

**FCS 397/597 Fieldwork 1-12 credits min 45 hours = 1 credit
Summer 2023**

Instructor: Susan Turgeson, Ed.D., CFCS Associate Professor
Email: susan.turgeson@uwsp.edu
Phone: 346-2263
Office: CPS 302
Office Hours: By appointment through Zoom – can schedule using this link
[My Office Hours – Select a Meeting Day & Time](#)

Course Description: A supervised training work program in a cooperating off-campus establishment; work experience and supervision followed by an evaluation of individual progress. Available for graduate credit as FCS 597.

Learning Objectives:

Through active engagement and completion of assignments, students will be able to:

- describe 21st century skills needed in the workplace
- consider applications of concepts and skills for future classrooms
- identify resources for professional development in the specific content area

Grading Plan:

Assignments:

Plan	15%
Reflections	40%
Summary	25%
Site Evaluation	20%
(only for vocational licensure)	

Grade/Percentage

A	94-100%	B	83-86	C	74-76	D	60-66
A-	90-93	B-	80-82	C-	70-73	F	< 60
B+	87-89	C+	77-79	D+	67-69		

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade.

Canvas:

This class uses Canvas, UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

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Expected Instructor Response Times:

I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations:

In this course you will be expected to complete the following types of tasks

- Read documents online
- Communicate via e-mail
- Download and upload documents to the LMS

Written Work:

When responding to assignments within the modules please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES. Support your statements and explain how the topic relates to your experiences and/or current situation.** Please proof your assignments prior to submitting them checking for common spelling and punctuation errors. When responding you do not need to include the questions. Please utilize the reflection rubric.

Late Work Policy:

Students have a duty to themselves to engage, in a timely manner, in completing individual work. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the term. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. **Late work will not be accepted after Dec 8.**

Understand When You May Drop This Course:

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

Changes in Syllabus: I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline to cover material adequately; show newly discovered videos, or any other reason which may require such an adjustment.

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Responsibilities of the students:

1. Students will prepare a list of broad goals that they would like to accomplish in their experience, as related to the additional license area or certificate they are seeking.
2. Students enrolled in fieldwork will identify partners (ie agencies or organization) which they believe could provide them with experiences (see attached for suggestions) that would help them meet their goals.
3. Students seeking vocational licensure will gain employment for approved work experiences, (according to the DPI guidelines) that fit with their goals as set in step 1 above.
4. Students, in consultation with their fieldwork supervisors, will prepare a list of more specific objectives. These objectives should include but not be limited to:
 - total number of hours for the practicum
 - a start and end date
 - a task list of major duties agreed to by the student and the site supervisor
 - a tentative calendar of programs/events, if appropriate

This information including goals and/or objectives should be written and a copy of this plan should be submitted to the University supervisor (Susan Turgeson, Ed.D., CFCS) within the first week of the term. This should be submitted to Canvas. (due **Sept 10 - 15% of final grade**)

5. Students will keep track of the hours spent each week during the fieldwork experience and submit upon course completion.
6. Students will keep a Reflective Journal during their experiences. This means that the student will not only keep a diary of what happened during a particular day, but they will also reflect upon the experience.
 - What did you learn (e.g. 21st century skills needed)?
 - What was important about the experience?
 - How did you feel about what happened?
 - How can you use this in your future classroom/program (i.e. application of skills and concepts)?
 - How did you contribute? What leadership role(s) did you have?
 - What opportunities exist to gain more information and experience? (i.e. resources for professional development)

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There should be at least 1 entry per week. Journals should be submitted to Canvas every other Sunday beginning the 2nd week of the term, should be typed, double spaced, and indicate the student's name, the field experience site and the dates and times spent at the site in that two-week period. The write up should also include the details of any projects for which the student was responsible during the 2 week period. Due dates are **Sept 17, Oct 1, Oct 15, Oct 29, Nov 12, Nov 26, and Dec 10- 40% of final grade**

7. At the end of the experience, students will write a 2-3 page paper which summarizes the experiences as they relate to their goals and objectives. Due **Dec 17- 25% of final grade**
***Graduate students will also create a 3-5 min video to illustrate their experience**
8. For those seeking vocational licensure, complete the **Increased Hours form** for the experience and submit to Canvas.

Responsibilities of Site Supervisors:

1. Review the goals and objectives of the students. Talk with the students regarding how they might best reach their goals.
2. Supervise the students as they carry out their responsibilities.
3. Confer with the UWSP faculty member who is directing the experience when deemed appropriate or necessary. This is Susan Turgeson, Ed.D., CFCS whom you can contact at 715-346-2263 or susan.turgeson@uwsp.edu.
4. For Vocational Licensure Fieldwork ONLY - Complete the Final Evaluation Checklist. In conferences, share the evaluations with the student. Mail or email a copy of the evaluation to the university supervisor. Due to UWSP faculty member before **Dec 18 - 20% of final grade**

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Suggested Experiences Vocational Licensure

Food Services

- Baker
- Bartending
- Cake decorator
- Catering
- Deli prep and service
- Line cook
- Waitstaff

