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

**Instructor**: Sterling Wall

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**Hours:** Mondays 12-1pm, Tues 10-11am, or by 24 Hour Advance Appointment

**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

**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, read all emails from instructor carefully, and respond if needed.

**ZOOM** Is the official course video/virtual program used to record/present. Students agree to download zoom from their UWSP account, to not just use a free version, so they can record themselves to the cloud and obtain a link for others to see..

**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** If you have questions or concerns, see our COVID-19 site or contact UWSP Student Health Service at health.services.office@uwsp.edu. For your health and safety, UW-Stevens Point:

• Requires all students, employees and visitors to any UW-Stevens Point campus or facility to wear face coverings when inside campus buildings. This is university policy and is not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

• Requires students to follow the covid testing and quarantine protocols.

• Strongly encourages unvaccinated off campus students to be tested regularly & complete daily symptom screening.

• Strongly encourages all students, faculty and staff to vaccinate as soon as possible. While not required, vaccination is the surest way to protect yourself from serious illness. Vaccines are available, see UWSP Covid19 webpage for details.

UW-Stevens Point continues to monitor COVID-19 transmission rates, which remain high in the five counties where we have facilities and will revisit our face covering policy as public health warrants. We continue to follow the guidance of local, state and federal health experts and UW System leaders.

Thank you for your taking responsibility for your own health and keeping our campus communities safe so we may continue to have in-person classes, events and activities this year.

**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.

**ACCOMODATIONS AND SUPPORTS FOR ALL STUDENTS:** Typically time is 1 minute per quiz question. Double time is 2 minutes per question. All students will receive 2 minutes time per question for quizzes. Typically, assignments are due 2-3 days later. Please note that assignments will almost always have 5-7 days to be completed. 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 makes them better, 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.

**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%

FCS 444

Tentative Course Schedule—Subject to *Change*

|  |  |  |
| --- | --- | --- |
| **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 10INDEPENDNT | Family Comm & Powerful Q’s | FLC8 |
| Independent Work – Online + Bias | FFtT Chapter on Rape |
| Week 11 | Relationship Coaching  | FLC9 |
| ***Listening Challenge 2; Diversity & Bias*** | B4 Class FFtT Chap Crime |
| Week 12 | *Bias & Conflict Scales – No Meet In Class* | Fill Out On Own |
| Confronting\*: **Plan** | 7 |
| Week 13 | Parent Coaching; RYP | FLC10 |
| Helper Feeling & Immediacy\* | 8 |
| Week14 | Coaching for ADHD and Special Needs | FLC11 + FFtT Choose a chapter |
| Structuring\*, **Action** | 12 |
|  | Where Do You Belong?; Building a Business | FLC 12 & 13 |
| Enlisting Cooperation\* | 13 |
| Week 15 | Relationships | TBA |
| Putting it All Together\* | 14 |
| Week 16 | **Mon: Personal Project Share****Weds: PHP2 Record (10 min sessions)** |  |
| Final TBD | PHP2 Due | FFtT Choose a Chapter Assign Due |