

**Spring 2020**

<b>Meeting days:</b> Mondays	<b>Instructor title and name:</b> Professor Susan DeCristofaro Rogers
<b>Meeting times:</b> 4:00-5:40 PM	<b>Phone:</b> 619-849-2245
<b>Meeting location:</b> Evans Hall 121	<b>E-mail:</b> srogers@pointloma.edu
<b>Final Exam:</b> May 4, 4:30 PM	<b>Office location and hours:</b> Evans Hall 102, hours listed on office door

**PLNU Mission** 

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION** 

Analysis and discussions of interrelated issues found within the areas of Family Sciences. Topics studied are research, public policy, professionalism, leadership, and historical significance. In this capstone, the student will create a professional eportfolio including introduction, professional statements, personal assessments, achievements, community service, practical application and work samples will be included. Each student will present his or her personal eportfolio to a panel of interested parties for assessment. This capstone gives students the opportunity to develop a professional voice. Required of all seniors graduating in the Department of Sociology, Social Work, and Family Sciences.

Prerequisite(s): SOC 1001 and senior standing in the Department of Sociology, Social Work, and Family Sciences.

**COURSE LEARNING OUTCOMES** 

The purpose of programs in the Department of Sociology, Social Work, and Family Sciences is to prepare students to become competent in a field of study and to assume a leadership and service role in assisting individuals seeking growth with personal and family well-being. Sociology, Social Work, and

Family Sciences Senior Seminar is a culminating learning experience designed to increase the student's knowledge, competency, and responsibility within her/his profession.

The student will:

1. Examine the mission and philosophical foundations and historical development of the Sociology, Social Work, and Family Sciences profession.
2. Examine the foundations of professional career development, and the career paths of each specialization within Sociology, Social Work, and Family Sciences.
3. Identify trends and societal issues that affect the quality of life for individuals and families, and explore related public policies at the federal government level.
4. Identify professional associations and organizations in the field of Sociology, Social Work, and Family Sciences, and discover benefits of membership for professional growth.
5. Discover the fundamentals and principles of research design, literature search, data collection, analysis, evaluation and reporting within the specializations of Sociology, Social Work, and Family Sciences.
6. Identify the basic principles of effective leadership.
7. Identify the foundations of interpersonal-skill, communication, and conflict resolution.

#### PROGRAM LEARNING OUTCOME 5

- Identify career paths and faith integration within the child and adolescent professions.
- Identify career paths and faith integration within the dietetics professions.
- Identify career paths and faith integration within the nutrition professions.

#### COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	UNIT READINGS
January 14	Developing a Professional Voice	Unit 1
January 20	Martin Luther King Jr. Day	
January 27	Philosophical, Historical Foundations, and Career Paths in the Profession Developing a Professional Voice Portfolium 101 <b>Bring Laptop to Class</b> <b>Self-Assessments Due</b> <b>Career Plan Due</b>	Unit 1
February 3	Senior Assessment <b>Mock Interview Schedule Deadline</b>	Unit 1
February 10	<b>Code of Ethics – Draft In Class Personal Code of Ethics</b>	Unit 2
February 17	Finding a Professional Voice – Develop Personal Statements <b>Professional Statements Draft Due for Peer Evaluation</b>	Unit 2

February 24	Preparing for the Interview <b>Resume and Cover Letter Draft Due</b> <b>Mock Interviews</b> need to be scheduled by January 27, with assigned evaluator from OSV Find a Professional Voice Practice with the Pros and Resume Critique	Unit 3
March 2	Portfolium/ePortfolio Instruction <b>Bring Laptop to Class</b> <b>Professional Statements Due and Submitted to Portfolium</b>	Unit 4
March 9-13	Spring Break	
March 16	Research Fundamentals – will start group research project	Unit 4
March 23	Professional Career Development LinkedIn Training <b>Bring Laptop to Class</b> <b>Hypothesis Due</b>	Unit 4
March 30	Research Day	Unit 5
April 6	Live Text Professional Career Development Bring Laptops to Class <b>Picture, Resume and Cover Letter Due and submitted to Live Text</b>	
April 9-13	Easter Recess	
April 20	Professionalism and Effective Leadership Research Day (Survey – Results of Pilot) <b>LinkedIn Due</b>	
April 27	<b>Professional Portfolio Day and Presentations Due Evans Hall 121</b> <b>Professional Dress Required</b>	Unit 4-5
May 4	<b>Final Exam Monday, 4:30 – 7:00</b> <b>Professional Dress Required</b> <b>Presentation of Research Paper</b>	Units 1-5

