

Course Syllabus, CHFD 6880
Family Life Education Methodology
Fall '06

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 individual/ 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 2:30 – 3:20
Room 208, Dawson Hall

COURSE INSTRUCTORS:

Dr. Chris Todd, 114 Dawson Hall, 542-4830,
Email Dr. Todd using WebCT for CHFD 4880/6880
(Home phone: 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 4880/6880 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/ovpi/honesty/acadhon.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 a computer disk to prevent evaluation of the work on that disk.

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 and will be taken each class session beginning on 8/28. 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, the program from a funeral, etc.). Students will receive 1 point per class for a total of 40 points. Students who have more than 8 unexcused absences will be dropped from the course.

GRADED EXAMS AND ASSIGNMENTS: *Maximum possible points: 500*

40 pts	Attendance
175 pts	Assignments (7 x 25 pts each)
85 pts	Group presentation*
200 pts	Final Paper

** The instructor reserves the right to reduce the group points for any group member who does not significantly contribute to each group assignment)*

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 - 360 (70%)
B	317 - 333	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.

REQUIRED READINGS:

Required 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.
- Ansary, S. J., Perkins, D. F., & Nelson, C. J. (2004). Interpreting outcomes: Using focus groups in evaluation research. *Family Relations*, 53, 310-316.
- 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*. Retrieved January 8, 2006, from Marshall University, http://www.marshall.edu/cit/Presentations/2002/WVNET/Preventing_Death_by_Powerpoint.pdf.
- Coatsworth, J. D., Duncan, L. G., Pantin, H., & Szopocznik, J. (2006). Differential predictors of African American and Hispanic parent retention in a family-focused preventive intervention. *Family Relations*, 55, 240-251.
- Doherty, W. J. (1995). Boundaries between parent and family education and family therapy: The levels of family involvement model. *Family Relations*, 44, 353-358.
- Goddard, W., Gilliland, T. & Goddard, N. C. (2003). *Assuring the future: Family life education*. Retrieved on January 8, 2006 from the National Council on Family Relations web site: <http://www.ncfr.org/cfle>.
- Hughes, R. (1994). A framework for developing family life education programs. *Family Relations*, 43, 74-80.
- Jacobs, F. H. (1988). The five-tiered approach to evaluation: Context and implementation. In H. B. Weiss and F. H. Jacobs (Eds.), *Evaluating family programs* (pp. 37-68). Hawthorne, NY: Aldine De Gruyter.
- Kirk, E. E. (1996). *Evaluating information found on the Internet*. Retrieved January 8, 2006, from Johns Hopkins University, The Sheridan Libraries Web site: <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.
- 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.
- 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. (2001). *Family life education: An introduction*. Mountain View, CA: Mayfield Publishing Company. (Selected pages—see reading assignment list)
- 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. Excerpted from School-Age Connections, Volume 5, issues 3-6: Urbana: University of Illinois Cooperative Extension Service.

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

CHFD 6880 (Spring, 2006): Weekly Readings and Assignments

<i>Week</i>		<i>General Topic</i>	<i>Readings</i>	<i>Assignment Due Dates</i>
Week #1				
W	8/16	Course Overview		
F	8/18	What is family life education?	Goddard, Gilland & Goddard (2 pp) Powell & Cassidy (pp. 3-4) Text, pp. 1-11 (thru 1 st paragraph)	
Week #2				
M	8/21	Family Life Education Framework: Principles & domains of FLE	Buck (6 pp.)	
W	8/23	FLE Levels: Education versus therapy	Doherty	
F	8/25	Formats for FLE Programs		Assignment #1: Introduction & Article Summary
Week #3				
M	8/28	What causes people to change?	Text, pp. 11-15	
W	8/30	Developing your philosophy of FLE	Text, pp. 16-20	
F	9/1	Identifying personal biases	Myers-Walls (2000), pp. 370-373 ("Prepare Yourself" up to "Assess Needs")	
Week #4				
M	9/4	LABOR DAY	<i>Enjoy!</i>	
W	9/6	FLE Ethical Framework	Palm (6 pp.)	Assn #2: Your FLE Philosophy
F	9/8	FLE Ethical Framework: Case Study		
Week #5				
M	9/11	Overview of Program Development: Needs assessment, program dev., program implementation, evaluation	Hughes (7 pp.) Text, pp. 34-35 Myers-Walls (2000), 373-377	
W	9/13	Conducting Needs Assessments: Identifying Concerns	See needs assessment handout	Assn #3: Ethical Dilemma
F	9/15	Conducting Needs Assessments: Identifying your target audience	See needs assessment handout	

