EDU 610 – Child and Family Studies Capstone
ADVISOR – Mrs. Diana Reed
313 Old Main
724-946-3207

EDU 610 is a guided course provided as a capstone experience for the major in Child and Family Studies. Students will devote approximately 140 hours in a chosen field placement during the semester, gaining experience in a facility or agency related to the major. Related assignments are aligned to the field experience.

Course Outcomes
The following are the stated outcomes and expectations for students completing EDU 610. The student will be able to:

1) effectively communicate with and convey information in oral, written and electronic formats to individuals and groups in practicums and internships;

2) identify the skills, attitudes, and values necessary for working in the chosen Child and Family Studies specialty (e.g. Education Assistant, Human Service Worker, Early Childhood Education);

3) articulate the steps necessary in making the transition from student to practitioner;

4) demonstrate ethical conduct and apply legal principles commensurate with the Child and Family Studies major;

5) synthesize theories from Psychology, Sociology, and Educational research;

6) recognize diverse social and cultural contexts and their impact on self-awareness and self-perspective.

Course Activities

During the semester prior to the capstone course, the student will contact and secure a field position in an organization associated with Child and Family Studies. An assigned field supervisor will be apprised of the goals of the student, oversee 140 placement hours and will provide a mid-term and a final evaluation. The college instructor will conduct observational visits, meet with the student at regular intervals during the semester, provide written/verbal feedback and grades based on the field placement assessment and assignment submissions. The syllabus will outline expectations and evaluation for the four (4) credit course. Field placements may include, but are not limited to the following:

- a private, parochial school, or charter school (any school environment that does not require certification)
- Behavioral agency
• Family Support Worker in a Head Start facility
• a Child Care Center
• in Early Intervention
• in a hospital setting with a Child Life Specialist
• in a social service agency with a Family Caseworker
• in a Drug and Alcohol Rehabilitation Center with an Adolescent Alcohol and Abuse Counselor
• in a business facility with a Career Counselor
• in Human Service, church or health care organizations
• with an Owner of a Day Care Facility

Course Expectations

1. At the beginning of the semester the student will attend an introductory meeting with the course instructor. Expectations will be discussed and an overview of course requirements will be covered.

2. The student must work with all Westminster College instructors to plan out weekly hours and activities. Remember, this field experience is an academic effort. It is a class in which the student receives a grade and college credit. It is required for the major.

3. After each week the student is required to submit a log detailing the experiences during the field placement. See the appendix of this syllabus for the format of the weekly log.

4. The student will meet with the course instructor during the semester on mutually agreed upon times, either on-sight or in the office to discuss the semester plan, journal entries, and research.

5. All assignments will be completed on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). Five points will be deducted for every day an assignment is late. It is expected that all assignments contain correct spelling, sentence structure, composition and grammar.

The School of Education is also committed to learning and teaching mindfulness in the classroom. You will be practicing mindfulness activities in seminars as well as learning strategies to teach in your future classroom. Here is a summary of benefits particularly relevant to educators:

Attention
Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.

Emotional Regulation
Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

Adaptability
Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.
Compassion
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