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Wilder, Kay. Family and Consumer Sciences Senior Seminar Reference Manual

## ACADEMY OF NUTRITION AND DIETETICS'S FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):

1. Negotiation techniques (1a)
2. Interviewing techniques (1f)
3. Work effectively as a team member (1o)
4. Public policy development (3a)
5. Research methodologies (4a)
6. Needs assessments (4b)
7. Scientific method (4d)

8. Interpret basic statistics (4g)
9. Develop a personal portfolio (7s)

## ASSESSMENT AND GRADING

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Grade scale:

A=93-100	C=73-76
A-=92-90	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

Grades will be based on the following completed work using prescribed guidelines given in class and due dates. Assignments will not be accepted after due date.

	<u>Approximate Total Points</u>	<u>Due Dates</u>
1. Self-Assessments for Career Development and Career Plan	10	January 27
2. Professional Statements (10 each)	40	February 17
3. Professional Statement Consultation with Prof. Rogers	20	TBA
4. Resume and Cover Letter (10 each)	20	February 24
5. LinkedIn	20	April 20
6. Mock Interview	30	TBA
7. Professional Portfolio	60	April 27
8. Group Research Project	50	May 4
9. Individual Literature Review	30	May 4
<b>Total possible points</b>	<b>280</b>	

## INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## FINAL EXAMINATION POLICY

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

### **ASSIGNMENT CYCLE**

1. **Turn in First Draft**
2. **Peer Reviewed**
3. **Redo**
4. **Turn in Second Draft to Portfolium**

### **ASSIGNMENT GUIDELINES**

#### **Self-Assessments for Career Development and Career Plan – Department Student Learning Outcome #5**

1. Complete self-assessments in Unit 1- will be given in class
2. **Due January 27.** Total Points Possible – 10

#### **Professional Statements – Department Student Learning Outcomes #4 and #5**

1. Write the following professional statements in Unit 1.
  - Philosophy
  - Code of Ethics
  - Goals; 2 year, 5 year, 10 year
  - Career Goal as it Relates to FCS Mission
2. Each statement should be on one page and presented in a professional manner, ready for professional portfolio
3. You will be submitting in Live Text in class on March 2.
4. **First Draft Due February 17.** Total Points Possible - 40

#### **Mock Interviews – Department Student Learning Outcomes #1 and #4**

1. You are required to participate in an interview with the pros and resume review.
2. Professional dress is required.
3. **Due Date To Be Determined.** Total Points Possible – 30

#### **LinkedIn – Department Student Learning Outcome #1**

1. Review guidelines and training about creating a professional LinkedIn profile.
2. Create your professional LinkedIn profile.
3. **Due April 20.** Total Points Possible – 20

#### **Resume and Cover Letter**

1. Review guidelines discussed in class and in Unit 4, pages 2, 5-9, and 28-29.
2. Complete a one page resume and a one page cover letter using requirements listed in Unit 4.
3. Final resume will be presented in professional portfolio submitted in Live Text.
4. Business letter format must be followed for cover letter.
5. **Draft Due April 6.** Total Points Possible – 20 (10 each)

#### **Professional Portfolio**

1. Review the guidelines for developing an effective professional portfolio in Unit 4, pages 44-48, Rubric included at end of syllabus. You will create a professional e-portfolio using Live Text. The template will be provided for you.
2. **Due April 27.** Total Points Possible – 60 (60) e-portfolio **Research Paper and PowerPoint Presentations – Department Student Learning Outcomes #2 and #3**

## **Group Research Project Including Individual Literature Review**

### **1. Group Research Project**

- a. Review guidelines for research paper discussed in class and in Unit 3, pages 2-8, Rubric included at end of syllabus
- b. Presentation must include PowerPoint slides for purpose of study, hypothesis, literature review, findings and conclusions/recommendations.
- c. Research paper and a copy of slides (2 per page) must be placed in a binder (no plastic sleeve pages)
- d. **Due May 4.** Total Points Possible – 50

