

ARTICLES

Gatekeeping in Family Science Programs

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Leslie A. Koepke and Amanda E. Barnett

Family science programs strive to graduate students who are academically and personally competent to work effectively with families; however, little has been empirically documented about how students' academic and personal competencies are assessed and supported. Guided by Ecological Systems Theory, this study examined the gatekeeping practices of fifty undergraduate and graduate family science programs in the United States. Study findings indicated that the majority of family science programs support and assess their students' academic competencies, whereas fewer programs address students' personal competencies. It will be important for family science programs to consider the entire ecological system of their students to ensure their competence for future clients, institution, family science profession, and society.

Scaffolding Family Science Student Experiences to Increase Employment Options and Preparedness

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Jennifer L. J. Gonyea and Melissa Scott Kozak

This paper describes how undergraduate curriculum in family science can engage with partners in the community to prepare millennial students more effectively for employment in their chosen fields. Students begin the three-course process in a Professional Development course that serves as the foundation for translating classes to the community. The process culminates in an applied internship experience that facilitates a direct transition into the workforce through improved professionalism and self-presentation skills. The scaffolding results in increased competence, confidence, and experience for students. These qualities positively impact their intentionality in the classroom and the application of knowledge in applied environments.

Portfolios in Family Science: A Template for Integrating Family Life Education 37

Yolanda T. Mitchell, Jaimee L. Hartenstein, Melinda Stafford Markham and Donte L. Bernard

As instructors of family science we understand the challenges our students face in merging the multifaceted components of our field. To this end we conducted a heuristic study examining how instructors perceive their experiences of working with portfolios. Surveys investigated instructor perspectives related to overall useability, effectiveness, and assessment capability of portfolios. Five themes emerged from the data: student buy-in, preparation for the future, formal understanding of learning, application, and portfolio completion. The Family Life Education Portfolio Template and Guide were created based on the experiences of the instructors surveyed and our observations of students' development of portfolios. Future explorations should assess the implementation of the Family Life Education Portfolio Template, other portfolio formats, and the feasibility of the various formats for the instructor to provide feedback.

Students' Preferences and Perceptions Regarding Instructor Self-disclosure in the Classroom 56

Scott S. Hall and Amy M. Mitchell

Instructors have many opportunities to disclose personal opinions on politics and controversial issues related to families and to share personal information about their relationship circumstances. The current study investigates student preferences regarding these types of disclosure in the classroom. Student major and political ideology helped distinguish students with certain preferences. Overall, students from Family and Child majors, as well as more conservative students, desired less instructor self-disclosure (especially regarding political opinions) and reported more negative perceived consequences of instructor self-disclosure. A content analysis of the reasons students gave for their preferences highlighted the importance of relevant, positive, and balanced self-disclosure. Implications for pedagogy and future research are discussed.

Assessing the Effectiveness of a Start-to-Finish Instructional Model in Preparing Human Services and Extension Educators 76

Victor William Harris, Tiffany Morrow, Daniel Moen, Boyd Teemant and Muthusami Kumaran

The purpose of this study was to expand existing research on the Attention, Interact, Apply, and Invite – Fact, Think, Feel, Do (AIAI-FTFD) Start-to-Finish Teaching Model to assess its effectiveness as an instructional tool for preparing Human Service and Extension (HSE) educators across instructional contexts to teach effectively. The study used qualitative data collection methods to assess and evaluate survey responses of 109 undergraduate and 16 graduate participants from two different western universities and one southern university who were exposed to the AIAI-FTFD teaching model in Human Service and Extension (HSE)-related academic courses. Participants generally indicated that the AIAI-FTFD teaching model provided multiple instructor and audience benefits such as (a) increased instructor preparation, (b) increased confidence in teaching, (c) increased teaching ability, and (d) increased learner engagement. The findings suggest that the AIAI-FTFD teaching model may be a valid/effective teaching model for HSE educators.

Explicit Reference to Theory: A Content Analysis of Two Prominent Human Development Journals 105

Bridget A. Walsh, Melissa M. Burnham, Cassie Pasley, and Robyn B. Maitoza

Flagship family journals have been analyzed for the extent of theory employment in published articles. However, there has been no exploration of frequency of theoretical references in the two leading developmental journals. Therefore, the authors analyzed articles from 2000-2010 in Child Development (N = 1174) and Developmental Psychology (N = 1075) for studies' frequency of theory engagement. Methods of analysis, names of referenced theories, and locations of theories were recorded. Most articles did not explicitly reference theories. Although there was no difference between qualitative and quantitative research methodologies and mentions of theory, the authors coded very few articles as strictly qualitative. When articles did include reference to theory, it was part of the input (e.g., introduction, literature review) more so than the output. Names of theories that explicitly included "family" (e.g., family systems theory) rarely appeared. We conclude that developmental researchers are doing no better than their family counterparts in mentioning theory in their articles in flagship journals.