

Fontbonne University 2017 – 2018

Undergraduate Student Handbook

*Department of
Family & Consumer Sciences*

Health Education & Promotion

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DEPARTMENT OF FAMILY & CONSUMER SCIENCES WELCOME LETTER

Welcome to the Department of Family & Consumer Sciences at Fontbonne University. We are proud of our 94-year history as one of the founding departments, our programs and their reputations, and our graduates. We are pleased to have you as a member of our department.

All of us share a common goal of improving the human and environmental conditions of individuals and families to make choices that best meet their diverse needs throughout the life cycle. You are choosing a discipline and program area whose focus is on preparing professionals who have a strong general education background and are equipped with the knowledge, skills and values needed to help individuals and families improve and enhance the quality of their lives.

You will make your contributions as:

- health care, wellness, and foodservice professionals
- educators in community-based settings;
- advocates or community agency personnel and/or directors

Each of you is choosing a different area of interest or professional practice in which to invest your time, effort, intelligence and skills. The faculty and staff in the department look forward to assisting you in achieving your education, career, and professional development goals. We are confident that each of you will make a significant contribution to your chosen area and your community.

The pages that follow provide you with some guidelines and guideposts designed to assist you in completing your programs and achieving your goals. Please don't hesitate to contact faculty or staff if you have questions, concerns or problems. We are always happy to have your input and feedback.

Best Wishes,

Mary Beth Oltus, MEd, RD, LDN
FCS Department Chairperson

Sponsored by the Sisters of St. Joseph of Carondelet, St. Louis Province

FAMILY & CONSUMER SCIENCES

Individually and collectively we strive for human betterment by attempting to increase what is viewed as “the ultimate good.” Virtues that contribute to the ultimate human good are:

Economic adequacy	“riches” as opposed to poverty
Nourishment	as opposed to starvation
Adequate housing	as opposed to that which is inadequate
Essentials of life	such as clothing and health care
Justice	as opposed to injustice
Equality	as opposed to inequality in access to work, education and health care
Freedom	as opposed to coercion and confinement
Peacefulness	as opposed to warfare and strife
For all people	These virtues may be considered universal values.

In addition, family & consumer scientists have hope for, and vision of, the following virtues:

Health vs. sickness

Education and learning vs. ignorance

Loving and nurturing relationships vs. those that are hateful and destructive

Work that is productive and meaningful vs. that which is stultifying and unproductive

Work environments that help create personal identity vs. alienation

Experiences and systems that sustain meaning and a sense of community vs. meaninglessness and divisiveness

Beauty vs. ugliness

And human character that is trustworthy, generous, courageous and tolerant vs. that which is treacherous, misery, cruel, fearful and prejudiced.

Bubolz, M. M., & Sontag, M. S. (1993). Human ecology theory. In P.G. Moss, W.J. Doherty, R. LaRossa, W.R. Schumm, & S.K. Steinmetz (Eds.). *Sourcebook of family theories and methods: A contextual approach* (pp.419-450). New York: Plenum Press.

GENERAL DESCRIPTION OF THE FCS DEPARTMENT MISSION AND GOALS

The Department of Family & Consumer Sciences (FCS) was among the founding departments when Fontbonne College was established in 1923. In the early years, Home Economics Education and Dietetics were among the first programs offered at the college. Students are here to pursue a baccalaureate degree, a graduate degree or verification requirements.

Today the Department of FCS is housed in the College of Education and Allied Health Professions. The Department of FCS currently offers undergraduate majors in Dietetics, Health Education & Promotion, and General Studies: Food Management. The department also offers a minor in Food Management. The Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, (312) 899-0040.

In addition to the excellent undergraduate programs offered, the FCS Department also houses a graduate program, the MA in FCS with a concentration in Multidisciplinary Health Communication Studies. This graduate degree is grounded in the rich traditions of both the Department and Fontbonne University, offering students coursework that effectively bridges theory to practice.

The faculty in the Department of Family & Consumer Sciences believes in the integration of a liberal arts education with professional competence in meeting the needs of individuals and families. All areas of specialization within the department recognize the impact of values and change on the lives of people. The overall mission of the department is to prepare graduates to become leaders and advocates who enhance the quality of life of individuals, families, and communities.

FCS Department Goals 2017-2022

Goal 1: To confirm the mission, vision and commitments of Fontbonne University and College of Education and Allied Health Professions (CEAHP).

- A. Prior to graduation, FCS students will demonstrate the department's role in the mission, vision, and commitments of the university and CEAHP.
- B. Upon graduation, FCS students will demonstrate the department's role in the mission, vision and commitments of the university and CEAHP.

Goal 2: To obtain high impact experiential learning experiences through the curriculum and the Fontbonne University community.

- A. By participating in high impact experiential learning experiences in the following courses: FCS 340, 410, 457, 458, 489, 495
- B. Students will report on the exit survey that the FCS synthesizing courses and experiences
 - i. Enhanced their commitment to improving the quality of life of Individuals, Families, and Communities

- ii. Exposed students to diverse Individuals, Families, and Communities
 - iii. Deepened the understanding of the value of individuals
 - iv. Deepened the understanding of the value of families
 - v. Deepened the understanding of the value of communities
- C. To demonstrate knowledge and abilities required of their major (see Appendix A)

COMMON STRENGTHS OF THE MAJORS IN THE DEPARTMENT

- All majors in the department meet the Common Body of Knowledge requirements of The American Association of Family and Consumer Sciences (AAFCS).
- The curriculum for each of the majors is consistent with the philosophy and the goals of the institution and the department.
- Each major has a planned sequence of didactic and practice-related learning experiences including both liberal arts and professional education courses.
- All students completing a major in the department participate in the following synthesizing courses and experiences:
 - Career seminars that allow students to survey professional development practices in their respective field, including learning strategies for developing one's career path.
 - A service learning course focusing on family dynamics and the interaction between families and their environment as it relates to the resources available to meet needs and achieve goals.
 - A capstone course that examines the historical and philosophical foundations of family and consumer sciences public policy initiatives, and the role of professional advocacy in promoting the common good.
 - Field-based experiences (practicum, internship, and service-learning) to provide students with the opportunity to integrate theory with practice and explore a range of possibilities for professional practice. The metropolitan St. Louis area provides a wealth of opportunities for such field-based experiences

DEPARTMENT PERSONNEL

FULL-TIME:

Jamie Daugherty, Ph.D., R.D., L.D., Assistant Professor
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STAFF:

Victoria Logston, FCS Department, Administrative Assistant,
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DEPARTMENT OPERATIONS

DEPARTMENT OFFICE: AB126. This office is maintained for faculty use. Messages for faculty may be left in this office. There is a mailbox inside the office for Student Association of Family & Consumer Sciences (SAFCS) communications and a drop box outside the office for assignments turned in after hours. The office is open from 8:00am – 4:30pm, Monday - Friday.

DEPARTMENT PHONE: 314-889-1415. A voice mailbox takes messages when no one is available to answer the phone. *This phone is for faculty and staff use. Students may use it for emergencies only.* Department fax number is 314-719-8015.

FACULTY OFFICE HOURS are posted by each office door.

DEPARTMENT E-MAIL ADDRESS: FCSDept@fontbonne.edu

DEPARTMENT COMMUNICATION

ACADEMIC ADVISORS: For matters pertaining to academic programs, curriculum and specific standards and expectations you should seek the advice of your Academic Advisor.

PHOTOGRAPHS/VIDEO: Periodically photographs and video recordings will be taken of classroom activities or projects and department events. These photographs and video recordings may be used in university or department promotional materials

STUDENT MAILBOXES: A hanging file folder system in a filing cabinet is located outside of AB126. Students should check their mailbox regularly. If you do not see your name, please notify the department administrative assistant in AB126.

PROBLEM SOLVING THROUGH COMMUNICATION

Procedures: The faculty is here to guide you in the completion of your program. If problems arise, the following is recommended to achieve resolution:

1. Talk directly and privately to the individual(s) involved (student, faculty, etc.)
2. If the problem cannot be resolved at this level, discuss your concerns with your academic advisor.
3. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with your program director.
4. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with the department chairperson.
5. If resolution is not reached at this level, your department chair will advise you of further appropriate action (for dietetics majors, see Student Complaints section).

Following this line of communication will assure just treatment of all concerned.

PROFESSIONAL LIABILITY INSURANCE

A student majoring in Dietetics must acquire Professional Liability Insurance prior to enrollment in FCS 457 Application of Principles and Practices in Dietetics. Students receiving a minor in food management must acquire Professional Liability Insurance prior to enrollment in FCS 458 Food Systems Management Practicum. The purpose is to protect the student against liability for any damages arising out of negligent acts, errors, or omissions in connection with the student's performance to meet course requirements. The instructors for FCS 457 and FCS 458 will provide the students with information on how to obtain the professional liability insurance and the fee payment (see program costs described below). The Vice President for Finance and Administration submits the required application material and fee to the designated insurance company for processing and approval and maintains a file for the original forms.

FCS PROFESSIONAL ORGANIZATIONS

The American Association of Family & Consumer Sciences (AAFCS) is the national professional association for the discipline family & consumer sciences and all of its areas of specialization.

Following is the American Association of Family & Consumer Sciences guiding principles (AAFCS 2015. About us. American Association of Family & Consumer Sciences, retrieved from <http://www.aafcs.org/about/index/html>)

Our Vision

Individuals, families, and communities are achieving optimal quality of life assisted by competent, caring professionals whose expertise is continually updated through the American Association of Family & Consumer Sciences (AAFCS).

Our Mission

The mission of the American Association of Family and Consumer Sciences is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

Our Core Values

- Believe in the family as a fundamental unit of society.
- Embrace diversity and values all people.
- Support life-long learning and diverse scholarship.
- Exemplify integrity and ethical behavior.
- See new ideas and initiatives and embraces change.
- Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individual, families and communities

Principles of Professional Conduct

These Principles of Professional Practice guide American Association of Family and Consumer Sciences members in all categories.

The following Statement of Principles is intended to guide members of the American Association of Family and Consumer Sciences with the description of the actions required for ethical professional practice both individually and collectively.

Statement of Principles of Professional Practice

Integrity

AAFCS Members think and act in ways that reflect honesty and integrity. They make sound ethical decisions and avoid making misleading or inaccurate communications.

AAFCS members avoid practices that harm, exploit or intimidate others.

AAFCS members endeavor to maintain the credibility of the profession by demonstrating integrity.

Professional Competence

AAFCS members base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AAFCS.

AAFCS members seek professional development reflecting new expectations, procedures, and knowledge.

AAFCS members assure accurate presentation of their work by organizations with whom they are affiliated.

AAFCS members identify themselves using the professional designation reflecting the AAFCS certification they have achieved, consistent with the procedures and guidelines of the AAFCS Council for Certification.

AAFCS members claim competence in areas(s) for which they have education, training, and experience.

AAFCS members practice within the law and within the recognized boundaries of their education, training, and experience.

Respect for Diversity

AAFCS members respect backgrounds, differences, and cultural beliefs of individuals, families, and communities, and engage in practices that support diversity.

Confidentiality

AAFCS members maintain and guard the confidentiality of persons with whom they have professional relationships.

AAFCS members establish and maintain relationships of respect, trust, confidentiality, and cooperation.

Conflict of Interest

AAFCS members take active steps to prevent and to avoid conflicting roles, and to avoid exploitation of the individuals with whom they work or have other professional interests.

AAFCS members by assuming responsibility for fair treatment of consumers, other professionals, and individuals and/or families, avoid the fact or appearance of divided loyalties.

WHAT IS SAFCS AND WHY DOES IT NEED ME?

The Family & Consumer Sciences Department has its own professional student organization known as SAFCS, the Student Association of Family & Consumer Sciences. This group is open to all students at Fontbonne. One of the best ways to meet other students who share your interests and career goals is to join this student organization.

MEMBERSHIP IN SAFCS CAN:

- improve your leadership skills,
- give you more contact with faculty and professionals in your field, and
- provide valuable networking opportunities for the future.

SAFCS meets regularly for educational programs, community service and social activities. The group also holds fundraisers to support these activities. Community service projects have included food drives, contributions to Operation Food Search, St. Patrick's Center, and Fontbonne for Families.

Officers of the organization are elected each spring. All students in the department are encouraged to join. The primary focus of the activities of the Association is to develop leadership skills and encourage student participation in community service projects and professional meetings. For information about the current officers and a calendar of events, visit the SAFCS bulletin board located north of AB 109.

PROTECTION OF PRIVACY OF INFORMATION (FERPA)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal law that protects the privacy of student education records. Contents of intern files will be restricted to use by the graduate and DPD/ISPP faculty. To view the FERPA policy in its entirety, visit: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

Students should read the FERPA policy to know their rights and responsibilities as they pertain to their education records. Questions should be directed to the office of the registrar.

ACCESS TO PERSONAL FILES

Student files are maintained by their academic advisor. Any student may see any/all of their file by making an appointment with their advisor. Students who authorized waivers for letters of recommendation (e.g., DICAS) may not review their application recommendations.

ACADEMIC STANDARDS, DEGREE REQUIREMENTS AND EXPECTATIONS

Health Education & Promotion students must maintain a GPA of ≥ 2.5 . Dietetics students must maintain a minimum professional GPA of ≥ 3.2 . All students in the Department of Family &

Consumer Sciences are required to earn grades of C- or better in all professional courses (see curriculum guides).

A student is not officially accepted in a major until the major approval process has been successfully completed. A student who enters Fontbonne as a freshman must obtain major approval during the spring semester of the sophomore year, usually after completion of 45 credit hours at Fontbonne. Transfer and second degree-seeking students must also obtain major approval. Ordinarily, this is done after completing the equivalent of one full-time semester (a minimum of 12 credit hours) at Fontbonne. The student must complete an application form for major approval and obtain the approval from the chairperson of the major department. To receive major approval the student must be in good standing and meet the department requirements for the major.

The FCS curriculum guide sheet for your major that was in effect when you were admitted to Fontbonne is the one that you should follow to meet graduation requirements. Exceptions to this would be: changes that are made in the curriculum after you have been admitted and declared a major that may be determined to be in your own best interest; and changes required by outside certifying, regulatory or licensure agencies. Please see Appendix A for your major's current curriculum guide.

The curriculum has been designed in the order that it appears on the curriculum guide to best develop the content in a sequential manner. In order to graduate, students must complete an Application for Degree.

Having matriculated at Fontbonne, in order to take a course at any other accredited institution, an Authorization for Study at Another Institution form must be completed and approved by your advisor and other authorities prior to beginning class.

All forms referenced above are available under Student Forms on the Fontbonne website, located at: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

CLASSROOM EXPECTATIONS:

- Regular attendance:
Fontbonne University has a class attendance statement however, individual instructors have the discretion to formulate their own policies regarding attendance as long as they are within the University guidelines. Classroom attendance is crucial to derive the full benefit from your education.
- Respect for others, regardless of differences, should be carried out in the classroom setting and all other interactions.
- Grading standards are the prerogative of the instructor and are clearly spelled out in the course syllabus. See *Fontbonne University Catalog 2017-2018*, p. 54 for grading definitions.

- Appropriate Dress: Refer to the section on Professional Meeting, Field Trips, Internships, Practicums and Field Based Experiences for more information about professional dress.
- Honesty in all assignments.

CALENDAR AND SCHEDULE

Academic plans and schedules will be discussed during your advising sessions each semester. University course schedules and calendars can be found at:

<https://www.fontbonne.edu/academics/academic-resources/course-schedule/>

ACADEMIC INTEGRITY/HONESTY

(Fontbonne University Catalog 2017-18, p. 60)

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader incidences of academic integrity include but are not limited to:

Abuse of resources is the damaging or any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application of any academic program that omits or falsifies any requested information. Such

violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work, destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Individual instructors will set specific policies regarding academic integrity. In general students may expect to receive a "0" on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred. Violations of academic integrity have a broad impact on the University and will result in University review and action.

All members of the department, including students, faculty, and staff are expected to respect others, display honesty, take responsibility for personal actions, and generally conduct themselves in a manner befitting a mature and professional individual. FCS faculty, students, and staff will respect differences in belief, abilities, and the needs of those with whom they interact.

NOTICE OF NON-DISCRIMINATION

Fontbonne University does not discriminate on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability, or other characteristics provided by law in employment or in the administration of its educational policies, admission policies, scholarship and loan policies, athletic and other school-administered programs. Students should read the Notice of Non-Discrimination in its entirety, located in the Fontbonne University 2017-18 Catalog, p. 3.

FONTBONNE UNIVERSITY CLASSROOM RESPONSIBILITIES

In order to maximize teaching and learning at Fontbonne University, review the following list of some of the primary responsibilities of both faculty and students.

Faculty Responsibilities

The Instructor

1. Shows respect for students and other faculty.
2. Does not discriminate against any student for any reason.
3. Sets standards for excellence in student work.
4. Encourages student participation in discussion, when appropriate.
5. Is open-minded and responsive to student questions and comments.
6. Uses effective examples in class to aid students' understanding.
7. Uses a variety of teaching methods to address different learning styles.
8. Is available outside of class for consultation.
9. Is prepared for each and every class.
10. Shows enthusiasm about the subject material.
11. Demonstrates knowledge of the subject.
12. Shows interest in students' success outside the classroom.
13. Begins and ends each class on time.
14. Uses textbook(s) as an integral part of the course, if a text is required.
15. Develops a clear syllabus with an explicit description of the course requirements and grading policy.
16. Adheres to the syllabus or clearly explains any changes.
17. Develops a clear and fair attendance policy, in accordance with university policies.
18. Provides timely feedback on tests, papers and projects.
19. Develops tests and assignments which fairly and accurately assess the knowledge gained in the course.
20. Maintains involvement in professional field.

Student Responsibilities

The student

1. Makes education one of his/her top priorities
2. Prepares for each class by completing all readings and assignments.
3. Attends class regularly.
4. Comes to class on time.
5. Remains until class is over.
6. Asks relevant questions in class for clarification or seeks help outside of class, if necessary.
7. Pays attention during class.
8. Studies approximately 2 hours per week for each credit hour taken (under- graduates); 3 – 4 hours (graduates).
9. Adheres to policies regarding academic honesty.
10. Submits complete assignments on time, according to instructors' requirements.
11. Informs the instructor of any special circumstances in a timely manner (e.g., athletics, ADA accommodations).
12. Participates in relevant class discussions.
13. Shows respect for other students and instructor in the classroom
14. Shows respect for alternative points of view.

PROFESSIONAL MEETINGS, FIELD TRIPS and FIELD-BASED EXPERIENCES

In order to provide a variety of experiences during the program, the department encourages you to attend professional meetings pertinent to your particular program. Notices of these meetings are posted on the program area bulletin boards.

Field trips are an integral part of the curriculum for each program area. Such experiences provide you with the opportunity to see theory in practice and therefore participation in these is considered important to the development of the curriculum content. Every effort will be made to avoid infringing upon the time of other courses. However, should such an overlap occur, it is your responsibility to make the decision about the appropriateness of missing another class and also your responsibility to communicate your decision to all instructors involved. Dress at professional meetings, field trips and field-based experiences (i.e. practicum, internships) should be appropriate to the site. Remember that you not only represent yourself, but also your peers, the department and the University.

