

Course Syllabus, CHFD 4880
Family Life Education Methodology
Fall '07

COURSE OBJECTIVES:

Students will be able to:

1. *Identify the theories, principles, domains, ethics and methods of family life education;*
2. *Identify major issues of concern to individuals/families and use information from theory, research and professional practice to address these issues; and*
3. *Use family life education theories and methods to design, implement and evaluate family life education programs; create and evaluate educational materials; and answer questions on individual and family development.*

TIME & LOCATION:

Monday, Wednesday, Friday 1:25 – 2:15
Room 306, Dawson Hall

COURSE INSTRUCTORS:

Dr. Chris Todd, 114 Dawson Hall, 706/542-4830
Email Dr. Todd using WebCT for CHFD 4880
(Home phone: 706/227-9823, 7 a.m. – 10 p.m.)
Office Hours: By appointment.

E-MAIL AND WEB ACCESS REQUIREMENT: All students are required to have a University e-mail account and to be able to access WebCT. All course materials will be placed on WebCT. Students are responsible for checking the CHFD 4880 WebCT site each Monday and Wednesday to check for e-mail/messages.

PRIVACY: Students requiring special procedures for maintaining privacy should contact the instructor.

ACADEMIC HONESTY: All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work: http://www.uga.edu/honesty/ahpd/culture_honesty.htm. Selections from the academic honesty code are listed below:

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Lack of knowledge of the provisions of this policy is not an acceptable response to an accusation of violating this policy.

Some examples of academic dishonesty are copying answers from another student or giving another student the answers during an exam, working with another student on an exam or activity that was given as an individual assignment, presenting the work of another as your own, signing an attendance sheet for class and then leaving early without permission from the instructor, giving a false excuse for failing to show up for an exam or for turning in a late assignment, obtaining advance exam copies by unauthorized means, and damaging or saying a computer disk was damaged to gain more time for the assignment.

Students who assist other students in academically dishonest acts are in violation of the policy.

UGA'S HONOR CODE: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

ATTENDANCE: Attendance is required. Attendance will be taken each class session beginning on 8/22. Students who arrive after attendance is taken will be counted as absent. Approved absences are given for health reasons and family emergencies with appropriate documentation (e.g., from health center/physician). One excused absence can be requested during the semester for participation in a professional development experience (e.g., SAT, job interview). Students will be dropped one letter grade for every three unexcused absences (e.g., from B to B- for 3 unexcused absences and from B- to C+ if the same student has three additional unexcused absences) . Students who have more than eight total absences (excused or unexcused) will be dropped from the course and assigned a WF.

NON-GRADED ASSIGNMENTS: Each student is required to: 1) complete a “Student Information Sheet” and 2) send an email to Dr. Todd using WebCT email by Friday, August 24th. Other non-graded assignments will be listed in the Discussion Question handout. Two points will be subtracted for each non-graded assignment not completed by the due date.

GRADED ASSIGNMENTS: *Maximum possible points: 500*

240 pts	Assignments (6 x 40 pts each)
100 pts	Group presentation*
120 pts	Final Project (written)
40 pts	Final Project Poster/Presentation

The instructor reserves the right to reduce the group points for any group member who does not significantly contribute to the group assignment.) Presentations will be scored on the basis of 100 points for the presentation/evaluation report plus 50 points for your reflection on what you learned. This will be pro-rated to 100 points.

LATE ASSIGNMENT POLICY

No points for late assignments without a valid reason approved by Dr. Todd.

GRADING: The final grade will be determined as follows, based on the total points earned:

A	467 - 500	C+	384 - 399
A-	450 - 466 (90%)	C	367 - 383
B+	434 - 449	C-	350 - 367 (70%)
B	417 - 433	D	300 - 349 (60%)
B-	400 - 416 (80%)	F	< 300 (<60%)

POSTING OF SCORES

All scores will be posted on WebCT. Students are responsible for:

1. Checking your scores regularly.
2. Notifying Dr. Todd of any grading problems within one calendar week of the scores being posted.

NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

LATE ENROLLMENT: Late additions to enrollment in this course will not be permitted unless exceptional circumstances can be shown. Approval by the Instructor and Department Head are required.

REQUIRED READINGS:

Text: Duncan, S. F. & Goddard, H. W. (2005). *Family life education: Principles and practices for effective outreach*. Thousand Oaks, CA: Sage.

