

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
UNIVERSITY OF NEVADA, RENO

HDFS 434/634
Family Life Education
WRB 2023
Tuesdays 4-6:45 p.m.

Instructor : Tamara Anderson
Fall 2008

Office Hours: By Appointment
Email: Tamarasmil@aol.com

Course Description:

Family life education (FLE) promotes educational and professional efforts to strengthen individual and family life through a family perspective. While various professionals assist families, it is the family life educator who incorporates a family-systems, prevention-oriented, and educational approach to individual and family concerns. The objective of family life education is to enrich and improve the quality of individual and family life by providing knowledge and skills needed for effective living, using formal teaching strategies, community education, curriculum and resource development, and skills-training for working with families. Students who have completed this course will have gained experience in developing needs assessments, programs for presentation and evaluation of outcomes. Prereq(s): HDFS 202.

Course:

Brooks-Harris, J.E., & Stock-Ward, S.R. (1999). *Workshops: Designing and facilitating experiential learning*, Thousand Oaks, CA: Sage.

Powell, L.H., & Cassidy, D. (2001). *Family life education: An introduction*. Mountain View, CA: Mayfield.

Silberman, M. (1998). *Active training: A handbook of techniques, designs, case examples, and tips*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Course Materials and Resources

Personality Type Indicator: <http://www.mypersonality.info/>

National Search Engine for Cooperative Extension: <http://search.extension.org/>

eXtension: <http://www.extension.org/>

National Council on Family Relations: <http://www.ncfr.org/>

UNCE (University of Nevada Cooperative Extensive) <http://www.unce.unr.edu/>

Additional handouts and websites will be made available during the semester

Course Objectives:

1. Describe the major principles and practices used in family life education (*Exam*)
2. Create and articulate a personal philosophy of family life education (*Philosophy Paper*)
3. Identify your learning style and personality traits as well as biases inherent in the different learning styles (*Philosophy Paper*)

4. Describe and develop the elements of a marketing plan for a community program (*Philosophy Paper*)
5. Evaluate resources on the web for finding scientifically accurate information and practical applications appropriate to family life education (*Resource Evaluation Paper*)
6. Find and evaluate the quality of resources published in peer reviewed social science journals (*Resource Evaluation Paper*)
7. Demonstrate the use of active learning techniques in a classroom presentation (*Lesson Plan and Workshop Presentation*)
8. Plan, implement and evaluate a workshop based on FLE principles (*Workshop Presentation*)
9. Compare and contrast the roles of family, church, school, community agencies, and media in family life education (*Guest Speakers*)
10. Identify potential career opportunities for Certified Family Life Educators; (*Class generates a list of ideas, based on what they learn from guest speakers, their readings, activities, and assignments*)

Evaluation:

1. 2 Exams (50 points each)	100 points
2. Philosophy Paper	150 points
3. Resource Evaluation Paper	50 points
4. Workshop critique	50 points
5. Lesson Plan for Workshop	50 points
6. Workshop Presentation	150 points
7. Participation	<u>50 points</u>
TOTAL	600 Points

Course Grade:

564 – 600 points = A	94-100%	444 – 461 points = C	74- 76%
540 – 563 points = A-	90- 93%	420 – 443 points = C-	70- 73%
522 – 539 points = B+	87- 89%	402 – 419 points = D+	67- 69%
504 – 521 points = B	84- 86%	384 – 401 points = D	64- 66%
480 – 503 points = B-	80- 83%	360 – 383 points = D-	60- 63%
462 – 479 points = C+	77- 79%	Less than 360 = F	0- 59%

Policies:

1. ATTENDANCE IN CLASS IS MANDATORY. Because of the interactive nature of this class, your presence is essential to your learning. There will be a penalty of five (5) points for each class session missed.
2. READING AND OTHER ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS. If you must miss class, you can email your assignments to me prior to the start of class. Late work, if accepted will bear a 10 point penalty per day.
3. ALL ASSIGNMENTS MUST BE TYPED. Students are expected to be able to write clearly and concisely. Papers will be graded on your ability to communicate clearly and concisely with no grammatical, spelling, or typographical errors. If you have trouble with writing, please visit the Writing Center or ask someone who writes well to help you proofread your papers.

4. **NO MAKE UP EXAMS WILL BE GIVEN.** If you know that you are going to be absent on the day of an exam, we can make arrangements for you to take the exam early. Two exams will be given: a midterm and final. If you miss the midterm, you will be given a comprehensive exam instead of the final. If you miss the comprehensive or final exam without making prior arrangements, no make-up will be allowed, and you will lose the points. ***Under no circumstances will students be allowed to take an exam after the date that it is scheduled.***
5. **STUDENTS ARE EXPECTED TO BE COMPUTER LITERATE.** You need to know how to use the internet for this class, and you are expected to maintain and use an email account (preferably the one assigned by UNR). Please inform me of any changes to your email address.
6. **ACADEMIC DISHONESTY VIOLATES UNIVERSITY POLICY.** According to the UNR Student Handbook, academic dishonesty is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as your own, or by allowing your work to be used by someone else in this same fashion.
7. **DISABILITY STATEMENT.** If you have a disability and need to request accommodations, please let me know and contact the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.
University of Nevada, Reno
Thompson Bldg. Suite 101, MS/079
Contact: Mary Zabel, Director
Phone: (775) 784-6000 | Fax: (775) 784-6955 | TTY: (775) 327-5131
E-mail: drc@scs.unr.edu
Website: <http://www.unr.edu/stsv/slservices/drc/>
8. **GRADUATE STUDENTS.** Graduate students will be expected to present Workshops individually.
9. **PLEASE TURN OFF ALL ELECTRONIC DEVICES WHILE IN CLASS.**

