



Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905

<http://www.usu.edu/fchd>

FCHD 5540: FAMILY LIFE EDUCATION METHODS

Spring, 2017 (section 001)

Distance Education, 211

MWF 9:30AM-10:20AM

Instructor: **Josh Novak, Ph.D., LMFTA**

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Office Hours: M, W, F- 11AM-5PM; T, TR- 12-5PM

Required Textbooks:

Duncan, S. F. & Goddard, W. H. (2016). *Family life education: Principles and practices for effective outreach* (3rd ed.). Sage Publications, Inc: Thousand Oaks, CA.

(ISBN-13: 978-1483384573)

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.
6. Know thyself-Gain self-awareness about you, your views of family, teaching, learning, etc.

Requirements and Assignments

Class Participation

100 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.

Explorations:

100 points each

Due: As assigned

Explorations refer to the exercises at the end of each chapter, and are usually due at the end of the week. Don't stress, we will be workshopping, discussing, and going over it early each week. See Canvas for description of each Explorations assignment.

Canvas Discussions:

10 points each

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:

50 points

Due: February 6th

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 10 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

Statement of Problem Paper

50 Points

Due: February 10th

Please submit a 2-3 page paper in APA format (with at least 5 scholarly references) that address your topic. The following questions should be addressed:

Statement of Problem

What is the "So What" of your problem?

How is your problem linked with psychological, emotional, mental, cognitive, or social ramifications?

Why is this important for relationships, personal well-being, and family life?

Does this cost us money (indirect or direct costs to society)? If so, how much (estimated or extrapolated amount)?

Justification of Your Program

Based on the above, why would funding agencies give you money? Why should they care?

What are the gaps in the current FLE programs that you believe do not target the above ramification?

What do you believe your program can address?

Needs Assessment Plan

50 Points

Due: February 17th

This paper focuses on assessing the needs for your target audience. Please respond to the following questions:

What do you believe you need to know about your audience that will help you create the best program?

What are the ascribed and future needs based on your experience or knowledge?

How do you intend to assess for the actual felt needs? What methods will you use?

What demographic factors do you need information on? For each factor that you identify, why is knowing about it important and how could it influence the delivery and impact on your audience?

What is audience's current knowledge about your topic? How will you assess this?

Annotated Bibliography:

35 points

Due: February 13th

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

Evaluation Paper

50 Points

Due: March 24th

In order to see if your program/class was effective, you must be able to evaluate it. For this paper, please respond to each of the following:

1) describe each of the evaluation measures you will use for your community presentation

A) Which did you choose? Please describe them

B) how they are measure/scored and

C) when you will administer them,

2) How do your measures they link with your program vision, goals, and objectives?

3) How do they link with what you actually do in your community presentation? Be specific. Remember...everything you do or do not do in the classroom is an intervention of some sort.

Lesson Plan/Teaching Outline:

100 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:

50 Points

Due: Date of Presentation

You will be required to teach your lesson plan for approximately 10-13 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

In-Class Teaching Reflection paper:

50 Points

Due: April 10

Reflect on the changes you made based on your classmates feedback from the in-class teaching. What did you take from their feedback? Anything that you did not change or agree with? What did you remove and what did you add?

Be specific about what changes you have made and why.

Community Teaching:

100 Points

Due: By end of the semester

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.

Your audience may NOT include family members or roommates.

Information Dissemination

75 Points

Due: As assigned

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

Final Paper

200 Points

Due: May 3rd

The final paper is a culmination of all the work you've done over the semester. It includes the following sections (~10 pages):

1. The Statement of Problem section
2. Needs Evaluation Plan (describe what you actually did to assess/prep for your community audience).
3. Program Vision, Goals, and Objectives
4. Classroom activities and Content
5. Program Evaluation paper: Based on your evaluation instruments, was your class successful? Why or why not?
6. Future Improvements-If you were to teach this again, what would you do differently (can apply to any of the 1-5 above)
7. Self-reflection on the overall teaching experience and concluding thoughts

Exams:

Midterm 75 points

Peer evaluations

30 Points

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)	100 points
Canvas Discussions	75 points
Attendance points	43 points

Topic Selection	50 points
Statement of Problem Paper	50 points
Needs Assessment Plan	50 Points
Annotated Bibliography	35 points
Explorations	800 points
Midterm	75 points
Lesson Plan/Teaching Outline	100 points
In-Class Teaching & Reflection Paper	100 points
Peer Evaluations	30 Points
Site Approval	10 Points
Evaluation Paper	50 points
Community Teaching	50 points
Information Dissemination Project	75 points
Final Paper	200 points
Total Points	1893 points

****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 reenforce 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; James Morales, Vice President of Student Services (435) 797-1712 james.morales@usu.edu; Ann Austin, Vice Provost for Faculty Development and Diversity, ann.austin@usu.edu; Maure Smith, GLBTA Services, maure.smith@usu.edu; Steven Russell, Student Advocate (435) 797-1720

s.r.@aggiemail.usu.edu. You can learn about your student rights by visiting:
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
WEEK 1			
Jan 9- M	Print off syllabus and bring to class	Course Introduction	Syllabus
Jan 11 - W	Appendix B Game Discussion 1	Topics in FLE	FLE Appendix B
Jan 13 - F	Discussion 2	Becoming a CFLE & Career Options (Guest Speaker)	FLE chpt 17: pg 342-343 & Choice of 1 Profile of an FLE (pgs 343-356)
WEEK 2: PRINCIPLES & PERSPECTIVES			
Jan 16 - M	MLK Jr Day	NO CLASS	