### **2. Individual Literature Review**

- a. Directions will be given for research project
- a. **Due May 4.** Total Points Possible – 30

## **COURSE OUTLINE**

### **Unit 1 Philosophical, Historical Foundations, and Career Paths in the Profession**

Philosophical Foundations  
Historical Foundations  
When You Graduate  
Career Path Clusters and Career Options  
Unit One Readings  
Personal Profile Self-Assessment

### **Unit 2 Trends, Societal Issues, and Public Policy**

Trends and Societal Issues Effecting the Profession  
Who Will Shape Society?  
Communication with Public Officials....Professionals Responsibility  
How to Contact Your Elected Representatives  
Unit Two Readings  
Public Policy Inventory

### **Unit 3 Research Fundamentals**

Categories of Research Studies  
Steps in Planning and Conducting a Research Study  
Guidelines for Research Study  
Evaluation Studies  
Unit Three Readings and Project Assignment  
Research Project Evaluations

### **Unit 4 Professional Career Development**

Career Development Process  
Personal Assessment Stage  
Job Market Search Stage  
Cover Letter and Resume Stage  
Interview Process Stage  
Evaluating Options and Negotiation Stage  
New Job Transition  
Unit Four Readings  
Career Search Notebook Project Assignment  
Professional Portfolio Project Assignment  
Personal Assessment Inventories

## **Unit 5 Professionalism and Effective Leadership**

Leadership Styles

Leadership Characteristics

Communication and Conflict Resolution

Stress Management

### **Individual Literature Review for Research Project**

The Literature Review must be completed written review of the literature pertaining to your variable identified through your Research Purpose. The entire paper should be in APA format.

In your written submission, be sure to include the following:

- List a title of the assignment
- Introduce your group's Statement of the Research Project Purpose, and you (individual) link from that purpose to the variable that you are investigating in your literature review.
- Investigate at least 2 most current and any other relevant research on the variable and be sure to cite these claims.
- Provide a conclusion for the review of literature that summarizes your findings and links (again) back to the Research Project Purpose statement.
- Consult current APA Manual or [www.PurdueOwl.edu](http://www.PurdueOwl.edu) for APA format guidelines. The entire assignment must be in ABA format, unless previously cleared with the instructor. Be sure to provide title and any relevant subtitles, cite using APA and list all references in References section.

After draft has been approved, the revised assignment must be posted onto Portfolio.

**30 Points**



## Individual Literature Review Rubric

Review of Literature		
Criteria	Ratings	Points
Title is provided and in all capitalized letters.		1
Project purpose statement is provided and appropriately linked to the literature review.		4
At least 2 peer-reviewed articles are used that are current.		6
Identified variable is adequately addressed and all appropriate facets of variable are addressed.		6
APA format is used to identify sources within the manuscript.		2
Section, titled References, is provided using APA format.		2
Paper is professionally written and complete.		6
A conclusion is provided that links the researched variable to the initial research question.		3
Total Points: 30		

