

FSR
Copy

Family Science Review

Volume 5 • No. 1 & 2 • February & May, 1992

Family Science Review

Editorial Office:
Department of Human Development and Family Studies
University of Nevada
Reno, Nevada 89577-0038

Editor

Geoffrey K. Leigh

Associate Editors

Randal D. Day
Erik Filsinger
Suzanne K. Steinmetz

Managing Editor

Wesley R. Burr

Editorial Board

Constance R. Ahrons
Gloria W. Bird
Patricia Bell-Scott
Pauline G. Boss
Gregory W. Brock
Margaret M. Bubolz
Peggy Dilworth-Anderson
William J. Doherty
Godfrey J. Ellis
Craig A. Everett
Charles R. Figley
Kenneth V. Hardy
Ellen Hock
Thomas B. Holman
Stephen R. Jorgensen
Anthony P. Jurich
Robert Kelley
Robert E. Keim
Mary Lory Lieper
Carolyn Love
Hamilton I. McCubbin
Patrick C. McKenry
William H. Meredith

Pamela A. Monroe
Martin Norris
B. Kay Pasley
Gary W. Peterson
Karen Polonko
Sharon J. Price
Margaret P. Ray
George Roleder
David Rosenthal
Howard J. Ruppel, Jr.
Candyce S. Russell
Ronald Sabatelli
Jay Schvaneveldt
Donna Sollie
Douglas H. Sprenkle
Michael J. Sporakowski
Jay D. Teachman
Linda Thompson
Alexis J. Walker
James Walters
Lynda Henley Walters
Karen S. Wampler
Karen D. Weddle

Family Science Review

Special Issue: Parental Empowerment

Contents

Vol. 5, No. 1 & 2

February & May, 1992

Special Issue on Parent Empowerment <i>Sally S. Chaise Martin and Joanne Everts, Guest Editors</i>	1
"Parent Empowerment: Developing a Conceptual Framework" <i>Moncrieff Cochran</i>	3
"Building on the Strengths of Diverse Families: The Process of Empowerment in an Albuquerque Community." <i>Maria Chavez and Edith Menning</i>	23
"Intervention Programs for Divorced Families: Empowering or Not" <i>Robert Hughes</i>	39
"The Interface between Non-traditional Families and Education: Empowering Parents and Families" <i>Margaret Crosbie Burnett</i>	53
"Beyond Prevention: A Program for Empowering Professionals" <i>Carol Margaine</i>	65
"Parenting Articles in the Popular Press: Are They Empowering?" <i>Sally Martin and Dan Weigel</i>	85
"Parent Empowerment through Early Childhood Programs" <i>Joanne Everts, Eva Essa, and Jackie Reilly</i>	97
"Toward Clarification of the Meaning and Key Elements of Empowerment" <i>Carl Dunst, Carol Trivette, and Nancy LaPointe</i>	111
"An Empowerment Partnership for Family Support and Education Programs and Evaluations" <i>Heather Weiss and Jennifer Greene</i>	131

Special Issue on Parent Empowerment

This special issue of *Family Science Review* is devoted to parent empowerment. It grew from an interest in focusing greater attention on empowerment and providing visibility for a variety of empowerment programs and issues.

The lead article, "Parent Empowerment: Developing a Conceptual Framework," was carefully crafted by Moncrieff Cochran. His discussion of the evolving paradigm of parent empowerment is illuminated by three case examples and sets the stage for later articles. Cochran not only traces the roots of empowerment but also discusses the theoretical underpinnings and practice implications of a variety of contemporary empowerment models.

A series of articles describe empowerment programs as well as specific issues in practice or theory. Maria Chavez and Edith Menning contributed "Building on the Strengths of Diverse Families: The Process of Empowerment in an Albuquerque Community." Their article describes dramatic changes taking place in the lives of families participating in an inner-city preschool education program, contrasts programs which focus on deficits with those which build on strengths, particularly of Hispanic families, and concludes with a rich description of their model. In "Intervention Programs for Divorced Families: Empowering or Not," Robert Hughes reviews several intervention programs for divorced families with regard to how well they fit an empowerment model, considers the efficacy of the empowerment approach in helping divorced families, and explicates ways in which programs can implement and evaluate empowerment strategies. Margaret Crosbie-Burnett describes the complex linkage between families and schools, illustrates ways in which educational institutions disempower non-traditional families and control access to resources, and provides examples of ways that schools can empower diverse family systems in her article, "The Interface between Non-traditional Families and Education: Empowering Parents and Families."

In "Beyond Prevention: A Program for Empowering Professionals," Carol Morgaine compares and contrasts prevention programs with the empowerment paradigm, describes a program to empower parents recovering from chemical dependency and professionals who work with them, and concludes with implications for family life educators. Sally Martin and Dan Weigel examine the influence of the print media on attitudes and beliefs, evaluate the degree to which parenting articles in the popular literature are empowering, and discuss the potential consequences of their findings in "Parenting Articles in the Popular Press: Are They Empowering?" "Parent Empowerment through Early Childhood Programs" by Joanne Everts, Eva Essa, and Jackie Reilly examines the history of the relationship of empowerment to early childhood programming, considers some critical issues which affect it, and concludes with recommendations for future action. Carl Dunst, Carol Trivette, and Nancy LaPointe identify six diverse but interrelated ways that the term empowerment has been used, evoking further reflection on its useage. They propose a framework for defining the meaning and key elements of empowerment, and illustrate the usefulness of their framework with data demonstrating how people view a sense of empowerment in their daily lives.

In the concluding article, "An Empowerment Partnership for Family Support and Education Programs and Evaluations," Heather Weiss and Jennifer Greene provide a thoughtful examination of historical trends as well as current theory and philosophy of program evaluation. They urge evaluators of empowerment programs to consider participatory and normative approaches and present a framework for such evaluation illustrated by specific examples. We appreciate the work of all those who contributed to this special issue and the support of Mon Conchran and Geoffrey Leigh in particular. We hope that it will encourage the efforts of others as much as it has enriched our lives.

Sally Martin
Joanne Everts
Guest Editors

The Council
in the context of
more information
model is discussed
Cornell Empowerment

* Moncrieff Co
University, Minn