

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Arts in Child and Family Education (One-year Full-time) A1M089 (Two-year Part-time) C2M021
Course Title	: Family Education: Principles and Practices
Course Code	: ECE6178
Department	: Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction:	English
Level	: 6

Part II

1. Synopsis:

Building on a social ecological model, students will examine theories of family education, as well as their implications for practice. Specifically, variations in parenting practices will be discussed, particularly in relation to recent changes in both policy issues facing Hong Kong society and dynamics of local families. Attention will also be given to risk and resilience factors nested within families of different characteristics and with children of different developmental stages. In addition, skills for assessing family needs and strategies for advocating family education programs in different social contexts, including schools and social service organizations, will be introduced. Finally, students will learn about the principles of and techniques for delivering lectures, organizing courses, and conducting support groups to cater for a wide range of family education programs.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ *understand* the philosophy, history, and theories of family education
- CILO₂ *examine* the relations between family diversity and parenting practices, and how they may vary as a function of factors ranging from government policies and child and parental characteristics

CILO₃ *identify* risk and resilience factors of diverse families

CILO₄ *develop* skills for developing and implementing family education programs

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theoretical foundations of family education	CILO ₁	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Guided research activities
Variations in parenting practices	CILO _{2, 3}	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Cooperative group work Case studies Sharing
Macro and micro-factors that shape parenting practices	CILO ₁	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Guided research activities
Diversity in family education	CILO _{2, 3}	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Cooperative group work Case studies Sharing Video
Content areas for family education programs	CILO _{1, 4}	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Cooperative group work Sharing
Group parent education	CILO ₄	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Sharing
Principles and techniques for developing family education groups	CILO _{3, 4}	<ul style="list-style-type: none"> Lectures Lecturer-led Q&A Cooperative group work Case studies Sharing Video

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group presentation Students will work in small groups to develop a family education program that addresses the needs of parents and children in contemporary society.	30%	CILO _{2,3,4}
b. Individual final essay (3,000 words) Students will introduce and evaluate a family education program in the community; applying a framework of risk and resilience, students will discuss how the existing program could be enhanced to foster family and child wellbeing.	70%	CILO _{1,2,3}

5. Required Text(s)

Nil

6. Recommended Readings

Bartholomew L.K. & Mullen, P.D. (2011). Five roles for using theory and evidence in the design and testing of behavior change interventions. *Journal of Public Health Dentistry, 71*, S20-S33.

Berkel, C., Mauricio, A., Schoenfelder, E., & Sandler, I. N. (2011). Putting the pieces together: An integrated model of implementation. *Prevention Science, 12*, 23-33.

Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009) A model of mindful parenting: Implications for parentchild relationships and prevention research. *Clinical Child and Family Psychology Review, 12*, 255-270.

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41*, 327-350.

Kellam, S. G., Koretz, D., Moscicki, E. K. (1999). Core elements of developmental epidemiologically based prevention research. *American Journal of Community Psychology, 27*, 463-482.

Kumpfer, K. L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. *American Psychologist, 58*, 457-465.

Kumpfer, K. L., & Magalhaes, C., & Xie, J. (2012). Cultural adaptations of evidence-based family interventions to strengthen families and improve children's developmental outcomes. *European Journal of Developmental Psychology, 9*, 104-116.

- Lam, C. M. (2011). Psychological stress and parenting behavior among Chinese families: Findings from a study on parent education for economically disadvantaged families. *Social Indicators Research, 100*, 451-462.
- Lam, C. M., & Kwong, W. M. (2012). The “paradox of empowerment” in parent education: A reflexive examination of parents’ pedagogical expectations. *Family Relations, 61*, 65-74.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227-238.
- McDonald, L., & FitzRoy, S., & Fuchs, I., & Fooker, I., & Klasen, H. (2012). Strategies for high retention rates of low-income families in FAST (Families and Schools Together): An evidence-based parenting programme in the USA, UK, Holland, and Germany. *European Journal of Developmental Psychology, 9*, 75-88.
- Nation, M., Crusto, C., Kumpfer, K., Wandersman, A., Seybolt, D., MorrisseyKane, E., & Davino, K. (2003). What works in prevention: The characteristics of effective prevention programs. *American Psychologist, 58*, 449-456.
- Reichle, B., & Backes, S., & DetteHagenmeyer, D. E. (2012). Positive parenting the preventive way: Transforming research into practice with an intervention for new parents. *European Journal of Developmental Psychology, 9*, 33-46.
- Rodrigo, M. J. (2012). Introduction: Evidence-based parent education programmes to promote positive parenting. *European Journal of Developmental Psychology, 9*, 2-10.
- Sanders, M.R. (1999). Triple P-Positive Parenting Program: Towards an empirically validated multilevel parenting and family support strategy for the prevention of behavior and emotional problems in children. *Clinical Child and Family Psychology Review, 2*, 71-90.
- Schulz, M. S., Cowan, C. P., & Cowan, P. A. (2006). Promoting healthy beginnings: A randomized controlled trial of a preventive intervention to preserve marital quality during the transition to parenthood. *Journal of Consulting and Clinical Psychology, 74*, 20-31
- Spoth, R. L., Kavanagh, K. A., Dishion, T. J. (2002). Family-centered preventive intervention science: Toward benefits to larger populations of children, youth, and families. *Prevention Science, 3*, 145-152.

7. Related Web Resources

<http://www.triplep.net/>

<http://www.ppsi.iastate.edu/>

<http://www.extension.iastate.edu/sfp/>

<http://www.incredibleyears.com/>

8. Related Journals

American Journal of Preventive Medicine
Evaluation and Program Planning
Journal of Family Psychology
Journal of Primary Prevention
Prevention Science

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil