

## **FAMILY STUDIES**

### **Family Life Education 3300B**

#### **SECTION 530**

**Winter 2019**

### **BRESCIA UNIVERSITY COLLEGE**

<b>Instructor:</b>	Bridget DeMarchi
<b>Email:</b>	<a href="mailto:bdemarc@uwo.ca">bdemarc@uwo.ca</a>
<b>Office Hours:</b>	<b>By appointment</b>
<b>Office Location:</b>	<b>Uh 352</b>
<b>Class Time:</b>	<b>Thursday 11:30am – 2:30pm</b>
<b>Room Location:</b>	<b>BR 302</b>

---

**Prerequisite: 1.0 Family Studies Course at the 2000-level course, or permission of instructor**

---

#### **COURSE DESCRIPTION**

Theories and practices associated with planning, implementing, and evaluating family life education programs.

**COURSE OBJECTIVES:** by the end of this course, students will be able to:

1. Demonstrate knowledge of terminology, concepts and theories associated with family life education and evaluating family life education programs.
2. Identify and explain varying program evaluation methodologies.
3. Assess, analysis and discuss family life education programs using the Logic Model, 5 tier model and Formative vs Summative model.
4. Reflect and evaluate one's own attitude and values regarding differences, including distinct populations found within the family life education role.
5. Discuss family life education planning, needs and potential challenges unique to specific populations: rural families; court mandated parents & families; lesbian, gay, bisexual & transgender families; grand-families: grandparents raising grandchildren.

6. Identify how changing family structures influence growth, need and development of family life educator role and family education programs.
7. Define family life education as a profession and discuss the strengths and challenges in the field of family life education.
8. Expansion of skills synthesizing Family Studies knowledge, and presenting it professionally and coherently.

### **BRESCIA COMPETENCIES:**

Communication: the ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

Inquiry and Analysis: the ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things or events.

Problem Solving: the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequences of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness & Development: the ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Valuing: The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

### **TWO REQUIRED TEXTS:**

**Ballard, S., & Taylor, A. (2012). *Family Life Education with Diverse Populations, 1<sup>st</sup> ed.* Thousand Oaks California: SAGE Publications, Inc. ISBN 9781412991780**

Textbook: \$63.15 at Bookstore OR for short term rental access use link:

<https://www.vitalsource.com/products/family-life-education-with-diverse-populations-sharon-m-ballard-alan-c-v9781483342382?term=9781483342382> cost is \$26 for 90 days or \$46 for lifetime access.

**Custom Course Pack: Family Life Education 3300B, M11850**

## **E-MAIL**

I will not be answering questions regarding course material (e.g., definitions of concepts, differences between theoretical perspectives, etc.) via e-mail. I find that these types of questions are best answered by meeting in person. Please use e-mail for addressing administrative issues about the course and arranging to meet with me. **Please use your UWO email account and include course code in subject line, i.e. 3300B.**

## **OFFICE HOURS**

Please do not hesitate to come to see me during my office hours. I am here to help with any questions you might have. This time not only serves as a great way to clarify understandings of the course material, but I also enjoy talking with students about sociology and family studies in general; educational pursuits; and career aspirations. If you are unable to make it to my office hours please contact me so that we can arrange a mutually agreed upon time.

## **CLASSROOM ETIQUETTE**

Please respect your classmates and your instructor during our time together. To help and encourage everyone to stay focussed and on-track, please keep cell phones turned off and put away, avoid whispering with your neighbours, and please use computers only for class related activities. If there is a problem with classroom conduct you may be asked to leave for the duration of the lecture.

Please note that given the nature of this course and possible disclosure of personal information and/or issues, recording devices will not be allowed for any portion of the lectures. Please refrain from sharing others' personal information when outside of the classroom forum. This will be discussed further during the first day of the course.

This class will allow many opportunities for class interaction and discussions. I encourage and welcome your active participation. Although we may not always agree with each other, we will treat each other with respect, consideration and warmth.

## **LEARNING RESOURCES**

Taking a vested interest in one's learning is a key to academic success. Some of the specific things that you can do to help with learning in this course and others include: (1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in the applied learning exercises; (5) Meeting with your professor during office hours when you need extra help or would like to discuss the course material on a more sustained basis; and, (6) Staying organized and on top of your assignment(s), and developing and executing good study habits (e.g., reviewing your material on a regular basis).

## ASSIGNMENTS / GRADES

The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline (i.e., exam makeups and late assignments are only possible with permission from an academic advisor, normally given only with documentation of a medical or personal emergency).

