

ARTICLES

Invited Paper

A Feminist Rumination on the Politics of Self-Disclosure

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April L. Few-Demo

This author invited essay is a response to the Hall and Mitchell manuscript, “Students’ Preference and Perceptions Regarding Instructor Self-disclosure in the Classroom,” which appeared in a recent issue of Family Science Review, (2014.19, (1), 56-75). The authors’ findings indicate that Family and Child majors, as well as more conservative students, want less instructor self-disclosure and reported more negative perceptions of the instructor than non-Family and Child majors and more liberal classroom students. They discuss their content analysis of reasons students gave for their perceptions, and offer student sensitizing strategies for instructor self-disclosure. Few-Demo uses feminist theory and pedagogy to offer another lens for exploring the positive and negative benefits of instructor self-disclosure. As an appendix, Few-Demo shares her syllabus insert entitled “Classroom Etiquette & Creating a Safe.”

Research

Family Science as a Pathway to Higher Education Attainment for Rural, Latina/o Students: Lessons from a Pilot Distance Degree Program

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Angela R. Taylor, Pamela B. Payne and Aryca Arizaga-Marron

Latina/o students in rural communities face unique challenges in their efforts to access higher education opportunities that lead to a four-year college degree. We describe a pilot distance degree program in which a four-year research university in southern Arizona partnered with a rural community college to offer a Bachelor of Science degree in family studies and human development (FSDH) to place-bound students. This program enables students located near the community college to attend courses both on that campus and virtually at the partnering university. We address specific experiences and lessons learned in terms of the partnership required to maintain high academic standards, while being culturally responsive, and meeting the unique needs of these distance degree students.

Teaching Undergraduate Research in Human Development and Family Studies: Piloting a Collaborative Method 32

Bridget A. Walsh and Dana A. Weiser

Students are often apprehensive about completing an upper-division, introductory research methods course in Human Development and Family Studies. To allay this apprehension, the instructor developed a different method of teaching the course with the intent of lessening their stress in order to facilitate a more positive experience. Students developed and wrote research proposals in collaborative small groups. The purpose of this paper is to describe the educational context and main features of the collaborative research proposal assignment. The authors also provide student feedback on the assignment. The article concludes with a discussion of the limitations and implications of this kind of pedagogy-centered research.

Love, Limits, and Latitude: Multi-Site Pilot Study of a Parent Education Program 48

David D. Law, Jerica M. Berge, Jennifer E. Johnson, Rachel R Brown, and M. Gawain Wells,

This study used data from three sites (two in Utah, one in Minnesota) to test pre-post outcomes of the parent education program Love, Limits, and Latitude: A Thousand Small Moments of Parenting (LLL). A total of 162 diverse (33% African American or Native American) participants enrolled in the program and 107 participants (66%) completed both the pre and post assessments. Data were gathered through self-report questionnaires completed by parents. An intent-to-treat analysis was conducted and statistical and clinical results are reported. Participants who completed the assessments reported clinically and statistically significant positive changes in measures of child distress, family functioning, and parenting couple functioning. These results support the utility of the LLL curriculum. Future research using a randomized controlled trial is needed to test the efficacy of the LLL parenting program.

Teaching Pedagogy

Family Film Festival: Academic and Social Interaction outside the Classroom with Retention Benefits 66

Rebecca A. Adams and Scott S. Hall

This article discusses the pedagogical and student retention benefits of a Family Film Festival. The festival is an out-of-classroom campus activity that includes the showing of a popular full-length film, small group discussions, refreshments, and door prizes. The authors provide a detailed chronology of festival planning and discuss how Family Science students can participate in planning and implementing the festival. They author, also discuss the retention and social benefits of involving students in all stages of the Family Film Festival.

Advancing Family Science and Family Science Programs through the Internationalization of Family Science Curricula 80

Todd Lee Goen

As scholars and practitioners seek ways to advance family science and family science programs, globalization is an important consideration. Indeed, internationalization of curricula is a current trend in higher education that merits serious consideration given increasing numbers of graduates will work in international and global contexts and/or with international and global families. Currently, few programs offer students perspectives on families that extend beyond U.S. cultural norms. This article addresses these concerns by providing faculty and administrators basic ideas for integrating international/global examples, assignments, and programs into family science curricula, emphasizing campus, community, and other resources available at minimal or reduced costs.

Strengthening Family Connections with Letters of Gratitude in the Family Science Classroom

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Steven M. Toepfer

This manuscript discusses a letters of gratitude assignment based on gratitude research and on the family strengths framework. Instructors can use this assignment in various family science courses. The assignment represents a relatively simple, cost-effective strategy to strengthen family ties and improve health in emerging adults. This paper provides information on the importance of gratitude, on academic and familial benefits of the assignment, and an explanation of the assignment.