



INSTRUCTOR INFORMATION

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Email: Please email me through the Canvas system to ensure your course is clearly identified. I will respond to emails within 36 hours during the weekdays.

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

OBSERVATIONAL AND APPLIED EXPERIENCES WITH CHILDREN, ADOLESCENTS, ADULTS, OR FAMILIES.
EXPLORATION OF PROFESSIONAL SKILLS AND OPPORTUNITIES.

COURSE PREREQUISITES AND COREQUISITES

- HDFS 101 AND MUST HAVE COMPLETED 30 CREDITS
- REQUIRED BACKGROUND CHECK THROUGH CBI, FBI.

Important:

All prerequisites must be completed or consent from the instructor given prior to enrollment. In this course, students participate in a hands-on work experience in a setting closely aligned with their career plans, and it is important to work closely with the placement coordinator to ensure appropriate placement. Therefore, permission is required to enroll in this class; contact the field placement coordinator.

- Course instructor works with the practicum sites and the student to facilitate to placement into a practicum site. Please contact Day Halsey by email at day.halsey@colostate.edu for more information about placements.

COURSE GOALS

Upon the completion of this course, you should be able to:

1. Develop professional skills at a practicum site pertinent to their lifespan interests. 2. Demonstrate skill in observation techniques.
3. Strengthen their understanding of routine duties and experiences at each site.
4. Establish goals to maximize their practicum experience.
5. Demonstrate knowledge of ethical issues and codes of conduct at placement sites.

REQUIRED TEXTS *PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 6TH EDITION. (2010)* WASHINGTON, DC: AMERICAN PSYCHOLOGIC

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

None

COURSE PRESENTATION AND PROCEDURES

The course is organized into 8 modules. During the fall and spring semesters, one module will be covered each two-week period for modules 1 through 7. The last module, module 8 will be covered in the last week of classes, week 15. During the summer semester, one module will be covered each week for eight weeks.

Modules consist of topics, readings, discussions, and assignments. All due dates are assigned from the beginning of the course. Students must complete the coursework and submit it online through the Canvas course. Students must complete the coursework in a satisfactory manner to earn a passing grade for the course.

Students will report directly to their sites to complete their placement hours. They will manage their hours and schedule with the site directly. 90 hours are required to pass the course. During the fall and spring semesters students complete 6 hours per week for 15 weeks to complete the 90 hours. During the summer semester, students complete 11.25 hours per week for 8 weeks to fulfill the 90 hour obligation.

CREDIT/CLOCK HOURS

Students must complete 90 hours at their site to earn a passing grade in this course. Failure to complete 90 hours will result in a failing grade for the course.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 7 days, and major assignments, exams, and essays will also be returned within 7 days. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

[Customize table with each graded assignment]

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussions (12 discussions for 5 points each)	60 points	23%
Goals and Objectives	30 points	11.5%
DRIA 1 and 2 (40 points each)	80 points	30.8%
Case Study Intro	16 points	6%
Case Study Contextual Influences	35 points	13.5%
Module hour reporting	8 points	3%
Networking Assignment	15 points	5.8%
Midterm Evaluations (self and site)	15 points	5.8%
Final site evaluation	1 point	.6%
Etc.		
Total:	260 points	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

ASSIGNMENT DETAILS

Goals and Objectives (30 points):

The Goals and Objectives assignment is a great way to outline your expectations for the semester. It allows you to define goals and evaluate yourself along the way. Make sure to include signature lines because this document will be a contract between you and your site and the university!

Please read through this hoe to guide of why we do goals and objectives and also gives you some ideas for what your goals could be: [How To Goals and](#)

[Objectives.doc.pdf](#) 

Please use this template to type up your goals and objectives: [Goals and Objectives](#)

[Template.doc](#) 

DRIA 1 and 2 (40 points each): You will submit two DRiAs (Description, Reaction, Interpretation, and Application) throughout the course of the semester documenting a specific incident, activity, or behavior you observed. Follow the Acronym for DRIA (below) to include all important aspects. Each aspect of the DRIA will be approximately two to three paragraphs each. Each DRIA will:

- Allow students to reflect on and document an experience or their responsibilities and accomplishments as practicum participants.
- Give students the opportunity to reflect on specific situations, and thoughts for improvement, either within themselves or placement site.
- Provide a safe place to highlight dilemmas or share exciting accomplishments.
- Facilitate the development of new skills, as students are encouraged to articulate both accomplishments and areas needing more attention.
- Fulfill the requirement of the department to track the specific number of hours completed at students' practicum sites.
- Provide students an opportunity for feedback related to professional writing.

Case Study Introduction (16 points):

GUIDELINES FOR CASE STUDY INTRODUCTION

During the semester you will participate in the creation of a case study. This is an individual assignment that is designed to strengthen your ability to apply what you are learning in HDFS to your practicum experience. This is an ongoing assignment that contains two parts. This description will provide guidelines for the first part of the case study assignment. The second portion of the assignment will examine contextual issues.

Objective: Each student will choose one child, adolescent, or older adult and will then begin to formulate a case study.

Assignment Guidelines:

- Choose ONE child or older adult.
 - Provide the person with a name that is DIFFERENT than their own name in order to protect her/his confidentiality.
 - Using one of the observational techniques discussed in class, make some preliminary observations of this person.
 - Provide the following information in the assignment and on the discussion board.
1. What is the person's ALIAS name that you have given her/him
 2. What is the person's gender?