## Research Paper Rubric

Area	Focus	Poor	Satisfactory	Excellent
Abstract (3)	Research Summary	Does not clearly state the research hypothesis, methodology, and/or findings, limited help to reader's understanding. (0-1)	States the research hypothesis, methodology, and findings, but includes vague or confusing information. (2)	Clearly and concisly states the research hypothesis, methodology, and findings (3)
Introduction Chapter 1 (8)	Research Hypothesis	Incomplete and/or unfocused. (0)	States the research hypothesis, but is vague or not well-worded (1)	Clearly states the research hypothesis within a single paragraph. (2)
	Definition of Terms	Incomplete or no definition of terms (0)	Defines terms but lacks clear description for reader. (1)	Clearly defines terms used in study. (2)
	Statement of Purpose	Does not clearly state the research purpose or rationale. (0)	States the purpose of the research but lacks clear rationale. (1)	Clearly states the purpose of the research with rationale. (2)
	Sample Population	Sample population not described. (0)	Sample population insufficiently described. (1)	Clearly states the sample population characteristics and identifies if study can be generalized to a broader population. (2)
Literature Review Chapter 2 (4)	Summary	Articles from peer-reviewed journals are poorly discussed or incomplete. (0-1)	Articles from peer-reviewed journals are insufficiently discussed. (2-3)	Review of research articles are clearly discussed and relates to research topic. Peer-reviewed journals are sited. (4)
Research Methodology Chapter 3 (10)	Research Design	Type of study identified is not appropriate/does not fit the research. (0)	Identified type of study but does not give clear rationale. (1)	Clearly identifies type of study and give rationale. (2)
	Data Collection	Does not describe data collection techniques or identify strengths and weaknesses of collection. (0)	Describes data collection techniques but does not clearly identify or discuss strengths and weaknesses of techniques. (1)	Clearly describes data collection techniques and discusses strengths and weaknesses of data collection. (2)
	Data Analysis	Does not describe data analysis methods. (0-1)	Limited description of data analysis methods. (2)	Described data analysis methods. (3)
	Limitations of Study	Does not appropriately identify limitation issues. Discussion is not linked to research study. (0-1)	Identifies appropriate limitation issues but discusses them in a limited manner. (2)	Identifies appropriate limitation issues and fully discusses them in relation to the research study. (3)

Findings Chapter 4 (8)	Finding Analysis	Findings are presented in an unclear manner with vague information. Findings are not clearly tied to analysis or hypothesis. (0-1)	Findings are presented in a logical manner and communicated, but vague at times. Findings are clearly tied to analysis. Discussion does not clearly address hypothesis. (2-3)	Findings are presented in a logical manner and are clearly communicated. Findings are clearly tied to analysis. Proof of hypothesis is discussed. (4)
	Application of Findings to Society	Does not discuss how findings are useful to society or discussion is not based in literature review. (0-1)	Discussion of how findings are useful to society, but does not include specific ideas. Does include general ideas that are connected to literature review. (2-3)	Clear discussion of how findings, with specific discussion of their connection to the research hypothesis and useful suggestions for future research. (4)
Summary and Recommendations Chapter 5 (4)	Summary of Chapters	Does not discuss how findings are connected to the hypothesis or future recommendations. (0-1)	Statement of major findings, with some discussion of their connection to the research hypothesis and general suggestions for future research. (2-3)	Clear statement of major findings, with specific discussion of their connection to the research hypothesis and useful suggestions for future research. (4)
Reference List/APA Style (4)	APA Style	Does not use references, APA style is not used or inconsistent throughout; poorly written paper. (0-1)	References are limited or not current. APA style and sentence structure not followed throughout paper. (2-3)	References are included. APA style used consistently throughout paper; well written sentence structure and style. (4)
Appendices (2)	Surveys and Bibliography	Does not include appendices - survey, sample, bibliography, or data collected. (0)	Appendices missing sample survey, bibliography, or data collected; references not from peer reviewed journals. (1)	Appendices includes: sample survey, bibliography, peer reviewed journals used and surveys collected. (2)
Professional Format, General Appearance, Graphs or Illustrations, Title Page, Table of Contents (4)	Professional Presentation	Format and appearance is unprofessional. Limited use or no graphs, and research paper not bound professionally. No title page, table of contents or appendices. (0-1)	Appearance and format lack professionalism. Limited use of graphs and illustrations. Title page or table of contents are present. (2-3)	Professional format; graphs, illustrations, title page, table of contents and appendices included. Professional appearance of research paper and is bound professionally. (4)
Oral Presentation (3)	Professional Oral Presentation	Presentation was unprofessional including powerpoint and presenters' appearance and speech. (0-1)	Discussion by presenters did not cover hypothesis findings and/or recommendations. Powerpoint oral presentation, and presenters' appearance somewhat unprofessional. (2)	Appearance of each group member was professional; graphs or illustrations were easy to read from powerpoint. Presentation included discussion of hypothesis, findings and recommendations. (3)

