

Department: Sociology
 Academic Year: 2012-2013, Term 2
 Course title & number: **Family Life Education: FMST 436**
 Course schedule: Monday, Wednesday, and Friday from 2 pm to 2:50 pm
 Location: ANSO #203



Professor: James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location: ANSO #2118
Office phone: 604 -822 -3778
Office hours: Tuesday & Wednesday 10-11 a.m. or by appointment
E-mail address: james.ponzetti@ubc.ca

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.

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.

Course web site and e-mail: Students will be using the Blackboard system to complete all exams and other course content (e.g. assignments, course materials, grades). The Blackboard system can be accessed by students using their Campus-wide login (CWL) via <http://connect.ubc.ca>

The professor may occasionally send students messages during the term. If so, the Enrollment Services' (Registrar's) class list mailing system will be used. Students can have Enrollment Services direct emails to whichever account they indicate. To do this, just login to the Student Service Centre and click on Email Address Update. This is where students' current email address was last recorded, and the option to update it if students' wish.

The professor does not have time to respond to e-mail with adequate detail to clarify questions. Thus, students are **not** encouraged to use e-mail to communicate with the professor unless absolutely necessary; rather, meet with him in person.



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 Leo, their pet basset hound.

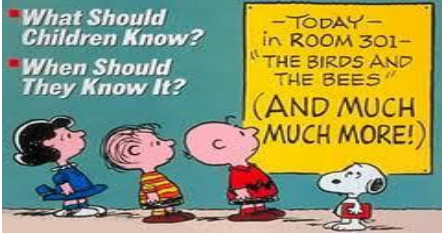
Required reading: Various readings with references posted on Blackboard.



Holidays: February 11, Family day,
 February 18-22 inclusive, Midterm break,
 March 20-24 Pacific Sociological Association meeting,
 March 29 Good Friday,
 April 1, Easter.



Class schedule, outline, &

assigned reading

Schedule	Topic	Assignments
Week 1 Jan 2	Introduction: review of syllabus & Blackboard	
Week 2 Jan 7	Medical (treatment/remediation) versus psychoeducational models (prevention) <i>Family life education (FLE): What is it?</i>	1/7-- Quiz
Week 3 Jan 14	Doherty's Level of Involvement model Ethical principles & professional practice <i>Certification programs: CFLE versus CCFE</i>	1/18 -- Mid-term 1
Week 4 Jan 21	<i>FLE content areas</i>	1/21-Work day Presentations 1/25 -Work day
Week 5 Jan 28	<i>FLE content areas</i>	Presentations 2/ 1-Work day
Week 6 Feb. 4	<i>FLE content areas</i>	Presentations
Week 7 Feb 11	<i>FLE program development</i> Participant selection, recruitment & retention	2/15 -- Mid-term 2
Week 8 Feb 25	Categories of FLE Presentations --Sexuality education 	

Week 10 March 11	Presentations --Parenting education	
Week 11 March 18	Needs assessment Goal and objectives	
Week 12 March 25	<i>FLE program implementation</i> Format and resources Logistics and marketing strategy	3/22-Work day
Week 13 April 3	<i>FLE program evaluation: Formative vs. summative</i>	4/ 3 -- Professional profile 4/ 5 -- Group projects
April 10-24	Final exam period (group project in lieu of final)	

Course

- Preparation, attendance,**
The most effective way to before coming to class. It are expected to *attend* all physically present at the staying until the end of the for varsity athletics, family cannot assume they will consider dropping this



expectations:

and **participation** are essential to learning. *prepare* is to read all the assigned material is stated in the UBC Calendar that students their classes. Attendance means being scheduled time when class begins, and class period. Students, who plan to be absent obligations, or other similar commitments, be accommodated, and should seriously 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 considered and any marks added or subtracted are at the discretion of the professor.

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.

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.

Take note that *unexcused absences or recurrent tardiness result in a lower course mark regardless of performance on other course work*. To be specific, five marks for each unexcused absence and/or lack of preparation may be deducted at the discretion of the professor. Similarly, recurrent tardiness or the lack of participation may result in fewer marks dependent on the extent of tardiness. **Students must recognize the unpretentious expectation to attend all classes on time.** Be forewarned, do not miss class!

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. 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 expects student involvement in all class sessions.

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.

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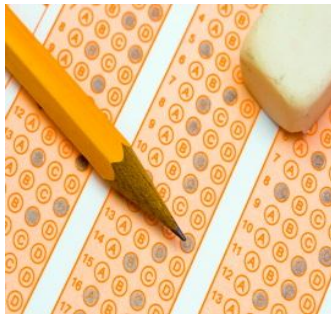
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Part of this class (and life in general) is time management. All assignments must be submitted before the beginning of the first class meeting of the week a specific topic is covered. If students are absent on a day that an assignment is expected,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

Participation in discussion topics and/or completion of learning activities is expected to occur weekly. Participation and completion of any learning activities is worth 10% of the final mark. Activities may be scheduled at various times during the term. These activities must be completed in class or posted on Blackboard according to the prescribed schedule as required.