Additional Readings: (Available on Web CT under the “Readings” section)

- Anderson, J. R. & Doherty, W. J. (2005). Democratic community initiatives: The case of overscheduled children. *Family Relations*, 54, 654-665.
- Ballard, S. M. & Morris, M. L. (2005). Factors influencing midlife and older adults' attendance in family life education programs. *Family Relations*, 54, 461-472.
- Berk, L. E. (2007). *Development through the lifespan*. (4th ed.). Boston: Allyn and Bacon. (Selected pages—see reading assignment list.)
- Buck, J., Campbell, S. C., Chatelain, R. S. & Merrill, C. D. (2003). Competencies for family life educators. In D. J. Bedehoft & M. J. Walcheski (Eds.). *Family life education: Integrating theory and practice* (pp. 125-130). Minneapolis: National Council on Family Relationships.
- Christian, M. A. (2002). *Death by PowerPoint or twelve steps to better E-presentations* [Fact sheet]. Retrieved from http://www.marshall.edu/cit/Presentations/2002/WVNET/Preventing_Death_by_Powerpoint.pdf
- Hughes, R. (1994). A framework for developing family life education programs. *Family Relations*, 43, 74-80.
- Kirk, E. E. (1996). *Evaluating information found on the Internet* [Fact sheet]. Retrieved from Johns Hopkins <http://www.library.jhu.edu/researchhelp/general/evaluating/index.html>
- Myers-Walls, J. A. (2000). Family diversity and family life education. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.). *Handbook of family diversity* (pp. 359-380). New York: Oxford University Press. (Selected pages—see reading assignment list)
- Myers-Walls, J. A., Myers-Bowman, K. S., & Dunn, J. (2003). Cultural characteristics questionnaire: What does your target population look like? In D. J. Bedehoft & M. J. Walcheski (Eds.). *Family life education: Integrating theory and practice* (pp. 186-188). Minneapolis: National Council on Family Relationships.
- National Council on Family Relations. (2006). *CLFE certification* [Fact sheet]. Retrieved from <http://www.ncfr.org/cert/index.asp>
- National Council on Family Relations. (2006). *Career opportunities* [Fact sheet]. Retrieved from <http://www.ncfr.org/cert/index.asp>
- Palm, G. (2003). Ethics. In D. J. Bedehoft & M. J. Walcheski (Eds.). *Family life education: Integrating theory and practice* (pp. 125-130). Minneapolis: National Council on Family Relationships.
- Powell, L. H. & Cassidy, D. (2007). *Family life education: Working with families across the life span*. Long Grove Illinois: Waveland Press. (Selected pages—see reading assignment list)
- Riley et al. (1991). How effective are age-paced newsletters for new parents? A replication and extension of earlier studies. *Family Relations*, 40, 247-253.
- Riley, D. & Steinberg, J. (2004). Four popular stereotypes about children in self-care: Implications for family life educators. *Family Relations*, 53, 95-101.
- Sigelman, C. K. & Rider, E. A. (2006). *Life-span human development*. (5th ed.). Belmont, CA: Thomson Wadsworth. (Selected pages—see reading assignment list).
- Smith, C. A., Cudaback, D., Goddard, H. W., & Myers-Walls, J. (1994). *National extension parent education model*. Manhattan, Kansas: Kansas Cooperative Extension Service.
- Williams, G. A. & Asher, S. R. (1993). *Children without friends*. Urbana, IL: University of Illinois Cooperative Extension Service. Urbana: University of Illinois Cooperative Extension Service.

Students should also read the article(s) listed on the Group Assignment handout for your group. These articles will be listed under the “Group Assignments” section of WebCT

CHFD 4880 (Fall, 2007): Weekly Readings and Assignments

<i>Week</i>		<i>General Topic</i>	<i>Readings</i>	<i>Exams and Assignment Due Dates</i>
Week #1				
F	8/17	Course overview & NCFR CFLE program	NCFR: CFLE Certification NCFR: Career opportunities	
Week #2				
M	8/20	What is family life education?	Powell & Cassidy (pp. 4-5) Text, pp. 1-11 (thru 1 st paragraph)	
W	8/22	Family life education framework: Principles & domains of FLE	Buck (6 pp.)	
F	8/24	FLE levels: Education versus therapy	Powell & Cassidy, pp. 44-49	1) Student Info Sheet Due 2) WebCT email to Instructor Due (2 pts subtracted from total points for each of the above that are late)
Week #3				
M	8/27	Formats for FLE programs		Assignment #1: Article Summary
W	8/29	What causes change in people/systems?	Text, pp. 11-15	
F	8/31	Developing your philosophy of FLE	Text, pp. 16-20	
Week #4				
M	9/3	NO CLASS – Labor Day		
W	9/5	Identifying personal biases	Myers-Walls (2000), pp. 360-361 (personal reflections); 370-373 ("Prepare Yourself" up to "Assess Needs")	
F	9/7	FLE ethical framework	Palm (6 pp.)	Assn #2: Your FLE Philosophy

