

## FCHD 5540: FAMILY LIFE EDUCATION METHODS

Fall, 2016 (section 001)

Family Life 115

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Office Hours: M &amp; W 2PM-5PM and by appointment

**Required Textbooks:**

Darling, C., & Cassidy, D. (2014). *Family life education: Working with families across the life span* (3rd ed.). Long Grove, IL: Waveland Press.

(ISBN 13: 978-4786-1143-1)

\*\*There will be additional required readings that will be available to you on Canvas\*\*

**Introduction and Overview of the Class**

Family Life Education (FLE) is the effort made by professionals to strengthen families through social science education. The National Council on Family Relations (NCFR) explains Family Life Education as "the educational effort to strengthen individual and family life through a family perspective." The objective of Family Life Education is to enrich and improve the quality of individual and family life. Parenting classes, pre-marriage education, marriage enrichment programs, and family financial planning courses are a few examples of how Family Life Education is put into practice. Unlike Family Therapy, Family Life Education works on a prevention model, teaching families to enrich family life and to prevent problems before they occur. Family Therapy intervenes primarily after problems present themselves. Research shows that family problems are less damaging for people—and less expensive for society—when they can be tackled by prevention. Family Life Education recognizes that all families can benefit from education and enrichment programs, not only those experiencing difficulties.

## **Course Objectives**

1. Obtain a clear understanding concerning the purpose and impact of Family Life Education.
2. Know the various theories and approaches to Family Life Education.
3. Learn how to present information in a variety of settings.
4. Learn curriculum building strategies and teaching methods.
5. Develop curriculum and practice teaching methods.

## **Requirements and Assignments**

### **Class Participation**

82 Points

You will be expected to complete the course readings and contribute to class discussion. This includes contributing to discussion, but not monopolizing the conversation. There are participation points given for completing in-class tasks, participation with guest speakers, and input on peer evaluations. There are also participation points that are given at my discretion. It is professional and part of the learning process that you are in class when your classmates are presenting their material. I will give those participation points according to your attendance, your attentiveness, and your engagement. Please come to class every time, be respectful and prepared, and you will earn those points. The complete point breakdown will be available on Canvas.

### **Attendance**

43 Points

There is one point given for each class period. Students who attend regularly do better in this class.

### **Early Teaching Demonstration:**

5 points

**Due: August 31st**

Record a 2 minute video of yourself teaching on a topic related to Family Life. Upload it on Canvas. This assignment should be brief, and convey something to the audience that you are interested in and have some passion about.

PS. Don't stress, its a small assignment!

**Canvas Discussions:**

10 points

**Due: As assigned**

Throughout the course of the semester, there will be some discussion prompts posted on canvas. Please respond to them to the best of your ability and include thoughtful responses that demonstrate your knowledge of the material and/if/how it applies to your life.

**Topic Selection:**

10 points

**Due: September 9th**

Select a topic that focuses on one of the Family Life Education (FLE) topics below addressed within the framework of one of the four major life stages: (1) Childhood (*not to teach children, but to teach adults about childhood*); (2) Adolescence; (3) Adulthood; (4) Later Adulthood. You will turn in one to two paragraphs explaining your topic choice including the developmental time period, topic area, target audience, and how your topic will be of benefit to you as an educator or how it is beneficial to family life education, in general. Please see Canvas for more details and suggestions about topic areas. Please include an APA formatted title page.

You will submit this assignment on Canvas.

**Grading Criteria:**

2 pts	Choice of developmental time period
2 pts	Topic area choice (which of the 9 specific areas of FLE your topic addresses)
2 pts	Target audience
2 pts	Your specific topic for teaching
2 pts	How your topic area is of benefit to you as an educator or to family life education in general

Reflections and Philosophy of Teaching:

50 points

**Due: September 19th**

This paper needs to be a minimum of four pages to get thoughtful response for each section. This assignment will be submitted on Canvas. It is required that you use one outside source (not the text book) for this assignment. It will be graded on the appropriateness of the source and the materials used.

Please format this paper using APA style guide. There should be a title page, with running heads, and you need to use headings to organize your thoughts. Headings should be each of Dail's four beliefs in constructing a philosophy of family life education – please refer to Chapter 2 (p. 46) in the textbook.

Grading Criteria:

\*Each section will be examined for depth and completeness of thought.

8 pts	Beliefs about the family and quality and nature of family life
8 pts	Beliefs about the purpose of family life education
8 pts	Beliefs about the content of family life education
8 pts	Beliefs about the process of learning for families
6 pts	The use of at least one outside resource (not the textbook)
6 pts	APA accuracy (title page, formatting of in-text and full citation, headings)
6 pts	Grammar and spelling

Annotated Bibliography:

35 points

**Due: September 26th**

This assignment requires you to find five potential sources you can use for your teaching outlines. Three of them must be from scholarly, peer-reviewed journals (preferably within the last 10 years), and two of them can be non-academic sources.

This assignment requires (1) correct APA reference citations according to the most current manual, (2) five references, and (3) a paragraph or two, single-spaced, following the reference that provides a description of the source, including content, and how you plan to use it in your teaching outline.

