

**Spring 2020**

<b>Meeting days:</b> Tuesday/Thursday	<b>Instructor title and name:</b> Professor Kellye Carroll
<b>Meeting times:</b> 1:00-1:55	<b>Phone:</b> 619-517-1272 (cell)
<b>Meeting location:</b> Liberty Station Conference Center Room 205B	<b>E-mail:</b> kcarroll@pointloma.edu
<b>Final Exam:</b> Thursday, May 7 <sup>th</sup> at 1:30 pm	<b>Office location and hours:</b> Evans Hall 102, Mondays/Wednesdays/Fridays 9:30-1:00 Tuesdays/Thursdays 9:30-12:00

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**GE MISSION**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

**COURSE DESCRIPTION**

This course provides students with a comprehensive study of family development. Students will explore family education models including an understanding of diversity in family systems based on race, culture, ethnicity, socio-economic status, and child-rearing practices. Students will strengthen their ability to meet needs of families by developing a parent education workshop and handbook.

## **INSTITUTIONAL LEARNING OUTCOMES**

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**1. Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

**2. Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

**3. Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

## **DEPARTMENT STUDENT LEARNING OUTCOMES**

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1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families and communities throughout the lifespan.
2. Students will identify appropriate resources to use in application for problem solving.
3. Students will analyze research data or original published works, and use critical thinking skills for evaluating products, research, or theories.
4. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.
5. Students will identify specialization career paths and develop an appropriate career plan within a profession of Sociology, Social Work, and Family Sciences.

## **PROGRAM STUDENT LEARNING OUTCOMES**

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1. Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials and resources in the community as related to children from infancy through adolescence.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

## COURSE STUDENT LEARNING OUTCOMES

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1. Identify the unique needs and circumstances of families with respect to diversity in family systems based on race, culture, ethnicity, and socio-economic status. (PLO 5)
2. Explain diverse family systems and their effect on child and adolescent development. (PLO 2)
3. Articulate ways to assist parents and families to enhance and stimulate the physical, cognitive, socio-emotional and spiritual development of children and adolescents. (PLO 1)
4. Explore risk factors for families and evaluate strategies for addressing conflict, violence, divorce, and blended families.



## STANDARDS

### Standard 2: Building family and community relationships.

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*Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. Key elements of Standard 2*

*2a: Knowing about and understanding diverse family and community characteristics*

*2b: Supporting and engaging families and communities through respectful, reciprocal relationships*

*2c: Involving families and communities in young children's development and learning*

## COURSE CREDIT HOUR INFORMATION

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 14 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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Coleman, M. (2013). Empowering family-teacher partnerships building connections within diverse communities. Los Angeles, CA: SAGE

Zlotnik, C. (2014). Children living in transition: helping homeless and foster care children and families. New York, NY: Columbia University Press

## ASSESSMENT AND GRADING

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At the end of the semester, a letter grade for the course will be based on the following scale:

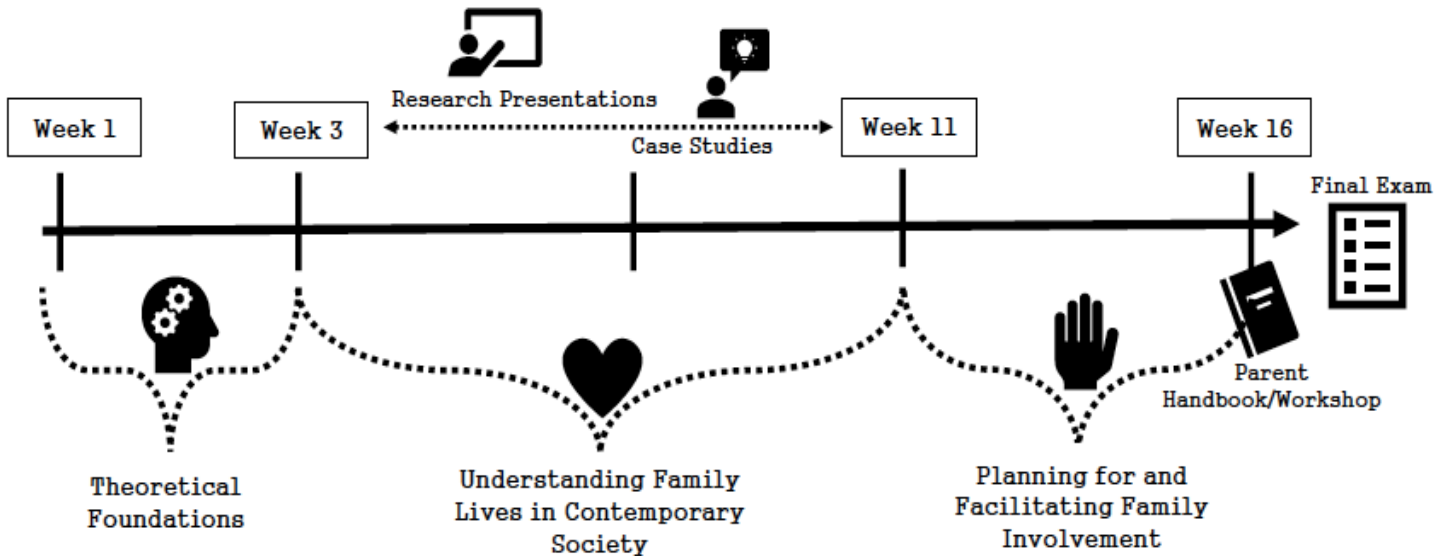
<b>A</b> 93-100%	<b>C+</b> 77-79%
<b>A-</b> 90-92%	<b>C</b> 73-76%
<b>B+</b> 87-89%	<b>C-</b> 70-72%
<b>B</b> 83-86%	<b>D</b> 60-69%
<b>B-</b> 80-82%	<b>F</b> Below 60%

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include:

<b>Assignments</b>	<b>Points Possible</b>
Class attendance	100
Pre-class quizzes (10 @ 10 pts each)	100
In-class case studies (4 @ 30 pts each)	120
Research project/presentation	100
Parent education handbook/workshop	150
Final Exam	150
<b>Total</b>	<b>720</b>

# CHD 3085 Organizational Graphic

## Parent Education & Family Development



DATE	CLASS CONTENT OR ASSIGNMENT	READINGS (DONE BEFORE CLASS on TUESDAY)	ASSIGNMENTS DUE
Week 1 JAN 13-17	<i>Introduction/Foundations FIRST CLASS: THU 1/16</i>		
Week 2 JAN 20-24	<i>Foundations/Defining Family/Introduction to Case Studies NO CLASSES JAN 20- MLK DAY</i>	Chapters 1 & 2	Pre-class quiz
Week 3 JAN 27-31	<i>Personal Code of Ethics/Normed Families</i>	Chapter 5	Pre-class quiz Case Study 1 (in class)
Week 4 FEB 3-7	<i>Emerging &amp; Vulnerable Families (LGBTQ families)</i>	Chapter 6 (p112-116)	Pre-class quiz *Research presentations
Week 5 FEB 10-14	<i>Emerging &amp; Vulnerable Families (Families living in poverty)</i>	Chapter 6 (p117-127) Living in Transition (p2-18)	Pre-class quiz *Research presentations

Week 6 FEB 17-21	<i>Emerging &amp; Vulnerable Families (Families living in transition: homelessness and foster care)</i>	Living in Transition (p138-160)	Case Study 2 (in class) *Research presentations
Week 7 FEB 24-28	<i>Families of Non-dominant Cultures</i>	Chapter 8 Living in Transition (p23-39 & 65-81)	Pre-class quiz *Research presentations
Week 8 MAR 2-6	<i>Families of Children with Disabilities and Medically Fragile Children</i>	Chapter 7 (p132-143) & NAEYC article	Pre-class quiz Case Study 3 (in class) *Research presentations
Week 9 MAR 9-13	<b>NO CLASSES- SPRING BREAK</b>		
Week 10 MAR 16-20	<i>Immigrant and Refugee Families</i>	Living in Transition (p119-134)	*Research presentations
Week 11 MAR 23-27	<i>Military Families and Families with Incarcerated Parents</i>	Chapter 10 (p207-212)	Pre-class quiz *Research presentations
Week 12 MAR 30-APR 3	<i>Responding to challenges/empowering families</i>	Chapter 10 (p192-206) Living in Transition (p204-221)	Pre-class quiz
Week 13 APR 6-10	<i>Empowering families</i> <b>NO CLASSES APR 9,10- EASTER RECESS</b>	Chapter 11	Case Study 4 (in class) Pre-class quiz
Week 14 APR 13-17	<b>NO CLASSES APR 13- EASTER RECESS</b>		
Week 15 APR 20-24	<i>Communicating with Families/Workshop Presentations</i>	Chapter 12	Pre-class quiz
WEEK 16 APR 27-MAY 1	<i>Workshop Presentations/Final Examination Review</i>		Workshop presentations due via Canvas message attachment Sunday 4/26 by 8:30pm. Handbooks due 4/28 by 1:00pm via Canvas upload and in-class
FINALS WEEK MAY 4-8	Final exam: Thursday, May 7th 1:30-4:00		

## ASSIGNMENTS AND PROJECTS

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### Canvas Assignments

All assignments and guidelines are included on the Canvas course. Dates and weekly participation assignments are subject to change at the instructor's discretion and notice will be given to students in class and through announcements on Canvas.

### Pre-class quizzes

Pre-class quizzes are taken online through Canvas and will be available until 1:00pm on the day of class. Canvas will lock the quizzes at 1:00pm so they cannot be made up at a later time. Quizzes are open book with no time limit.

Total points for all pre-class quizzes: 100 (10 at 10 points each)

### Final Exam

The final exam will consist of a comprehensive essay/take home section and an in-class multiple choice cumulative exam. The take home essay will be due at the beginning of the in-class final via an online Canvas submission.