TENTATIVE SCHEDULE – This schedule is an outline of the proposed topics to be covered and is subject to change. Because this is an active learning course, some topics may take longer than others and flow over into other sessions.

DATE	TOPIC	ASSIGNMENTS
Aug 26	Introduction Syllabus; FLE Content Area handout; getting to know each other; sign up sheets and cards	
Sep 2	What is Family Life Education? CFLE PowerPoint and discussion Distribute and review Workshop Presentation Handouts Discussion groups Activity: share extension search engines and listed websites	FLE book, Ch 1, 2 Workshops book, Ch 1 Assignment: (For next week) Take Personality Test Online Print out your results and bring to Sept. 9 class. Be very familiar with your results
Sep 9	FLE 101: Know your Audience Learning styles; personality; gender; culture; social class Discussion groups Discuss Personality Test results Form groups based on Personality test results - Mix it up!! Guest speaker: Vicki Lebsack - Alzheimer's Association – Will discuss educating mature audiences (60 min.)	FLE book Ch 3 Workshops book, Ch 2 Readings #1 & #2 Bring laptops to class to search online for Workshop topic
Sep 16	FLE 102: Assess the Needs of the Audience Using a needs assessment to gather information and set goals Discussion groups Guest speaker: Dr. Jeanne Hilton - Will explain Health Literacy and Aging (60 min.)	FLE book Ch 4, 11 Workshops, Ch 3 Bring laptops to class and search online for Workshop ideas
Sep 23	No class: Critique of workshop in community or online	University Website – Events Check Hospitals, Community Agencies Colleges (WNC, TMCC) Newspapers Online

Sep 30	<p>FLE 103: Developing Programs to Meet Needs Using existing programs; adapting existing programs; developing new curriculum</p> <p>Guest speaker: Sally Martin - Will discuss the mission, structure and function of UNCE and the role of state specialists. Explain how UNCE bases all of its work on needs assessments. (60 min.)</p> <p>Exam 1 (60 min.)</p>	<p>Workshops, Ch 4, 5</p> <p>D.A.R.E. Contact School Districts CFRC- Child and Family Resource Center College of Education</p> <p>Exam 1</p>
Oct 7	<p>FLE 103: continued Developing goals, objectives and learning activities; strategies for student engagement; methods of delivery</p> <p>Discussion group (30 min.)</p> <p>Guest Speaker: Diann Laing – UNR Media - Will discuss using technology to enhance your workshop (30 min.)</p> <p>Student presentations: 1 and 2 (45 min. each)</p>	<p>Workshops, Ch 6</p> <p>Workshop Critique Due</p>
Oct 14	<p>FLE 104: Using group process to deliver your Message</p> <p>Guest speaker: Mike Havercamp – Will discuss the key elements of group process. Tips and Tricks. (60 min.)</p> <p>Student presentations: 3 and 4 (45 min. each)</p>	<p>FLE book Ch 5 Workshops, Ch 7</p>
Oct 21	<p>FLE 105: Evaluation</p> <p>Guest speaker: Deborah Loesch-Griffin – Will discuss program evaluation and the Evaluation Center on campus. (60 min.)</p> <p>Student presentation 5 & 6 (45 min. each)</p>	<p>FLE book, Ch 6 Workshops, Ch 8,9</p> <p>Resource Evaluation Paper Due</p>
Oct 28	<p>FLE in Practice: Serving rural communities</p> <p>Guest Speaker: Deborah Davis – Rural School Nurse -Will discuss role and challenges of working with rural and community audiences; adapting materials for specific audiences (60 min.)</p> <p>Student presentations: 7 & 8 (45 min. each)</p>	

Nov 4	FLE in Practice: FLE in the workplace	
	Guest Speaker: Marty Elquist – Children’s Cabinet – Will discuss Family Life Programs in the workplace (60 min.)	
	Student presentations: 9 and 10 (45 min. each)	
Nov 11	No Class on Nov 11: Veteran’s Day	
Nov 18	FLE in Practice: Parenting difficult children	
	Guest Speaker: Lori Sandoval - Children’s Behavioral Services. Will discuss resources available for parenting difficult children (60 min.)	
	Student presentations: 11 and 12 (45 min. each)	
Nov 25	FLE in Practice: FLE for Pregnant Teens	Philosophy Paper Due
	Guest Speaker: Valerie Luevano - Casa de Vida - Will discuss services for pregnant teens and customizing learning for specific groups.	
	Student presentations: 13 and 14 (45 min. each)	
Dec 2	FLE in Practice: Pre-marital Education	
	Guest Speaker: To be announced (60 min.)	
	Grad presentation: (60 min.)	
Dec 9	FLE in Practice: Legal and policy issues	
	Guest Speaker: Paul Anderson – Legal Counsel for WCSD and NIAA. Will discuss children’s rights.	
	Grad presentation (60 min.)	
Dec 16	Final Exam: 2:15 – 4:15 p.m.	Final Exam

