**ADVANCED SKILLS FOR FAMILY LIFE EDUCATORS**

**WEBER STATE UNIVERSITY**

**COURSE SYLLABUS**

**SPRING 2015**

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**COURSE NUMBER AND TITLE**:

**CHF 4660 Advanced Skills for Family Life Educators: Community Engaged Learning designated**

**TIME AND PLACE:**

**Mondays & Wednesdays 12:30p-1:45**

**McKay Education Building Room #233**

**INSTRUCTORS:**

**Name: Daniel Hubler, Ph.D., CFLE**

**Office Number: 247 McKay Education Building**

**Office Hours: M, T, & W 8-9:00a, M 12:30-1:30p, Th 10:30 – 11:30a, or by appointment.**

**Telephone No.: 801-436-7243**

**E-mail: danielhubler@weber.edu**

**Name: Pamela B. Payne, Ph.D., CFLE**

**Office Number: 208 McKay Education Building**

**Office Hours: M & W 9:30 -10:30, 11:30-12:30; T & Th 9-10am & by appointment.**

**Telephone No.: 801-513-3637**

**E-mail: pamelapayne@weber.edu**

**WELCOME!**

**Welcome to the Advance Skills for Family Life Educators (FLE): Community Engaged Learning (CEL) designated course. We want you to know how happy and excited we are to have you be a part of this experience. Thank you for enrolling!**

**BRIEF COURSE DESCRIPTION:**

**This upper division course is centered on students’ development of interpersonal and pedagogical skills as Family Life Educators under the direct supervision of course instructors. This theory-based course will provide students with hands-on skills and experiences that are vital for today’s family life educators. This includes building audience engagement and trust through the use of observational feedback, responding to nonverbal cues, and addressing common teaching challenges. This course will teach students to present specific family life education program curricula. The course training will include students reviewing and presenting the family life education materials in two contexts: 1-within the classroom among peers and faculty and 2-within the community. This course also provides students with a number of teaching tools and philosophies considered key to becoming effective in the field of Family Life Education, and it also provides students with the experience of having presented a community education program in multiple contexts.**

**Prerequisites: CHF 1400, CHF 1500, CHF 2400, and CHF 2990B.**

**COURSE READINGS**

**These include readings from multiple FLE programs.**

* **Reading List**
  + **[The Parenting Journey](http://www.uaex.edu/health-living/personal-family-well-being/parenting/journey.aspx)**
  + **Nurturing Parenting Program To Be Available Only to Check Out**
  + **Duncan & Goddard (D&G) Chapter 5**

**COURSE OBJECTIVES:**

**The following objectives are aligned with a number of NCFR Guidelines for the Family Life Educator certification. The objectives should be considered guidelines to study and should be consulted regularly to help student focus.**

**At the conclusion of this course students will:**

* **Demonstrate the skills to successfully implement and evaluate specific FLE programs.** *Session Presentations, Summary of Community Sessions, Fact Sheets*
* **Demonstrate a variety of educational techniques in the presentation of FLE programs.** *Session Presentations, Weekly Diary*
* **Show the Observational Skills to track communication styles in teaching environment.** *Completion of Observations*
* **Display the sensitivity to and awareness of clients and communities served by Family Life Educators.**
  + **This includes interpersonal skills such as picking up on all cues (verbal & nonverbal), the skill of engaging workshop attendees, the capacity to structure environments that are conducive to engaged learning.** *Completion of Observations, Weekly Diary, Community Program Debriefing Presentation*
* **Adapt the ability to effectively interact with FLE clients on an interpersonal level.** *Summary of Community Sessions***,** *Community Program Debriefing Presentation*
* **Demonstrate the ability to establish & maintain appropriate personal & professional boundaries.** *Weekly Diary, Session Presentations, Completion of Observations*
* **Develop and provide culturally competent education.** *Weekly Diary, Community Program Debriefing Presentation*
* **Demonstrate sensitivity to diversity and to recognize and respond appropriately to audience needs, concerns, and interests.** *Weekly Diary, Community Program Debriefing Presentation*

**MODES OF TEACHING AND LEARNING:**

**Reading, independent study, interviews, lecture-discussion, guided practice, media presentations, internet searches, and small group assignments are some of the learning opportunities that will be provided. Media assisted lectures may also be posted on Canvas. Attendance is vital for this course, since there will be frequent sessions where we review, train, and practice.**

**Academic Honesty:**

**Cheating is defined as taking credit or presenting work as the student’s own that is not the student’s own original work. Students are encouraged to meet together and discuss course material, but all examinations must be completed individually and without any notes. Plagiarism is not acceptable and proper citation of sources is required on all assignments using APA style (6th Ed.). Additional information regarding student’s rights and responsibilities can be found in the Student’s Code:** [**http://documents.weber.edu/ppm/6-22.htm**](http://documents.weber.edu/ppm/6-22.htm)

**ADA:**

**Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For additional information, go to the following URL:** [**http://departments.weber.edu/ssd/**](http://departments.weber.edu/ssd/)

**Closure of Campus Policy:**

**In the event of disease, natural disaster, or some other reason that the campus is closed, this course will resume online through the WSU Online system. Please login into this course via the WSU Online System to receive further instructions:** [**http://online.weber.edu/**](http://online.weber.edu/webct/entryPageIns.dowebct)

**CFLE Portfolio:**

**If students plan on majoring in Family Studies, or think they may possibly major in Family Studies, students will want to save all of their paperwork associated with this course for the Certified Family Life Educator Portfolio.**

**Absence From Class Policy:**

**If a student misses class for any reason (e.g., illness, work, weddings, sleeping in, etc.), it is the student’s responsibility to get information presented in class from other students. No make-up work will be offered for absences.**

**Late Work Policy:**

**All work turned in late will lose 10% of the possible points for each day late. For example, an assignment worth 100 points due on a Monday, but turned in on Thursday will lose 30 points automatically. Please plan ahead and get all work turned in on time.**

**Redo of assignments:**

**There will be no opportunities to redo assignments after the due date. If a student is uncertain of the specific requirements for any assignment, it is the student’s responsibility to seek clarification from the instructor prior to submission of the assignment.**

**Online Submissions:**

**It is the student’s responsibility to make sure that the assignment files are successfully uploaded into the appropriate submission folder. This means checking (and double-checking) to ensure that the file uploaded is not blank or “corrupt.” Any blank or corrupt documents will be considered a failure to turn in the assignment.**

**Class Rules of Conduct:**

**In an effort to maintain an atmosphere that is conducive towards learning, please observe the following class rules:**

1. Please have all cell phones and other electronic devices set to a silent or vibrate ring tone. ***Please***, no texting during class.

2. Please arrive to class on time. If arriving late, please enter through the rear door and sit in the rear of the classroom.

3. No food in the classroom.

4. Please, no talking during class.

5. Do not leave class early unless prior arrangements have bee made with the professor.

6. Be courteous and respectful to others in the class.

**ASSESSMENTS/ASSIGNMENTS/ACTIVITIES**

|  |  |
| --- | --- |
|  | POINTS POSSIBLE |
| Attendance/Participation | 200 |
| Weekly Diary | 150 |
| Completion of Observations | 250 |
| Fact Sheets | 150 |
| Summary of Each Community Session | 100 |
| Community Program Debriefing Presentation | 150 |
| **TOTAL POINTS** | **1000** |

**DETAILS OF COURSE ASSESSMENTS (Detailed rubrics will be available on Canvas)**

**1)** **Class Attendance and participation (200 points)**

* Experience has shown that classroom participation is vital to the success of active-learning presentations. Attendance in class sessions is critical to understanding content to be disseminated in the community and to receive feedback on pedagogy related to teaching classes in the community. Participation includes submission of written observational feedback, active presentation of sessions, and active participation in those sessions through the answers of questions, and completing session worksheets.

**2) Weekly Diary** **(150 points)**

* Students will complete a weekly diary entry reflecting on what they have learned in the class sessions as well as in watching video feedback and working out in the community demonstrating programs to community participants. Diary entries should be no less than 1 page double spaced in APA format. The goal of these diaries is to reflect on the learning and to set goals for improvement in the following weeks. Students should assess completion of weekly goals in subsequent journals.

**3) Completion of Observations (250 points)**

* Students will complete observations of classmates in their demonstration of Nurturing Parenting topics. Observations will be based on class presentations and video recordings. Students will be required to provide concrete constructive feedback to classmates and at least 5 suggestions for improvement and 5 positive aspects of the presentation to each group. Feedback will be focused on rapport building, material/content dissemination, & delivery methods.

**4) Fact Sheets (150 points)**

* By March 9th, students are to create 3 summary sheets of the three nurturing parenting program sessions (50 points each).  These are to be tailored to an online audience, as if students were presenting the most important information to an online group.   
         The Fact Sheets Need the Following Sections  
  1.        An introduction of the Topic (1 page)  
  2.        Overview of why the topic is important to parents (1/2 page)  
  3.        Some helpful tips related to this topic. (1 page)  
  4.        A 4 question mini-quiz that tests the parents’ knowledge of the topic. (1/2)

**5) Summary of Community Sessions (100 points)**

* After each session, the student needs to write 2 page double spaced paper that describes the following areas:  
  1.        The audience visited.  
  2.        The program session offered.  
  3.        The interpersonal skills used in this session.  
  4.        Teaching techniques that worked well.  
  5.        Teaching techniques that could be improved.

**6) Community Program Debriefing Presentation (150 points)**

* The final exam period will be held in the classroom where student groups will spend 15 minutes presenting on their experience of presenting program sessions to a community partner.  
         The groups are to outline the following areas:  
  1.        Who was visited?  
  2.        What programs did the students offer?  
  3.        What worked well?  
  4.        What could be improved?  
  5.        How did this off-site experience will shape the students approach to future programs/workshops?

**Course Grading Standards Per the University Catalog:**

|  |  |  |
| --- | --- | --- |
| Letter | Grades | Percent |
| A | Excellent | 93% - 100% |
| A- | Excellent | 90% - 92% |
| B+ | Good | 87% - 89% |
| B | Good | 84%-86% |
| B- | Good | 80% - 83% |
| C+ | Standard | 77% - 79% |
| C | Standard | 74%-76% |
| C- | Standard | 70% - 73% |
| D+ | Sub-Standard | 67% - 69% |
| D | Sub-Standard | 64%-66% |
| D- | Sub-Standard | 60%-63% |
| E | Failure | 59% or less |

**THE SYLLABUS:**

**This syllabus is designed to facilitate student success. Being familiar with the information herein and consulting it often will be very helpful. Students will be notified in writing of any changes. Please consult the professor for clarifications as necessary.**

**COMMUNICATION WITH PROFESSORS:**

**The most ideal method of contacting the professor is email. An e-mail should include student’s name, the course number, and topic in the subject line. Failure to use this procedure may result in no reply to the email (Example Subject-line: Clark CHF 4650 Test 1). Telephone messages will also need a name, course, and purpose for the call.**

**CHF 4660 SCHEDULE – SPRING 2015**

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| --- | --- | --- | --- |
| Week | Dates | Topic | Readings/**Assignments Due** |
| 1 | Jan  12 & 14 | 1/12—Course introduction; Syllabus Review; Online Pre-assessment  1/14— Engaging our Audiences/Teaching Skills | D & G Chapter 5  Sign up for Community Programs |
| 2 | Jan  21 | 1/21— Review the Nurturing Parenting Lesson 1 (Taught by Drs. Payne and Hubler) |  |
| 3 | Jan  26 & 28 | 1/26—Video Feedback Review Session  1/28— Group 1 Practices NP Lesson 2  Nurturing Parenting Lesson 2 (Infants & Toddlers) | 1/26 Complete Observational Rubric and bring to class  NP1 Supplemental Sheets |
| 4 | Feb  2 & 4 | 2/2—Video Feedback Review Session  2/4— Group 2 Practices NP Lesson 9  Nurturing Parenting Lesson 9 (Alternatives to Spanking) | NP2 Supplemental Sheets  2/2 Complete Observational Rubric and bring to class |
| 5 | Feb  9 & 11 | 2/9—Video Feedback Review Session  2/11— Group 3 Practices NP Lesson10  Nurturing Parenting Lesson 2 (Dealing with Stress & Anger) | NP3 Supplemental Sheets  2/9 Complete Observational Rubric and bring to class |
| 6 | Feb  18 | 2/18—Video Feedback Review Session | 2/18 Complete Observational Rubric and bring to class |
| 7 | Feb  23 & 25 | 2/23 Group 1 Practices NP Lesson 2  Nurturing Parenting Lesson 2 (Infants & Toddlers)  2/25 Video Feedback Review Session | 2/25 Complete Observational Rubric and bring to class |
| 8 | Mar  2 & 4 | 3/2 Group 2 Practices NP Lesson 9  Nurturing Parenting Lesson 9 (Alternatives to Spanking)  3/4 Video Feedback Review Session | 3/4 Complete Observational Rubric and bring to class |
| 9 | Mar  9-13 | Spring Break | |
| 10 | Mar  16 & 18 | 3/16 Group 3 Practices NP Lesson10  Nurturing Parenting Lesson 2 (Dealing with Stress & Anger) 3/18 Video Feedback Review Session | 3/18 Complete Observational Rubric and bring to class |
| 11 | Mar  23 & 25 | 3/23 Assessment Training  3/25 Community Partner Sessions | 3/23 Assessment & Evaluation Booklet |
| 12 | Mar  30 & Apr 1 | 3/30 Community Partner Sessions  4/1 Community Partner Debrief In-Class | Each group will present a minimum of 2 sessions out in the community. |
| 13 | Apr  6 & 8 | 4/6 Community Partner Sessions  4/8 Community Partner Debrief In-Class |
| 14 | Apr  13 & 15 | 4/13 Community Partner Sessions  4/15 Community Partner Debrief In-Class |
| 15 | Apr  20 & 22 | 4/20 Community Partner Sessions  4/22 Community Partner Debrief In-Class |
| 16 | Apr  29 | Post-Test and Program Debriefing | |