3. Mid-term examinations. *One quiz* (directed at the syllabus and practice with Blackboard) and two *mid-term* exams are scheduled during the term. All exams are administered on Blackboard on January 7, January 18, and February 15. Students are responsible for accessing the exam on Blackboard between 2 pm and 2:15 pm. The exam format is variable as determined by the professor. Exams are collectively worth 25% 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. 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 Blackboard). These evaluations are confidential and used by the professor in calculating presentation marks.

Two class presentations are assigned by the professor. The first presentation is worth 10% and the second 15% 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 3 and worth 20% of the final mark.

6. Team program project: 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 5. The presentation is worth 20% of the final mark.

As professor, I will do my best to reach out and offer support during the term if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns academic, financial, or mental health responded to in a more coordinated way. connection to resources like academic



using Early Alert. The program allows concerns to be identified sooner and This provides you with the earliest possible advising, financial advising, counseling, or

other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Course requirements, due dates & weight

Assignment	Weight	Date due	Score
Preparation/Attendance	Discretionary	Ongoing	
Participation/ activities	10	Ongoing	
Syllabus quiz	5	Jan. 7	
Mid-term 1	10	Jan 18	
Mid-term 2	10	Feb.15	
Presentation 1	10	Jan. or Feb.	
Presentation 2	15	Feb. or March	
Professional profile	20	April 3	
Program presentation	20	April 5	

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:

Syllabus Students are expected to be familiar with all material outlined in this syllabus. Portions of this are subject to change. All changes will be discussed in class. Students will be held accountable for all changes regardless of their attendance.

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 should review and be familiar with Calendar for university policy on



academic honesty in every class at UBC. Students the "Academic regulations" section of the UBC 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.



Attendance is mandatory The UBC Calendar states: "Regular attendance is expected of students in all their classes (including lectures, 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.

Marks are deducted for failure to attend all classes.

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.

Marks are only communicated in person, through Blackboard, or in written form. 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, during, or at the end of class. **E-mail does not suffice** to address this issue rather students are expected to meet with the professor in person if there are any questions.



Students must arrange to review completed assignments within one month of receiving marks on the assignment. **All assignments must be submitted to pass the course. Yet, realize that doing so is only evidence of a "C" mark.** Examinations and submitted assignments remain the property of UBC.

Late Policy Late assignments are **not** accepted. Any late work will be given a failing grade (0).

Incompletes Incompletes are given at the discretion of the professor and only in extremely unusual circumstances. Further, the student must be passing the course and have a reasonable possibility of completing the material in a timely manner in order to even receive consideration.



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. Accordingly, using laptops and tablets (i.e., iPads) in class is prohibited unless previous arrangements have been made with the professor which may include a demonstration of how it (a) is an authentic need or b) will enhance students' learning.



Respect for others Please be considerate of others. Please do not talk while the professor is talking or colleagues another student has the floor. Simply raise your hand if you have something to contribute to a topic. If you prefer to share your thoughts with your friend only, please wait until after class to do so.

Respect others' ideas, even if you disagree. Family Studies courses often require students to examine ideas that may be very different from their own. All course participants are required to examine diverse ideas in a scholarly and respectful fashion. Every student is responsible for making sure that discussions remain respectful and scholarly. If, at any time you feel the discussion is becoming judgmental, please make this clear in class, or approach the instructor after class. The goal of meeting as a class is to share and increase mutual understanding. Disrespect, or devaluing diverse ideas or any student's contribution to the course does not help us reach this goal. Remember that we can disagreement can occur without disrespect or refusal to listen and learn. Anyone who cannot, or will not, be respectful of others will receive a failing grade for the course.

Monitor your participation. For example, if you are shy, set a goal to speak up in class at least once a week. If you tend to talk a lot, take a breath, count to 10, and wait to see if someone else might like to say something first.

Food and beverage are permitted in class (as long as it is allowed in our particular room). Please use common sense regarding foods that are noisy to eat or have a strong odor that may be distracting or unpleasant to others around you.

Learning requires that all students feel safe in their educational environment. Classroom behavior that is not in compliance with expected student conduct will not be tolerated. This includes offensive, sexist, racist or otherwise inappropriate language or comments, any conduct that substantially disrupts or interferes with the learning environment, and any verbal or physical threats or harassment directed toward other students or the professor.

Drugs and Alcohol There is an increasing concern about the use and abuse of alcohol and other substances on college campuses. Attending class under the influence of alcohol or other substances is detrimental to academic achievement and effective classroom activities, and it will not be tolerated.

Emergencies If any student has any emergency that interferes with her/his ability to complete the work required in this course, please contact the professor immediately. If a student cannot come for a scheduled appointment, please contact the professor ahead of time.

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.

