### Introduction and Background Leader’s Guide*

**Prepared by:** Judith A. Myers-Walls, Sharon Ballard, Carol Darling, and Karen Myers-Bowman  
**Date:** Fall 2011

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>PARAMETERS</th>
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</table>
| Single workshop: One to two hours  
Incorporation into ongoing training sessions or credit course: Single or multiple sessions | Audience: Undergraduate or graduate students, established family-serving professionals, or employers, career counselors in any family-related field |

**OUTCOME STATEMENT/GOAL(S) OF SESSIONS**

Participants will understand the differences among the various family-serving professions and will create or choose positions that appropriately represent one or more roles. They will direct themselves and/or others to operate within roles that fit that person’s interests and training and the needs of the families being served.

**PERFORMANCE OBJECTIVES.**

After attending any of these educational experiences, participants will be able to:

1. Describe the nature and major characteristics of the three roles included in the DFP model;

2. Analyze, create, and/or revise family-related position descriptions to fit one or more roles (FLE, FT, or FCM) clearly and consistently;

3. List appropriate duties and responsibilities for professionals in each of the three DFP family-serving roles;

4. Confidently match themselves or other individuals with appropriate family-serving role(s) and establish strong collaborations with other appropriate professionals.

**EVALUATION TECHNIQUE/S**

1. Post-test or observation or assessment of educational activities

2. Post-test or observation or assessment of educational activities

3. Post-test or observation or assessment of educational activities

4. Post-then-pre-test of confidence levels
PROGRAM LEADER MATERIALS

Instructors or program leaders may use some or all of the following:

- One copy of the following article (all audiences and uses):
- Pages with large-print versions of the content of each of the cells in the DFP model (for introducing the model).
- Sample mission statements and position descriptions (for employers or program directors)
- Sample job descriptions (employers, career counselors, students)
- Case studies of hypothetical families
- PowerPoint file(s) (optional)

PARTICIPANT HANDOUTS

For the introductory session:

<table>
<thead>
<tr>
<th># Needed</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/participant</td>
<td>Domains of Family Practice Table and Figures</td>
</tr>
<tr>
<td>1/participant</td>
<td>Mission Worksheet</td>
</tr>
<tr>
<td>1/participant</td>
<td>Goal-Setting Worksheet</td>
</tr>
</tbody>
</table>

REFERENCES

The following books, research articles, and other materials were used as a basis for this lesson plan. The instructor may want to be familiar with the material in these reference documents to teach this module effectively.


*Myers-Walls, J. A., Ballard, S. M., Darling, C. A., & Myers-Bowman, K. S. (2011). Reconceptualizing the domain and boundaries of family life education. *Family Relations, 60*, 357-372. (This article provides the primary basis for this presentation.)*


**GENERAL COMMENTS**

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

It is important to describe educational sessions on this material as a way to help individuals and agencies clarify common frustrations and confusions in order to improve their current or future services to families. It is not a way to judge the adequacy or ethics of the participants as individuals or as agencies. Normalize the frustrations and confusion, and encourage participants to share strategies and ideas with each other.

Individuals or agencies that use particular titles or terminology in their names may be uncomfortable with or resistant to any redefinition. Existing professionals and employers may have long-standing expectations of roles that cross boundaries in the model. Allow time for these individuals to explore the model and identify the benefits of focusing on one role at a time.

*Adapted from the National Institute of Corrections’ Lesson Plan*
# Lesson Plan

## Title: DFP: Introductory Session

<table>
<thead>
<tr>
<th>Presentation Guide</th>
<th>Trainer Notes</th>
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</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>If this is a single session, welcome participants and introduce yourself. Include your professional affiliation and your background in FLE, FT, or FCM. If there are fewer than 10 participants, have them introduce themselves individually, including their professional affiliation or major and how they work or plan to work with families. If more than 10 participants, ask questions about their backgrounds and affiliations and use a show of hands to indicate their answers. After the introductions, ask for a show of hands indicating how many consider themselves to be or preparing to be family life educators, family therapists, or case managers. Ask about other professions not in those three roles. Explain that this session will focus on the definitions and differentiations among those roles. Ask what the group hopes to get out of the session.</td>
<td></td>
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<tr>
<td>II. Agenda and Group Guidelines</td>
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<tr>
<td>If this is a single session, describe the primary objectives for the program. Then share the agenda for the session and talk about group guidelines or ground rules for interactions and behavior during the session.</td>
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<tr>
<td>II. The Domains of Family Practice</td>
<td></td>
</tr>
<tr>
<td>Mini-lecture</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Describe the background of DFP and its purpose. Possible script: <em>This session will present the Domains of Family Practice model. The model was created by four family life educators who were all university professors in child-and-family departments. Some teach in the classroom and others in community outreach, but all four were frustrated with the confusion and lack of understanding of the FLE role. They all had used the Levels of Family Involvement model created by Bill Doherty in the mid 1990’s, but all four had some concerns with the model. They felt it suggested that some family-serving roles (most specifically, family therapy) were more advanced than the other roles, and the definition of FLE in that model was not consistent with the definitions.</em></td>
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This is a possible “script to use for this description. Become familiar with it and try to use your own words.
## Lesson Plan

### Title: DFP: Introductory Session

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td><strong>Sharing Stories</strong></td>
<td>3-10 minutes</td>
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<tr>
<td>Ask participants to talk about issues they have faced in differentiating among the 3 roles. Begin with one or two quotes from the background journal article.</td>
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<tr>
<td><strong>Completing the Grid</strong></td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Describe the basic categories in the DFP model (column and row headings). Then distribute sheets of paper with the text of each of the cells. There are 15 cells; consider how to distribute them to the group. Then ask groups or individuals to place the sheets where they belong in the chart. Allow 3-5 minutes. If some individual or group thinks a sheet goes where another has been placed, encourage the group to discuss the correct placement. Ask the group if they think that everything is right once all the sheets are in place. Then hand out the DFP table handout. Discuss any disagreements, questions, or confusions.</td>
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</tr>
<tr>
<td><strong>Exploring the DFP model—Mini-Lecture</strong></td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Present the 5 DFP figures (Why, What, When I, When II, and For Whom) and share the graphics that accompany them. Allow discussion and check understanding. Connect the figures with the descriptions in the table. Note that there is no figure for the “How” question, but you can refer to the table. Explain that the How question is intimately connected to the answers to the other questions. Ask for questions and comments.</td>
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Follow up with additional activities as appropriate.

Note that the workshop should include one or more additional activities to help to solidify the group’s understanding of the concepts. The possibilities include topics such as mission statements, job descriptions and self-reflection. For classroom work, there are project descriptions and curriculum guides available.

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*used by organizations like the National Council on Family Relations. When the professors shared those frustrations with other colleagues, they were told they should develop a new model. So they did. DFP is the result of their joint efforts.*

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**Sharing Stories**

Use the quotes from the beginning of the article to stimulate discussion if necessary. Summarize some of the issues by writing themes on the flip chart.

**Completing the Grid**

Post one or more flip chart sheets or poster boards on the wall with the title and category headings. They need to be large enough for 15 sheets to be posted on them. Have tape available for participants to use.

**Exploring the DFP model—Mini-Lecture**

Use PPT and computer projector, an overhead projector, or hand out copies of the figures.