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Andrews University  
Seventh-day Adventist Theological Seminary

Syllabus for RLED 679 – Parenting Education and Guidance

Instructor:	A. Allan Martin, PhD	Session Dates:	Fall 2009
Contact:	269-471-6375 office	Class Time:	Wed, 3:30-6:20 PM
Email:	amartin@andrews.edu	Credits:	3 semester hours
Office Hours:	schedule with Bonnie Beres, ext. 3408	Classroom:	N110

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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.

**Rationale for the Course:**

The Graduate Certificate in Family Life Education is designed to support the teaching and discipling ministries of the church as mandated in the Gospel Commission. Both the Bible and social sciences indicate that the home plays the first and primary role as the nurturer of children and their faith. In addition to abiding with certification standards of the National Council on Family Relations {NCFR}, the Family Life Education concentration seeks to prepare Christians to minister through education, mentorship, and nurturing families for the Kingdom. This parenting course will equip students to understand the holistic needs of children and the responsibilities of parenting throughout the life span. Further, the course will refine student competencies in offering parenting education.

**Philosophy:**

Andrews University approaches education from the holistic perspective of body (*corpus*), mind (*mens*), and spirit (*spiritus*). In a direct way, the religious education program of the Seventh-day Adventist Theological Seminary addresses the spiritual dimension of humankind and of education. Transmitting the Christian heritage, developing in individuals a transforming faith in Jesus Christ, and instilling in our students an understanding of vocation as a call to service are central goals of both the religious education program and Andrews University. Having been housed in the School of Education (SED) since this program began, the Family Life Education program is based on the philosophy of education as stated by the SED, which follows:

*We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. In His love and mercy God has provided through His Son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.*

*As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, and social development of our students, through modeling and exhortation.*

*Accordingly we hold that*

- *God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationship with others.*
- *God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.*
- *God calls students to live by principles of good health as stewards of His gift of life;*
- *God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world.*

*To these ends, we work for the glory of God*

The Religious Education program wholeheartedly embraces this philosophy, and by extension this course affirms that embrace.

### **Knowledge Bases:**

A basic understanding of personal development, especially as experienced in childhood, is foundational for effective parenting practice. A focus of this course will be on comprehension of the parenting role as a discipling caregiver and meeting children's needs at various stages. Purposeful parenting principles will be introduced which span cultures and different family structures. The primary focus of this course is acquiring basic understanding and comprehension, and then integrating these bases into a parenting education competency.

### **Desired Student Outcomes:**

#### Knowledge

Upon successful completion of this course, students will –

- clarify their own parenting values and purposes
- understand parenting education as a professional facet of family life education
- understand the spiritual implications of parenting as a form of disciple-making
- understand changing roles and responsibilities of parents
- know various child-rearing practices, guidance, and parenting strategies
- understand standards of safety and protection for children
- know diverse parenting situations and their implications
- understand principles for decision-making about parenthood
- apply the power of prayer in the role of caregiver and parenting educator

#### Skills and Behaviors

Upon successful completion of this course, students will be able –

- to develop and present parenting material in various formats, for specific audiences, in different settings
- to advise adult caregivers to use principles and purpose in determining parenting practices
- to write and commentate succinctly and knowledgably on parenting issues

Attitudes, Values, and Commitments

Upon successful completion of this course, students will –

- value the parenting role as an opportunity to fulfill the Great Commission and the Great Commandment
- value the parenting educator as viable community resource and equipping expert for caregivers of children
- value the personal role of mentor and model for new generations as an expression of one's commitment to Jesus Christ

**Required Textbooks and Other Materials:**Required Reading

- Barna, G. (2007). *Revolutionary parenting*. Ventura, CA: Regal Books.
- ~~Gordon, T. (2000). *Parent effectiveness training*. New York: Random House.~~
- Kimmel, T. (2005). *Grace-Based parenting*. Nashville, TN: Thomas Nelson.
- Omartian, S. (2005). *The power of a praying parent*. Eugene, OR: Harvest House.
- Powell, L. H., & Cassidy, D. (2007). Parent education. In *Family life education: Working with families across the life span* (2nd ed., pp. 215-235). Long Grove, IL: Waveland Press. [see appendix d]

