FCS 295 Professional Development & Ethics

**Instructor**: Dr. Sterling Wall

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**Office**: 242A CPS

**Office Hours**: Mondays 2-3pm, Tuesdays 10-11am, or by 24 Hour Advance Appointment

**EMAIL is an official form of communication for this course.** Students are responsible for all information sent to their UWSP email account and expected to check it once every 24 hours, M-F, during the semester. Read all emails from instructor completely.

**TEXTS**

Tools for Ethical Thinking and Practice in Family Life Education, 3rd Edition, NCFR

Online and worksheets as assigned.

**COURSE DESCRIPTION**

Two credits of this course are required to graduate from the Child, Youth, & Family Studies major. Supervised professional development experiences through involvement with relevant professional organization to students’ field of study such as conference participation and presentation, service as an officer, board member, or other professionally recognized capacity; reflection that informs future professional development plans and ethical practice.

**COURSE OUTCOMES**

Through active participation in class and completion of assignments students will:

-Develop an understanding of ethical principles guiding the practice of family life education

-Apply ethical principles to realistic professional situations

-Identify professional organizations informing practice in their field of study

-Create a plan for their professional development through involvement in relevant professional organizations

-Reflect on their professional activities, using these reflections to inform future professional planning

**COURSE EXPECTATIONS**

-Reading of assigned materials by scheduled due dates.

-Attend class and participate in class discussion and activities.

-Completion of all course work on time.

**STUDENTS WITH SPECIAL NEEDS** Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If anyone has any concerns about passing this course, please feel free to see me.

**HONESTY CODE** Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions.

**ASSIGNMENTS** will be announced in class, or online, and completed in class or at home, depending on the nature of the project. Late assignments will lose 10% for each day late. Assignments are automatically 1 day late if not turned in at the time due. Major projects for this term will include identifying and participating in a meaningful professional development activity associated with an appropriate professional organization, such as a conference.

**PROFESSIONAL DEVELOPMENT** As a unit in the College of Professional Studies, we are to prepare students for the professional world. A primary method for connecting students with their profession is by encouraging membership and active participation in the professional organizations central to the field of family studies. Thus, 50 points of professional development in this course will be earned by any combination of the following activities:

Points Action

20 Current membership in a National/State organization (e.g. AAFCS/NCFR)

20 Participation in National Conference, or previous (if not during current semester)

15 Participation in State Conference/Meeting (e.g. WAFCS/MCFR/WFCE) or most recent

15 Serve in an officer position (e.g. SPAFCS, UCFR, WAFCS, AAFCS, NCFR)

5 Membership in local student chapter (e.g. SPAFCS/UCFR)

5 Participation in professional organization sponsored activities or service projects

5 Participation in professional org. sponsored development and training (e.g. CEU Cert.)

5 Participation in regular Student Organization meetings (e.g. SPAFCS, UCFR)

Use the form at the end of this syllabus to track your Professional Development activities. Prior approval is required for activities not clearly falling within the above-identified organizations.

**GRADING – CONTRACT** It is the instructor’s responsibility to evaluate and post the grades for student’s work. It is the student’s responsibility to verify that credit was given for an assignment. Grades will be posted periodically throughout the semester. Students may come and discuss grades for only one week after they are posted. In other words, at the end of the semester grades will not be discussed from the beginning of the semester.

A 90% and above

B 80 to less than 90%

C 70 to less than 80%

D 60 to less than 70%

F Less than 60%

**MAIN ASSIGNMENT(S) FOR THIS COURSE:**

To receive credit for your ethical and professional development for this course, do the following:

1. Attendance at least 3 monthly UCFR meetings (can be either day or evening).
2. Ethics. Read the short ethics booklet listed for this course.
3. Identify professional conference(s), seminar(s), development opportunity approved by your instructor, that will connect you with your professional field of study. For example, students studying Child, Youth, & Family Studies would want to consider UCFR, the University Council on Family Relations, as an organization to join. And, consider attending their annual conference in the Spring. 10 hours of contact minimum are require, this ‘may’ include travel time, per instructor approval. So, if you attend a 1 day all day training from 8am – 6pm, that would count.

Some Examples You May Consider**:**

* 1. The **WICFR conference** in the Spring. About 40 CYFS students attend that yearly.
	2. In the Spring the **Minnesota Council on Family Relations has a full day conference** in St. Paul (UCFR often sends a group of students over, paying for most the costs even for you), given the travel time and conference time, that would also count. 10-20 students often attend.
	3. Or, find your own conference. ALL should be connected with a professional home organization related to our field (like each of the examples I have given you are connected to National, State, Local official professional organizations, even the Ethics training, it’s being provided by trainers from NCFR, “our” national organization).
1. For **each conference/Training attended, write a 1-2 page reflection** split in roughly equal thirds discussing:
	1. What you did
	2. What you learned
	3. How it will help your personal and professional life
2. **1-2 page reflection on ethics booklet** and conferences (1 reflection that ties into all conferences – if you attend more than one conference).
	1. The booklet discusses a number of examples/topics to consider for ethical practice as a Family Life Educator.
	2. Pick 4 of the topics in the book and
		1. Summarize the principle
		2. Provide an example from your conference that ties directly to the principle
		3. The examples may be from an actual session, or someone you spoke with, or what you observed while attending the conference.
		4. Ultimately, make a real connection between ‘ethical practice’ and your professional development/conference attendance

Turn in the reflections within 1 week of your return from the conference to the Canvas assignment “Reflections.”

1. **Professional Personal Presentation.**  There has been an increase in the need for professionalism from our graduates. Employers of our alumni are giving us feedback about their dress, speech, actions during the interview and on the job. There will be a series of short assignments to address each of these areas.

Professional Development Activities Summary

Briefly summarize your professional development activities for the semester below. The **date** should be the date of the activity so some items will not include a date (i.e.-membership in NCFR/AAFCS). The **event/activity** is simply that (i.e.-SPAFCS/UCFR meeting). If the activity is from outside of our department or state/national group dealing with our department more information may be needed, such as a brief explanation of what the group or activity is. In the **points earned** column put the number of points this activity is worth. Include a total at the bottom. **Contact person and information** should be included for activities that I am not involved in. When in doubt include this information. The last column is to indicate if **supporting information** for this activity is attached, indicate with a “yes” or “no”. Whenever possible include supporting information such as copies of membership cards or certificates of participation in trainings.

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| Date | Event/Activity | Points Earned | Contact Person and Information\*  | Supporting InformationIncluded?  |
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\*Include contact name if activity is not an AAFCS, SPAFCS, NCFR, NWI, SAND activity. Include contact information if the contact person is outside of HPHD department.

\*2 Page Reflection of what you did, and how it will inform your personal and professional life. Attached behind this paper.