

# CHFD498

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## Course Summary

**Course :** CHFD498 **Title :** Senior Seminar in Child and Family Development

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course covers major issues within the field of child and family development. Historical underpinnings of theory and practice, factors influencing family function and dysfunction across the lifespan, family education and guidance, law and public policy related to children and families, family resource management, and ethical and professional issues confronting practitioners in field are examined. Extensive research, reading and synthesis of scholarly and professional resources are required. (Prerequisite: Completion of a minimum of 106 hours towards your program)

### Course Scope:

This capstone course incorporates child and family development related knowledge domains from the student's undergraduate degree program, including fundamental and advance degree and discipline related concepts. It provides students with opportunities to demonstrate what they have learned during their academic careers and to prepare for entering their respective professional field specialties.

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## Objectives

Students successfully completing this course will demonstrate the following knowledge and skills:

1. Describes fundamental and advanced concepts concerning the processes of child and family development
  2. Summarizes key contemporary issues facing children and families in contemporary society
  3. Evaluates the validity of discipline related literature.
  4. Explains the key ethical and professional issues confronting practitioners in field of child and family development
  5. Identifies the roles and responsibilities of child and family development professionals
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## Outline

**Week 1:**

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Assignment(s)

**WEEK 1 – Child and Family Development Today**

Week 1 Forum: Topic assigned by instructor on the board.

**Week 2:**

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Assignment(s)

**WEEK 2 – Career Opportunities and CFLE Content Areas**

Week 2 Forum: Topic assigned by instructor on the board.

Assignment 1: Career Opportunities Research and Report

This assignment is due by 11:59 PM EST on Sunday of Week 2.

**ASSIGNMENT 1 WEEK 2: Career Opportunities Research and Report**

(Addresses Course Objectives 1 & 2) After researching the child and family development related careers below write two thorough and succinct paragraphs summarizing the job responsibilities and career outlook for each. For this assignment, the *Occupational Outlook Handbook* (<http://www.bls.gov/ooh/>) may prove helpful. Once the 12 sets of paragraphs (a minimum of 24 paragraphs) are complete, compile them into a single APA formatted paper using the career titles as in-text headings. *End the paper with two to three paragraphs on which of the careers is most appealing and which is least appealing to you and explain why.* This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 5. *As with other written assignments, all work must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition.*

1. Child Life Specialist
2. Early Childhood Intervention
3. Adult Protective Services
4. Court Appointed Special Service
5. Head Start Administrator/Teacher
6. Forensic Interviewer
7. Children's Protective Services
8. Pregnancy Centers
9. Adoption Agencies
10. Foster Care
11. Women's Shelters
12. Children's Camps

These must be submitted in the order listed above

**Career Opportunities Research and Report – Rubric**

All twelve careers are researched and each has at least two thorough and succinct paragraphs, explaining the career. Critical thinking has been used to describe the career opportunities. 72

Conclusion: Two to three paragraphs used to describe the most/least appealing to you personally and your reasons given. 10

**Week 3:**

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Assignment(s)

**WEEK 3- Government Influence**

Week 3 Forum: Topic assigned by instructor on the board.

Assignment 2: Interview Questions

Spelling, grammar, and sentence structure are well done. No more than two errors.

10

This assignment is due in by 11:59 PM EST on Sunday of Week 3.

### **ASSIGNMENT 2, due in WEEK 3: INTERVIEW QUESTIONS**

Assignment submitted on time

8

This assignment directly relates to the professional interview in Assignment 4, which is due in Week 6.

The student will develop a set of questions to be asked during an in-depth interview of a professional in the field of child and/or family development. Your questions must be an appropriate number of quality questions that are in-depth. It is unlikely that you can do this in fewer than 10 - 15 questions.

This assignment focuses on interviewing a professional whose primary responsibility is directly related to child or family development, not someone who works primarily with children (for example, a schoolteacher or school counselor would NOT be appropriate for this interview). Also, your interviewee cannot be a family member or close friend. You must name the interviewee and give his/her job title and company.

The questions should inquire about the interviewee's job responsibilities, academic preparation for entry into the field including course work and practical hands-on training, on-the-job training and experience, satisfaction with the job and work environment, and recommendations to anyone considering entering the field. It may also be valuable to have a "day in the life" question.

These questions will be submitted to the instructor for approval prior to the end of week three.