Recommended Resources

- Barna, G. (2003). *Transforming children into spiritual champions*. Ventura, CA: Regal Books.
- Beckwith, I. (2004). *Postmodern children's ministry: Ministry to children in the 21st century*. Grand Rapids, MI: Zondervan.
- Bess, C. W. & DeBrand, R. E. (1985). *Bible-centered object sermons for children*. Grand Rapids, MI: Baker Book House.
- Blanchard, K., Lacinak, T., Tompkins, C., & Ballard, J. (2002). *Whale done! The power of positive relationships*. New York, NY: Free Press.
- Briggs, D. C. (1975). *Your child's self-esteem*. New York: Dolphin Book, Doubleday.
- Brooks, J. B., (2006). *The Process of Parenting* (7th ed.). Columbus, OH: MacGraw-Hill.
- Cartmell, T. (2001). *The parent survival guide*. Grand Rapids, MI: Zondervan.
- Clark, C. & Clark, D. (1998). *Daughters and dads: Building a lasting relationship*. Colorado Springs, CO: NavPress.
- Dinkmeyer, D. & McKay, G. D. (1990). *Parenting teenagers: Systematic training for effective parenting of teens* (2nd ed.). Circle Pines, MN: American Guidance Service.
- Erikson, E. H. (1980). *Identity and the life cycle*. New York: W. W. Norton.
- Erwin, P. J. (2000). *The Family-powered church*. Loveland, CO: Group.
- Eyre, L. & Eyre, R. (1994). *Teaching your children joy*. New York: Fireside Book, Simon & Schuster.
- Flowers, K., & Flowers, R. (Eds.). (2002). *It takes a family: Discipling children & teens for Christ*. Silver Spring, MD: Department of Family Ministries, General Conference of Seventh-day Adventists.

- Flowers, K., & Flowers, R. (Eds.). (2001). *Families of faith: Biblical foundations for family living*. Silver Spring, MD: Department of Family Ministries, General Conference of Seventh-day Adventists.
- Garland, D. R. (1999). *Family ministry: A comprehensive guide*. Downers Grove, IL: InterVarsity.
- Gordon, T. (2000). *Parent effectiveness training*. New York: Random House.
- Haystead, W. (1974). *Teaching your child about God: You can't begin too soon*. Ventura, CA: Regal Books.
- Jones, S., & Jones, B. (2007). *Before I was born* (Rev. ed.). Colorado Springs, CO: NavPress.
- Jones, S., & Jones, B. (2007). *Facing the facts: The truth about sex and you* (Rev. ed.). Colorado Springs, CO: NavPress.
- Jones, S., & Jones, B. (2007). *How and when to tell your kids about sex* (Rev. ed.). Colorado Springs, CO: NavPress.
- Jones, S., & Jones, B. (2007). *The story of me* (Rev. ed.). Colorado Springs, CO: NavPress.
- Jones, S., & Jones, B. (2007). *What's the big deal? Why God cares about sex* (Rev. ed.). Colorado Springs, CO: NavPress.
- Kuzma, K. (Ed.). (1997). *Poems & quotes: In praise of children*. Hagerstown, MD: Review and Herald.
- Langston, T. (2001). *Parenting without pressure*. Colorado Springs, CO: Nav Press.
- Martin, M. E. (2007). *The mystery of the child*. Grand Rapids, MI: William B. Eerdmans.
- McMillan, L. (1993). *Parentwise: How to raise good Adventist kids*. Hagerstown, MD: Review and Herald.
- Parrott, L., & Parrot, L. (2007). *The parent you want to be*. Grand Rapids, MI: Zondervan.
- Rainey, D. (2007). *Interviewing your daughter's date: Eight steps to no regrets*. Little Rock, AK: Family Life Publishing.
- Shedd, C. (1975). *Smart dads I know*. New York: Sheed and Ward.
- Siegel, D., & Hartzel, M. (2004). *Parenting from the Inside Out*. New York: Penguin Books.
- Swindell, W. (1992). *Fathers, come home: A wake-up call for busy dads*. South Bend, IN: Greenlawn Press.
- Thomas, Gary. (2005). *Sacred Parenting*. Grand Rapids, MI. Zondervan.
- White, E. G. (1971). *Child Guidance*. Nashville, TN: Southern Publishing Association.

