

Spring 2025

Meeting days:

Monday/Wednesday

Instructor title and name: Professor Kellye Carroll

Meeting times: 11:00-11:55

Phone: 619-517-1272 (cell)

Meeting location: Ryan Learning
Center 103

E-mail: kcarroll@pointloma.edu

Final Exam: n/a (project-based
final)

Office location and hours: Sign up for office hours
(either Zoom or in person) using my Calendly
page: <http://calendly.com/kcarroll-plnu>

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.

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

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

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

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

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.

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

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 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

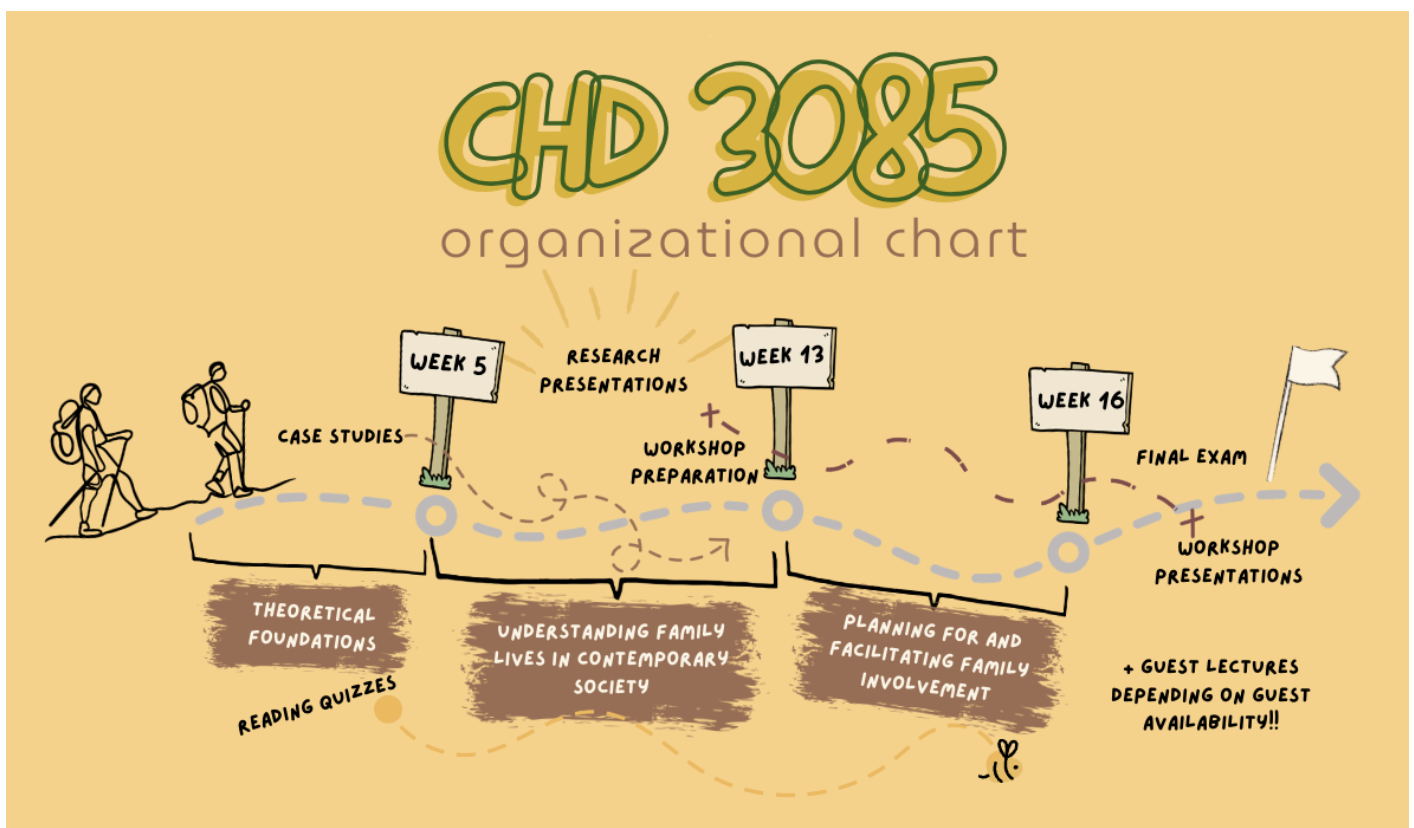
At the end of the semester, a letter grade for the course will be based on the following scale:

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

Assignments	Points Possible
Class attendance	100
Pre-class quizzes (10 @ 10 pts each)	100
In-class case studies (4 @ 30 pts each)	120
Discussion boards/ learning team work	100
Research project/presentation	50
Parent education handbook/workshop/prep activities	200
Final Exam (essay/project)	100
Total	770

COURSE SCHEDULE/ORGANIZATIONAL CHART *Subject to change based on guest lecture availability