## FCS497 Professional Portfolio Rubric

	<b>Strong Professional Impact</b> (5 pts)	<b>Good Professional Impact</b> (4 pts)	<b>Some Professional Impact</b> (3 pts)	<b>Minimal Professional Impact</b> (2 pts)
<b>CONTENT: Introduction &amp; Professional Statements</b> (1.000, 8%)	All required pieces are included and contain rich and thorough information <ul style="list-style-type: none"> <li>• Introduction Cover Letter</li> <li>• Professional Philosophy</li> <li>• Professional Goals</li> <li>• Code of Ethics</li> <li>• Professional FCS mission to career goal</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing
<b>CONTENT: Personal Assessments</b> (1.000, 8%)	All required pieces are included and contain rich and thorough information <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Special Skills</li> <li>• Personal Profile (1, 2, 3, 7, 8, 9)</li> <li>• Interests and Activities</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing
<b>CONTENT: Achievements</b> (1.000, 8%)	All required pieces are included and contain rich and thorough information <ul style="list-style-type: none"> <li>• University Transcript</li> <li>• Diploma Certificates</li> <li>• Licenses, Awards, Honors and Scholarships</li> <li>• Professional Memberships</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing
<b>CONTENT: Community Service</b> (1.000, 8%)	All required pieces are included and contain rich/thorough information <ul style="list-style-type: none"> <li>• Campus Organizations, offices held and memberships</li> <li>• Volunteer and Community Service</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing

	<b>Strong Professional Impact (5 pts)</b>	<b>Good Professional Impact (4 pts)</b>	<b>Some Professional Impact (3 pts)</b>	<b>Minimal Professional Impact (2 pts)</b>
<b>CONTENT: Internship / Practical Application</b> (1.000, 8%)	All required pieces are included and contain rich/thorough information: <ul style="list-style-type: none"> <li>• Images, presentation and/or reflective narrative on internship(s) and practical application experiences</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing
<b>CONTENT: Body of Work</b> (1.000, 8%)	All required pieces are included and contain rich/thorough information: <ul style="list-style-type: none"> <li>• Coursework reflecting abilities and skills</li> </ul>	All required pieces included and contain complete information	Some required pieces are included and some pieces lack complete information	Few required pieces are included and some pieces contain limited information or are missing
<b>PRESENTATION: Oral Presentation</b> (1.000, 8%)	Presented in a well-organized manner.	Presentation organization is adequate	Presentation organization was difficult to follow.	Presentation lacked organization.
<b>PRESENTATION: EPortfolio Appearance</b> (1.000, 8%)	Sections professional in appearance and present information in clear and easy to follow manner <ul style="list-style-type: none"> <li>• Free of spelling errors</li> <li>• Uniform use of font, text size, and headings throughout</li> <li>• Images and attachments have accompanying reflective narrative</li> <li>• Use of hyperlinks within text to help organize materials</li> </ul>	Section appearance is adequate	Some sections lack professional appearance	Unprofessional appearance
<b>PRESENTATION: References</b> (1.000, 8%)	Strong sources and include all of the following: <ul style="list-style-type: none"> <li>• Three written letters of recommendations (at least two FCS professors)</li> <li>• Volunteer/Internship Recognition Letters</li> <li>• Referral List <ul style="list-style-type: none"> <li>o Four individuals, at least two major FCS professors</li> <li>o Use formal names and title</li> </ul> </li> </ul>	Good sources and all required pieces included and contain complete information	Adequate sources, some required pieces are included and some pieces lack complete information.	Limited or missing sources and required pieces.

	<b>Strong Professional Impact (5 pts)</b>	<b>Good Professional Impact (4 pts)</b>	<b>Some Professional Impact (3 pts)</b>	<b>Minimal Professional Impact (2 pts)</b>
	<ul style="list-style-type: none"> <li>o Organization name</li> <li>o Complete address, telephone and e-mail of organization</li> <li>o No relatives or family friends</li> <li>• All letters on Organization letterhead</li> <li>• Last pages in portfolio</li> </ul>			
<b>PRODUCT APPLICATION: Representation (1.000, 8%)</b>	Portfolio is an effective representation of individual's academic success, professional statements, and/or service to others	Portfolio is a good representation of individual's academic success, professional statements, and/or service to others	Portfolio is a minimal representation of individual's academic success, professional statements, and/or service to others	Portfolio is lacking representation of individual's academic success, professional statements, and/or service to others