FCS 295 Ethics and Professional Development in Human Services

**Instructor**: Sterling Wall

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

**RESOURCES:**

Tools for Ethical Thinking and Practice in Family Life Education, 4th Edition, NCFR (bookstore, or use the one from FCS 190 with Dr. Turgeson)

ACLP Code of Ethics for Child Life Professionals, www.childlife.org

Online and worksheets as assigned.

Supplemental: Making Ethical Decisions in Child Life Practice, Child Life Council, 2000 Instructor has this.

Other resources as suggested

**COURSE DESCRIPTION** Ethical practice and professional development in human services through application and reflection that informs professional growth. Supervised professional development experiences through involvement with relevant professional organizations to students’ field of study, such as conference participation and presentation, service as an officer, board member, or other professionally recognized capacity. 3 credits

**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.

**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** Class members agree to follow UWSP guidelines.

**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](mailto: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. 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. ANY and ALL students physically attending class agree to abide by UWSP mask and other Covid19 policies.

**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.

**ASSIGNMENTS** will be announced each Tuesday 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 will be expected to participate in all activities, including the personal project, with the exception that graduate work will be expected to use primary literature sources for their work. See instructor to discuss the scope and focus of your individual graduate level research project.

**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 at the mid-term and end of 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. Ethics, and professional development, does not occur in a vacuum. Attend at least 3 monthly UCFR (Family Life Education track) or CLASP (Child Life Specialist track) meetings (can be either day or evening).
2. Ethics. Read the assigned ethics readings for this course. Participate in class discussions. Complete the case study assignments throughout the 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. 8 hours of contact minimum are required, this ‘may’ include travel time, per instructor approval. So, if you attend a 1 day all day training from 8am – 4pm, that would count.

Some Examples You May Consider**:**

* 1. Children Come First conference
  2. Midwest Association of Child Life Specialists often has a spring conference in the region you could 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, one of “our” national organizations).
  4. Bottom line, it’s not about the topic, it’s about the gathering of professionals. Identify a conference/training that is not just for parents, but where professionals would be gathering to network, learn, and grow.

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.”
3. **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.
4. **Case Study presentation.** After practicing, students will analyze a case study assigned to them and present their analysis to the class via a zoom recording 5-10 minutes.

Tentative Schedule of Topics – Subject to Change

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| **Week** | **Topic** |
| **1** | Introduction / Syllabus / Why Ethics? |
| **2** | Ethical behavior requires others… searching for a professional home. |
| **3** | Staying up to date… professional conferences |
| **4** | Ethics: History & Foundation |
| **5** | Ethics in Research: IRB |
| **6** | Ethics in Professional Organizations: NCFR |
| **7** | Ethics in Professional Organizations: ACLP |
| **8 Ind** | Local Examples – Find Yours (i.e. Marshfield Clinic) |
| **9** | **Spring Break** |
| **10** | Unethical Behavior: HIPA, Violations, Consequences |
| **11** | Practical Applications: Case Studies |
| **12** | Practical Applications: Case Studies |
| **13** | Practical Applications: Case Studies |
| **14** | Practical Applications: Case Studies |
| **15** | Practical Applications: Case Studies |
|  | Practical Applications: YOUR Case Study |
| **Finals Week** | Case Study Presentation Recorded on Zoom |

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 Information  Included? |
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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.