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Assignment Due Dates</i>
Week #6				
M	9/18	Conducting Needs Assessments: Understanding your target audience	Myers-Walls, Myers-Bowman & Dunn	
W	9/20	Working with diverse audiences: Guest speakers	Myers-Walls (2000), pp. 359-370	
F	9/22	Program Development: Using theory to guide program development	Smith et al. Also review Human and Family Development Theories you have covered in prior classes	Assn #4: Needs Assessment
Week #7				
M	9/25	Using theory: Teen pregnancy presentations	Sigelman & Rider Handout (3 pp.)	
W	10/27	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)	
F	9/29	Program Development: Sources of information	Text, pp. 109-114 Kirk (4 pp)	
Week #8				
M	10/2	Using research-based information to develop programs: Latchkey Children	Riley & Steinberg (7 pp.)	
W	10/4	Using research-based information to develop programs: Children without Friends	Williams & Asher (8 pp.)	Assn #5: Research & Practice Bibliography
F	10/6	Program Development: Developing a Logic Model	Text, pp. 74-75 Jacobs	
Week #9				
M	10/9	Program Development: Developing Program Goals & Objectives	Text, pp. 66-71	
W	10/11	Program Development: Developing an Evaluation Plan	Powell & Cassidy, pp. 112-117, 121-125	
F	10/13	Program Development: Selecting Evaluation Instruments & Methods	Handouts Ansary, Perkins & Nelson	

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Assignment Due Dates</i>
Week #10				
M	10/16	FLE Project Report		Assn #6: Project Update Report
W	10/18	Program Development: Designing Effective Instruction	Text, pp. 87-92	
F	10/20	Program Development: Engaging the Audience	Text, pp. 93-96; 99-101	
Week #11				
M	10/23	Program Development: Using Powerpoint	Christian (5 pp.)	
W	10/25	In-Class Group Work Time		
F	10/27	FALL BREAK	Enjoy!	
Week #12				
M	10/30	Developing Handouts Copyright Issues	Handout Materials	
W	11/1	Developing active learning experiences	Text, pp. 116-132	
F	11/3	In-Class Group Work Time		
Week #13				
M	11/6	Class Presentations: Groups 1 & 2		Groups 1 & 2 Presentations
W	11/8	Class Presentations: Groups 3 & 4		Groups 3 & 4 Presentations
F	11/10	Class Presentations: Groups 5 & 6		Groups 5 & 6 Presentations
Week #14				
M	11/13	Discussion of Class Presentations		
W	11/15	Program Implementation: Recruiting participants & promoting attendance	Ballard & Morris (12 pp.) Coatsworth, Duncan, Pantin, & Szapocznik	
F	11/17	Program Implementation: Answering Questions: Prenatal Development	Sigelman & Rider, pp. 106-109	

<i>Week</i>	<i>Date</i>	<i>General Topic</i>	<i>Readings</i>	<i>Exams & Assignment Due Dates</i>
Week #15				
M	11/20	FLE Project Report		Assn #7: Project Update Report
W	11/22	THANKSGIVING	<i>Enjoy!</i>	
F	11/24	THANKSGIVING	<i>Enjoy!</i>	
Week #16				
M	11/27	Program Implementation: Answering Questions: Learning to Read	Sigelman & Rider, pp. 269-272	
W	11/29	Program Implementation: Answering Questions: Aging Drivers	Sigelman & Rider, pp. 164-165	
F	12/1	FLE Project Report		(non-graded)
Week #17				
M	12/4	Community-level programming	Anderson & Doherty (10 pp.)	
W	12/6	Working with the Media	Text, pp. 133-155 (1 st para.)	
Finals Week				
M	12/11	Final Take-Home Exam Due: FLE Program Plan		FINAL EXAM DUE Must be in my mailbox in 123 Dawson by 3:30 PM