

**HDCF 447-01 Fall 2007  
Family Life Education**

<b>Instructor:</b>	Dr. Sandy Osborne	<b>Office Hours:</b>	Wed 8:30 – 11:30 am Thur 11:00 - 12:00am and by appointment
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**Catalog Description:** Students will gain an understanding for the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This course will be taught in accordance with the guidelines from the National Council of Family Relations on becoming a Certified Family Life Educator.

**Prerequisite:** HDCF 371 and junior standing in the major

**Required Texts:**

Powell, L.H., & Cassidy, D. (2007). *Family life education: Working with families across the life span*. Long Grove, IL: Waveland Press.

Eiklenborg, L (2004). *Family science: Professional development and career opportunities*. Minneapolis, MN: National Council on Family Relations.

**Course Goals:**

1. To increase understanding of the current practices, trends, research and theoretical foundation of the major content areas for Life Span Family Life Education as defined by NCFR.
2. To increase understanding of the nature of family life education and the requirements from NCFR to be a Certified Family Life Educator.
3. To gain experience in the process of program design, implementation, and evaluation with awareness of ethical challenges including planning for diverse audiences.
4. To demonstrate written and oral communication skills
5. To demonstrate professionalism in working with others including in the field as well as the classroom.

**Policy on Attendance:**

Attendance and participation are considered important aspects of professionalism. Students are expected to be present at the beginning of class and to remain until class is dismissed. Attendance points and quizzes will be given at the discretion of instructor.

**Requirements/Evaluation:**

1. **Recognize (20 points):** Find/become aware of FLE presently occurring in the community. Select two events. Give full effort to selection of your events/items.
  - a. Describe what you found. It may be a poster informing the community about an upcoming event or informational brochure, public service announcement, newspaper, etc.
  - b. Describe what they are offering.
  - c. Describe the target audience for the event.
  - d. Describe which NCFR content area (see Appendix B p. 293 in Text), what content you think may be transmitted, and then describe why the transmission of the content is important, of note, relevant, etc.

2. **Reflection:** Select one of the following exercises of content in the text to complete.
  - a. Assessing your personal qualities, Box 2.2, p. 40
  - b. What makes a family, Box 2-3, p. 42 Read the items and ponder them in relation to your opinions/biases
  - c. Learning Styles p. 72-73 (Gregorc)
  - c. Sensory Modalities p. 73-75 (Auditory, Visual, Kinesthetic)
  - d. How well are you listening, Box 4.1 p. 95

Complete the Box and appropriate scoring as applicable. The point is to read and reflect on the material presented in the text. Then respond to the question, "Now that I did the reflection assignment, I am aware of...I thought about, me as a FLE, etc. " Your Reflection Paper should be 102 typed pages double spaced.

3. Gather, select, and prepare materials for a **Resource File**: Conduct a literature review of a topic of interest related children, youth, families, or adults with emphasis on teaching to a particular audience. Conduct a review of both types of literature, research and practice. **Research** literature would be journals such as Journal of Family Relations, Young Children, Journal of Marriage and the Family, Journal of Family and Consumer Sciences. **Practice** literature would be extension materials, magazines, some Internet materials. Think about all the content you have gathered and ponder which material you would use to teach and why. Think about the concepts and issues that are important to teach and the resources that will contain that information. This will take time! Your Resource file may contain a variety of sources and types of materials. The following are required:
  - a. Minimum of four articles from scholarly research journals
  - b. Two extension publications from any state extension service
  - c. One national organization brochure or website, i.e., American Cancer Society
  - d. Two websites
  - e. One book

Part of the intent of the assignment is to critique your sources so that you are utilizing accurate, current data for your Resource File. Your materials should be organized in an orderly manner as an annotated bibliography with brief summaries of each of your references that are listed. A format for the Annotated Bibliography will be provided.

