018). *Tools for Ethical Thinking & Practice in Family Life Education* (4th Ed.).
2. Some course modules require online readings. Online links to articles are provided to you in D2L in these cases.

VIII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable

treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior

In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.