Sites for such experiences will be selected in collaboration with the instructor and/or supervisor for the experience with the final decision regarding placement being made by the instructor/supervisor. These experiences include: observations, practicums, internships, and other field-based experiences such as hospitals, community based assignments, and food service in a variety of settings. You will be supervised by both a faculty member and a site coordinator during these experiences and will be expected to conduct yourself in a professional manner at all times.

Each student will be required to document certain immunizations and must pass a background check in order to be enrolled in EDU 313 Methods and Practicum for Middle, Secondary, and Community Education and later for FCS 457 Application of Principles and Practices in Dietetics (see costs section of the handbook). Students must have reliable transportation for travel to off-campus field-based experiences (see Insurance section of this Handbook). Students are responsible for safe travel to and from the assigned sites.

Parking is available on the Fontbonne University campus for a fee (see costs section of the handbook). The parking permit/tag is only valid on the Fontbonne University campus. Students are responsible for all parking fees at their practicum and internship sites.

Medical insurance is the student's responsibility while participating in the DPD. Students will complete a practicum that includes three blocks: food management, clinical and community. For the food management block, a form signed by the student, practicum coordinator and practicum site supervisor is required. By doing so, the student accepts full responsibility for any illness/injury incurred at any practicum site and that the student will not hold the cooperating practicum facility responsible. This document identifies the number of hours required for completion of the practicum experience and indicates the student has read and agreed to the terms and conditions set forth within this syllabus document. The student and the FCS Department will retain signed copies of this form.

In the event of accidental injury or illness of the student in the clinical or community block, the facility shall provide or arrange for first aid or emergency treatment. The facility is not responsible for follow-up care, hospitalization, or costs incurred in providing such care. The student is responsible for all costs incurred.

A student should not be considered an employee by any field-based sites. Students may not be used to replace employees at field-based sites during practicum. If a student feels he/she is being asked to serve in the capacity of employee, he/she should contact the DPD Program Director immediately.

Service to the community occurs through a variety of venues in FCS. Service-learning is a means to bridge the gap between intellectual growth and civic responsibility to the community. In courses involving service-learning, you will have the opportunity to engage in issues in the community through service that directly relates to your course work, therefore applying course content and theory into real-world issues. In most cases, your service-learning hours will be completed outside of your normal face-to-face classroom hours.

SCHOLARSHIPS/AWARDS

Scholarships are available from various professional organizations as well as several endowed or memorial scholarships. For complete information about scholarship programs at Fontbonne University and your eligibility for them, consult the Fontbonne University 2017-18 Catalog, pages 20-21. Further information is available through the Financial Aid Office: 314-889-1414, or fbufinaid@fontbonne.edu

The faculty will also be glad to help you with the application process given adequate notice (**at least two weeks prior to deadlines**).

Annually, the department faculty gives a **Department Service Award** to a student who demonstrates extraordinary service in advancing the mission and goals of the University and department through SAFCS, department, University and community service activities and projects. In addition, the department faculty gives an annual award for **Outstanding FCS Senior** for a graduating student or students with the highest Fontbonne GPA and **Outstanding Poster Presentation** in FCS 485 Public Policy and Advocacy in FCS.

External scholarships are available to dietetics majors at the local, state, and national levels. For more information contact the Academy of Nutrition and Dietetics-St. Louis (AND-StL), Missouri Academy of Nutrition and Dietetics (MOAND), and the Academy of Nutrition and Dietetics Foundation. For more information, please visit the websites of these organizations.

Health Education & Promotion Specific Information

Program Objectives/Outcomes:

At the completion of the BS in Health Education and Promotion, students will be able to:

- a. Apply human development life course perspectives to understanding family as the fundamental social unit responsible for the care, nurturance, and wellbeing of its members.
- b. Examine family needs, concerns and issues in a social context.
- c. Plan, implement and administer health education and promotion opportunities for individuals, families and communities.
- d. Use multiple research strategies to analyze and evaluate issues related to health education.
- e. Utilize appropriate communication skills (oral, written, visual) to advocate and educate a variety of constituents to ensure just policies that directly impact the health of individuals, families, and communities.

Health Education Competencies

From the National Commission for Health Education Credentialing, Inc. www.nchec.org

<i>Area of Responsibility I: Assess Needs, Assets, and Capacity for Health Education</i>
1.1 Plan Assessment Process
1.1.1 Identify existing and needed resources to conduct assessments
1.1.3 Apply theories and models to develop assessment strategies.
1.1.4 Develop plans for data collection, analysis, and interpretation.
1.1.6 Integrate research designs, methods, and instruments into assessment plan.
1.2: Access Existing Information and Data Related to Health
1.2.1 Identify sources of data related to health.
1.2.2 Critique sources of health information using theory and evidence from the literature.
1.2.3 Select valid sources of information about health
1.2.4 Identify gaps in data using theories and assessment models
1.2.5 Establish collaborative relationships and agreements that facilitate access to data
1.2.6 Conduct searches of existing databases for specific health-related data
1.3: Collect Quantitative and/or Qualitative Data Related to Health
1.3.1 Collect primary and/or secondary data
1.3.2 Integrate primary data with secondary data
1.3.3 Identify data collection instruments and methods
1.3.4 Develop data collection instruments and methods
1.3.5 Train personnel and stakeholders regarding data collection
1.3.6 Use data collection instruments and methods
1.3.7 Employ ethical standards when collecting data