4. **Lesson Plan:** Plan for a minimum of a 2 hour educational event. You will need to develop a step-by-step agenda including lectures, small group activities, tests or whatever you have in mind for the event. You also need to develop a supply list of needed materials for the event. You should be able to give your agenda to someone and they can go to your event and lead the event in case you were not able to do so.
5. **Poster Session:** Translation of the information from your Resource File and Lesson Plan into a poster and presentation. The poster shall include:
  - a. A one page 8 ½ by 11 inch page abstract (summary) of your research findings from your Resource File data. Include your name on the abstract as if this could be a one page handout for your audience/learners.
  - b. A copy of your Lesson Plan. This will have been previously graded. It may be necessary for you to revise your plan given the comments of the instructor.
  - c. A tri-fold brochure on one piece of 8 ½ by 11 inch paper. Select a clear purpose for the brochure.

During the Poster Session Presentation you will stand beside your poster and answer questions in a professional manner as you would in a State or National professional meeting.

6. **Quiz, Attendance, and Participation:** Staying current on the readings, lecture materials, and class discussion shall be monitored by on-going quizzes. Attendance and participation with in-class activities shall be recorded. Participation will include participating in group activities and giving full effort.

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
1. Recognize	September 13	20 (7%)
2. Reflection	September 27	20 (7%)
3. Resource File and Annotated Bibliography	October 30	70 (23%)
4. Lesson Plan	November 20	60 (20%)
4. Poster Session and Presentation	December 6 or 11	55 (18%)
5. Quiz, Attendance, and Participation	On-going	75 (25%)
<b>Total points possible</b>		<b>300</b>

**Grading Information:**

Students will be evaluated on the organization and presentation of all assignments. Complexity and theoretical integration will be noted. Clarity of writing is of prime consideration; correct spelling and proper grammar and APA format are essential, and will be carefully reviewed. All assignments must be typed. Assignments are not accepted after the date or time due. Thus, a grade of zero will occur for late assignments.

Information on granting of incompletes is found in the MSU 2006-2008 Graduate and Undergraduate Bulletin. The I grade eligibility procedures described will be utilized by the course instructor.

**Students with disabilities:**

If you have a documented disability with the Office of Disability, Re-entry and Veteran Services (994-2824) for which you are or may be requesting an accommodation(s) please contact me within the first week of class so that I may plan accordingly.

**E Mail Policy**

I expect that you check your university e mail account every day.

**Grading Scale:**

A	95-100%	4.0	A-	92-94%	3.7
B+	88-91%	3.3	B	84-87%	3.0
B-	80-83%	2.7	C+	77-79%	2.3
C	73-76%	2.0	C-	72-72%	1.7
D+	67-69%	1.3	D	60-66%	1.0
F	Below 60%	0.0			

**Student Academic and Conduct Guidelines:****Instructor Conduct****140.00 INSTRUCTION RESPONSIBILITIES.**

Instructors should be prompt in meeting their scheduled classes, be available for appointments with students at designated times, be well prepared for classes,

and be fair and prompt in grading class assignments and tests. The scheduled final examination period must be used for final examinations in the class or other instruction.

## **Student Conduct**

### **610.00 CONDUCT EXPECTATIONS**

Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. Student conduct that disrupts, invades or violates the personal and property rights of others is prohibited and may be subject to disciplinary action.

### **310.00 ACADEMIC EXPECTATIONS.**

Students should:

- A. be prompt and regular in attending classes,
- B. be well prepared for classes,
- C. submit required assignments in a timely manner,
- D. take exams when scheduled,
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

### **Course and Behavior Standards as defined by the Instructor:**

1. Meet Academic expectations as defined in 310.00 and as follows.
2. If you are not able to attend class telephone or e mail the instructor. Voice mail is available 24 hours a day as is e mail. (310.00 A)
3. Readings assigned for the day are to be completed prior to each class session (310.00 B)

4. Turn in your assignments the day and time they are due. If you have extenuating circumstances contact instructor about submission of the assignment on the day the assignment is due. (310.00 C)
5. In class quizzes (unannounced) based upon the reading assignment may not be made up. (310.00 D)
6. Students are to be respectful of their fellow students, instructor and guest speakers. Professional standards and ethical conduct are expected including full attention, listening and courteous communication skills. Students must turn off all cell phones, CD players, I Pods, pagers, and other electronic devices. No text messaging during class as this is not respectful of your fellow students or the instructor. Students are not to disrupt the educational atmosphere of the class by talking inappropriately with their classmates, sleeping during class, or attending class under the influence of any behavior altering substance. (310.00 E)
7. The instructor is available for appointments during office hours and by appointment. If you have questions or concerns regarding the course including content, the syllabus, assignments or wish to discuss the course in any way please make an appointment. (310.00 F)

### **320.00 ASSISTANCE.**

Students should seek assistance from the instructor and from the appropriate University support services (e.g., tutors, study skills counseling, career development, etc.), if the need for such services arises.