Child Care Services

- *must be with children under the age of 5 in a licensed facility
- Infant room assistant
- Toddler room aide
- 3-4 year old lead teacher

Suggested Experiences Financial Literacy Certificate

- Conduct programs for student organizations, residence halls, or community groups
- Develop lesson plans for elementary, middle, or high school classes
- Engage in social media campaign to promote financial literacy
- Provide financial coaching for individuals
- Volunteer to assist with tax preparation for elderly
- REQUIRED:** complete financial coaching training through Cooperative Extension (8 hrs)

Suggested Experiences Health Science Education Certificate

- Assist with HOSA chapter events in collaboration with local adviser
- Conduct informational interviews with health career professionals
- Develop educational materials for programming
- Job shadow health career professionals
- Train on a health related simulator
- Visit with post-secondary institutions regarding opportunities in health science

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FIELD WORK FINAL EVALUATION CHECKLIST

Student _____ Date _____

Cooperating Institution _____

Place an X in the appropriate column to the left of each item, using the following key:

- 4 = outstanding
- 3 = good
- 2 = needs a little improvement
- 1 = needs a lot of improvement
- N = no opportunity to observe

Your additional comments will be especially helpful in the evaluation process.

4	3	2	1	N	PERSONAL QUALIFICATIONS
					1. LEADERSHIP: Enthusiasm, initiative, dependability, ability to inspire and encourage participation.
					2. COOPERATION: Teamwork, spirit of service.
					3. PROFESSIONAL ATTITUDE AND CONDUCT: Pride in the profession, eagerness to continue learning, feeling that the work is worthwhile and worth doing well, feeling of responsibility.
					4. MANNERS: Courtesy, thoughtfulness, kindness, tact.
					5. EMOTIONAL CONTROL: Poise, self-assurance, dignity, composure.
					6. DISPOSITION: Optimism, sense of humor, sociability, sympathy.

COMMENTS:

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4	3	2	1	N	ABILITY TO WORK WITH PEOPLE
					1. Inspires confidence.
					2. Values contributions others.
					3. Respects rights and feelings of others.
					4. Accepts others irrespective of their mental ability or racial, economic, and social background.
					5. Works harmoniously with supportive staff.
					6. Works harmoniously with professional colleagues.

COMMENTS:

4	3	2	1	N	PROFESSIONAL PREPARATION
					1. KNOWLEDGE OF THEORIES & PRACTICES: Understands broad social issues related to work of agency.
					2. ATTITUDE TOWARD CURRENT THOUGHT: Spirit of research, open-mindedness, ability to adjust and readjust.
					3. EDUCATIONAL INITIATIVE: Productive and independent thinking, ability to plan and execute new work, knowledge and use of sources and techniques to improve work, active participation at meetings.

COMMENTS:

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4	3	2	1	N	SKILLS AND TECHNIQUES
					1. PLANNING & ORGANIZING: Objectives and plans clearly stated.
					2. MOTIVATING OTHERS: Inspiring interest.
					3. SKILL IN USING KNOWLEDGE: Intelligent choice and organization of materials.
					4. USING EFFECTIVE METHODS: Using creative and imaginative procedures, locating and using a variety of resource materials, methods of presentation.
					5. SPEAKING ABILITY: Acceptable grammar, vocabulary, and pronunciation; volume control.
					6. WRITING ABILITY: Appropriate vocabulary, grammar, spelling, accuracy, fluency, coherence, use of idiom.

COMMENTS:

4	3	2	1	N	MANAGEMENT SKILLS
					1. ATTENTION TO PHYSICAL CONDITIONS: Provisions for comfort (lighting, ventilation, seating), caring for supplies and equipment.
					2. ATTENTION TO ROUTINE MATTERS: Promptness and accuracy, economic use of time, wise use of help.
					3. CONTROL AND DISCIPLINE: Ability to get and hold attention firmness and consistency in carrying out instructions.

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4	3	2	1	N	EVALUATION OF PROGRESS
					1. ATTITUDE TOWARD SUPERVISION: Reaction to and use of suggestions, reaction to helpful criticism.
					2. SENSITIVITY TO PROBLEMS: Ability to recognize and analyze problems and to formulate program of action.
					3. DESIRE FOR SELF-IMPROVEMENT THROUGH A CONTINUOUS PLANNED PROGRAM OF SELF-EVALUATION.
					4. GROWTH IN COMPETENCIES: Improvement through experience, decrease in the recurrence of undesirable situations, increase in ease and efficiency, development of sound practices.

COMMENTS:

Please also comment on the following:

1. To what degree was the student adequately prepared and qualified for this placement?

2. What further academic work and experience do you think would be most helpful in preparing this student for a professional career?

3. Would you hire this student for work in an organization similar to yours?
Please explain.

Please discuss this evaluation with the student.

Date _____ Supervisor's Signature _____

Please return within 5 days of work completion to:

Susan Turgeson, Ed.D., CFCS
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Stevens Point, WI 54481
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