1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health
1.4.1 Identify factors that influence health behavior
1.4.2 Analyze factors that influence health behaviors
1.4.3 Identify factors that enhance or compromise health
1.4.4 Analyze factors that enhance or compromise health
1.5: Examine Factors That Influence the Learning Process
1.5.1 Identify factors that foster or hinder the learning process
1.5.3 Identify factors that foster or hinder attitudes and belief
1.5.4 Analyze factors that foster or hinder attitudes and beliefs
1.6: Examine Factors That Enhance or Compromise the Process of Health Education
1.6.1 Determine the extent of available health education programs, interventions and policies
1.6.2 Assess the quality of available health education programs, interventions and policies
1.6.3 Identify existing and potential partners for the provision of health education
1.6.4 Assess social, environmental, and political conditions that may impact health education
1.6.5 Analyze the capacity for developing needed health education
1.6.6 Assess the need for resources to foster health education
1.7: Infer Needs for Health Education Based on Assessment Findings
1.7.1 Analyze assessment findings
1.7.3 Prioritize health education needs
1.7.4 Identify emerging health education needs
1.7.5 Report assessment findings
<i>Area of Responsibility II: Plan Health Education</i>
Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process
2.1.1 Incorporate principles of community organization
2.1.2 Identify priority populations and other stakeholders
2.1.3 Communicate need for health education to priority populations and other stakeholders
2.1.4 Develop collaborative efforts among priority populations and other stakeholders
2.1.5 Elicit input from priority populations and other stakeholders
2.1.6 Obtain commitments from priority populations and other stakeholders
Competency 2.2: Develop Goals and Objectives
2.2.2 Identify desired outcomes utilizing the needs assessment results
2.2.6 Assess resources needed to achieve objectives
Competency 2.3: Select or Design Strategies and Interventions
2.3.2 Design theory-based strategies and interventions to achieve stated objectives
2.3.4 Comply with legal and ethical principles in designing strategies and interventions
2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions
2.3.6 Pilot test strategies and interventions
Competency 2.4: Develop a Scope and Sequence for the Delivery of Health Education
2.4.1 Determine the range of health education needed to achieve goals and objectives
2.4.2 Select resources required to implement health education
2.4.3 Use logical models to guide the planning process

2.4.6 Analyze the opportunity for integrating health education into other programs
2.4.7 Develop a process for integrating health education into other programs
Competency 2.5: Address Factors That Affect Implementation
2.5.1 Identify factors that foster or hinder implementation
2.5.2 Analyze factors that foster or hinder implementation
2.5.3 Use findings of pilot to refine implementation plans as needed
2.5.4 Develop a conducive learning environment
<i>Area of Responsibility III: Implement Health Education</i>
Competency 3.1: Implement a Plan of Action
3.1.1 Assess readiness for implementation
3.1.2 Collect baseline data
3.1.3 Use strategies to ensure cultural competence in implementing health education plans
3.1.4 Use a variety of strategies to deliver a plan of action
3.1.5 Promote plan of action
3.1.6 Apply theories and models of implementation
Competency 3.2: Monitor Implementation of Health Education
3.2.1 Monitor progress in accordance with timeline
3.2.2 Assess progress in achieving objectives
3.2.3 Modify plan of action as needed
3.2.4 Monitor use of resources
3.2.5 Monitor compliance with legal and ethical principles
Competency 3.3: Train Individuals Involved in Implementation of Health Education
3.3.1 Select training participants needed for implementation
3.3.5 Demonstrate a wide range of training strategies
3.3.6 Deliver training
<i>Area of Responsibility IV: Conduct Evaluation and Research Related to Health Education</i>
Competency 4.1: Develop Evaluation/Research Plan
4.1.3 Assess feasibility of conducting evaluation/research
4.1.4 Critique evaluation and research methods and findings found in the related literature
4.1.5 Synthesize information found in the literature
4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation
4.1.8 Identifying existing data collection instruments
4.1.9 Critique existing data collection instruments for evaluation
4.1.12 Develop data analysis plan for evaluation
4.1.14 Apply ethical standards in developing the evaluation/research plan
Competency 4.2: Design Instruments to Collect
4.2.1 Identify useable questions from existing instruments
4.2.2 Write new items to be used in data collection and management
4.2.4 Establish validity of data collection instruments
4.2.5 Establish reliability of data collection instruments
Competency 4.3: Collect and Analyze Evaluation/Research Data
4.3.1 Collect data based on the evaluation/research plan

4.3.2 Monitor data collection and management
4.3.3 Analyze data using descriptive statistics
4.3.4 Analyze data using inferential and/or other advanced statistical methods
4.3.5 Analyze data using qualitative methods
4.3.6 Apply ethical standards in collecting and analyzing data
Competency 4.4: Interpret Results of the Evaluation/Research
4.4.1 Compare results to evaluation/research questions
4.4.2 Compare results to other findings
4.4.3 Propose possible explanation of findings
4.4.4 Identify possible limitations of findings
4.4.5 Develop recommendations based on results
Competency 4.5: Apply Findings From Evaluation/Research
4.5.1 Communicate findings to stakeholders
4.5.3 Apply evaluation findings in policy analysis and program development
<i>Area of Responsibility V: Administer and Manage Health Education</i>
Competency 5.1: Manage Fiscal Resources N/A
Competency 5.2: Obtain Acceptance and Support for Programs
5.2.5 Provide support for individuals who deliver professional development opportunities
5.2.6 Explain how program goals align with organizational structure, mission and goals
Competency 5.3: Demonstrate Leadership
5.3.1 Conduct strategic planning
5.3.2 Analyze an organization's culture in relationship to health education goals
5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
5.3.5 Comply with existing laws and regulations
5.3.6 Adhere to ethical standards of the profession
5.3.7 Facilitate efforts to achieve organizational mission
5.3.8 Analyze the need for a systems approach to change
5.3.9 Facilitate needed changes to organizational cultures
Competency 5.4: Manage Human Resources
5.4.1 Develop volunteer opportunities
5.4.2 Demonstrate leadership skills in managing human resources
5.4.3 Apply human resource policies consistent with relevant laws and regulations
5.4.4 Evaluate qualifications of staff and volunteers
5.4.5 Recruit volunteers and staff
5.4.7 Apply appropriate methods for team development
5.4.8 Model professional practices and ethical behavior
5.4.11 Evaluate performance of staff and volunteers
Competency 5.5: Facilitate Partnerships in Support of Health Education
5.5.3 Facilitate partner relationship(s)

