**FCS 444\644** Family Life Coaching: Skills for Helping Professions

**Instructor**: Sterling Wall

**Office**: 216 CPS

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**Phone**: 346-4653 (Office)

**Office Hours:** Mon/Wed 9-10am or 2-3pm, physically, or by 24 Hour Advance Appointment, we’ll find a time that works for you. Professor is physically on campus to meet Mondays and Wednesdays, virtually available using Zoom to meet on Tuesdays and Thursdays, or any day, actually. There is no one perfect time for everyone, so just email me and we can set up a convenient time to meet together whether in person or on zoom.

**EMAIL** is an official form of communication for this course. Students are expected to check their “UWSP” email once every 24 hours, M-F of the term. And to read all emails from instructor carefully.

**ZOOM** Is the official course video/virtual program used to record/present. Students agree to download zoom.

**VIDEO PERMISSION** Participation in this course grants permission of audio and video recordings that include students voice and image to be distributed to other class members and members of future classes by professor.

**COVID** Participation in the class indicates student will follow all UWSP mandates.

**RESOURCES:**

*Text: Theory, Research, and Practical Guidelines for Family Life Coaching, Kimberly Allen* (Bookstore)

*Essential Interviewing: A programmed approach to effective communication*. *Evans, Hearn,*

*Uhlemann, & Ivey.* (Available in Bookstore)

*Far From The Tree*, Solomon, 2018 ISBN: [9781481440912](https://www.amazon.com/Far-Tree-How-Children-Differences/dp/1481440918/ref%3Dpd_lpo_3?pd_rd_i=1481440918&psc=1) (find on Amazon for less if you want)

*The Helping Relationship: Trainer/Student Packet*. Penn State University. (Provided in class).

**OBJECTIVES:**

To develop basic interpersonal and interviewing skills for human service professions. Skill development requires practice and concentrated effort. Thus, participation, role-playing, and involvement in-group discussion are very important. A course on interpersonal helping relationship skills cannot be completed at home, alone. Given that this is a very hands-on course, and that self-evaluation is facilitated by reflective writing, it is expected that all students would participate all days and complete all assignments to the very best of their abilities.

**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 you have concerns about passing this course, please see me.

Typically, in most courses, assignments are due 2-3 days later. Please note that assignments will almost always have 5-7 days to be completed in this class. This incorporates the extra time (48 hours) sometimes requested through disability services, sickness and special circumstances for those not documented through DATC. Special accommodations beyond that will need to demonstrate severe hardship for the entire 5-7 days to be considered for more time. In other words, documented or not, use the extra flexible time built in up front, rather than waiting till the last possible minute to begin work risking realizing you needed more time, too late.

The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Call (715) 346-3568 for an appointment.

**ACADEMIC COACHING** If you feel you need help with any of the following skills**: time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen (kvandene@uwsp.edu) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches are also available to review campus technology platforms with you. (**Canvas, AccesSPoint, Office 365, Navigate, etc.**)

**NAVIGATE STUDENT APP** For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called Study Buddies. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time.

Additionally, the Navigate student app can help you with the following at UWSP:

• Schedule appointments

• Remove Holds from your account

• Find important resources

• Learn of key dates and important to-dos on campus

• View your class schedule with walking instructions to each building

Accessing the Navigate student app: For students who have already downloaded the Navigate smart phone app, choose the Study Buddies icon, and a full list of your courses will appear. Each section shows how many buddies are in the group. The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here: <https://uwsp.navigate.eab.com/app>

**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.

**PROPRIETARY MATERIAL.** All material, lectures, emails, handouts, audio/video copies of the professor or by the professor whether on students own or other devices are property of the professor and may not be shared or distributed to anyone or through any medium without the express written consent of the professor, offenses subject to prosecution.

**ATTENDANCE** The University expects that students will attend all of their classes. Additionally, in the event of in class or take-home assignments, activities, quizzes, worksheets, or extra credit opportunities, one would need to be present to receive credit. Students are responsible for all in class or 24-hour advance email announcements. Those attending class physically are expected to be attentive and not distract their peers. Those attending live on zoom are expected to be attentive, with cameras ‘on’. Snow – if SPASH (local high school) is cancelled, check email for online assignment. All exceptions to the attendance policy must be documented in writing. Students regularly missing class for work or conflicting classes need to clear with instructor up front. More than 2 absences (ESPECIALLY if missing group practice time) will result in a lower course grade.

**QUIZZES** There will be chapter quizzes. Quizzes may cover material from all information presented for this class including, but not limited to, lectures, readings, videos, etc. So be sure to pay attention to ALL material.

**MISSED QUIZZES** The only reason that make up quizzes are given is if both of the following apply: a) you have a university approved excuse for the missed quiz and b) acceptable verification for missing each quiz was submitted within one week of the quiz in question. If you miss a quiz or an assignment because you were in jail, you will be allowed to make up the work under the stipulation that credit will be given pending your trial verdict: Guilty = no credit, Not Guilty = credit.

**TEST/QUIZ ITEM PROTEST** Any student wishing to protest a test item must do so, in writing, within one week of the time that the test grades are posted. In your protest make direct reference to the answer that you feel is correct (i.e. reference, page#, and quote). A response will be given to you by end of semester.

