

RLED679: Parent Education and Guidance

Pre-campus Syllabus

Summer 2009

Instructor: Rene Drumm, PhD
Dates/Times: July 19-24, 2009, Sunday 7:00-9:00pm, Monday-Friday 8:00am-5:30pm
Location: Seminary Hall N310
Credits offered: 3
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COURSE DESCRIPTION:

Examine the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; and decision-making about parenthood. Develop skills in parenting education, integrating a Christocentric purview.

COURSE OBJECTIVES:

Knowledge

Upon successful completion of this course, the student will be prepared to:

- Identify different parenting styles & their associated psychological, social, & behavioral outcomes
- Evaluate the effectiveness & appropriateness of various parenting strategies
- Recognize various parenting roles (e.g., father/mother, grandparents, other caregivers) & their impact on & contribution to individuals & families
- Recognize parenting issues within various family structures (e.g., single, blended, same-sex)
- Recognize the impact of societal trends on parenting (e.g., technology, substance abuse, media)
- Recognize the influence of cultural differences & diversity
- Identify strategies to advocate for children in various settings (e.g., schools, legal system, healthcare)
- Recognize the various pathways to parenting & their associated issues & challenges, (e.g., assisted reproduction, adoption, childbirth, blending)
- Identify the principles of parenting suggested by the book *Child Guidance*
- Evaluate research regarding the use of corporal punishment

Skills

Upon successful completion of this course, the student will be able to:

- Promote healthy parenting from a systems perspective
- Promote healthy parenting from a child's & the parent's developmental perspectives
- Apply strategies based on the child's age/stage of development to promote effective developmental outcomes

- Promote various parenting models, principles, & strategies
- Conduct a parenting class based on a best practices model
- Formulate and use “I” messages
- Teach and use natural and logical consequences
- Use developmental affirmations

Attitudes, Values, Commitments

Upon successful completion of this course, the student will:

- Examine his or her beliefs about effective parenting approaches
- Value evidence-based practice approaches to parent education
- Recognize biases about parenting from personal past experiences

REQUIRED TEXTS:

Brooks, Jane B. (2004). *The Process of Parenting*. Mountain View, CA: Mayfield Publishing.

RECOMMENDED:

White, E. G. (1971). *Child Guidance*. Nashville: Southern Publishing Association.

PRE-CAMPUS ASSIGNMENTS

Write a two to three-page evaluation of each chapter in the textbook using the chapter-specific questions below.

Chapter 1

1. What are the characteristics that children need for parents to have according to Bronfenbrenner and Morris?
2. Review the section on parents and peers. What do animal studies show about how parents and peers influence behavior?
3. How do parents serve as advocates for children? How do parents’ expectations affect the children?
4. Review the information on parenting licensing. Why does David Lykken think parents should be licensed?

Chapter 2

1. Describe the environmental systems according to Bioecological Theory of Development (Bronfenbrenner).
2. How does Erikson enlighten us on how we can help children face life? (hint: see stage 8)
3. Explain the difference between secure and insecure attachments.
4. Discuss the importance of attachment and how it continues to be important in adulthood.
5. Discuss the basic interest of Jean Piaget’s work. Why is his work so important in parent education?
6. What are the differences between parenting styles and parenting strategies?
7. Discuss in detail the difference between authoritative, authoritarian, and permissive parenting. What does this research tell us about the “best” parenting approaches?

Chapter 3

1. In your own words, what is culture?
2. What are the different developmental goals for the “independent” and “interdependent” parenting approaches?
3. What are the Native American general cultural values?
4. What is “opportunity education” from the Asian culture? How does that relate to parenting?
5. Discuss the expectations of Middle Eastern families for their teenagers.
6. What does research show that increases self-esteem in ethnic groups?
7. As a commonality among cultural groups, what are parental support and avoidance of harsh punishment associated with?
8. What is the influence of socio-economic status (SES) difference on parenting?
9. What is the effect of poverty on children’s development?

Chapter 4

1. What are the key ingredients in fostering a harmonious family atmosphere?
2. What are the processes of establishing family rituals?
3. What are the steps in emotional coaching?
4. What are the guidelines for using active listening?
5. What are the parts of the I-message?
6. In dealing with everyday anger, how do children respond when their parents are in a conflict situation and eventually come to a compromise?
7. When managing negative feelings, what are the three steps for parents to take when they have made mistakes?
8. What are the components of a good parent according to children?
9. How are grandmothers important support figures for parents and children?
10. How do the number of the joys of parenting compare to the number of problems of parenting?

Chapter 5

1. What are the differences between social and material rewards for children?
2. Discuss the general guidelines for childproofing the house.
3. Discuss the various ways that parents can enforce limits for children.
4. What are the steps of mutual problem solving?
5. Review the information on natural and logical consequences. When is a natural consequence not used?
6. When should parents use time out?
7. Discuss the ineffective forms of discipline.
8. Discuss the characteristics of parents who use physical punishment.
9. Evaluate the results of Gershoff’s review of 88 studies of corporal punishment.
10. Why does Murray Straus wish to ban physical punishment in the US?

Chapter 6

1. What does Cowans say about couples who make a planned decision about having a child?
2. Discuss some reasons for not having children.
3. What are some of the factors accounting for the increase in births to unmarried women?
Discuss some characteristics of married couples compared to cohabiting couples.
4. What are some traits of competent and effective parents?
5. Discuss various parenting ideologies and their relation to the parenting transition.
6. What contributes to parents' adjustment?
7. What are some factors in parenting that men face due to their lack of biological connection to the child that pregnancy and nursing provide for women?
8. Discuss the importance of involvement of parents with premature babies.

Chapter 7

1. Florence Goodenough studied the emotional development of children focusing on anger. What did she find as the primary causes of outbursts in two-year-olds? In looking at children with many outbursts, what did she find about parent's behaviors?
2. In development of self-regulation for children, what does research say about year-old babies and obeying their mothers' commands?
3. In looking at the process of attachment, what are the essential elements?
4. According to Marc Bronstein, what are the four main tasks for parents of infants?
5. What strategy is most effective in helping babies stop crying?
6. What does Ferber suggest that will help in getting children to regulate sleep?
7. As parents focus on encouraging compliance (promoting self-regulation), at what age do most children achieve self-regulation?
8. As parents establish rules, what types of regulations are common between 13 & 18 months?
9. What are common pitfalls of adolescent parenting?
10. How do depressed mothers compare with non-depressed mothers in terms of child interaction?

Chapter 8

1. How do preschoolers compare to toddlers in terms of empathy?
2. After age two, how do girls and boys differ in play, activity level and aggressiveness?
3. Compare a two and a three-year-old on self-regulation. How well are children able to resist the temptation of forbidden behavior?
4. In developing self-regulation, when does defiance occur most frequently?
5. How does parents' stimulation of children's learning effect achievement?
6. How do first-born children react to a sibling's birth?
7. What does Dr. Ferber suggest in helping to prevent nightmares?
8. What should parents do when siblings fight?
9. What are mothers and fathers of highly active children like?
10. What can parents do to decrease children's aggression?

Chapter 9

1. Why is school success in the early elementary school years important?
2. What has been shown to influence children's adjustment as they enter school?
3. What is the most influential cause of children's unhappiness?
4. What are the various ways school children deal with stress? What are the different types of support that children use to deal with stress?
5. How does ethnic identity influence the types of activities school age children engage in?
6. What are the most important parental qualities that are associated with children's self-regulation?
7. How can victims of bullies help end the bullying?
8. What can parents do to help their aggressive children?
9. What will a successful program for dealing with bullying include?
10. How can parents reduce the aggressiveness associated with television viewing?

Chapter 10

1. How does puberty affect early adolescents?
2. According to Piaget, what stage of cognitive development comes in early adolescence?
3. How does parental involvement influence school outcomes?
4. What school qualities support competence for early adolescents?
5. Be able to define reference group orientation.
6. In examining self-regulation for early adolescents, what family characteristics did researchers find that are associated with under- and over-control?
7. In investigating parent-child conflict, what did researchers find that parents could do to decrease adolescents' negative feelings?
8. What do researchers advise parents to do to monitor their children's behavior?
9. How can parents help promote positive racial identity?
10. What helps siblings become close during early adolescence?

Chapter 11

1. How do teens' feeling about themselves change from early to late adolescence?
2. Why do teens sometimes act and say what they do not mean as they are developing their sense of self?
3. What does research indicate about negative reactions of others to an adolescent revealing a gay or lesbian identity?
4. In researching teens' development of self-regulation, what qualities have researchers found that enable teens to pursue healthy activities?
5. According to Baumrind, how do parenting styles affect student grades in late adolescence?
6. How do loyalties in peer relationships affect adolescent behaviors?
7. According to research, what are the characteristics of mid-adolescent's dating relationships?
8. What does research indicate that girls who do not get pregnant in their teen years have in common?

9. What types of interventions do researchers recommend that will help children control their aggressiveness?
10. When parents try to help their children manage feelings of depression, what should they know about clinical depression and what does it involve?

Chapter 12

1. What are the legal criteria for adulthood? What are some legal variations or exceptions for those definitions?
2. How did Erikson view psychological development in early adulthood?
3. What did Bowlby mean by “availability?”
4. When teenagers become parents, what factors contribute to their success?
5. How do girls and boys differ in the needs for and effects of emotional detachment?
6. What does research indicate about problems encountered in the college years?
7. How do children with chronic physical health problems compare to their peers in adulthood?
8. What are the rules for effective grand parenting?
9. How do researchers describe the conflicts between parents and adult children?
10. In what ways do adults offer parenting to their parents?

Chapter 13

1. What are the work trends and numbers of parents employed in today’s society?
2. How do high-status families compare to low-stress families in terms of marital conflict?
3. How is the income of women viewed in alternating-shift families?
4. What makes the difference for mothers with full-time employment in making sure their children are equal to non-working mothers’ children in cognitive or social-emotional functioning?
5. What is the benefit for children when they routinely participate in chores?
6. In examining spillover from home to work, what effect do traditional beliefs about wives’ working differ from men with non-traditional beliefs?
7. How does early and extensive child care affect the child’s attachment with the mother?
8. Other research about spillover from work to home, what are the findings on the effects of mothers’ employment?
9. Characterize the availability and quality of non-parental care for infants and school-age children.
10. How do genders differ in response to non-parental care for each parent?

ON-CAMPUS ASSIGNMENTS

During the on-campus intensive, you will review research about parent education, and prepare and present a parent-education presentation to your peers.

POST-CAMPUS ASSIGNMENTS*Parent Education Project*

You will conduct a parenting seminar using a best practices model. This is a three-part assignment with requirements at the pre-delivery, delivery, and post-delivery stages.

Parenting Resources Database

You will develop a database of parenting resources consisting of research-based books, peer-reviewed articles, and evidence-based websites. Each resource listed will include a paragraph annotation describing and evaluating the resource. There will be a minimum of 30 database entries.

EVALUATION:

Pre-campus assignments (15 chapters @ 10 points each)		150 points
Due: 1st day of class		
In-class activities (1 per day of class @ 10 points each)		50 points
In-class presentation		50 points
Parent Education Project		
Part 1	Due August 30	30 points
Part 2	Due October 31	40 points
Part 3	Due November 30	30 points
Parenting Resources Database		
1 st Draft	Due September 30	10 points
Final Draft	Due November 15	40 points
	TOTAL	400 points

GRADING:

- Grades will be based on a percentage of the total possible points.
- Grade range:

A=93-100%	B-=80-81	D+=62-64
A-=90-92	C+=77-79	D=54-61
B+=88-89	C=68-76	D=50-53
B=82-87	C=65-67	

A. Attendance/Absence Policy

Promptness and dependability are important parts of professional life. Students are expected to attend all classes and to be on time for each class session. Absences may be excused for serious illness (physician's documentation required) or a death in the student's immediate family. For each hour of absence beyond three, your grade will decrease by 10%.

B. Assignment Policy

Assignment due dates are specified in the syllabus. Late work receives a 10% penalty per day.

C. Cell Phone Policy:

The focus of the classroom environment is on creating an atmosphere of learning and inquiry. For this reason, all cell phones must be turned OFF.