<i>Area of Responsibility VI: Serve as a Health Education Resource Person</i>
Competency 6.1: Obtain and Disseminate Health-Related Information
6.1.1 Assess information needs
6.1.2 Identify valid information resources
6.1.3 Critique resource materials for accuracy, relevance, and timeliness
6.1.4 Convey health-related information to priority populations
6.1.5 Convey health-related information to key stakeholders
Competency 6.2: Provide Training
6.2.3 Identify priority populations
Competency 6.3: Serve as a Health Education Consultant
6.3.1 Assess needs for assistance
6.3.2 Prioritize requests for assistance
6.3.3 Define parameters of effective consultative relationships
6.3.4 Establish consultative relationships
6.3.6 Facilitate collaborative efforts to achieve program goals
6.3.8 Apply ethical principles in consultative relationships
<i>Area of Responsibility VII: Communicate and Advocate for Health and Health Education</i>
Competency 7.1: Assess and Prioritize Health Information and Advocacy Needs
7.1.1 Identify current and emerging issues that may influence health and health education
7.1.2 Access accurate resources related to identified issues
7.1.3 Analyze the impact of existing and proposed policies on health
7.1.4 Analyze factors that influence decision-makers
Competency 7.2: Identify and Develop a Variety of Communication Strategies, Methods and Techniques
7.2.1 Create messages using communication theories and models
7.2.2 Tailor messages to priority populations
7.2.3 Incorporate images to enhance messages
7.2.4 Select effective methods or channels for communicating to priority populations
7.2.5 Pilot test messages and deliver methods with priority populations
7.2.6 Revise messages based on pilot feedback
Competency 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques
7.3.1 Use techniques that empower individuals and communities to improve their health
7.3.2 Employ technology to communicate to priority populations
7.3.3 Evaluate the delivery of communication strategies, methods and techniques
Competency 7.4: Engage in Health Education Advocacy
7.4.1 Engage stakeholders in advocacy
7.4.2 Develop an advocacy plan in compliance with local, state and/or federal policies and procedures
7.4.3 Comply with organizational policies related to participating in advocacy
7.4.4 Communicate the impact of health and health education on organizational and socio-ecological factors
7.4.5 Use data to support advocacy messages
7.4.6 Implement advocacy plans
7.4.7 Incorporate media and technology in advocacy

7.4.8 Participate in advocacy initiatives
Competency 7.5: Influence Policy to Promote Health
7.5.2 Identify the significance and implications of health policy for individuals, groups and communities
7.5.3 Advocate for health-related policies, regulations, laws, or rules
7.5.5 Employ policy and media advocacy techniques to influence decision-makers
Competency 7.6: Promote the Health Education Profession
7.6.1 Develop a personal plan for professional growth and service
7.6.2 Describe state-of-the-art health education practice
7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education
7.6.4 Explain the role of health education associations in advancing the profession
7.6.5 Explain the benefits of participating in professional organizations
7.6.6 Facilitate professional growth of self and others
7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
7.6.8 Explain the role of credentialing in the promotion of health education profession
7.6.9 Engage in professional development activities
7.6.10 Serve as a mentor to others
7.6.11 Develop materials that contribute to the professional literature
7.6.12 Engage in service to advance the health education profession

Career Opportunities for Majors in Health Education & Promotion

Students who graduate with a Bachelor of Science in Health Education and Promotion may be eligible to sit for the Certified Health Education Specialist (CHES) credential exam.

A Sample of Related Occupations (some may require advanced degrees/training)

Adult or Continuing Educator	Consultant	Non-profit Director
Certified Diabetes Educator	Curriculum Coordinator	Parent Educator
Child Development Specialist	Education Coordinator	Patient Health Information Manager
Clinical Instructor	Family Life Educator	Professor
Clinical Nurse Educator	Health Coach	Public Health Educator
Community Health Coordinator/Worker	Health Educator	Program Planner/Implementer
Community Program Director	Health Promotion Specialist	Social & Community Service Manager

Types of Employers

Behavioral Health Facilities
Colleges and Universities
Community Centers/Organizations

Consumer Products Companies
Federal Education Agencies
Government Agencies:

Local, State, Federal
Health Care Facilities
Home Health Care Providers

Hospitals
Information Systems Vendors
Insurance Companies

Long-term Health Care Facilities
Marketing Companies
Non-profit Agencies

Peace Corps
Pharmaceutical Companies
Physician Offices

Private Businesses
Professional Businesses
Professional Associations &
Councils
Professional Schools
Publishers:
Textbooks, Magazines, Books,
Internet
Rehabilitation Centers
Schools Abroad
United Way Agencies

Assembled with the assistance of the Career Development Center. Medaille Hall. 314-889-4515.

www.fontbonne.edu/career.

Appendix A: Curriculum Guide

Fontbonne University
DEPARTMENT OF FAMILY & CONSUMER SCIENCES
(314) 889-1415

Curriculum Guide for a Major in Health Education & Promotion

Freshman Year (I)

INT	105	Culture & the Common Good (GER-FND) TR <30 credit hours	3
LIB	199	Info Lit in Higher Ed (GER – FND)	1
COM	1XX	COM101 OR COM102 (GER-FND)	3
ENG	101	Composition I (GER – FND)	3
MTH	115	Intro. to Statistics (GER - FND) (GER-PLR)	3 <u>3</u>
			16

Sophomore Year (I)

FCS	201	Career Seminar I	1
FCS	230	Infant and Toddler (GER-PLR)	3 3
FCS	216	Principles of Nutrition	3
SWK	280	Fundraising and Grant Writing	3
BIO	220	Anatomy & Physiology I	4 <u>4</u>
			17

Freshman Year (II)

FCS	119	Essen. Con. of Health/Fitness (GER-FND)	3 3
CIS	1XX	(GER-FND)	3
ENG	102	Composition II (GER-FND)	3
PSY	100	Intro to Psychology (GER-PLR; counts as Bridges)	3
GOV	101	US & MO Constitutions (GER-FND) (GER-PLR)	1 <u>3</u>
			16

Sophomore Year (II)

ENG	201	Business Writing- WI	3
FCS	232	The Young Child	3
FCS	223	Interviewing, Ed & Counseling OR	3
SWK	231	Interviewing & Counseling (Fall)	4
BIO	222	Anatomy & Physiology II (GER-PLR)	3 <u>3</u>
			16

APPROVAL OF MAJOR REQUIRED DURING SECOND SEMESTER SOPHOMORE YEAR

Junior Year (I)

FCS	301	Career Seminar II	1
EDU	313	Methods & Practicum in Middle/Sec./Community Education	3
PSY	310	Social Psychology OR	3
SOC	265	Diversity Studies (GER-PLR)	3 <u>3</u>
REL	XXX	Religion**	3 <u>3</u>
			13

Senior year (I)

ENG	494	Interpreting & Translating Science	3
PSY	330	Research Methods for the Beh. Sci-WI	3
FCS	485	Public Policy & Advocacy in FCS-WI	3
		ELECTIVE	1
		(GER-PLR)	3 <u>3</u>
			13

Junior Year (II)

FCS	340	Family Res. Mgmt. & Relations-MC II	3
FCS	489	Practicum in Family & Community	3
FCS	410	Community Health	4
SWK	352	Gerontology	3
		ELECTIVE	3 <u>3</u>
			16

Senior Year (II)

FCS	495	Internship	7
		ELECTIVE	3
		ELECTIVE	3 <u>3</u>
			13

GER=General Education Course **Fontbonne Graduation Requirement

Required: Family & Consumer Sciences 34-37 sem. Hours

Required: Non-Family & Consumer Sciences 83-86 sem. Hours

Total Hours for Graduation: 120 semester hours

MAJOR APPROVAL: Students must apply for major approval the 2nd semester of sophomore year after completing 45 credit hours. Transfer students must apply in their 2nd semester at Fontbonne University. To be eligible for Major Approval in Health Education & Promotion a student must have a minimum cumulative grade point average of ≥ 2.50 on a 4.0 scale. This must be maintained to remain in the program.

Revised 2-10-17

Appendix B: Writing in Family & Consumer Sciences

The Department of Family & Consumer Sciences (FCS) is comprised of two program areas whose content directly impacts the health and well-being of individuals, families and communities. Throughout the FCS coursework, written, oral, and visual communication skills are introduced/practiced, and improved upon, complementing the strategies used that are specific to each program area. Because the discipline of FCS addresses the need of individuals, families, and communities, FCS students must develop communication skills that allow them to successfully engage with a variety of audiences, from young children to senior citizens, who demonstrate a multiplicity of needs. Most importantly, FCS graduates must be able to communicate to their respective audiences with sensitivity. Throughout the FCS Core and programmatic coursework, graduates enter the next phase of their lives (work, graduate school, internships) prepared to gather, summarize, interpret, evaluate, and generate information that is communicated to their respective audiences effectively.

Dietetics students can expect to develop the ability to write clear, detailed, and succinct scientific lab reports. In addition, the ability to generate brief synopses is further practiced in the writing of abstracts and other types of research summaries. A variety of assignments are employed to develop such higher order thinking/writing skills that might include developing case study responses and completing essay exams.

The American Psychological Association (APA) Writing Style:

- The 6th edition (5th printing, January 2011) is the required writing style for all research papers submitted in the Department of Family & Consumer Sciences.
- Is a standardized, formal method of written communication designed to meet the needs of both writers and readers of term papers, essays, master's theses, doctoral dissertations, journal articles, and reports or books.
- Is an effective way to organize and communicate technical information.
- Dictates specific rules for format, punctuation, grammar, quotations, and citations in text references.
- Enables students to communicate in a way that is familiar to and is accepted by the people for whom they are writing.

Copies of the Publication Manual of the American Psychological Association (sixth edition) manual are available in AB 126, and at the Reference Desk in the Fontbonne University library. Since this text book serves as a key reference in many FCS courses, it may be advantageous for you to have your own copy. The APA Manual is available for purchase at the Fontbonne University Bookstore.

Appendix C: How to be Successful at Fontbonne University

The following factors are crucial to your success in a university.

1. **Understand why you are attending a university.** Identify specific goals and a useful goal-setting process for yourself.
2. **Learn what resources your campus offers and where they are located.** Fontbonne has academic and personal support services that are free and confidential. Successful people use them.
3. **Know how to find information on campus, including at the library.** The library isn't as formidable as it might seem, and it offers a wealth of resources. The librarians are there to help you. Peggy Ridlen is the liaison for our department, and can be reached at pridlen@fontbonne.edu or 314-889-1443
4. **Make use of your academic advisor.** Your advisor is there to guide and support you. You should take the opportunity to meet with your advisor at times other than registration.
5. **Members of the campus community care about your survival. Get to know at least one.** It takes only one person to make a difference. It might be the leader of your orientation seminar, an instructor, an academic advisor, someone at the career or counseling center, a dean, or an advisor to a student organization. You will need to take the initiative to establish this relationship, but it will be well worth it.
6. **If you are attending classes full time, try not to work more than 20 hours per week.** Most students begin a downhill slide academically when they work beyond 20 hours per week. If you need more money, talk to a financial aid officer. Students who work on campus tend to do better in classes and are more likely to stay enrolled than those working off campus.
7. **Set up a daily schedule and stick to it.** If you can't do it alone, talk to a staff member in the Kinkel Center for Academic Resources (2nd floor of the Jack C. Taylor library) or in the Counseling Center to assist you. Get a day timer or "week at a glance" calendar from the bookstore. Assign sufficient time for study, sleep, work, and recreation. If you have family or work obligations, find ways to balance them with academic demands.
8. **Assess and improve your study habits.** Find out about your own learning style. This will help you learn how to take better, more efficient notes in class, and be more successful on tests. The Kinkel Center for Academic Resources, the MAP (Managing Academic Progress) program, and the Counseling Center can assist you.
9. **Develop critical thinking skills.** Challenge, ask why, and look for unusual solutions to ordinary problems and ordinary solutions to unusual problems.
10. **See your instructor outside of class.** It's okay to go for help. Students who interact with instructors outside of class tend to stay in college longer.
11. **Improve your writing.** Employers want graduates who can write. Write every day; the more you write, the better you will write. The Kinkel Center is there to provide assistance.
12. **Show up for class.** When asked what they do differently if they could do it all over again, most seniors say, "Go to class and participate. Be there!"
13. **Join a study group.** Studies have shown that students who study in groups get the highest grades and survive college better.
14. **Develop your computer skills.** You should be comfortable with basic file manipulation, the use of a standard word processing program, and e-mail.

15. **Try to have realistic expectations.** At first you may not make the grades you could be making or made in high school. If you were a star athlete in high school, you might not be in college. Develop realistic goals for yourself.
16. **Make at least one or two close friends among your peers.** Choose your friends for their own merits, not what they can do for you. In college, as in life, you become like those with whom you associate.
17. **If you're not assertive enough, take assertiveness training.** Check at the Counseling Office for workshops on assertiveness training. Learn how to stand up for your rights in a way that respects the rights of others.
18. **Get involved in campus activities.** Visit the Student Development Office. Work for the campus newspaper. Join a club or organization, or campus ministry. Play intramural sports. Most campus organizations welcome newcomers—you're their lifeblood. Students who join even one group are more likely to graduate.
19. **Take your health seriously.** How much sleep you get, what you eat, whether you exercise, and what decisions you make about such things as drugs or alcohol, all contribute to your well-being. Be good to yourself and you'll be happier and more successful. Find healthy ways to deal with stress. The Counseling Office can help you.
20. **Visit the Career Center early in your first year.** See a career counselor before you get too far along in college, even if you have chosen your academic major. Discuss career opportunities with your Academic Advisor.
21. **Assume responsibility for your own education**---it's your education, not your advisor's and not your friend's. Good luck!

Adapted for Your College Experience: Strategies For Success
by John Gardner, A. Jerome Jewler, and Mary-Jane McCarthy.
Concise Second Edition, Wadsworth Publishing Company, 1996.

