

FCHD 4900 Pre-Practicum Skills Spring Semester, 2017

Instructor: Grant N. Bartholomew
Office: Family Life 216
e-mail: grant.bartholomew@usu.edu
Phone: 435-797-1593
Class: TR 9:00-10:15 am, Old Main 304
Office Hours: MTR By appointment call Judy at 435-797-1544

Textbook: None

Course Objectives: Students will demonstrate through individual and group processes:

- An understanding of the internal dynamics of the family, including family strengths and weaknesses
- An understanding of individual's characteristics and needs
- An understanding of ethical and professional practice within the family setting
- An understanding of how to support and empower individuals and families and communities through respectful, reciprocal relationships
- An understanding of the needs of individuals and families of various ethnic and socioeconomic backgrounds
- The ability to use interpersonal skills, conflict resolution skills and ethical decision-making skills for personal and professional relationships
- The ability to apply the ethical decision making process in working with families
- The ability to think critically and integrate theory with practice
- The ability to use appropriate observation, documentation, and other appropriate assessment tools and approaches for individuals, families and communities

Requirements: Students will demonstrate proficiency with course material through completion of brief papers and participation in in-class discussions.

Grading: Students earn points for each required assignment. Points are totaled and a final grade determined based on the scores. My curves are not strict bell curves.

Course Requirements:

Professional Conduct: I view all college courses as *preparation for your career*. Therefore, I expect you to display professional behavior in this class. (Participation score will be based in part on the following plus points will be deducted from your participation score for late or missing work; 300 participation points possible.)

Attendance is required. Assignments must be submitted in class on the due date. Students will be called on randomly during class, those not responding when called on will be considered not in attendance and will receive a reduction in their participation score. You are expected to participate in all class activities and discussions. This means that I expect you to stay in the classroom at all times other than scheduled breaks. When participating in class discussions, be respectful of others' views and comment only on ideas expressed by others. This practice is especially important in this class because there are many sides to the issues that we will discuss. I want to encourage you to express a variety of opinions on the topics. Finally, be prepared to answer questions I pose during class for discussion, as I may call on specific persons for contributions during class discussions.

University Honor Code: As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Student Evaluation: Attend class regularly, plan your time wisely, and turn in all work. Note that the system for determining final grades is based on the class distribution of total points earned over the semester. Do not compute percentages, as I do not use them in determining final grades. In general, the only way to fail is to fail to attend class, participate actively, or turn in and pass required assignments. Students who approach the course professionally--attend, participate, and complete all assignments--pass the course, and *many* receive a grade of B or better.

Electronic Devices: All electronic devices, including cell phones, pagers, and laptop computers should be turned off during class, unless you are searching for information regarding the subject of our discussion. Please comply!

Accommodation for Disabilities: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. ***Please meet with the instructor during the first week of class to make arrangements.*** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

Communications via email

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Grievance Process: Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returno=search>

Protect Your Work: Backup each of your assignments as you work on them. Better yet, make 2 separate copies to ensure protection. Mark and keep hard copies of everything you turn into me.

Course Assignments

1. **Brief Paper Assignments** (100-400 points each; 600 total points). Instead of a long term paper, students will write a series of short papers on topics assigned in class [paper guidelines are listed at the end of this syllabus]. Each paper **must** be typed and single-spaced, unless otherwise noted. Each paper should bear a brief heading **including your**

name, the paper number (1, 2, etc.), and the title of your paper. (Do not include the course name or number, or the instructor's name; we all know that information!) Any person who does not turn in a paper will have a 0 recorded for that assignment; there will also be a deduction in your participation score. Assignments turned in late will receive a reduced grade; no assignment will be accepted more than one week late. (There are only 3 papers assigned, paper 2 will have a possible score of 400.)

2. **Threaded Discussions** (2 total, worth 50 points each). Twice during the semesters (see schedule for specific dates), I will have a question for you to discuss on line on CANVAS with other members of the class. Click on the "Class Discussions" icon in CANVAS to post and read messages. Discussion questions will be posted as my first post on the discussion. **You are required to post at least twice during each discussion and each post should contain a minimum of 5 sentences.** Posts such as "Yes, I agree...umm good point..." etc., etc. will receive NO credit. Justify your comments and position. Respond to what others have written - the more interactive you are, the more you will get out of the discussions.
3. **Participation** (300 Points) Attendance, participation, turning in assignments, etc.

Point Totals	
Participation	300
Papers	600
Threaded Discussions	100
<hr/>	
Total Points	1000

Schedule of Topics and Deadlines (subject to change)

WEEK 1	Topic	Assignments Due
1-10	Class introduction Practicum application Finding a site Generalist Practice	
1-12	Practicum sites Documentation	
WEEK 2		
1-17	Engaging Interviewing	
1-19	Assessing And Planning	Discussion 1 begins Paper #1due
WEEK 3		
1-24	Assessing And Planning	
1-26	Assessing And Planning	Discussion 1 due
WEEK 4		
1-31	Implementing	Discussion 2 begins
2-2	Review and reevaluate Closure and termination, Practicum discussion	Paper #2 due
WEEK 5		
2-7	Ethical decision making, Practicum discussion	Discussion 2 due
2-9	Practicum issues and wrap-up	Paper #3 due

This is a living document and subject to change throughout the semester. Notice will be given in class of any changes made. Student feedback and input is welcome.

PAPER ASSIGNMENT #1 (100 points)

Engaging

Approach someone not very familiar to you and start to develop a relationship with them using the engaging skills from the text and class lecture. Write a brief report of your encounter including the skills used, how they were used and how they worked in the process of getting to know this person better. Be sure to use the documentation skill discussed in class.

PAPER ASSIGNMENT #2 (400 points)

Assessing and Planning

Part 1

Using the skills from the text and class lecture and at least one of the tools (e.g. Genogram or other family map, sequencing, etc.) assess the **strengths and needs** of an individual or family (can be real or made up). Briefly write up the assessment and include the diagrams used. The assessment write up should include: presenting problem, data, and conclusions including strengths and needs (further information will be given in class). This part of the paper should follow this outline.

- **PRESENTING PROBLEM**
- **DATA**
- **CONCLUSIONS:**
 - **STRENGTHS**
 - **NEEDS**

Part 2

Create a service plan for the individual or family that is the object of your assessment including an overall goal, at least two objectives (measurable and time limited) and steps to meet the objectives. Submit the plan in written form to complete the assignment. (follow the direction and ideas from the text and class lectures) This part of the paper should follow this outline.

- **GOAL**
 - Formulate a statement of what needs to change in the family and what are they doing well
- **DEVELOP OBJECTIVE ONE**
 - Develop a need statement
 - Develop a list of strengths
 - Develop desired results statement(s)
- **DEVELOP STEPS FOR OBJECTIVE ONE**
 - Steps should be measurable, specific, and time limited
- **DEVELOP OBJECTIVE TWO AS ABOVE INCLUDING STEPS**

PAPER #3 (100 points) Documentation

Write a brief case note using the SOAP note system or other method discussed in class discussion.

Paper Grading Criteria

Each paper is worth the indicated points. The criteria for grading are as follows:

Following directions

Covering the assigned activity

Professional and objective recording

Appropriate use of tools where applicable