Jan 18 - W	Chapter 1 Explorations (pg. 25) #1 Only	Historical and Philosophical Perspectives	FLE Chpt 1 pgs 5-8 FLE Chpt 1 pgs 22-25
Jan 20 - F	Discussion 3	Statement of Principles	FLE Appendix A
WEEK 3 and 4: CONTENT IN FLE			
Jan 23 - M		Personal Well-being (<u>Guest Speaker</u>)	
Jan 25 - W		Marriage and Relationship Education (<u>Guest Speaker</u>)	FLE Chapter 9
Jan 27 - F	Chapter 9 Explorations (pg. 183)- #1, 2, & 4	Parenting and Parenting Education (<u>Guest Speaker</u>)	FLE Chapter 10
Jan 30 - M	Chapter 10 Explorations (pg. 205-206)- #2	Change and Change Mechanisms of FLE curricula	
Feb 1 - W		Sex Education (Guest Speaker)	FLE Chapter 11
Feb 3 - F	Chapter 11 Explorations (pg. 232)- #1 & 2	Sex Education Discussion	
WEEK 5, & 6: DESIGNING YOUR PROGRAM			
Feb 6 - M	TOPIC SELECTION	Designing a Program-Identifying the Problem- <i>Theoretical Underpinnings</i>	FLE Chapter 2: pgs 34-39
Feb 8 - W	(Be sure to bring your computers)	Designing a Program-Identifying the Problem- <i>Research Day</i>	FLE Chapter 2: pgs 29-34

Feb 10 - F	Statement of Problem Paper	Content Selection Workshop	
Feb 13 - M		Designing a Program-Identifying the Problem Needs Assessment	FLE Pgs 39-40; 321-329
Feb 15 - W	Needs Assessment Plan	Evaluation -Instruments, Measures, and Surveys	FLE pgs 40-43
Feb 17 - F		Measures and Surveys Selection Workshop	
WEEK 7: PROGRAM VISION, GOALS, AND OBJECTIVES			
Feb 21 - T	Annotated Bibliography	Visions, Goals, & Objectives; Workshopping	FLE Chapter 3 (pgs 56-64)
Feb 22 - W		Logic Models & Evaluation; Workshopping	FLE Chapter 3 (pgs 64-73)
Feb 24 - F		Theory Review and Connecting the dots; Finalizing and Workshopping	Powerpoint
WEEK 8: DESIGNING EFFECTIVE INSTRUCTION			
Feb 27 - M	Chapter 3 Explorations (p. 74) #2 & 3	Designing Effective Instruction	FLE Chapter 4
Mar 1 - W		Blooms Taxonomy & Effective Instruction	
Mar 3 - F	Chapter 4 Explorations (In class)	Chapter 4 Teaching Workshop; Designing your Lesson Plan	
WEEK 9: Spring Break			

Mar 6 -10	SPRING BREAK	NO CLASS	
WEEK 10: ALL ABOUT THAT AUDIENCE			
Mar 13 - M	Approve Community Teaching Site	Diversity in FLE; Activity	FLE Chapter 7
Mar 15 - W		Engaging your audience—strategies and methods	FLE Chapter 5
Mar 17 - F	Chapter 7 Explorations Due	Learning Styles & Various Settings	Canvas Reading
WEEK 11: TEACHING SKILLS AND TOOLS			
Mar 20 - M	Chapter 5 Explorations (Pg. 104)- #1, 4, 5, 6, 7 Due	(Your name here) as the Educator Discussion; Teaching Activities	FLE Chapter 6 Pgs 105-121
Mar 22 – W	Midterm ONLINE	Teaching activities (continued); <i>Technology and Media Usage</i> - Exploring Technology in the classroom; Media usage in FLE	Appendix D
Mar 24 - F	Evaluation Paper	Attention Getter Workshop	
WEEK 12 & 13: PRACTICE, PRACTICE, PRACTICE			
Mar 27 - M	Lesson Plans Due Day of In-class teaching	In-Class Teaching	
Mar 29 - W		In-Class Teaching	
Mar 31 - F		In-Class Teaching	

Apr 3 - M		In-Class Teaching	
Apr 5 -W		In-Class Teaching	
Apr 7 - F		In-Class Teaching	
WEEK 14: REVISIONS AND IMPROVEMENTS			
Apr 10 - M	In-class Teaching Reflection Paper Due	Putting it all together	
Apr 12- W		<i>Neuroscience of Teaching Anxiety</i>	
Apr 14 - F		Class Discussion	
WEEK 15: SPECIAL CONSIDERATIONS			
Apr 17 - M		Ethics in FLE (Read Appendix E)	
Apr 19 - W		Resources Day	
Apr 21 - F		Self Care Day- NO CLASS	
WEEK 16: WRAP UP			
Apr 24 - M		Information Dissemination Presentations	
Apr 26 -W		Information Dissemination Presentations	
Apr 28 – F		Wrap up and Party	
May 3-	FINAL PAPERS DUE		

COMMUNITY PRESENTATIONS