DATE	CLASS CONTENT OR ASSIGNMENT	READINGS (DONE BEFORE CLASS on Monday)	ASSIGNMENTS DUE
Week 1 JAN 13-17	<i>Introduction/Foundations/Defining Family</i>		Introductions reflection
Week 2 JAN 20-24	<i>Defining Family/Introduction to Case Studies</i> *No class Monday, January 20th	Chapters 1 & 2	Pre-class quiz
Week 3 JAN 27-31	<i>Case Studies continued/Personal Code of Ethics</i>	Chapter 5	Pre-class quiz Case Study 1 (both individual & in class)
Week 4 FEB 3-7	<i>Normed families + LGBTQ+ definition of terms</i>	Chapter 6 (p112-116)	Pre-class quiz
Week 5 FEB 10-14	<i>Emerging & Vulnerable Families (LGBTQ + Families & Families living in poverty)</i>	Chapter 6 (p117-127) Living in Transition (p2-18)	Pre-class quiz Case Study 2 (both individual & in class) <i>*Research presentations</i>
Week 6 FEB 17-21	<i>Emerging & Vulnerable Families (Families living in transition: homelessness and foster care)</i>	Living in Transition (p138-160)	<i>*Research presentations</i>
Week 7 FEB 24-28	<i>Families of Non-dominant Cultures</i>	Chapter 8 Living in Transition (p23-39 & 65-81)	Pre-class quiz <i>*Research presentations</i>
Week 8 MAR 3-7	<i>Families of Children with Disabilities and Medically Fragile Children</i>	Chapter 7 (p132-143) & NAEYC article	Pre-class quiz Case Study 3 (both individual & in class)
Week 9 MAR 10-14	NO CLASS, SPRING BREAK		
Week 10 MAR 17-21	<i>Immigrant and Refugee Families</i> Guest speaker March 19th	Living in Transition (p119-134)	<i>*Research presentations</i>
Week 11 MAR 24-28	<i>Military Families and Families with Incarcerated Parents *Possible guest lectures this week</i>	Chapter 10 (p207-212)	Pre-class quiz
Week 12 MAR 31-APR 4	<i>Workshop Proposals Week Responding to Challenges</i>	Chapter 10 (p192-206) Living in Transition (p204-221)	Pre-class quiz Proposals due Monday, March 31st via Canvas

			<i>*Week 11 research presentations moved here</i>
Week 13 APR 7-11	Guest speaker week- both days! <i>Responding to Challenges/Empowering families</i> <i>*spotlight on NAEYC Week of the Young Child</i>	Chapter 11	Case Study 4 (both individual & in class) Pre-class quiz
Week 14 APR 14-18	<i>Communicating with Families</i>	Chapter 12	Pre-class quiz Handbook/handout peer review- initial submission due Monday, 4/14. Review due Wednesday, 4/23
Week 15 APR 21-25	<i>Communicating with Families</i> *no class Monday, 4/21		Workshop presentations due via Canvas Sunday 4/27 by 11:59pm.
Week 16 APR 28- MAY 2	<i>Workshop Presentations/Final Examination Review</i>		
FINALS WEEK MAY 5-9	Final exam: Essay/Project		Final essay/project due Friday 5/9

ASSIGNMENTS AND PROJECTS

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 11:00am 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 project. The take home essay/project will be due by the end of finals week (5/9).

Possible points: 100

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 comprehensive parent education workshop that will be presented to your team in class during the week of April 28th-May 2nd (a sign up will be provided, see rubric on Canvas for more information).

This project has three parts that you will be working on throughout the semester: the proposal, the handbook, and the actual workshop presentation.

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, or you are welcome to make an appointment with me to brainstorm. 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!

1. 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 people who read it should clearly understand what you want to do, how you are going to do it, and why it is important. You will be presenting your proposal to your learning team during Week 12.

- 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.?
- 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!
- 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.)
- 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...?)
- A complete outline of the workshop is required. Include a brief overview and all of the topics you will be covering, including the plan for your interactive activity. 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 proposal presentation to your learning team.) You are welcome to bring copies for the entire team but it

is not required. One copy is also required to be uploaded to Canvas with the proposal submission.

Due Date: Uploaded to Canvas by Monday, March 31st @ midnight

2. Handbook/handouts:

After you finish your proposal, you can begin working on the handbook/handouts that will accompany your workshop. This will be in packet form for each of your workshop guests. Please have a rough draft ready for peer review **no later than Monday, April 14th.**

- Your name should appear on the cover.
- Parent Handbook/handouts should be at least 4 pages, not including the table of contents, and works cited page.
- What resources you choose to include for parents will depend on your topic, but must include:
 - Key Terms & Concepts- make a list and define key terms and concepts that parents will hear during your workshop or see in the handouts. Include child development terms and topic language that might not be common words recognized by parents.
 - Helpful resources- a list of 5-10 resources related to your topic for parents to explore. This will vary depending on your topic, but some ideas include: organizations, events, websites, books, children's books, etc.
 - Works cited page- Where did you get your information for your workshop and handouts/handbook? Find a minimum of 3 sources. Include your textbook and a minimum of 2 peer reviewed journal articles. Include the referenced websites, books, etc. for parents from the previous helpful resources section as well. Complete your reference page in APA format.

Due Date: Upload the final handbook with the workshop presentation slides to canvas no later than Sunday, April 27th @ midnight. *You also will need to bring printed copies of the handbook/handouts to your workshop presentation for your guests.

3. Workshop Presentation:

During weeks 15 & 16 you will present your workshop to your learning team as if they are the intended audience. Bring materials and resources as appropriate. A slideshow (guidelines provided on Canvas) and interactive activity are required for full credit. More information will be provided about the interactive activity in class. The workshop needs to be at least 20 minutes long.

Due Date: Upload the workshop presentation slides to canvas (along with the handbook/handouts) no later than Sunday, April 27th @ midnight. Be prepared to present your workshop to the class during one of our workshop days (Monday April 28th or Wednesday, April 30th)

Possible Points: 200 (100 points for handbook/handouts & workshop, 50 points for workshop proposal presentation, 50 points for rough draft and team discussion board & peer review activities)

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. A sign up will be provided during the first weeks of class. Through the use of current resources and interviews (when applicable) you will explore the family arrangement and "teach" your learning team 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 10 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: 50

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

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

Successful completion of this class requires completing the final exam essay/project by Friday, May 6th. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU COPYRIGHT POLICY

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

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

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 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.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision

and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

PLNU ATTENDANCE AND PARTICIPATION POLICY

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.