**[60-day assignment] - FLE 711-2 Developmental Reading Log**

**Prepare and submit the Developmental Reading Log for this course guided by the instructions in the Learning Contract and the course objectives below:**

**Family Life Education Methodology Course Objectives**

1. To provide understanding of the foundations of Family Life Education

2. To introduce students to the Family Life Education program

3. To present an overview of Family Life Education substance areas and curriculum guidelines

4. To provide tools for planning, implementing, and evaluating Family Life Education programs

5. To clarify the importance of Family Life Education certification

6. To help students prepare for careers in Family Life Education

1. (ADDITIVE - Objective #1) - Foundational aspects of Family Life Education (FLE) has a model which is a visual illustration that incorporates foundational principles of FLE with changes in culture, context, content, practice, and family well‐being across time. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/fare.12372>
2. (ADDITIVE - Objective #1) - The model provides a unique conceptualization by reframing the frequently referenced 10 content areas as concepts within the content, context, and practice of the field. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/fare.12372>
3. (ADDITIVE - Objective #1) - The 10 content areas are (a) families and individuals in societal contexts, (b) internal dynamics of families, (c) human growth and development across the lifespan, (d) human sexuality, (e) interpersonal relationships, (f) family resource management, (g) parenting education and guidance, (h) family law and public policy, (i) sociology of the family. (<https://onlinelibrary.wiley.com/doi/epdf/10.1111/fare.12372>)
4. (ADDITIVE - Objective #1) - The goal of family life education has been to assist families and family members with their family roles and tasks through formalized educational programs as a means of improving family living and reducing family-related social problems. (<https://books.google.tt/books?id=KcZ8AwAAQBAJ&printsec=frontcover&dq=foundation+of+family+life&hl=en&sa=X&ved=2ahUKEwj_7bW1hc7uAhULSzABHeqkDiMQ6AEwAHoECAMQAg#v=onepage&q=foundation%20of%20family%20life&f=true>)
5. (ADDITIVE - Objective #1) - Family life education is devoted to enabling adults to increase the effectiveness of their skills in daily living, that it, in relating to others, in coping with life events, and in realizing personal potential. (<https://books.google.tt/books?id=KcZ8AwAAQBAJ&printsec=frontcover&dq=foundation+of+family+life&hl=en&sa=X&ved=2ahUKEwj_7bW1hc7uAhULSzABHeqkDiMQ6AEwAHoECAMQAg#v=onepage&q=foundation%20of%20family%20life&f=true>)
6. (ADDITIVE - Objective #1) - There is a model, the Levels of Family Involvement Model, that is linked with family life education and family therapy which identifies a five-level approach to clarify the professional boundaries between them. (<https://books.google.tt/books?id=KcZ8AwAAQBAJ&printsec=frontcover&dq=foundation+of+family+life&hl=en&sa=X&ved=2ahUKEwj_7bW1hc7uAhULSzABHeqkDiMQ6AEwAHoECAMQAg#v=onepage&q=foundation%20of%20family%20life&f=true>)
7. (ADDITIVE - Objective #1) - The five-level approach includes minimal emphasis on families, information and advice, feelings and support, brief-focused intervention, and lastly family therapy. (<https://books.google.tt/books?id=KcZ8AwAAQBAJ&printsec=frontcover&dq=foundation+of+family+life&hl=en&sa=X&ved=2ahUKEwj_7bW1hc7uAhULSzABHeqkDiMQ6AEwAHoECAMQAg#v=onepage&q=foundation%20of%20family%20life&f=true>)
8. (ADDITIVE - Objective #1) - FLE has a foundation in systems thinking (both family systems and larger ecosystems) and this systems approach is represented by the words “within the context of the family system” and “reciprocal interactions between family and ecosystem” that also are woven throughout the framework. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
9. (ADDITIVE - Objective #2) - The National Council for Family Relations (NCFR) establishes and administers the nationally recognized Certified Family Life Educator (CFLE) credential, which validates the experience and knowledge of CFLEs as Family Life Education professionals. (<https://www.ncfr.org/index.php/about>)
10. (ADDITIVE - Objective #2) - Approximately 125 college and university Family Science degree programs in the U.S. and Canada use NCFR Family Life Education curriculum standards as guidelines for their undergraduate and graduate students. (<https://www.ncfr.org/index.php/about>)
11. (ADDITIVE - Objective #3) - Families and individuals in societal contexts, which focuses on understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
12. (ADDITIVE - Objective #3) - Internal dynamics of families which deals with the understanding of family strengths and weaknesses and how family members relate to each other. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
13. (ADDITIVE - Objective #3) - Human growth and development across the lifespan refers to an understanding of the developmental changes (both typical and atypical) of individuals in families across the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
14. (ADDITIVE - Objective #3) - Human sexuality across the lifespan focusing on the understanding of the physiological, psychological, and social aspects of sexual development across the lifespan, so as to achieve healthy sexual adjustment. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
15. (ADDITIVE - Objective #3) - An understanding of the development and maintenance of interpersonal relationships. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
16. (ADDITIVE - Objective #3) - An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals. This content area is called family resources management. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
17. (ADDITIVE - Objective #3) - Parenting education and guidance which focuses on the understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
18. (ADDITIVE - Objective #3) - Family law and public policy, the understanding of legal issues, policies, and laws influencing the well-being of families. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
19. (ADDITIVE - Objective #3) - Professional ethics and practice which is the understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
20. (ADDITIVE - Objective #3) - Family life education methodology, the understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. (<https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf>)
21. (ADDITIVE - Objective #4) - Qualified Family Life Educators are critical to the success of Family Life Education programs. They can be responsible for the design, development, implementation, and evaluation of programs and services that impact families. In addition, they often interact directly with program participants. Both professional training and personal experience are essential in the development of a qualified Family Life Educator. (<https://www.ncfr.org/sites/default/files/2020-07/Final_Standards%20and%20Criteria%202020.pdf>)
22. (ADDITIVE - Objective #4) - Those seeking the credential to submit evidence of their educational study related to the content deemed essential in developing expertise in Family Life Education. Once a portfolio was evaluated and shown to provide the necessary evidence, NCFR, the applicant was recognized as a Certified Family Life Educator (CFLE). (<https://www.ncfr.org/sites/default/files/2020-07/Final_Standards%20and%20Criteria%202020.pdf>)
23. (ADDITIVE - Objective #5) - The Certified Family Life Educator (CFLE) credential increases your credibility, adds credibility to the field, validates your education and experience, recognizes your expertise, gives you access to the CFLE-only resources in the National Council on Family Relations' (NCFR) Resource Library which holds a variety of resources to help you in your practice. (<https://www.ncfr.org/cfle-certification/become-certified/benefits-being-certified-family-life-educator>)
24. (ADDITIVE - Objective #5) - It also provides free access to many of NCFR's on-demand webinars on a variety of topics related to family practice, teaching, and even research, and it provides networking opportunities locally, nationally, and internationally. (<https://www.ncfr.org/cfle-certification/become-certified/benefits-being-certified-family-life-educator>)
25. (ADDITIVE - Objective #6) - To be able to become a CFLE the minimum requirements a student needs is their complete bachelor's degree at an accredited college/university. The CFLE-approved program application is for recent college graduates — graduated within two years of their CFLE application date — of CFLE-approved academic programs.