**COMMON COURTESY** Cell phones/electronics need to be turned off during class. Disruption of class may result in a lower final course grade. Use theatre voices.

**ASSIGNMENTS:**

A number of assignments are included in this course to facilitate participation, skill development, and reflective learning. For example, assignments may include keeping a daily reflective journal, self-studies evaluating your own interpersonal skills and progress in acquiring necessary skills for helping professions, and other assignments.

The most important assignments will consist of recording and transcribing, verbatim, your part of the conversation (as the helper). You will then code each of your responses with the appropriate helping skills that you have learned in class. You will complete three of these during the term.

Assignments will be announced in class and completed in class or at home, depending on the nature of the project. Late assignments will lose 10% for each day late beginning immediately at the time/day due.

**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 a combination of the following activities. All points should NOT be from the same type of activity. Summary report due end of term:

Points Action

20 Current membership in National/State organization (e.g. AAFCS/NCFR/ACTE/WICFR/ACLP)

20 Participation in a National Conference (e.g.AAFCS/NCFR/ACLP)

 15 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

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

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

 5 Participation in professional organization activities or service projects

 5 Participation in professional development and training (e.g. webinars\*, CEU Cert. **delivered by your prof. org**.)

 5 Participation in regular student organization meetings (e.g. SPAFCS/UCFR/CLASP)

\*Preapprove webinars by instructor, submit thorough notes taken throughout (at least 2 pages per hour) and pix of you participating.

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.

**GRADUATE COURSE CREDIT** Graduate students are expected to participate in all activities, with the exception that graduate students will use primary literature sources for their work. See instructor to discuss the scope/focus of your individual graduate work for this class.

**GRADING** There are no exams in this course. There may be quizzes for any assigned readings. Almost all grading will come from assignments completed both in and out of class. Assignments vary in complexity, with corresponding point values. For example, keeping track of the number of times that you accurately reflected feeling during conversations you had out of class may be worth about 5 points, while transcribing a verbatim copy of a 15 minute tape recorded interaction, accompanied by a 3 page self-evaluation report will be worth about 25 points. Students final course grades will be derived from the following categories:

Three self-evaluations of helping relationship skills – 75 points

Daily activities – 150 points (Approximately)

Other – 100 points (Approximately)

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 twice, at the mid-term and end of the semester. Students may come 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%

\***Incomplete Policy:** Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete, by definition, is only to complete a last big project or assignment. It is NOT to make up weeks worth of work missed throughout the semester. Students missing more than a week, with no contact with professor, will be invited to drop the course and retake next year. Be sure to stay in contact if life goes South for you.

FCS 444

Tentative Course Schedule—Subject to *Change*

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| **Date** | **Topic** | **Reading** |
| Week 1 | Intro/Syll/ Safe/ Record Self – 10 Minutes |  |
| Make Groups / Minimal Encouragers\* | 2 |
| Week 2 | Why Family Life Coaching? Roots of… | FLC1&2&3 |
| Reflect Feelings\* | 5 |
| Week 3 | Buck Brannahan & Diverse Cultures (DC) | B4 Class Watch “Buck” & FFtT Chap Deaf |
| Reflect Content\* | 4 |
| Week 4 | DC Down Syndrome | B4 Class FFtT Chap Down Syndrome |
| Questions\* + Assign Change Project | 3 |
| Week 5 | Theoretical Applications | FLC4 |
| MI; Integrating Skills\*; **PHP1** | 6 |
| Week 6 | How to Coach Families; First Session | FLC5&6 |
| Self-Disclosure\*; **Priority** | 9 |
| Week 7 | Models of Coaching; Solution Focused | FLC7 |
| Info Give\* Ind (Assign Bias HW for nxt week) | 11 |
| Week 8 | DC Autism | B4 Class FFtT Chap Autism |
| Interpreting\*; **Goals** | 10 |
| Week 9 | **SPRING BREAK** |  |
| **SPRING BREAK** |  |
| Week 10 | Family Comm & Powerful Q’s | FLC8 |
| Bias Listening Challenge 1 | FFtT Chapter on Rape |
| Week 11 | Relationship Coaching RYP | FLC9 |
| ***Listening Challenge 2; Diversity & Bias*** | B4 Class FFtT Chap Crime |
| Week 12 | Parent Coaching | FLC10 |
| Confronting\*: **Plan** | 7 |
| Week 13 | Coaching for ADHD and Special Needs | FLC11 + FFtT Choose a chapter |
| Helper Feeling & Immediacy\* | 8 |
| Week14 –  | Where Do You Belong?; Building a Business | FLC 12 & 13 |
| Structuring\*, **Action** | 12 |
| Week 15 | Relationships | TBA |
| Enlisting Cooperation\* | 13 |
| Week 16 | Personal Project Share |  |
| Putting it All Together\* & PHP2 Final Record | 14 |
| Finals Week | PHP2 Due Plus FFtT chapter of your choice | FFtT Choose a Chapter Assign Due |

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 AAFCS or NCFR or WICFR). The **event/activity** is simply that (i.e.-UCFR or SPAFCS 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. 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. Turn in this page by our scheduled Final Exam time, with a 1 page summary outlining the specific ways in which your involvement informed your personal AND professional life.

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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, UCFR, WICFR, WAFCS, SPAFCS, NCFR, CLASP, ACLP activity. Include contact information if the contact person is outside of HPHD department.