Calming
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

Resilience
Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

http://www.mindfulschools.org/about-mindfulness/research/

Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Brief Description</th>
<th>Outcomes Met</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Plan</td>
<td>At the beginning of the semester, each student enrolled in this class meets with an approved on-site supervisor and develops a plan for where and what they will do during the semester. This is a written plan detailing the tasks and expectations. Include the name and location of your site and the supervisor’s name and contact information, 1-2 pages, typed and double spaced.</td>
<td>1, 5</td>
<td>25</td>
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<tr>
<td>Due: 1/25/18 11:30 pm dropbox</td>
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<tr>
<td>Weekly Journal Entries</td>
<td>Each week the student will complete a journal entry (see syllabus) confirming his/her participation and providing a short reflection on what was accomplished.</td>
<td>1-6</td>
<td>10/week</td>
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<td>Due: Each Friday by 6pm - dropbox</td>
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<td>Seminars 2-3 PM Huey Conference Room 1/18, 2/8, 2/21, 3/15, 4/5, 4/19</td>
<td>All seminars are required. Students will be expected to participate with thoughtful comments. Be prepared to connect your newly learned insights to the topic of the day.</td>
<td>1-6</td>
<td>25 total points for participation</td>
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<tr>
<td>Supervisor Report</td>
<td>An evaluation will be completed by the field placement supervisor at the middle and end of the semester.</td>
<td>3, 6</td>
<td>25 each/50</td>
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<tr>
<td>Resume Update</td>
<td>The student will add the experience of the semester and the responsibilities and accomplishments to his/her resume.</td>
<td>3, 6</td>
<td>10</td>
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<tr>
<td>Due: 3/9/18 hard copy at my office 313 Old Main</td>
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<tr>
<td>Assignment</td>
<td>Description</td>
<td>Due Date</td>
<td>Points</td>
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<td>Literature Review</td>
<td>The student will complete a review of literature which will provide a summary and synopsis of a particular area of research that aligns with the field work component of the course. This will included 12 excellent, peer-reviewed articles, 3-4 pages, typed and double spaced, citations in APA style manuscript.</td>
<td>3/28/18 by 11:30pm - dropbox</td>
<td>1-6</td>
</tr>
<tr>
<td>Dr. Arlie Russell lecture – Chapel</td>
<td>Required Attendance</td>
<td>7 PM – 4/5/18</td>
<td>3,6</td>
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<tr>
<td>URAC</td>
<td>Required Attendance – attend one presentation from education, one from psychology and one from sociology. Be prepared to discuss at the 4/19 seminar.</td>
<td>4/18/18</td>
<td>5,6</td>
</tr>
</tbody>
</table>
| Final experience-based reflection paper | Final experience-based reflection paper.  
- Draw on child and family studies concepts and theories you have gleaned in former coursework and literature studies/review in order to apply to your field work setting.  
- Identify 10 or more concepts and theories, then describe in detail how these concepts were applied in your field work setting. | 4/19/18 | 1-6 | 80 |
| First Draft Due: 4/19/18 hard copy | 8-10 page paper, double spaced including a cover page and resource page in APA style manuscript. (full description will be provided) | 4/26/18 hard copy by 5 PM at my office, 313 OM | 1-6 |
| Final individual meeting 5/8/18 1:30 – 3:30 PM | This will be an opportunity which will serve as a practice interview. You will be asked about your field experience as well as summary points from your research paper. | 5/8/18 1:30 – 3:30 PM | 1-6 | 25 |
Assignment Expectations

Weekly logs are expected to be turned in on time. Students need to be proactive and turn these in by 6 PM each Friday. No reminders will be given. Professional behavior in meeting deadlines is expected. Failure to meet the minimum number of hours per week will affect not only your weekly log score but the end of semester supervisor report.

Attendance Policy. You are expected to show up for the hours you commit to in your plan and be ON TIME. Here is how this affects your grade.

- Your final grade is lowered for each absence from a scheduled time commitment to your plan. Of course you can pre-arrange with your supervisor to work different hours in the event of an academic conflict. **Three or more unexcused absences result in immediate failure of the course.**
- Being late for shifts has an effect as well. Two late instances equal one absence. So being late six times is like being absent three times and your best letter grade in the class can be a C.

Weekly Log requirement- 10 points each

The student will submit **10 substantial journal entries.** Each journal entry should be no less than two pages each.

**The initial journal entry should include:**

- An initial overview of the mission and major activities of your field site
- A description of your responsibilities

**Subsequent entries should include:**

- Interpretation of your activities using academic coursework
- How your experience is affecting your knowledge about working with children and families in the particular field

**Format your journals in this way:**

**Direct Observation**
Using professional language, write two-three well-articulated paragraphs describing (as in this case) what you are observing in the program.

**Analysis**
Here is where you look at the coursework you have undertaken and apply it directly to what you are observing.

**Personal Reflection**
How will this apply to your future career goals? What are you learning about young children that will add to your repertoire of knowledge? If you are working with families of young children, how will this observation be helpful to you in guiding families?
Final experience-based reflection paper:

Draw on child and family studies concepts and theories you have gleaned in former coursework and literature studies/review in order to apply to your field work setting.

Begin with:

**Literature Review (20 points):** You will develop an annotated bibliography citing 12 excellent journal articles that connect relevant research to your current practice. **APA style manuscript, double spaced.**

**Experience Based Reflection Paper (80 points):** Using your literature review, you will identify 10 or more concepts and theories, then describe in detail how these concepts were applied in your field work setting.

8-10 page paper, double spaced including a cover page and resource page in APA style manuscript. No less than six outside, peer-reviewed resources are required.

**Grading rubric:**

**Paper Format and Mechanics - (10 possible points)**
- Paper is typed and double-spaced. (2)
- Spelling and grammar are correct. (2)
- Sentence structure and “readability” are well developed. (4)
- All person’s names are kept anonymous. (2)

**Connections - (60) Guidelines have been addressed and at least TEN sources of information from class have been cited.**
- Draw on child and family studies concepts and theories you have gleaned in former coursework and literature studies/review in order to apply to your field work setting.
- You will identify 10 or more concepts and theories, then describe in detail how these concepts were applied in your field work setting.
- Highlight each of the concepts of theories in **BOLD.**

**Citation page – (10)** Include no less than six peer reviewed resources in your findings. 8-10 page paper, double spaced including a cover page and resource page in APA style manuscript.