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Exams & Assignment Due Dates</i>
Week #5				
M	9/10	FLE ethical framework: Case study		
W	9/12	Overview of program development Needs assessment, program dev., program implementation, evaluation	Hughes (7 pp.) Text, pp. 34-35	Assn #3: Ethical Dilemma
F	9/14	Conducting needs assessments: Identifying concerns/gaps	See needs assessment handout	
Week #6				
M	9/17	Conducting needs assessments: Identifying your target audience	See needs assessment handout	
W	9/19	Conducting needs assessments: Understanding your target audience	Myers-Walls, Myers-Bowman & Dunn (2003)	
F	9/21	Working with diverse audiences: Guest speakers		Assn #4: Needs Assessment (Sections I & II of final product)
Week #7				
M	9/24	Program development: Using theory to guide program development	Smith et al. Also review human and family development theories you have covered in prior classes	
W	9/26	Using theory: Teen pregnancy presentations	Sigelman & Rider Handout (3 pp.)	
F	9/28	Using theory: Obesity	Berk, pp. 291-293; 371-372; <i>Ch 13</i> : 438-441 (up to "Exercise" & including info in box on pp. 440-441)	
Week #8				
M	10/1	Program development: Sources of information	Text, pp. 109-114 Kirk (4 pp)	
W	10/3	Using research-based information to develop programs: Latchkey Children	Riley & Steinberg (7 pp.)	
F	10/5	Using research-based information to develop programs: Children without Friends	Williams & Asher (8 pp.)	Assn #5: Research & practice review: (Sections IV A & B + Section VI of final product)

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Exams & Assignment Due Dates</i>
Week #9				
M	10/8	Program development: Developing a logic model	Text, pp. 74-75 Powell & Cassidy, pp. 136-149	
W	10/10	Program development: Developing program goals & objectives	Text, pp. 66-71	
F	10/12	Program development: Developing an evaluation plan		
Week #10				
M	10/15	Program development: Selecting evaluation instruments & methods	Handouts	Assn #6: Logic Model & Schedule (Sections IV A-C of final product)
W	10/17	FLE project report Overview of group assignment		
F	10/19	Program development: Designing effective instruction	Text, pp. 87-92	
Week #11				
M	10/22	Program development: Engaging the audience	Text, pp. 93-96; 99-101	
W	10/24	Program development: Using Powerpoint	Christian (5 pp.)	
F	10/26	NO CLASS – FALL BREAK		
Week #12				
M	10/29	Developing handouts Copyright issues	Handout Materials	
W	10/31	Developing active learning experiences	Text, pp. 116-132	
F	11/2	In-class group work time		
Week #13				
M	11/5	Class Presentations: Groups 1 & 2		Groups 1 & 2 Presentations
W	11/7	Class Presentations: Groups 3 & 4		Groups 3 & 4 Presentations
F	11/9	Class Presentations: Groups 5 & 6		Groups 5 & 6 Presentations

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Exams and Assignment Due Dates</i>
Week #14				
M	11/12	Discussion of Class Presentations		
W	11/14	Program implementation: Recruiting participants & promoting attendance	Ballard & Morris (12 pp.)	
F	11/16	Program implementation: Facilitating discussion & support groups (Guest Speaker)		
Week #15				
M	11/19	FLE project report		
W	11/21	NO CLASS--THANKSGIVING	Enjoy!	
F	11/23	NO CLASS--THANKSGIVING	Enjoy!	
Week #16				
M	11/26	Program implementation: Answering questions: Prenatal development	Sigelman & Rider, pp. 106-109	
W	11/28	Program implementation: Answering questions: Aging drivers	Sigelman & Rider, pp. 164-165	
F	11/30	Program evaluation: Using results	Reilly (1991)	
Week #17				
M	12/3	FLE project report		
T	12/4	Community-level programming	Anderson & Doherty	
W	12/5	Working with the media Guest speaker	Text, pp. 133-155 (1 st para.)	
F	12/7	Reading Day		
Week #18				
	12/14	Final project presentation & final written product		Friday, December 14th 12:00 – 3:00 p.m. 306 Dawson Hall