Test Bank for Family Life Education Principles and Practices for Effective Outreach 3rd Duncan

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Family Life Education, 3rd Edition

Chapter 2
Test Bank Questions
* Note to the instructor: Multiple choice, true/false, short answer/fill-in-the-blank, and essay questions are available for each chapter. Answers are provided after all types of questions have been listed.

1. The purpose of a problem statement is to
a. show the course and direction of an FLE program.
*b. clearly articulate a need for a program using research.
c. identify teachable ideas for FLEs to share.
d. specify the learning objectives for a program.

2. Teachable ideas for FLE audiences have all of the following characteristics EXCEPT
a. they are empirically sound.
b. they summarize a wide array of quality research findings.
c. they are practical and useful for an intended audience.
*d. they incorporate the lived experiences of the learners.

3. FLEs using a family development theory perspective to design a program would attend to
a. minimizing costs and maximizing perceived benefits.
b. the physical and social environment of the program.
*c. making content relevant to particular life stages and events.
d. helping participants make meaning of research findings for themselves.

4. According to the authors, the most useful and valid content for FLE programs is found at the intersection of all of the following, EXCEPT
a. ideas are grounded in sound scholarship.
*b. ideas ring true or fit with popularly accepted ideas.
c. ideas fit with and incorporate the knowledge, culture, expertise, and lived experience of the learners.
d. ideas work in practice.

5. After a community coalition to address a problem is formed, one role a FLE can play is to
a. take the lead of all coalition meetings to make sure the right ideas get put forth.
b. promote local ownership and engender commitment.
*c. educate the coalition on current theory and research available to address community needs.
d. independently create and carry out a FLE program addressing community needs.

6. Which of the following is NOT one of the three types of audience needs that can be assessed through community collaboration?
*a. Current needs
b. Felt needs
c. Ascribed needs

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d. Future needs

7. Dawn created a needs assessment survey and mailed it to a random list of persons in her intended target audience. What kind of need was she assessing?
a. Ascribed
b. Observed
*c. Felt
d. Current

8. Ascribed needs involve those which
a. participants tell us themselves through interviews and surveys.
*b. FLEs determine through observation and study.
c. address skills and abilities needed to perform prospective roles.
d. secondary target audiences hope FLEs will address.

9. David wrote a change (learning) objective stated like this: “Participants will develop improved listening skills.” Which of the following reasons makes this a good change objective?
*a. It is action-oriented.
b. It specifies the information to be learned.
c. It addresses the specific needs of the group.
d. It focuses on long-term change.

10. What distinguishes an objective written from a learner-centered perspective rather than the perspective of the family life educator?
*a. It addresses what learners, rather than instructors, will know and do.
b. There is no difference between these kinds of objectives.
c. It addresses what instructors, rather than learners, will do to facilitate learning.
d. It incorporates long-term learning outcomes rather than that of the program only.

11. Three areas identified in the text where change or learning objectives can be created include all of the following EXCEPT
a. application.
b. knowledge.
c. caring.
*d. evaluation.

12. A good evaluation instrument includes all of the following characteristics EXCEPT
a. tied to program objectives.
b. evaluates change in participants.
*c. selected from preexisting tools.
d. demonstrates reliability and validity.

13. David was searching for an evaluation tool for his FLE program. The only important criteria on his mind was that it must have high reliability and validity. He found such a

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tool. He was afterward disappointed when the results of his evaluation showed participants had not improved. What might David do differently?
a. Make changes to his program as indicated by the evaluation.
*b. Make sure the evaluation tool is closely aligned with change objectives.
c. Make sure the evaluation tool was administered at the appropriate time.
d. Make sure the evaluation tool was published by a reputable researcher.

14. Identify an *indicated* program from the following examples.
a. A program for parents of children at all ages and stages
b. A program targeted for parents of preschool children
*c. A program for couples with anger management issues
d. A program with high dosage and involving couples and their parents

15. Focus groups have indicated which of the following as an effective strategy of recruitment and retention?
a. Offer the program free of charge.
b. Word-of-mouth advertising.
c. Offer the program close to home with no more than two meetings per week.
*d. Provide child care and refreshments.

16. Jennifer was interested in pilot testing her new marriage preparation program. Which of the following types of evaluation would she use as part of her pilot?
*a. Formative
b. Marketing
c. Summative
d. Focus group

17. During advanced testing of a program, which of the following types of data would NOT typically be collected?
a. Outcome data
b. Experimental design data
*c. Data about the learning environment
d. Impact data

18. Successful community programs are _____ based and carried out in _____ with many community _____.
a. community, partnership, leaders
*b. community, collaboration, partners
c. individual, conjunction, organizations
d. prevention, collaboration, educators

19. Research comprising community needs assessments can be used to ensure which of the following characteristics of a strong, sustainable FLE program?
a. Inclusive of program participants in program planning, delivery, and evaluation
b. Successfully interfacing service and education
c. Accountable to stakeholders and able to demonstrate positive outcomes

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*d. Developmentally appropriate and based on current research

20. Steve established a science-informed, comprehensive community-based FLE program which actively involved the target audience from the start along with a wide array of community partners. Things could not be better for the program. Then Steve left the state, and the program ultimately ended. Which of the following elements of strong, sustainable, comprehensive programs likely got too little attention?
a. Programs are community based and carried out in collaboration with many community partners.
*b. Programs have leaders with vision.
c. Programs are developmentally appropriate and based on current research.
d. Programs are accountable to stakeholders and are able to demonstrate positive outcomes in participants and community environments.

21. The stated goal of prevention science is to identify causes of human dysfunctions.
a. True
*b. False

22. The goal of prevention education models is to take family life educational program design beyond "scientific enterprise" to a "service mission."
a. True
*b. False

23. Consulting research and theory should take place before consulting a target group.
*a. True
b. False

24. A "selective" program is targeted to particular subgroups of participants.
*a. True
b. False

25. Bogenschneider developed her ecological risk/protective theoretical model through a combination of ecological systems theory and family systems theory.
a. True
*b. False

26. Family life educators should have a specialized knowledge in one or two theoretical frameworks in order to build focused programs.
a. True
*b. False

27. A program with a strong research base, clear goals and objectives, and a guide for implementation is often successful and sustainable.
a. True
*b. False

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28. A key question to ask during process evaluation is assessing the quality of the meeting place and environment.
*a. True
b. False

29. Distinguish between felt and ascribed needs in a target audience.
**Felt* needs are those sought from audiences in response to direct questioning through questionnaires, interviews, and focus groups. *Ascribed* needs are those family life educators may observe because of their specialized knowledge.

30. Write an example of a good "change (learning) objective."
*A correct answer would be specific, measurable, and learner-centered in action-oriented terms. Example: "Participants will view housework as a potential setting for family members to strengthen their relationship with each other" (see pg. 41 under Caring subheading).

31. Explain why family life education is inadequate for tertiary prevention by itself.
*Tertiary prevention is primarily suited for those who are already experiencing a great deal of distress, often requiring specific and focused intervention beyond the scope of a broad knowledge and skill-based curriculum meant for a general audience.

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