3. What is the person's age?
4. How long has the person been a client of your site?
5. How much interaction do you have with the person's family?
6. What are the behaviors or characteristics of this person that interest you?

Case Study Contextual Influences (35 points):

Assignment Guidelines:

1. **Select & Observe Case:**

- Identify ONE participant at your site.
- Provide the person with a name that is DIFFERENT than their own name in order to protect her/his confidentiality.
- Use observational techniques to learn about this participant.

2. **Theories:**

- Select TWO theories or perspectives that you have learned about thus far in your HDFS education.
- Use these two theories to conceptualize your case study and guide your observations.
- Some theories include: Piaget's Cognitive Developmental theory, Vygotsky's Social Cognitive Theory, Bronfenbrenner's Ecological Theory, Erikson's Psychoanalytic Theory, Bowlby's Attachment Theory, etc. These are just a FEW examples of the multitude of theories that you could use.

3. **Research:**

- Identify and review two EMPIRICAL articles that relate to one or two contextual influences on your case: gender, race, ethnicity, family structure, etc.
- Think about how these studies relate to your case study.

4. **Analyze:**

- Complete the Case Study Contextual Influences Survey
- [CASE STUDY - CONTEXTUAL INFLUENCES pt II.doc](#) 

Class Discussion/Participation (5 points each for 12 discussions, 60 points total) Discussion forums are an important part of this class, and your participation is required. For this reason, it is very important that you read the assigned readings and be ready to discuss what you read. We will be discussing some two-sided issues; feel free to express your view. You never will be graded on the basis of your particular point of view, but only on how much you participate in discussions of the issues and whether you back your opinions with information from empirical research, theory and specific observations made through personal experience. For full credit, you must post at least one substantive response to each forum, as well as at least one substantive response to a classmate's post for each forum.

OPTIONS FOR EXAM PROCTORING

There are no exams in this course.

PARTICIPATION EXPECTATIONS

Class discussion is a key aspect of this course and keeping up with the reading assignments is crucial to class participation. Module discussions are posted and ask you to integrate readings, presentations, videos, and personal experiences. Grading on discussion boards is based in part on completion, that you actually participate in the discussion, and in part on content—that you responded to the prompt and provided evidence of your understanding of the topic. Your discussion grade will be determined by the quality of your participation. Refer to the discussion rubric in Canvas for your grading criteria.

GRADE DESCRIPTION

Undergraduate:

98-100 % = A+	93-97 % = A	90-92 % = A-
88-89 % = B+	83-87 % = B	80-82 % = B-
78-79 % = C+	70-77 % = C	
68-69 % = D+	60-67 % = D	
	0-59 % = F	

MAKE UP POLICY

LATE ASSIGNMENTS WILL NOT BE ACCEPTED UNLESS PERMISSION IS GRANTED IN ADVANCE FOR EXTENUATING CIRCUMSTANCES OR IF YOU HAVE A UNIVERSITY-APPROVED EXCUSE. EVERY EFFORT SHOULD BE MADE TO ADDRESS THE ISSUE AHEAD OF TIME.

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one's academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:*

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's [Practicing Academic Integrity](#).

Human Development and Family Studies (HDFS) Academic (and Professional) Honesty Policy:

It is expected that students will use their own knowledge and skill for assignments and tests unless directed to do otherwise. Incidents of cheating, plagiarism, or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments/tests, an F grade, and/or removal from the Professional Curriculum (or withdrawal of the right to apply for the Professional Curriculum).

It is expected that students will demonstrate concern for others, and respect the confidentiality of information about, the intellectual property of, and the decisions made by others.

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

Student Expectations & Responsibilities

Students are in charge of their academic pursuits. In this way, students are responsible for all course material, requirements, and assessments. As a partner in the scholastic process, you are asked to consider your responsibility and behavior while attending class and completing your work for this course.

It is the expectation that all students will:

- Check into the Canvas course multiple times per week to go over the weekly course information and complete assignments.
- Be respectful and engaged during presentations, discussions, and all class processes.
- Engage in class discussions and use courtesy. Creating a respectful educational atmosphere is all of our responsibility. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual preference, age, disability, socioeconomic status/background, and other identities will not be tolerated.
- Take note of due dates and complete each assignment for this course on time.
- If you cannot complete required work by the due dates, you need to discuss this with the instructor IN ADVANCE and make arrangements to turn in your work prior to the due date. Late homework will be graded according to the Late Policy (see below). If you know you are having problems completing assignments or requirements, please contact instructor as soon as possible.

Instructor Expectations & Responsibilities

I will foster an environment of open communication, inclusivity, and respect. The instructor reserves the right to modify the syllabus and/or class outline for this class. Students will be advised in a timely manner of any changes. If you ever have any problems or questions, please email or call me.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Acrobat Reader DC](#).
- Canvas acting funny?
 - Review Canvas guide for [Which browsers does Canvas support?](#).
- YouTube videos not playing?
 - Download [Adobe Flash Player](#).
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or Email [Help Desk Support](#).

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not already have access to Microsoft Office-compatible applications, you may use one of the following free resources:

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Software Downloads / Office 365 - Microsoft Office](#)—the full version of Microsoft Office free of charge for CSU students.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course, you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.