**Course Schedule:**

Session	Topic <sup>+</sup>	Readings	Assignments Due
08/26	Introduction; Child Develop.	Powell & Cassidy, pp. 215-235 Barna, pp. 8-76	
09/02	Influences on parenting styles	Barna, pp. 77-139	Reflection Essay, Syllabus Affidavit, Active Parenting Shopping Done
09/09	Help resources	Kimmel, pp. 1-92	Powell & Cassidy Quiz Construction
09/16	Demands	Kimmel, pp. 92-182	Barna Quiz Construction
09/23	Preparation	Kimmel, pp. 183-230	
09/30	Relationship		Kimmel Quiz Construction
10/07	Communication		
10/14	Family conflict	Omartian, ch. 1-7	Active Parenting Product Review
10/21		Omartian, ch. 8-14	
10/28	Safe environment	Omartian, ch. 15-21	Midterm Exam
11/04	Parenting types	Omartian, ch. 22-28	
11/11	Life Skills	Omartian, ch. 29-31	
11/18			
12/02			Required Reading Affidavit
12/09	Final Exam, 2:00p		Final Exam/Project

<sup>+</sup>subject to change

**Topics:**

A variety of key concepts, endorsed by the NCFR, will be presented in course lectures/presentations. These concepts will include topics such as:

- Changing parental responsibilities as children become independent
- Changing parent-child relationships over the life span
- Preparation for birth and parenthood
- Demands and rewards of parenthood
- Child-rearing practices, guidance, and parenting strategies
- Importance of parental communication regarding child-rearing practices
- Parent-child communication
- Family conflict and conflict resolution
- Providing a safe environment for children
- Teaching life skills to children (self-sufficiency, decision-making)
- Problems of family violence, abuse, and neglect
- Varied parenting situations (single parenting, step-parenting, adoption)
- Sources of help for parents (family, neighborhood, community)
- Factors to consider in deciding if and when to become a parent
- Influences on parenting styles (ethnic, racial, social)

**Readings:**

The required readings are intended to provide the student with depth of knowledge upon which to build integrated competencies by course conclusion. Reading for comprehension is necessary, and it is expected that the student will process the content critically. Constructing quiz questions, based on the required reading, offers the student an opportunity to showcase their synthesis of the material.

### Assignment Descriptions:

Generally, it would be important to note –

- Consult the **Course Schedule** for specific due dates for assignments.
- It is necessary to have a working knowledge of the online resource *Desire To Learn* (D2L), and an active, accessible Andrews University email account. Various assignments, exams, and group discussions will be processed/posted on D2L. Further, a student would be able to access current class score standings and grade outcomes in D2L.
- All assignments are expected to meet criteria for seminary written work {<http://www.andrews.edu/SEM/academics/criteria.htm>}.
- It is preferred that papers follow the publication/citation guidelines outlined in *Publication Manual of the American Psychological Association (5<sup>th</sup> edition)*.
- It is always wise to save all graded assignments until the course is completed. Also, on your word processor/computer, save a copy of all the work you turn in.
- All written assignments are to be submitted as hard copy, with a cover sheet (see appendix a), no binder or sheave, stapled, at the first of the class on the assignment due date. Assignments turned in after the start of class on the due date will be considered tardy and are subject to a point penalty.
- Quantity does not equal quality. Succinct, clear, professional composition is expected.
- Bells and whistles do not equal quality. Technological, media, and visual aids are fine to help in audience comprehension, but will not be accepted as a surrogate for solid content exhibited in written form.

The following offer short descriptions of the assignments in this course:

#### A. Active Attendance

Punctual arrival, attentive engagement of the class presentations, full participation in class/small group/team activities, respectful decorum with respect to the other students and the instructor are components to “Active Attendance.” Each class session offers the student 10 points toward their grade [See section on “Attendance” for potential point deductions.].

*This accounts for 150 points of your total grade.*

#### B. Reflection Essay

You are to write a reflection essay {to the standards noted for a quality essay, <http://www.andrews.edu/SEM/academics/criteria.htm>} that expresses your thoughts about your upbringing and the impact parenting has had on you, including the various whole person dimensions [i.e. emotional, physical, mental, social, etc.]. Include your current ideas and values about parenting and what are the origins of these ideas and values. To be submitted hard copy as per the course schedule due date.

*The reflection essay accounts for 100 points of your total grade.*

### B. Required Readings

The required readings, including thorough perusal of the syllabus, are intended to provide the student with depth of knowledge upon which to build integrated competencies by course conclusion. Reading for comprehension is necessary, and it is expected that the student will process the content critically and comprehensively. Submission of the appropriate affidavits (see appendix b) on the noted dates offers verification.

*The required reading affidavits account for 150 points of your total grade.*

### C. Critical Product Review

From *Active Parenting Publishers* catalog, students will select a curriculum to preview, then conduct the curriculum program in a real time setting. After doing the curriculum program, each student will compose a critical product review.

