School of Human Sciences
HDFS 4319.501
Pre-Practicum
Fall 2021

Instructor: Jennifer Newquist, Ph.D., CFLE
Course Time and Location: Online
Office: EDAN 133
Office Phone: (936) 468-1082
Mail: Only through D2L Mail
Office Hours: Mondays 1-3pm, Tuesdays 2-4pm, Thursdays 11am-12pm

Course Time and Location: Online
Credits: 3

COVID 19 Statement: As of August 1, 2021, campus has returned to normal operations; however, SFA strongly encourages all students, faculty, and staff to get vaccinated, wear a mask in public indoor settings, and maintain physical distance when possible (CDC recommends at least 6 feet or two arm lengths away). For more information you can visit https://www.sfasu.edu/covid19

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 professional

Prerequisites: Junior standing, human development and family studies major. Must take and earn at least a C prior to HMSC 4120

Course Justification: HDFS 4319 “Pre-Practicum” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
**Live Text/Watermark Assignment:** HDFS 4319 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText/Watermark. If you do not already have a LiveText/Watermark account, please be on the lookout in your SFA email for information regarding registration instructions. You do not have to purchase your own LiveText/Watermark account. SFA will provide you with a registration code.

**II. Intended Learning Outcomes/Goals/Objectives:**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

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

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

**Program Learning Outcomes**

- Learners will identify social & cultural influences affecting family life (CFLE content area #1)
- The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
- The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will analyze the cognitive and physical development of children and adolescents.
- The student will explain the impact adults have on the social/emotional development of children and adolescents

**Student Learning Outcomes**

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

- Develop an awareness of professional appearance and behaviors within a professional organization
- Utilize the NCFR principles for ethical thinking to address ethical behavior and ethical issues encountered in occupations related to human development and family studies
- Investigate and establish a practicum in a professional setting in the field of human development and family studies
Family Life Educator Certification

Course content in HDFS 4319 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 HDFS 4319 should be retained to review for the CFLE exam.

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

1. HDFS 4319 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 800 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Please be aware this is a fully online course. This means that this course doesn’t meet in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the course calendar. I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the
material, and b) engage in individual learning time (referred to by some as “study time”). Most universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

Self-care statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Discussion Board Posts**= 100 total points (4x25 points). There will be four discussion board assignments throughout the semester. Students must post responses **directly to the discussion board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor.
- **Written Course Assignments**= 400 total points (4x100 points). There will be four written course assignments throughout the semester. Class assignments related to course content will be submitted to the Dropbox as Word documents (.doc or .docx files) or PDF files by the due date/time. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.
  a. Career analysis assignment
  b. Agency/organization investigation
  c. Interviews with professionals
  d. LinkedIn profile assignment
- **Ethics Case Study**= 100 total points (2x50 points). For this assignment, you will be randomly assigned to an ethics case study through the discussion board. The assignment will include a group discussion post and then an individual reflection using the case study analysis process outlined in the course text. Both the discussion and the individual reflection will be worth 50 points for a total of 100 possible points.
- **Professional Meeting with Professor**= 100 points. During the middle of the semester students will meet with the professor to discuss ideas for practicum. This appointment can either be via Zoom or telephone. The instructor will not approve your practicum paperwork unless you have met (via Zoom or telephone) to discuss your ideas for practicum.
- **Selection, Approval, and Confirmation of Practicum Site Assignment**= 100 points total.
  **Selection & Approval of Practicum Location** (50 points). All practicum sites must be approved prior to the due date of the “Confirmation of Practicum Location” assignment. 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 portion of the assignment will require you to complete a Qualtrics survey via the Dropbox in Brightspace/D2L by the due date/time 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 practicum 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.

Confirmation of Practicum Site (50 points). By the end of the semester it is expected that you have located and confirmed a practicum 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. Once the practicum site has been selected and approved (assignment listed above), practicum site supervisors will also complete a survey via Qualtrics to be submitted to the instructor by the due date/time.

- Extra Credit (optional)-Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

**All due dates are in Central Time.**

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<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Readings/Assignments</th>
<th>Points</th>
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</table>
| 1    | Aug 23-29  | Module 1: Welcome to HDFS 4319  
**Student Introduction**  
due Sunday 8/29 at 11pm | 25 |
| 2    | Aug 30-Sept 5 | Module 2: What is Practicum?  
**Feelings About Practicum Discussion**  
due Sunday 9/5 at 11pm | 25 |
| 3    | Sept 6-12  | Module 3: Setting Professional Goals  
**Goals for Practicum Discussion**  
due Sunday 9/12 at 11pm | 25 |
| 4    | Sept 13-19 | Module 4: Career Preparation  
**Career Analysis Assignment**  
due Sunday 9/19 at 11pm | 100 |
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<tr>
<th>Week 5</th>
<th>Module 5: First Steps to Finding a Location</th>
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<td>Sept 20-26</td>
<td>Sign-up to Meet with Me About Practicum</td>
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<tr>
<th>Week 6</th>
<th>Module 5: First Steps to Finding a Location</th>
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<tr>
<td>Sept 27-Oct 3</td>
<td>Sign-up to Meet with Me About Practicum</td>
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<td>Agency/Organization Investigation Assignment due Sunday 10/3 at 11pm</td>
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<tr>
<th>Week 7</th>
<th>Module 6: Professionalism and Interviewing Employers</th>
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<td>Oct 4-10</td>
<td>Meet with Me About Practicum</td>
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<tr>
<th>Week 8</th>
<th>Module 6: Professionalism and Interviewing Employers</th>
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<td>Oct 11-17</td>
<td>Meet with Me About Practicum</td>
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<tr>
<th>Week 9</th>
<th>Module 6: Professionalism and Interviewing Employers</th>
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<tr>
<td>Oct 18-24</td>
<td>Module 7: Professionalism and Branding</td>
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<tr>
<td>Meet with Me About Practicum Interview with Professional Assignment due Sunday 10/24 at 11pm LinkedIn Assignment due Sunday 10/24 at 11pm</td>
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<tr>
<th>Week 10</th>
<th>Module 8: Professionalism and FLE</th>
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<td>Oct 25-31</td>
<td>Module 9: Introduction to Ethics</td>
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<tr>
<th>Week 11</th>
<th>Module 10: Ethics and FLE</th>
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<tr>
<td>Nov 1-7</td>
<td>Module 11: Case Study Analysis Case Study Analysis Initial Post due Sunday 11/7 at 11pm</td>
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<tr>
<th>Week 12</th>
<th>Module 11: Case Study Analysis</th>
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<tr>
<td>Nov 8-14</td>
<td>Module 12: Securing a Location/Paperwork</td>
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<td>Case Study Responses and Final Post due Sunday 11/14 at 11pm</td>
<td>50</td>
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<tr>
<th>Week 13</th>
<th>Module 13: Resumes, Cover Letters, Interviews</th>
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<td>Nov 15-21</td>
<td>Case Study Reflection Assignment due to</td>
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VI. Readings:


LiveText Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

VII. 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: These policies are found at https://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 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.

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; and/or;
- 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; and/or,
- 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 Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Background Check Statement:**
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background
checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.