Appendix D: Working Together with your Advisor

You are assigned an academic advisor to assist you in making appropriate decisions about your program of study and in exploring a wide range of academic and professional opportunities. The following suggestions are offered to clarify what you can anticipate from your advisor and what your advisor in turn will expect from you.

STUDENT:

ADVISOR:

1. Meet with your advisor frequently throughout the semester.	Post office hours and adhere to the schedule.
2. Make and keep appointments or call if it is necessary to change or cancel an appointment.	Keep appointments, or call if it is necessary to change or cancel an appointment. Be on time.
3. Be willing to discuss school work, study habits, academic progress, etc.	Be familiar with the student's academic background. Help the student explore options or alternatives. Be a good listener.
4. Come with specific questions in mind.	Provide accurate and specific information.
5. Come with necessary materials (pencils, registration materials, schedule of classes, forms, Catalog, etc.)	Have on hand resource materials (Advising Handbook, Catalog, schedule of classes, etc.)
6. Make decisions about academic and professional opportunities, choice of major, selection of courses.	Suggest options about academic and professional opportunities, choice of majors, and selection of courses.
7. Build a class schedule free of time conflicts.	Check the schedule for appropriate selection of courses, review the registration form for correct and complete information, and sign the form.
8. Ask about the sources of information.	Suggest other sources of information and make referrals if necessary (Kinkel Center, Counseling Center, Financial Aid).

WHEN SHOULD YOU SEE YOUR ACADEMIC ADVISOR?

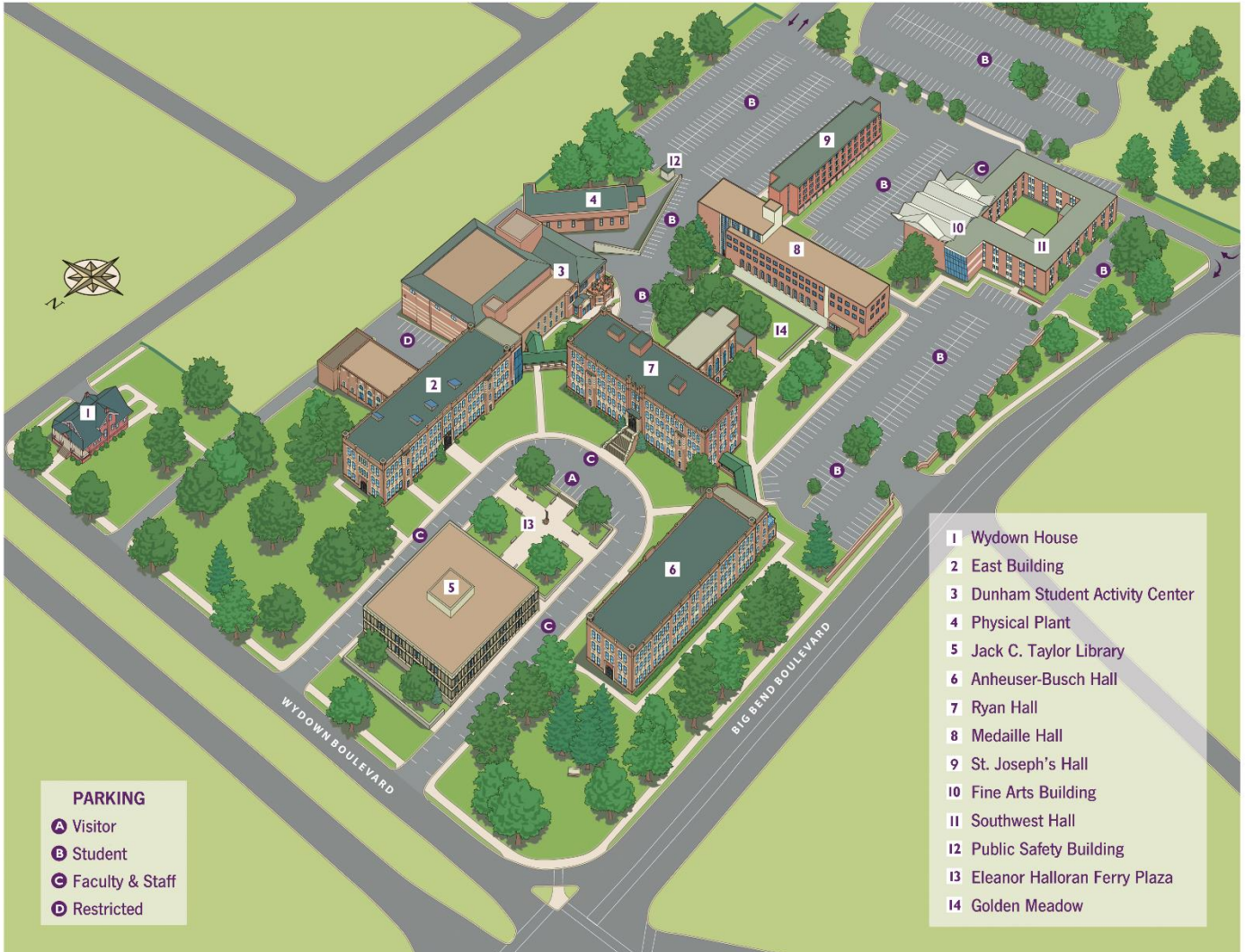
1. To address any problems which affect academic performance.
2. To select courses for the upcoming semester (during pre-registration week, also called advising week).
3. To add or drop a course.
4. To discuss academic progress.

5. To explore academic and/or professional issues.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule, which is posted outside their office door.
2. Whenever possible, call to make an appointment rather than dropping in without one.
3. If it is necessary to drop in without an appointment, try to come at a time when your advisor has office hours. Allow time in case you have to wait.
4. Since the first and last two weeks of each semester are usually the busiest for your advisor, schedule longer conferences (to discuss issues such as possible majors) during the middle part of the semester. Remember, you have one advisor, but your advisor has numerous advisees.
5. If your advisor does periodic group advising, be sure to be there – your peers may have questions you never thought of and you may have questions they never thought of.

Appendix E: Campus Map



SIGNATURE PAGE

DEPARTMENT OF
FAMILY & CONSUMER SCIENCES
HANDBOOK FOR STUDENTS
2017-2018

FONTBONNE UNIVERSITY

This signature certifies that I have received and read a copy of this handbook and agree to comply with the policies.

Student Name _____

(Please print)

Student Signature _____

Academic Advisor _____

Date _____