### **Interview Questions – Rubric**

The proposed interviewee meets the qualifications outlined in the syllabus. Questions are thorough and deep. Very few yes/no questions. Questions thoroughly cover all aspects of the job, as described in the assignment.

80

Questions submitted to instructor by deadline.

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There are a MINIMUM of ten questions.

10

### **Week 4:**

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Assignment(s)

### **WEEK 4 – Empirical Sources, NCFR Content Areas(1-5), Teaching Tolerance**

Week 4 Forum: Topic assigned by instructor on the board.

Assignment 3: NCFR Substance Areas, 1-5 Research and Report

This assignment is due by 11:59 PM EST on Sunday of Week 4.

### **AssignmentS 3 AND 5: NCFR Substance Areas Literature Review Project**

**due in 2 parts: Week 4 and Week 7**

(Addresses Course Objectives 1, 3, and 5)

Below are the 10 "Substance Areas" of the National Council on Family Relations (NCFR), a professional

organization whose mission it is to “To provide an educational forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establish professional standards, and work to promote family well-being” (<http://www.ncfr.org/>).

Click on this link to view the 10 NCFR Substance Areas

[https://www.ncfr.org/sites/default/files/file\\_content\\_areas\\_2014\\_0.pdf](https://www.ncfr.org/sites/default/files/file_content_areas_2014_0.pdf)

During the eight weeks of this senior seminar students will, with the guidance of their instructor, select and conduct a review of peer reviewed research literature related to the 10 substance areas (Note: *All articles must be retrieved from the APUS online library*). The phrase “peer reviewed” means that a publication contains articles reviewed and deemed academically sound and scientifically rigorous by the author’s peers in the field. Sources such as blogs, personal websites, popular magazines, newspapers, or any of the Wikis that are out there are NOT acceptable.

Students will select, from the larger body of child and family development literature, two peer reviewed research journal articles per substance area and review, summarize, and critique them in one paper per area. The critiques should describe the research method and results, as well as implications for future research. Each article review should be between 1 and 1½ pages – double-spaced, equating to **2-3 pages per substance area**. The format for this assignment should be:

1. Substance Area Name
  - a. Research article 1 (include the title of the article)

Critique of 1-1.5 pages (review should begin at the one inch margin)
  - a. Research article 2 (include the title of the article)

Critique of 1-1.5 pages (review should begin at the one inch margin)

Use this format for each of your Substance Areas.

These must be submitted in the order listed below. Do NOT submit these as separate files. All five content areas are to be submitted as one file.

Be sure to review the rubric provided for you in the assignment area to make certain that you are covering all the requirements.

### **Assignment 3, due in Week 4:**

Substance Areas 1-5 reviews must be completed by the end of Week 4 of the course and compiled into a midterm literature review packet to be submitted by the end of the week. This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 4.

### **NCFR Content Areas 1-5 - Rubric**

All five content areas are included, with two peer-reviewed references each. 35

Articles are clearly appropriate for the content area.

Each article is succinctly and carefully reviewed. The student defines the study, how it was accomplished, and further research implications. The analysis is thoughtful, thorough, and shows critical thinking. 35

No more than two errors in spelling, punctuation, and grammar. 10

APA formatting and citation style is followed. 10

Assignment is submitted on time. 10

### **Week 5:**

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Assignment(s)

#### **WEEK 5 – Professional Associations**

Week 5 Forum: Topic assigned by instructor on the board.

### **Week 6:**

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Assignment(s)

#### **WEEK 6 – Family Law**

Week 6 Forum: Topic assigned by instructor on the board.

Assignment 4: Interview a Professional in the Field

This assignment is due by 11:59 PM EST on Sunday of Week 6. NOTE: This assignment will not be eligible for grading until the confirmation email is received by your instructor.

#### **ASSIGNMENT 4, due WEEK 6: INTERVIEW A PROFESSIONAL IN THE FIELD**

#### **END OF WEEK 6**

Note: This assignment focuses on interviewing a professional whose primary responsibility is directly related to child or family development (for example, a schoolteacher or school counselor would NOT be appropriate for this interview). Also, your interviewee cannot be a family member or close friend.

(Addresses Course Objectives 1, 2, & 4) For this assignment, the student will use the previously developed and graded set of questions to be asked during an in-depth interview of a professional in the field of child and/or family development.

Interview guidelines:

- Interviews may be conducted on site (*for this the student must send to the potential interviewee a respectful and professional inquiry about the possibility of an interview*) or on the phone. Online asynchronous (e.g. e-mail) or synchronous (e.g. IM or Chat) interviews are not acceptable for this assignment.

The paper should:

- List each question with a summary of the professional's answers
- Include two or three paragraphs at the end describing what the student learned during the interview
- Be 5-7 pages in length

The interviewee must send a brief email to your instructor indicating that the interview was conducted over

the phone or in-person. This may be sent via e-mail directly by the interviewee from a professional e-mail account (not a hotmail, g-mail, yahoo, or similar public domain - if anyone can sign up for the account, it is not a professional email address) and not forwarded by the student.

- **NOTE: This assignment will not be accepted for grading without the interviewee verification documentation.**

### Interview and Report – Rubric

Interviews are conducted on site or on the phone	10	
Documentation letter is sent by interviewee to instructor		Assignment will not be graded without this letter
Questions are submitted, as well as a summary of the responses to each one.	20	
Critical thinking is evident in the concluding paragraphs. Evidence of serious understanding of the career being researched.	50	
No more than two errors in spelling, punctuation, and grammar.	10	
Assignment is submitted on time.	10	

### Week 7:

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Assignment(s)

#### **WEEK 7 – Ethics and NCFR Content Areas (6-10)**

Week 7 Forum: Topic assigned by instructor on the board.

Assignment 5: NCFR Substance Areas, 6-10 Research and Report

**Submit all 10 NCFR Substance Area research paper reviews (areas 1-5 and areas 6 – 10 per assignment instructions) due by 11:59 PM EST on Sunday of Week 7. Full directions for this assignment can be found under Week 4.**

Click on this link to view the 10 NCFR Substance Areas

[https://www.ncfr.org/sites/default/files/file\\_content\\_areas\\_2014\\_0.pdf](https://www.ncfr.org/sites/default/files/file_content_areas_2014_0.pdf)

#### **Assignment 5, due in Week 7:**

By 11:59 PM EST on Sunday of Week 7, your Substance Areas 6 – 10 reviews must be compiled and combined with the previous five articles and submitted as one literature review file ***with descriptions at the***

**end of the paper about what was learned while conducting the course-long review.**

NOTE: *This final paper forms the major writing assignment of this capstone course and as such should exemplify higher level writing skills and demonstration of knowledge relevant to degree discipline. It must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition. <http://owl.english.purdue.edu/owl/resource/560/01/> is an excellent web-source for reviewing APA rules and fine tuning one's APA formatting skills. A link to this website is located in the APUS online library.*

### **NCFR Content Areas 6-10 – Rubric**

All five content areas are included, with two peer-reviewed references each. 35

Articles are clearly appropriate for the content area.

Each article is succinctly and carefully reviewed. The student defines the study, how it was accomplished, and further research implications. The analysis is thoughtful, thorough, and shows critical thinking. 35

All 10 topics are submitted IN ORDER and in one file, as per assignment instructions.

A conclusion, per the assignment instructions, is included.

No more than two errors in spelling, punctuation, and grammar. 10

APA formatting and citation style is followed. 10

### **Week 8:**

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Assignment(s)

### **WEEK 8 - Future Issues**

Week 8 Forum: Topic assigned by instructor on the board.

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## **Evaluation**

### **Grading:**

Name	Grade %
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## Materials

**Book Title:** Tools for Ethical Thinking and Practice in Family Life Education, 4th ed - e-book provided inside the classroom

**Author:** NCFR

**Publication Info:** CLASS-NCFR

**ISBN:** 9780916174774

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## Course Guidelines

### CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

### LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Forum Assignments** – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

**IMPORTANT NOTE:** Collaboration on coursework, unless so assigned by the course instructor, is not allowed. All written assignments must be in your own words and properly referencing any paraphrases or quotes of published authors’ work (the latter of which should be used very sparingly) and should be submitted error free and in accordance with the APUS writing standards found in the Student Handbook in the e-classroom. Students must attend to the above VERY carefully. ANY copying from the Internet or other published sources found in any course assignments, including discussion boards will result in an automatic score of zero with no option for revision. More than one instance of copying will result in a failing grade for the course. You should proofread each assignment carefully before submitting it. Spelling and grammar errors will result in point deductions

### NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.



- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

## APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://Tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
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- [Appeals](#)
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