Final exam: **Thursday, May 7<sup>th</sup> at 1:30 pm**

Possible points: 150

Listed below is a general overview of the Signature Assignments for CHD3085, which fulfill three of the Child & Adolescent Development Program Learning Outcomes expected for this course. What follows is a list of those signature assignments with details about the design and requirements for each.

### Parent Handbook and Workshop

The final project of this course will include a parent education handbook and parent education workshop.

#### Topic:

Think of a topic or dilemma related to parenting, parent-teacher relationships, or partnering with parents. Use your Coleman textbook for generating an idea for your topic. Pick something that interests you. It can relate to parenting, family involvement, working with diverse cultures, or topics related to promoting well-being, but should be something that relates to your textbook and topics discussed in this course. Your handbook may include a broader topic with only a portion being presented in your class presentation/workshop (remember the content in your handbook could require several sessions if you were to present it at an organization). Be creative, user friendly, and professional. Spelling and grammar count!

#### Handbook Guidelines:

1. Your name should appear on the cover.
2. Parent Handbook should be a minimum of 10 pages, not including the title page, table of contents, key terms, and reference page.

3. Key Terms- make a list and define key terms that parents will find in the handbook. Include child development terms and topic language that might not be common words recognized by parents. This will be a separate page in your handbook.
4. Sources- find a minimum of 5 sources. Include your textbook and a minimum of 2 peer reviewed journal articles. Complete your reference page in APA format.

### **Workshop Guidelines:**

Final proposal: The idea for this part of the assignment is to be as complete and detailed as you need to be- so that this becomes a proposal to present your workshop. (Think of it as a proposal to be a guest speaker for an organization, or a proposal to your boss to offer a training at your school, church, hospital, or other organization.) The person who reads it should clearly understand what you want to do, how you are going to do it, and why it is important.

1. Define the population your project is designed for: be specific about whom you will target (who will attend). How many sessions will be involved and what is the length of each presentation? What is the setting- classroom, auditorium, etc.?
2. What are the objectives of the workshop: what do you expect to teach and what are the goals that you have for the participants. Be specific- so that the reader will know why you are doing what you are doing!
3. Materials needed- will you need any equipment, paper and pens, AV hookups, etc.? This is for workshop planning purposes and also helps to set a budget. Include here a copy of any handouts you will use in addition to your handbook. (You are welcome to bring copies of your handouts, brochures, flyers for the entire class but it is not required. One copy of all materials for your workshop is required for your professor.)
4. Are there any special considerations for the workshop? For example, will you provide childcare, snacks (be sure to note in #3), can it be modified for other populations (for example for teachers or parents or...?)
5. A complete outline of the workshop is required. Include a brief overview and all of the topics you will be covering. This should be read so that anyone who sees it will know what information you will be presenting. (Note: this page should be separate from the proposal and should be printed and brought to class for your final workshop presentation. You are welcome to bring copies for the entire class but it is not required. One copy is required for the professor.

### **Due Date:**

Handbook: 1:00 pm via Canvas online submission Tuesday, April 28<sup>th</sup>.

Workshop Proposal Multimedia Presentation (Google Slides or PowerPoint): 8:30 pm Sunday, April 26<sup>th</sup>

Workshop Proposal Presentation and Materials: On assigned day during the week of April 27-May 1.

**Possible Points:** 150 (100 points for handbook, 50 points for workshop proposal presentation)

### **Research Presentation**

The intention of these presentations is to expand on one or more topics in the text not to repeat what is in the text. You will choose from a list of family arrangements that interest you. Through the use of current resources and interviews (when applicable) you will explore the family arrangement and “teach” the class what you learned using PowerPoint or Google Slides. These presentations will occur throughout the course when the material on the specific family arrangement is being covered. A maximum of 5 minutes will be allowed for these in-class presentations.



### **Multimedia Page-by-page Guidelines:**

1. Introductory page: name, date, course, family type
2. Peer-reviewed article summary: population studied, study design, important findings from the article (an additional information page covering the interview could also be inserted here if applicable)
3. Challenges facing this type of family
4. Solutions and strategies for working with this type of family
5. Faith integration: address how applying Christian principles and practices could impact serving this type of family.

**Due Date:** PowerPoint or Google Slides presentation must be emailed to the professor by midnight the **day before** it is presented in class. The presentations will occur throughout the course on assigned days.

**Possible Points:** 100

### **Case Studies (completed both online and in class)**

The purpose of the case studies is to allow for examination and response to specific types of family situations that students may encounter upon entering the many fields associated with child and adolescent development.

#### **Project Guidelines:**

1. You will respond to specific case studies individually before class, providing potential solutions and strategies to best fit the solution.
2. Next, you will work in groups to respond to other classmates' advice by providing feedback through clarifying questions or suggestions.

**Due Date:** In class (4 case studies total). Note: if you are absent on the day of a case study, you will be able to make up points for the individual component of the case study only.

**Possible points:** 120 (4 case studies @ 30 points each)

### **INCOMPLETES AND LATE ASSIGNMENTS**

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **Thursday, May 7<sup>th</sup> at 1:30 pm**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.