Comparable in structure to the critical book review described at <http://www.andrews.edu/SEM/academics/criteria.htm>, this product review needs to be of suitable quality and construct to be submitted for potential publication in a ministry periodical or other viable media outlet. After instructor review, the student is to submit their product review to a publication.

**It is important to note this is NOT a book report.** The majority of content in the review is for reflection, critique and analysis of the product.

*This critical product review account for 200 points of your total grade.*

### D. Quiz Construction

For each of the required readings, develop, for each chapter, 2 multiple-choice questions and their corresponding answers (for a sample, see appendix c). These are to be put into a word processing document (.doc or .rtf) and posted in D2L. The class will work together to critique and revise these quiz questions, which will serve as the item pool for both mid-term and final exam questions.

*These quiz constructions account for 50 points of your total grade.*

### E. Midterm & Final Exams

A composite of the class' questions will comprise a portion of these exams. These exams will be administered via D2L. Both the midterm and final exam include a project/practicum component.

*Your midterm exam accounts for 100 points of your total grade.*

*Your final exam accounts for 100 points of your total grade.*

### G. Final Project/Practicum

Construct your own parent education seminar, workshop, or retreat. Utilize, as a primary resource to your project, one of the books cited in this syllabus as **required** or **recommended**. Prepare a 4-6 contact hour seminar curriculum that can be used in a church or other community setting. Reminder: Use APA or Turabian format in the write up of your project.

The seminar/workshop project needs to include these required facets:

1. Your rationale for the project, target description, and the desired outcomes.
2. Proposed logistical details including: advertising strategy, proposed schedule, childcare plan, location, support issues (staff, AV, food), supplies, etc.
3. Detailed outline of curriculum including presentation notes, exercises, handouts, media clips, etc.
4. Conspicuous integration of the knowledge, skills, and values from this course into the project. Citation of sources, even as inspiration, is strongly recommended.
5. Make arrangements with a specific program or setting to conduct your training as a service to the community.

Although your project will need to be submitted as hardcopy, be prepared to upload your project online for other students to enjoy.

*Your final project/practicum accounts for 200 points of your total grade.*

### **Grades:**

Your grade will be based on the following work and weighted as indicated by the following percentages:

Active Attendance*	-	150 points	15%
Reflection Essay	-	100 points	10%
Required Readings Affidavits	-	150 points	15%
Critical Product Review	-	200 points	20%
Midterm Exam	-	100 points	10%
Final Exam	-	100 points	10%
<u>Final Project</u>	-	<u>200 points</u>	<u>20%</u>
<i>TOTAL</i>	-	<i>1000 points</i>	<i>100%</i>

\*Active Attendance in class and teams will be measured by attendance and involvement/engagement during class. A variety of written responses, small group "on-task" discussions/exercises, and in-class projects will serve as support indices for in-class involvement/engagement.

### Grading Scale

The following scale is used in evaluating assignments and determining grades:

A	=	95 + %	C+	=	77-79%
A-	=	90-94%	C	=	73-76%
B+	=	87-89%	C-	=	70-72%
B	=	83-86%	D+	=	67-69%
B-	=	80-82%	D	=	60-66%
			F	=	less than 60%

### Withdrawal

Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar.

### Incomplete

An Incomplete indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract that is signed by both. Ordinarily, an Incomplete shall be removed during the following semester. For further information about an Incomplete, see the *Andrews University Bulletin*.

### **Attendance:**

The *Andrews University Bulletin* contains the following statement on policies regarding class absences:

Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### Defining Tardiness

Attendance will be taken by having you "sign in" on the attendance sheet on the table in front of the classroom. When the time for class begins, the attendance sheet will be removed or marked to indicate on time arrivals. For full credit, prompt and full attendance is expected at all the classes you attend.

Each class offers 10 points for attendance and involvement/engagement {"active attendance"} in class. Tardiness deducts 3 points from your score for that class session.

Assignments are due at the start of the class on the due date. Assignments turned in after the due date will be deemed tardy and can result in a point deduction (15% or more) per each class period late.

### Defining Active Attendance

Active Attendance denotes more than bodily presence in class, but full involvement/engagement during class. A variety of written responses, small group "on-task" discussions/exercises, and in-class projects will serve as support indices for in-class involvement/engagement. Non-involvement or disengagement from in-class participation can result in deductions from 1 to 5 points at the instructor's discretion.

