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RESEARCH ARTICLES

El Cambio, el Callejón, el Pueblo, y la Migra: An Examination of Ecological Influences on Immigrant Latino Families' Adjustment in North Central Indiana **1-22**

Ruben P. Viramontez Anguiano, J. Roberto Reyes, Jorge M. Chavez

This study examined the adjustment experiences of immigrant Latino families in a rural Midwestern community during a time of major demographic changes, economic instability, and a sometimes hostile social and political climate. The sample consisted of 63 immigrant Latino parents who resided in North Central Indiana. Using Bronfenbrenner's ecological model as a guide and ethnographic methodology, we explored (a) immigrants' experiences within the social, economic, and political landscapes of their new community, and (b) the effect of these influences on immigrant adjustment. Findings demonstrated that familismo proved to be a source of social capital for the families. Other findings are discussed, as well as suggestions for working with immigrant families.

Evaluation of Two Comprehensive Sexuality Education Programs: Safer Choices and Reducing the Risk **23-49**

Anne-Marie Affainie-Godwyll, Joan Jurich, Beth Whitted, & Diego Espino

It has been over ten years since the Safer Choices and Reducing the Risk comprehensive sexuality programs have been evaluated with high school students. A pretest-posttest design was used to examine the effectiveness of these two programs with a 2009 sample. Three hundred and seventy-four middle school students participated in the Safer Choices program and 469 high school students participated in the Reducing the Risk program. Findings show that knowledge of pregnancy and sexually transmitted infections as well as behavioral intentions to engage in safer sex behavior significantly increased from pretest to posttest. Overall, the programs were found to be effective for males and females and the race/ethnic groups examined.

**Pilot Evaluation of CAPS: A School-based Intervention
for Pregnant and Parenting Teens****50-67***Heidi E. Stolz, Denise J. Brandon, Patricia N. E. Roberson*

Teen pregnancy is associated with numerous problems for teen mothers and their children. Though annual rates of teen pregnancy have declined recently in the United States (U.S.), they still remain high compared to other industrialized nations, with the southeastern part of the U.S. having particularly high rates. Given these rates and the challenges associated with teen pregnancy, prevention and intervention programs have been developed and implemented. This study evaluated one such program – Child and Parenting Skills (CAPS) – a school-based program for pregnant and parenting high school students in a metropolitan area in Tennessee. A retrospective post-then-pre design was used to assess program participants' (N = 25) perceptions of the program and changes in (a) perceived knowledge of child health/safety, (b) parental hopefulness, and (c) self-esteem. Results indicated high levels of program satisfaction and group cohesion as well as significant increases in all three outcomes.

Family Researchers' Perceptions of Online Research Methods**68-83***Heather McCollum*

This study examined 374 family researchers' perceptions of internet research methods as an appropriate alternative or additional method to traditional research. Diffusion of Innovation theory was used to guide the research. Participants answered an in-depth online survey, including open-ended questions for exploratory purposes. Findings indicate that online researchers were most likely to have taken a current workshop about technology and worked with a computer mentor. Online researchers perceived greater access to supportive resources compared to researchers not using online methods. Results indicate online surveys are the most used method, although there is interest in using a variety of online methods in the future. Given the high interest and acceptance of online research methods, future scholarly work will determine how to expand the use of ORM beyond surveys and what adaptations or innovations researchers will make to ORM to best suit their needs.

TEACHING PEDAGOGY & TECHNIQUES

Viewing the National Family Caregiver Support Program through The Family Impact Lens 84-106

Clifton E. Barber

Families are the major provider of long-term care and support for the functionally dependent elderly. The provision of this care, however, can exact an emotional, physical, and financial toll. The National Family Caregiver Support Program (NFCSP), established in amending the Older American Act in 2000, provides grants to states and territories to fund a range of supports that assist families in caring for dependent elderly persons at home for as long as possible. A family impact analysis of NFCSP provides several lessons and implications for those who design, implement, and study family caregiving. An analysis of this legislation using the family impact lens provides evidence, albeit indirect, that support services funded under the NFCSP can reduce caregiver depression, anxiety, and stress and enables them to provide care longer, thereby avoiding or delaying the need for costly institutional care

Getting the Job Done: Weaving Together Competence, Success, and Enjoyment in Family Science Education 107-116

Cheryl Cheek

Traditionally, family science educators have had a difficult time attracting and retaining students in classes related to aging. In order to increase student engagement in a course on aging, I redesigned the course using Christensen's Jobs-To-Be-Done perspective. Learning partners from a local care facility were enlisted, the curriculum was focused on supporting the students' interactions with those Learning partners, and assignments were added that required students to integrate academic knowledge with real-life experience. Results of this redesign included increased skills, feelings of success, and students' engagement. This article highlights the core principles used to redesign the course, along with difficulties encountered. These principles may be applied in various family science classes to increase student motivation.

Linking Teaching Methods and Assessment to the Developmental Needs of Family Science Students 117-133

Laura Landry Meyer & Jacqueline R. Roe

The typical college campus is filled with students who have personal and social challenges that impact their efforts to earn a college degree. Yet, in the college classroom, the focus is predominantly on teaching course content, with minimal attention to the developmental needs of students. We argue that, just as family life educators teach students to be sensitive to the “felt” needs of families and individuals in the community, educators should be equally sensitive to the felt needs of the college students they teach. Family science educators have the opportunity to model the integration of developmental needs through the use of intentional teaching and assessment. We describe strategies related to pedagogy and assessment that support the acquisition of knowledge and contribute to the achievement of late adolescent developmental tasks, with special attention to personal identity, autonomy, and the formation of lasting bonds with significant others. Specific examples of developmentally appropriate assignments and assessments are provided.

Teaching about Diverse Families through Case Studies and Authentic Performance Assessment 134-150

Amy Conley Wright

Authentic performance assessment connects active learning pedagogy with assessment of student learning. For family sciences, authentic performance assessment presents an opportunity to evaluate knowledge and skills related to working with families within the classroom context. This form of assessment can be combined with popular teaching strategies, like using family case studies, to provide application and context for course content. This article reviews the literature on authentic performance assessment and its application in the family science literature, and provides an example of an authentic performance assessment in a course on understanding and working with diverse families. The discussion provides suggestions for instructors in family science considering a shift from traditional to authentic assessment.