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### **330.00 EVALUATION.**

Students should follow fair and appropriate procedures when evaluating their courses and instructors. Factors such as race, color, religion, sex, national origin, disability, political beliefs or personal relationships may not be considered.

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### **340.00 ACADEMIC HONESTY.**

The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the

appropriate citation of sources and the respect and recognition of others' academic endeavors.

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#### **410.00 ACADEMIC MISCONDUCT.**

Includes cheating, plagiarism, forgery, falsification, facilitation or aiding academic dishonesty; multiple submission, theft of instructional materials or tests; unauthorized access to, manipulation of or tampering with laboratory equipment, experiments, computer programs, or animals without proper authorization; alteration of grades or files; misuse of research data in reporting results; use of personal relationships to gain grades or favors, or otherwise attempting to obtain grades or credit through fraudulent means.

##### Collaboration

University Policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

##### Plagiarism

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even advertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

For additional information regarding your rights and responsibilities as a student, see the Student Conduct Code available at the Dean's Office in the SUB and online at [http://www2.montana.edu/policy/student\\_conduct/cg600.html](http://www2.montana.edu/policy/student_conduct/cg600.html)

##### ***Tentative Course Outline:***

<b><i>Date</i></b>	<b><i>Topic</i></b>	<b><i>Assignments</i></b>
T 8/28	Introduction and course overview	Appendix A and B, Box 1.1 Emerging Definitions of FLE 1862-1989
R 8/30	Why and What is FLE? History of FLE	Chapter 1; p. 5 booklet
T 9/4	The Developing Profession and Professional	Chapter 2, p. 7 booklet
R 9/6	Chapter 2 continued	Chapter 2
T 9/11	Evaluation of Family Programs	Chapter 7

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
R 9/13	Continue Evaluation and Discuss Recognize Assignment	Chapter 7 <i>**Recognize Due</i>
T 9/18	Theory to practice	Chapter 3
R 9/20	Theory to practice	Chapter 3
T 9/25	Assessing the Needs of Your Audience	Chapter 4
R 9/27	Chapter 4 and Discuss Reflection assignment	<i>**Reflection Due</i>
T 10/2	Defining a Group, ICA, Facilitator	Chapter 5
R 10/4	Group Process Climate, Self- Disclosure	Chapter 5
T 10/9	Group Process Theories	Chapter 5
R 10/11	Designing your program	Chapter 6
T 10/16	Sample Lesson Plan/Program Development	Chapter 6
R 10/18	Sexuality Education	Chapter 8
T 10/23	Sexuality Education and Approaches to Sexuality Education	Chapter 8 and 9
R 10/25	Approaches to Sexuality Education	Chapter 9
T 10/30	Education for Relationships and Marriage	Chapter 10 <i>**Resource File with Annotated Bibliography due</i>
R 11/1	Education for Relationships and Marriage	Chapter 10
T 11/6	Parenting Education	Chapter 11
R 11/8	Parenting Education	Chapter 11
T 11/13	International Perspectives on FLE	Chapter 13
R 11/15	International continued	Chapter 13
T 11/20	How to do a Poster Session	<i>**Lesson Plan due</i>
R 11/22	Holiday- Thanksgiving	Holiday - Thanksgiving
T 11/27	Adapting Programs	Chapter 12
R 11/29	Adapting Programs and Catch up	Chapter 12
T 12/4	Professional Associations, NCFR membership, CFLE Provisional Certification; How to go to a professional conference	Booklet p. 21-24;27-30
R 12/6	Poster Session Presentations	<i>**Poster Presentations due</i>
Finals Week Thurs. Dec. 11	2:00 – 3:50 pm Poster Session Presentations	<i>**Poster Presentations due</i>