A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work, which is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting all requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

## COURSE REQUIREMENTS AND GRADING STRUCTURE

<u>Course Requirements</u>	<u>Date</u>	<u>Weight</u>
In-class Assignment	January 24	5%
In-class Assignment	March 7	5%
In-class Assignment	March 14	5%
In-class Assignment	March 21	5%
Assignment # 1	January 31	15%
Assignment # 2	February 28	15%
Assignment # 3	March 28	25%
Final Exam	April 11-30th	25%

**Actual date set by Office of Registrar**

## Evaluation

<b>Component</b>	<b>Timing</b>	<b>Weight</b>	<b>Course Learning Outcome</b>	<b>Brescia Competency</b>
In-Class Assignments, # 1-4	Week 1-11	5% X 4	1, 4, 7, 8	Communication, level 3; Inquiry & Analysis, level 3; Problem Solving, level 3; Self-Awareness & Development, level 3; Valuing, level 3
Assignment # 1 “best practices”	Week 1-3	15%	1, 2, 4, 5, 6, 8	Communication, level 3; Inquiry & Analysis, level 3; Problem Solving, level 3
Assignment # 2 “Form & Sum”	Week 1-7	15%	1, 2, 3, 5, 6, 8	Communication, level 3; Inquiry & Analysis, level 3; Problem Solving, level 3
Assignment # 3 “LOGIC/ 5tier model”	Week 1-11	25%	1, 2, 3, 5, 6, 8	Communication, level 3; Inquiry & Analysis, level 3; Problem Solving, level 3
Final Exam	Week 1-12	25%	1, 2, 5, 6, 7, 8	Communication, level 3; Inquiry & Analysis, level 3; Problem Solving, level 3

## CLASS SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Jan 10	Course Introduction and Expectations What is Family Life Education? Custom Course Pack (CCP reading)	Chapter 1
Jan 17	Best Practices in Family Life Education (Ballard & Taylor)	Chapter 1
<b>Jan 24</b>	Evaluation of Family Programs (CCP) <b>In-Class Assignment # 1</b>	Chapter 7
<b>Jan 31</b>	Guide to Program Evaluation <b>Assignment # 1 Due at start of class or it is late</b>	OWL
<b>Feb 7</b>	Family Life Education with Rural Families (B & T) <b>In-Class Assignment # 2</b>	Chapter 2
Feb 14	Family Life Education with Court Mandated Parents and Families (B&T)	Chapter 4
Feb 21	Reading Week – NO CLASSES	
<b>Feb 28</b>	Family Life Education with Grand-families: Grandparents raising their grandchildren (B & T) <b>Assignment # 2 Due at start of class or it is late</b>	Chapter 6
<b>March 7</b>	Family Life Education with gay, bisexual and transgender families (B & T) <b>In-class assignment # 2</b>	Chapter 12
<b>March 14</b>	Approaches to Relationship & Marriage Education (CCP) <b>In-Class Assignment # 3</b>	Chapter 10
<b>March 21</b>	Approaches to Parenting (CCP) only p.279-285 and p. 287-293 <b>In-Class Assignment #4</b>	Chapter 11

<b>March 28</b>	Preparing Family Life Educators to work with diverse populations (B & T) <b>Assignment # 3 Due at start of class or it is late</b>	Chapter 13
April 4	Catch up / Review	
<b>April 11-30</b>	<b>Final Exam</b> <b>Cumulative Exam of all material</b> The date and location of the final exam will be set by the Office of the Registrar	

**It is the expectation of the instructor that you have read the assigned readings prior to the class.**

**You will find it very difficult to meaningfully participate in the in class or complete the in-class assignments if you are not current on your readings.**

### **Assignment # 1 (15%)**

Best practices paper. Full details posted to OWL.

### **Assignment # 2 (15%)**

Formative and Summative evaluation. Full details posted to OWL.

### **Assignment # 3 (25%)**

Program evaluation case study. Full details posted to OWL.

### **In-Class Assignments (20%) (4 dates x 5% each)**

Participation within assigned small group, including your small group sharing with the class.

**There will be no opportunity to make up any missed in-class assignment. If you are absent, requests for accommodation must be made through your Academic Advisor, who will require that medical or other relevant documentation be presented. If your request for accommodation is approved by your Academic Advisor, your course grade will be re-weighted to exclude the missed assignment.**

**Late assignments are deducted at 5% per day, including weekends.**

### **FINAL EXAM (25%)**

The **cumulative** final exam covering entire course content.

## **COURSE POLICIES**

### **Materials on OWL**

OWL will be used in this course. Lecture material will be posted on OWL before class. This material is intended only as a guide to the class/course content and should not be considered as a substitute for class attendance.

**There will not be any make-up examinations or extra work for improving grades.**

**Slides should not be considered sufficient for studying for examination purposes. Reading assigned chapters in full is the expectation for class and examination purposes.**



## 2018-19 Brescia University College Academic Policies and Regulations

### 1. Policy Regarding Makeup Exams and Extensions of Deadlines

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. Academic Concerns

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

## 3. Absences

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

## 4. Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is

submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. Procedures for Appealing Academic Evaluations**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. Prerequisites**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. Support**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and