Grading Criteria per Reference (7 points each):

- 3 pts      Correct APA citation of the source
- 4 pts      Paragraph explanation of the citation

PICK Curriculum:

50 points

**Due: November 21st**

*Details for this assignment are available on Canvas. You will be graded on attendance, participation, and a paper you will complete regarding the PICK curriculum.*

Lesson Plan/Teaching Outline:

80 Points

**Due: Date of Presentation**

You will turn in your lesson plan teaching outlines *on the day you present in class*. There are specific components which must be included in your teaching outline to receive full credit. An example teaching outline, as well as a rough skeleton, will be provided for you on Canvas. If you have any handouts, they also must be turned in with your outline.

Required Elements and Grading Criteria:

5 pts      Introduction to the topic (you may or may not actually present your introduction when you teach. It needs to be in the outline document.)

10 pts      A minimum of two learning objectives

15 pts      Attention-getter

20 pts Question and answer opportunities

20 pts Appropriate application of information for your target audience.

10 pts Five references with appropriate APA citations – three must be from scholarly, peer reviewed journals, two can be non-academic

### In-Class Teaching:

100 Points

**Due: Date of Presentation**

You will be required to teach your lesson plan for approximately 10 minutes of class time. You will receive evaluations from two peers and one from the instructor.

#### Required Elements and Grading Criteria:

75 pts Evaluations

25 pts Time use and coverage of elements in teaching outline

### Community Teaching:

100 Points

**Due: December 2nd**

You will go into the community and find a (pre-approved) location to teach your lesson plan for between 30-60 minutes. Take suggestions from your evaluations from in-class teaching and update your lesson plan and materials. You will turn in 1 short paper describing the improvements to your lesson plan, a self-evaluation (outline provided on canvas), and a short paper reflecting on your community teaching experience.

Your audience may NOT include family members or roommates.

**Required Elements and Grading Criteria:**

20 pts	1-2 page report of changes made from in-class teaching
25 pts	Self-evaluation
25 pts	Supervisor (or community member) evaluation
20 pts	1-2 page reflection of your community teaching experience
10 pts	Approval of teaching location

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**Information Dissemination**

75 Points

**Due: December 9th**

This is a creative exercise project. You will be presenting them during the final scheduled time on December 8. I will bring examples of projects to class later in the semester, and there are will also be examples of projects available on Canvas.

**Required Elements and Grading Criteria:**

2 pts	FLE topic (different from your topic choice)
3 pts	Medium choice
10 pts	Two sound sources
15 pts	Presentation of project
25 pts	Three page, double-spaced paper (detailed writing requirements on Canvas)
20 pts	Instructor review

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Exams and Quizzes:

Midterm 75 points

Quizzes 50 points (5 @ 10 points each)

There is one midterm exam in this course. It is an at-home, essay exam, requiring application of course materials. There are five reading quizzes throughout the semester, based on the assigned readings. Reading quizzes are available on Canvas. They consist of 10 questions, and you have 12 minutes to complete them. Exams and quizzes are open-book, open-note. No late exams or quizzes will be accepted for credit.

Peer evaluations

25 Points (part of the 82 available for participation)

During the semester you will be randomly assigned to evaluate 2 of your peers' presentations. A fillable PDF is available on CANVAS and in class notes will be provided. These evaluations will be due (via CANVAS) within 4 days of the class period in which you evaluated.

Grading

Your grade is based on the total points earned on the required assignments. The point breakdown for each assignment is as follows:

Participation Points (including the 25 for peer evaluations)	82 points
Early Teaching Demonstration	5 points
Canvas Discussion	10 points
Attendance points	43 points
Topic Choice	10 points
Annotated Bibliography	35 points
Reflections and Teaching Philosophy	50 points

Midterm	75 points
Lesson Plan/Teaching Outline	80 points
In-Class Teaching	100 points
PICK Curriculum Write-up/Participation/Quiz	50 points
Reading Quizzes (5 @ 10 points)	50 points
Community Teaching	100 points
Information Dissemination Project	75 points
<b>Total Points</b>	<b>765 points</b>

***\*Late assignments will receive reduced or no credit. You will have 48 hours following the original deadline to turn in an assignment with a 20% grade deduction. After 48 hours, the assignment will not be accepted. No credit will be awarded for late examinations or quizzes.***

The following grading scale will be used:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	61-66%
		F	60% or below

# Course Policies

## ATTENDANCE

Students are expected to attend all classes during all periods of time. No student will be excused from any assignment. If a student is unable to complete the class attendance requirements according to university policy, it is her/his responsibility to withdraw from the class (any unusual circumstances will be taken into consideration by the instructor.)

Students are expected to be present for all examinations at the appointed hour. Make-up exams are not feasible except in the most extreme circumstances. If there are any questions or concerns, please contact the instructor.