Workshop Critique

50 Points

1. Title of Workshop
2. Presenters
3. Date/Time/Location of Workshop
4. What was the emphasis of the workshop, (i.e. skill building, problem solving etc?)
(Workshops, pg. 4)
5. What type of group attended the workshop (i.e. was it an internal social system or a group of individuals?) (Workshops pg. 43)
6. What were the learning objectives and do you feel they were met?
7. Which learning styles were addressed during the Workshop? (Workshops, pg. 64)
8. What did you like best about the workshop?
9. What suggestions for improvement would you make?

Philosophy Paper

150 Points

1. Paper should be approximately 5-10 pages in length, APA style.
2. Start by providing a summary of what you learned about your own personality characteristics and learning style.
3. Articulate your personal philosophy on Family Life Education and what it means to you.
4. Based on what you have read, heard from guest speakers, and in group discussion, what strengths and challenges are associated with your learning style and what can you do to make sure you meet the needs of people with alternate learning styles.
5. Describe your ideal community program and marketing plan.
6. Conclusions – What have you learned about accomplishing your goal and evaluate the potential success of your program.

Resource Evaluation Assignment

50 points

1. Paper should be approximately 2-3 pages in length, APA style.
2. With the subject matter of your workshop in mind, find and evaluate resources that are scientifically accurate and have practical applications appropriate to family life education. These resources may be found on the web, in peer review journals, and in your community.
3. Discuss the practicality of using these resources for your workshop.
4. Which of the four categories listed in the Workshops book (pg. 57) do these resources fall under and why:
 - a. Up-front displays
 - b. Written Materials
 - c. Multimedia Resources
 - d. Interactive Resources
5. How do these resources promote the four experiential learning processes (Workshops, pg. 57)

Websites for Readings

Reading #1

www.wnc.edu/student-services/counseling/styles_types/3_personality_types_and_learning.html

Reading #2

<http://www.newhorizons.org/strategies/styles/guild.htm>

WORKSHOP LESSON PLAN

Family Life Education

HDFS 434

50 Points

Name: _____

Title of Presentation: _____

Date of Presentation: _____

Objectives of the Presentation:

List the objectives from your presentation handout here.

Methods:

Describe the methods you will use to meet your objectives. Feel free to experiment with powerpoint, video, filmclips, overheads, lecture, discussion, debate, or roleplaying, to get your point across. Try to make the presentation entertaining as well as informative.

References:

List at least 6 journal articles that were cited in your summary of content. Other references used can be cited, but will not count towards the minimum of 8 journal articles. Use APA format in your summary and in the reference list.

Summary of Content: (2 pages attached to the back of this form)

Attach a summary of the content of your presentation in detail. As a general guideline, explain the problem or issue, give a historical account of the development of the problem/issue (if appropriate), summarize what is known and not known, critique different perspectives on the topic, and end with your conclusions. Be sure to cite all work, as you would in a term paper.

I will give you feedback at all stages of the process. Please consult with me in person or by email whenever you need advice.

(Format for cover page of the handout that is given to students)

PRESENTATION HANDOUT

Family Life Education

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Name: _____

Co-Presenter(s): _____

Title of Presentation: _____

Date of Presentation: _____

Objectives of the Presentation:

- 1.
- 2.
- 3.

Questions to consider for the presentation:

- 1.
- 2.
- 3.

Questions for students to answer in response to your presentation. (Try to link questions to your objectives and try to make them thought provoking and interesting.)

- 1.
- 2.
- 3.

List of materials attached:

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WORKSHOP PRESENTATION GRADE SHEET

Grading scale: 2= below average, 6= average, 10= above average

Handout: TOTAL SCORE ____/50 points

	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
1. Clear, concise handouts	___	___	___	___	___
2. Questions stimulate critical thinking	___	___	___	___	___
3. Objectives are addressed in the presentation	___	___	___	___	___
4. High quality accurate information is included in handouts	___	___	___	___	___
5. Overall contribution of the handout to the presentation	___	___	___	___	___

Presentation: TOTAL SCORE ____/100 points

	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
1. Objectives are clearly stated	___	___	___	___	___
2. Ability to summarize problem/issue	___	___	___	___	___
3. Identification of relevant trends/facts	___	___	___	___	___
4. Accuracy of information	___	___	___	___	___
5. Appropriate sequencing of activities	___	___	___	___	___
6. Speech/communication skills	___	___	___	___	___
7. Effective time management	___	___	___	___	___
8. Activities address a variety of learning styles	___	___	___	___	___
9. Reference is made to future application	___	___	___	___	___
10. Overall impact of presentation	___	___	___	___	___

COMMENTS: