

Department: Sociology
 Academic Year: 2011-2012, Term 2
 Course title & number: **Family Life Education: FMST 436**
 Course schedule: Monday, Wednesday, and Friday, 2 pm to 2:50 pm
 Location: ANSO 139

Professor: James Ponzetti, Ph.D., D.Min., CFLE, CCFE
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Course Description: Examination of rationale, implementation, and evaluation of family education programs.

Prerequisites/Course Restrictions: Two of these courses: FMST 312, FMST 314, FMST 316, or SOCI 476 (FMST 322).

Course objectives: Upon completion of this course, students should be able to:

1. Describe the history, ethical principles and practices of family professionals.
2. Identify and evaluate resources and materials for prevention and education.
3. Develop skills in design, implementation, and evaluation of family life education.
4. Address personal strengths and weaknesses leading family education programs.
5. Direct their own professional development and possible career goals as family life educators.

Format of the course: Due to the applied nature of family life education, it is best learned through a combination of individual and group work. Students will have the opportunity to demonstrate skills and knowledge through ongoing class participation, presentations, group projects, and other course activities. Student involvement is critical to passing this class. A significant component of professional practice is the ability to work on a team. Accordingly, the learning activities in this course will include some lecturing and a significant amount of teamwork.

About the professor: Dr. James Ponzetti is an Associate Professor in the Department of Sociology. He earned a Doctor of Philosophy in Family Studies at Oregon State University and a Doctor of Ministry in Advanced Pastoral Studies from the San Francisco Theological Seminary. He previously served on the faculty at the University of New Mexico, Central Washington University and Western Illinois University. He founded and directed the Oregon Family Nurturing Center, Inc. before moving to UBC. As a Certified Family Life Educator in both Canada and the United States (C.C.F.E., Family Services Canada, and C.F.L.E., National Council on Family Relations), he is committed to the enhancement and promotion of family life education. On a personal note, he is married and the father of four children. His family lives in Vancouver, Washington with their pet basset hound, Leo.

Required reading: Various readings with references posted on webCT VISTA.

Holidays: Midterm break, no class, February 20-24 inclusive.

Class schedule, topical outline, and assigned reading

Schedule	Topic	Assignments
Week 1 Jan 4	Introduction Medical (treatment/remediation) versus psychoeducational models (prevention)	1/6 -- Quiz
Week 2 Jan 9	<i>Family life education (FLE): What is it?</i> Doherty's Level of Involvement model	
Week 3 Jan 16	Ethical principles & professional practice <i>Certification programs: CFLE versus CCFE</i>	1/20 -- Mid-term 1
Week 4 Jan 23	<i>FLE content areas</i>	Presentations 1/28-Work day
Week 5 Jan 30	<i>FLE content areas</i>	Presentations 2/4-Work day
Week 6 Feb. 6	<i>FLE content areas</i>	Presentations 2/ 3 -- Mid-term 2
Week 7 Feb 13	<i>FLE program development</i> Program topic and participant selection	2/17-Work day
Week 8 Feb 27	Sexuality education	Presentations 3/ 2-Work day
Week 9 March 5	Couples or relationship education	Presentations 3/ 9-Work day
Week 10 March 12	Parenting education	Presentations
Week 11 March 19	Needs assessment Goal and objectives	3/ 9 -- Mid-term 3
Week 12 March 26	<i>FLE program implementation</i> Format and resources Logistics and marketing strategy	3/30-Work day
Week 13 April 2	<i>FLE program evaluation: Formative vs. summative</i>	4/ 2 -- Professional profile 4 / 6 -- Group projects
April 11-25	Final examination period (group project assigned in lieu of final exam)	

Course expectations:

1. Preparation, attendance, and participation: Preparation, attendance, and participation are essential to learning. The most effective way to **prepare** is to read all the assigned material before coming to class.

It is stated in the UBC Calendar that students are expected to **attend** all their classes. Attendance means being physically present at the scheduled time when class begins. Students, who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should seriously consider dropping this course before the withdrawal date.

Tardiness is disruptive to class so make arrangements to arrive on time. Missing the opportunity to learn in class (through absence or tardiness) is the most typical reasons for students' lack of learning/success. Please note that unexcused

absences or recurrent tardiness result in a lower course mark regardless of exam performance. Preparation and attendance is worth 5% of the final mark.

Participation cannot take place unless each student is consistently present in class. Students must demonstrate active involvement in discussions and activities by verbally sharing their ideas, perceptions, and reactions during class. In addition to absence, recurrent tardiness is disruptive to class. *Attentiveness is critical* to student learning. Students are expected to read all the assigned material prior to coming to class in order to raise questions, offer comments, and, in general, discuss material. Accordingly, students should focus and pay attention to class discussion and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping.

Class sessions provide an opportunity to *actively participate* through asking questions, and making thoughtful contributions. Students may be asked to engage in short participatory-learning activities (e.g., completing questionnaires, thoughtful discourse, class discussions etc.). These activities are for students benefit. Attentiveness and participation provide the professor an indication of interest and engagement in the course.

Part of this class (and life in general) is time management. All assignments must be submitted before the beginning of the first class meeting of the week a specific topic is covered. If students are absent on a day that an assignment is expected, arrangements must be made to submit the assignment *before* the due date. Generally speaking, late assignments are **not** accepted.

Students who do not prepare, attend, and participate receive a lower mark for the course so plan on being present, attentive, and an active participant throughout the term. Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Although all assignments must be submitted to pass the course, doing so is only evidence of a C mark. Further, students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar.

In the event of an emergency, notify the professor as soon as possible. The professor's phone number and/or e-mail address are on the first page of this syllabus. Emergencies are events like death or severe illness--not routine dental appointments, job interviews, vacations, over-work and so on. Written notification documenting such an emergency is required and must be submitted to the professor within one week of returning to class after the absence; otherwise, the absence will be treated as unexcused. The professor may require verification of the reason for the absence in order to determine whether it is excused. Unless the student is notified otherwise, assume all absences to be unexcused and expect marks to be deducted at the discretion of the professor.

2. Learning activities are scheduled at various times during the term either in class or on webCT VISTA. These activities must be completed in class or posted on webCT according to the prescribed schedule as required. Participation in discussion topics and/or completion of learning activities is expected to occur weekly. Participation and completion of any learning activities is worth 5% of the final mark.

3. Mid-term examinations. *One quiz* (directed at the syllabus and practice with webCT VISTA) and three *mid-term* examinations are given during class time on January 6, January 20, February 3, and March 9. All exams are administered on webCT VISTA according to the schedule specified in the syllabus. The exam format is variable as determined by the professor. Exams are collectively worth 20% of the final mark.



The exams cover information from the textbook and class discussions/activities. Students are responsible for all of this information regardless of attendance. No study guides are provided. Students are responsible for reading, reviewing, and remembering the assigned reading and lecture material for each exam. Accordingly, class meetings offer the ideal forum to clarify any question or confusion, but only if students take advantage of this time and raise such issues. The professor encourages student involvement in all class sessions.



Unusually, due to unpreventable circumstances or an extraordinary emergency (e.g., illness documented by a physician that explicitly states attendance was not possible), a student is not able to take an exam. If such an absence occurs, exams may be granted and scheduled at the discretion of the professor. Obviously, this is tedious so students are encouraged to attend all class sessions.

4. Teams and class presentations. The professor will assign students to teams in order to assure that groups are heterogeneous in terms of students' abilities, attitudes, and behaviors. Moreover, the professor wants to avoid situations in which students who know each other might collaborate more closely with one another, while students unknown to other team members might be left out.

Students cannot change teams. Teams are expected to meet regularly outside of class and students must make the necessary accommodations to participate in these meetings. As part of the team, students are expected to make each team meeting a priority, and resolve any conflicts that may arise by consulting others on the team.

Students who work in teams often worry about other students who do not do their share of work and yet receive the same mark. In order to discourage such an occurrence, teams must monitor one another and if someone is not contributing to the group then the group has the prerogative to "let this member go." As adults, the remaining team must inform the member who is not contributing that she/he has been "let go." Further, the remaining team must notify the professor immediately of their action with a concise written justification. Students who do not participate fully in contributing to presentations will typically be given no mark for the presentation at the discretion of the professor. Be forewarned that such action is serious and there is no guarantee that points can be earned in place of group work.

Teams must arrange for any supportive technology during the scheduled time for their presentation. Team members must present pertinent information in an engaging style that actively involves class members in the learning process (e.g., posing thought-provoking questions or organizing activities). Team members are required to prepare handout(s) to assist students follow the presentation. It is the team's responsibility to make copies available in class on the day of the presentation.

The marking system employed is based on honest, candid feedback from those listening to the presentations. Team members may earn different marks for a presentation. The presentation teams will be evaluated on three criteria:

Quality of handout(s) (e.g., do handouts follow the organization of the presentation? Are materials presented easy to read? Do handouts emphasize the main points in a concise manner? Are other resources cited with proper referencing?)

Quality of presentation (e.g., Is presentation engaging and well organized? Could presenters be heard? Do presenters make eye contact with class?)

Professional presentation (e.g., Are sources of information accessible and credible? Is information covered in a professional manner? Is information applicable?)

Marks are based on consideration of the professor as well as these criteria. **No more than 20 minutes** is allotted to each presentation. Thus, teams are encouraged to time themselves while practicing so they do not exceed this limit. After each presentation, teams are required to provide feedback on the strengths and weaknesses of each presentation. Team presentations are then ranked by teams not presenting (see feedback/ranking form on webCT). These evaluations are confidential and used by the professor in calculating presentation marks.

Two class presentations are assigned. The first presentation is worth 10% and the second 20% of the final mark.

5. Professional profile: Each student must create a professional profile of his or her qualifications as a family life educator. Creativity is important. However, this profile must be concise, descriptive, and in a format that is easily available to those who may wish to enlist specified FLE services (e.g. a brochure). It must include thoughtful discourse about one’s philosophy of family life education, pertinent personal background such as educational credentials, content areas in which one has expertise, and services that one provides. It is due on April 4 and worth 20% of the final mark.

6. Team program presentation: Teams are required to visually present a resourceful, professional presentation of an innovative FLE program that describes the expected audience, program curriculum and format. Exemplary visual material is helpful. Extensive research must be compiled from scholarly journals and other academic resources in order to establish a lucid rationale for developing the FLE program. Each team must document the need for the program by the intended audience. In addition to a needs assessment, an implementation strategy (especially a marketing plan), and evaluation protocol (both formative and summative) must be articulated. These programs are presented in a poster format during class on April 6. The presentation is worth 20% of the final mark.

Assignment	Worth	Date due	Score
Preparation/Attendance	5	Ongoing	
Participation/Learning activities	5	As scheduled	
Quiz	5	Jan. 6	
Mid-term 1	5	Jan 20	
Mid-term 2	5	Feb. 3	
Mid-term 3	5	March 9	
Presentation 1	10	Jan. or Feb.	
Presentation 2	20	March	
Professional profile	20	April 2	
Program presentation	20	April 6	

Grading criteria: Grading is an involved and difficult process. The professor has been entrusted with the responsibility to provide a balanced and equitable assessment of students' performance in this class. The grading guidelines provided in the UBC Calendar are the basis for assessment. These guidelines can be found at <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>. Students are responsible for reviewing this information.

Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar. Although **all assignments and exams must be completed by the posted due date to pass the course. completing this work with due earnestness is only evidence of a C mark.** In order to earn an A or B mark, students must excel in some way; that is, go beyond simply doing what is required and described in this syllabus.

Course policies:

Academic Integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). In order to provide a learning process and academic environment that permits students to pursue educational goals, it is essential for all students to maintain academic integrity.

Students are expected to exhibit academic honesty in every class at UBC. Students should review and be familiar with the "Academic regulations" section of the UBC Calendar for university policy on cheating, plagiarism, and other forms of academic misconduct. For further information, the UBC library site (see <http://www.library.ubc.ca/home/plagiarism/>) is excellent. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials.

Disability Accommodations: The University accommodates students with disabilities who have registered with the Disability Resource Centre. Students who want special accommodation must notify the professor in writing **within the first week of class**, clearly describing what accommodation is needed and why. It is not acceptable to request special accommodation later in the term except under extraordinary circumstances. All information regarding disabilities is confidential.

University Sanctioned Activities: Students who miss class due to participation in university sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.

Emergencies: If you have any emergency that interferes with your ability to complete the work in this course, please contact me immediately. If you cannot come for a scheduled appointment, please contact the professor ahead of time.

Attendance: *Attendance is mandatory.* The UBC Calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations." Bona fide religious obligations that conflict with attendance, submitting assignments on time, or completing

scheduled quizzes are considered on a case by case basis. Students must notify their instructors in writing during the first week of classes if they want any accommodation on these grounds.

Late Policy: Late papers and assignments will not be accepted. They will be given a failing grade (0).

Computers and other electronic implements: The Sociology faculty have discussed and concurred that as a general guideline, *no computers or other electronic devices (especially cell phones) are permitted in class.*

If students have questions related to the course, or meeting the policies and schedule articulated in this syllabus, then ask in class or during office hours.

Student marks: If students wish to **inquire about** their **marks**, then office hours are scheduled for such discussions. In order to enhance privacy and insure confidentiality, individual student marks are not discussed immediately before class begins, during class time, or at the end of class.

E-mail does not suffice to accomplish this issue and students are not encouraged to use electronic means to contact the professor; that is, do not expect a timely response to any e-mail by the professor.

All assignments must be submitted to pass the course, doing so is **only** evidence of a C mark. Students must arrange to review completed exams within one month of receiving marks on the exam. All examinations and submitted assignments remain the property of UBC.

Professorial discretion: The *professor may change the provisions* of this syllabus if circumstances arise that require modification. Students will be notified of any changes as soon as possible, typically during a class meeting. If students have any questions or concerns about course requirements, or trouble with the course during the term, it is their responsibility to schedule an appointment with the professor immediately to discuss these matters.