

University of North Alabama
Spring 2012

HES 443 – Family Development
Credit: 3 hours

Professor: Jane Wilson
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Office Hours: Tues.& Thurs.
7:00 – 9:30 am
1:00 – 2:00 pm
Or by appointment

Course Description: Family Development - An introduction to the structure and function of the family, its interaction with other societal institutions, and the effect on all family members; student assessment of special concerns of all aspects of parenthood related to the care, development and discipline of children.

Course Text: F. Phillip Rice; Intimate Relationships, Marriages, and Families, Third Edition, Mayfield Publishing Company, 1996, Mountain View, California.

For students in a Teacher Education Program:
College LiveText edu solutions membership

Course Objectives:

1. Review myths about family life and changing patterns of intimate relationships.
2. Explore diversity in families as related to various socio-economic factors.
3. Discuss the option of remaining single.
4. Analyze attraction and the meaning of love.
5. Discuss loneliness, the nature of intimacy, meeting others, and relationship development.
6. Examine gender and sex roles.
7. Identify patterns of relationship involvement - dating, premarital sex, courtship, cohabitation, and breaking up.
8. Analyze qualities of successful marriages.
9. Knowledge of strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of older adults.
10. Appraise changing patterns of work and its influence on the home.
11. Discuss companionship in and outside the family.

12. Knowledge of the impact of personal and interpersonal relationships on the home, workplace, or other environmental settings. **AS/R (1)(a)4**
13. Explore power in marriage as related to interaction and conflict.
14. Ability to develop skills used in the work of the family in the areas of human growth and development and parenting, blending work and family life and work outside the home. **(1)(b)1**
15. Appraise the family life cycle as its relates to the stages of human development in relation to the physical, social, emotional, and intellectual development of children.
16. Describe family life as it relates to management, life backgrounds, value systems, and standards of family life.
17. Examine parents and extended family relationships.
18. Identify and analyze family crises.
19. Analyze the effects of separation and divorce on families.
20. Look at the concerns and issues related to remarriage and step-families.
21. Strategies for healthy intergenerational living with emphasis in the physical emotional intellectual and social needs of older adults. **AS/R (1)(a)5**

PAT Standards and Assessment as it applies to the Alabama Course of Study for Family and Consumer Sciences students:

PAT Standards & Assessment:

Alabama Standard (290-3-3-.26)	FCS Standard	Assessment
<u>Knowledge of:</u>		
290-3-3-.26 (1)(a)4.	The impact of personal and interpersonal relationships on the home, school, workplace, or other environmental settings.	Exams and assignments
290-3-3-.26 (1)(a)5.	Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of children, individuals, families, and clients throughout the life cycle.	Exams and assignments
<u>The business practices associated with:</u>		
290-3-3-.26 (1)(a)8.(x)	Family studies and community services.	Exams and assignments
<u>Technology tools, technology information, and technological advancements in the areas of:</u>		
290-3-3-.26 (1)(a)10.(viii)	Family studies and community services.	Exams and assignments
<u>Professional associations and credentials in the areas of:</u>		
290-3-3-.26 (1)(a)11.(viii)	Family studies and community services.	Exams and assignments
<u>Ability to develop skills used in the work of the family in the areas of:</u>		

290-3-3-.26 (1)(b)1.(ii)	Parenting.	Exams and assignments
290-3-3-.26 (1)(b)1.(vii)	Blending work and family life.	Exams and assignments
<u>Ability to develop skills used to provide services to clients in the areas of:</u>		
290-3-3-.26 (1)(b)2.(x)	Family studies and community services.	Exams and assignments
<u>Apply skills and practices required for careers in:</u>		
290-3-3-.26 (1)(b)6.(x)	Family studies and community services.	Exams and assignments
<u>Use technology tools, technology information, and technological advancements in the areas of:</u>		
290-3-3-.26 (1)(b)7.(viii)	Family studies and community services.	Exams and assignments

Content:

1. Intimate relationships, marriages, and families in the twentieth century.
2. Class, cultural, and ethnic differences in families.
3. Family backgrounds and how they influence us.
4. Being single.
5. Dating, going together, and courtship.
6. Attraction and love.
7. Gender identity and roles.
8. The sexual basis of relationships.
9. Mate selection, nonmarital cohabitation, and transition to marriage.
10. Qualities of successful marriages.
11. Marital relationships over the family life cycle.
12. Work, family roles, and material resources.
13. Companionship in and outside the family.
14. Power, decision making, and communication.
15. Family Planning and Parenthood
16. Pregnancy, childbirth, and transition to parenthood.

17. Parent-child Relationships.
18. Parents and extended family relationships.
19. Conflict, Family crises, and crises management
20. The troubled family and divorce.
21. Coming Together: Remarriage and step-parenting.
22. Intergenerational considerations for the family

Study Family Project:

A. Students will participate in a family activity and produce a journal that observes and participates in family activities in which both parents participate in the work force while managing children and home life. Various family challenges will be considered and solutions researched. The options for senior and/or disabled will be studied. The project will be a HES portfolio project and will be turned in using the APA style of writing.

B. Exams will be used to assess the knowledge of course concepts and information.

Course Requirements:

3 exams @ 100 points 300 points

Grading Procedure:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 65 - 69
- F = 64 and below

To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

Family and Consumer Science education students may be required to submit projects for assessment in Livetext.

Equal Opportunity Statement:

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability (e.g. learning, physical and/or psychological) that inhibits the student's ability to meet course requirements and who desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester (within the first three days during summer terms). The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation Form. Failure to request an accommodation early in the term diminishes the

effectiveness of accommodations. Course requirements will not be waived but, if possible, accommodations will be made to allow each student to meet the course requirements, provided the student acts within the first three class meetings in working with the instructor to develop an accommodation plan. If a disability is identified later in the semester, a non-retroactive accommodation plan will be developed at that time. Students needing assistance may contact the Office of Student Life, Room 202, Guillot University Center.

UNIVERSITY OF NORTH ALABAMA COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals” who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students

PROFESSIONAL DISPOSITIONS

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.

I have received and read the course syllabus for HES 443. I understand my responsibilities as a

student in this course and the method of evaluation. I have read and understand the policies of the Department of Human Environmental Sciences. I will turn off my cell phone before entering the class room. Please return by January 17, 2012.

Name: _____

Date: _____