**Grievance Process:** Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code: See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

## STUDENTS WITH DISABILITIES

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

## PLAGIARISM

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

## HONOR CODE

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission

to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

## **COMMUNICATIONS VIA EMAIL**

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- At the USU website, click on the link "MyUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using your A number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

**It is your responsibility to check your email account regularly.**

## **WITHDRAWAL POLICY AND "I" GRADE POLICY**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## **DIVERSITY STATEMENT**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: at USU Brigham City, contact Jill Rasmussen, Room 170B, (435) 734-2277 ext 246; at other RCDE sites, contact your advisor, or; Moises Diaz, Director of Multicultural Student Services (435) 797-1733 [moises.diaz@usu.edu](mailto:moises.diaz@usu.edu); James Morales, Vice President of Student Services (435) 797-1712 [james.morales@usu.edu](mailto:james.morales@usu.edu); Ann Austin, Vice Provost for Faculty Development and Diversity, [ann.austin@usu.edu](mailto:ann.austin@usu.edu); Maure Smith, GLBTA Services, [maure.smith@usu.edu](mailto:maure.smith@usu.edu); Steven Russell, Student Advocate (435) 797-1720 [s.r.@aggiemail.usu.edu](mailto:s.r.@aggiemail.usu.edu). You can learn about your student rights by visiting: [www.usu.edu/studentservices/studentcode](http://www.usu.edu/studentservices/studentcode)

## CLASSROOM CIVILITY

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

- Cell phones and pagers:
  - Volume must be switched to *silent* or *vibrate* while class is in session.
  - *Outgoing calls should not be made* while class is in session.
  - *Incoming calls should be taken outside of the classroom*, and should be completed in a timely manner.
  - Cell phones and pagers are *strictly prohibited during testing*.
- Classroom conversations:
  - Unsolicited conversations should not take place while class is in session.
- **Please be courteous to your fellow classmates.**

### Course Schedule (Tentative)

Date	Assignment Due	Topics Covered in class (unless otherwise indicated)	Readings
Aug 29 - M	Print off syllabus and bring to class	Course Introduction	
Aug 31 - W	<b>Early Teaching Demonstration &amp; Discussions 1 &amp; 2</b>	Topics in FLE and Becoming a CFLE (ONLINE NO CLASS)	FLE Apx A-B
Sep 2 - F		History of Family Life Education	FLE Chpt 1
Sep 5 - M	Labor Day	NO CLASS	
Sep 7 - W		The Developing Professional	FLE Chpt 2
Sep 9 - F	<b>Topic Selection</b>	Principles of Teaching	
Sep 12 - M		Objectives	

Sep 14 - W		PowerPoint, VA/Handouts	
Sep 16 - F		Activities	
<b>Sep 19 - M</b>	<b>Philosophy of Teaching</b>	Theory to Practice	FLE Chpt 8
Sep 21 - W		Addressing Audience Needs	FLE Chpt 3
<b>Sep 23 - F (G)</b>		<b>Designing Your Program (G)</b>	FLE Chpt 5
<b>Sep 26 - M</b>	<b>Annotated Bibliography</b>	<i>Lesson Plans</i>	
Sep 28 - W		<i>Lesson Plans</i>	
Sep 30 - F		Marriage and Family Relations	FLE Chpt 10
Oct 3 - M	<b>Reading Quiz 1</b>	<i>Lesson Plans</i>	
Oct 5 - W		<i>Lesson Plans</i>	
Oct 7 - F		<i>Lesson Plans</i>	
Oct 10 - M		<i>Lesson Plans</i>	
Oct 12 - W		<i>Lesson Plans</i>	
Oct 14 - F		<i>Lesson Plans</i>	
Oct 17 - M		<i>Lesson Plans</i>	
<b>Oct 19 - W (T)</b>	<b>Midterm</b>	ONLINE NO CLASS	
Oct 20 - TH	Friday Instruction	Lesson Plans	

Oct 21- F	FALL BREAK	NO CLASS	
Oct 24 - M		Teaching with Tech	
Oct 26 - W	<b>Reading Quiz 2</b>	Educating Parents and Parenthood	FLE Chpt 11
Oct 28 - F		Teaching in Various Settings	
Oct 31 - M		Approaches to Sex Education	FLE Chpt 9
Nov 2 - W	<b>Reading Quiz 3</b>	Approaches to Sex Education	
Nov 4 - F		Program Evaluation	Chapter 7
Nov 7 - M	<b>Reading Quiz 4</b>	Addressing Diversity in Family Life Education	
<b>Nov 9 - W (G)</b>	<i>PICK CURRICULUM</i>		
Nov 11 - F	<i>PICK CURRICULUM</i>		
Nov 14 - M	<i>PICK CURRICULUM</i>		
Nov 16 -W	<i>PICK CURRICULUM</i>		
Nov 18 - F	<i>PICK CURRICULUM</i>		
Nov 21 - M	<b>PICK CURRICULUM (PICK QUIZ)</b>		

Nov 28 - M	<b>Pick reflection</b>	<b>Implementation of FLE (G)</b>	FLE Chpt 6
Nov 30 - W		Marketing and Media in FLE	*Online Reading
Dec 2 - F	Community Teaching	New Trends	
Dec 5 - M	<b>Reading Quiz 5</b>	Self-Care	
Dec 7 - W		Putting it All Together	
Dec 9 - F		<b>Information dissemination</b>	
Dec 16 - F	NO FINAL		