### Absence resulting in Failing Grade

Please note that excused absences is a determination of the Associate Dean's office. Absence for more than 10% of class time for whatever reason may result in failing the course.

**Interpersonal Integrity:**

In accordance with the *Andrews University Bulletin*, all conduct between students and between students and instructor/staff are to follow respectful classroom decorum, the highest ethical standards, and Christian etiquette. At the discretion of the instructor, disruptive or distracting behavior may result in point deductions from “Active Attendance,” or excusing the student from class. Children and guests are not to attend class except by advance permission granted by the instructor. Consuming food and beverages in class is discouraged.

**Computers in the Classroom and Other Electronics:**

Because of the value of active attendance, especially involvement and engagement of students in class, computers are probably more of a hindrance to participation than a help. Use of computers in class is a privilege. Because computers are often used inappropriately, they can also be distracting to other students. The instructor will determine the appropriateness of computer use. If a student’s use of computers becomes a hindrance to active, full participation or the participation of other students, the student will lose the privilege of in-class use of computers.

In respect of others in class, students are asked to turn off cell phones and pagers.

At the discretion of the instructor, inappropriate use of computer or other electronics may result in “Active Attendance” point deductions.

**Academic Integrity:**

Academic integrity is treated seriously at Andrews University. From the *Andrews University Bulletin*:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters (A list of behaviors that constitute academic dishonesty follows the above statement.).

You should pay particular attention to the matter of plagiarism. The following definition may help you to understand the various forms that plagiarism can take:

Plagiarism means submitting work as your own that is someone else’s. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s and not your own is plagiarism. If you copy an author’s words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else’s ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.  
(Barbara G. Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 300)

Students who have studied in countries where plagiarism is not defined as stated in the above paragraph should acquaint themselves with academic standards in the United States. If you so desire, the instructor will assist you on an individual basis in understanding what constitutes plagiarism.

All course work turned in to the instructor, written and otherwise, should be prepared by you alone, unless the instructor has given a specific group project requiring team/group work.

**Student – Instructor Communication:**

Class time never provides enough time for the instructor to interact with each student personally. Several options are available to provide student-instructor dialogue. Individualized appointments can be arranged through the instructor's secretary. Email can be used, and it is the instructor's intent to use the Class Roster List and D2L to communicate with the class. So, it is important to read the mail that comes to your Andrews email address.

**Disability Accommodations:**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

**Changes in Syllabus:**

If it is necessary to change items in the syllabus, the instructor will provide students with a written copy of the changes.

**Acknowledgement:**

The development of this syllabus is deeply indebted to Drs. Rene Drumm, Donna J. Habernicht, Kay Kuzma, Jane Thayer, and Calvin Thompsen, in the refining of this course through instruction and curriculum development. Many portions of this syllabus are liberal adaptations of their respective syllabi.

**Sample Cover Sheet Form** (see appendix a):

Please note that, unlike and in addition to the standard form for title pages, this one requires (1) date of the semester that you took the course, (2) the date you submit the paper, and (3) your mailing and email address.

Appendix A:  
Sample Cover Page

Andrews University  
Seventh-day Adventist Theological Seminary

PARENTING  
A GRADUATE COURSE FOR FAMILY LIFE EDUCATORS

by

Jane Doe

REFLECTION ESSAY

Submitted to A. Allan Martin, PhD  
in partial fulfillment of the requirements  
for RLED679 – Parenting Education & Guidance  
at Andrews University, Berrien Springs, Michigan  
Fall 2009

September 2, 2009

jdoe@andrews.edu  
777 Generic Boulevard  
Berrien Springs, MI 49104-1500

Appendix B:

Affidavits

**RLED679 Assignment Affidavits – Course Syllabus**

**Required Reading:** The course syllabus, *RLED679 – Parenting Education & Guidance*, needs to be read thoroughly.

My signature confirms that I have thoroughly read the course syllabus, RLED679 – Parenting Education & Guidance, and now know the structure and requirements of this course. I agree to the conditions of the course as stated. Please confer noted points to my total grade for this course.

Signature	Date
Print Name	Student ID#

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*As per the course schedule, submit this affidavit to the instructor to receive credit for respective assignments.*

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**RLED679 Assignment Affidavits – Required Texts**

The following required texts are to be read thoroughly.

Barna, G. (2007). *Revolutionary parenting*. Ventura, CA: Regal Books.  
 Kimmel, T. (2005). *Grace-Based parenting*. Nashville, TN: Thomas Nelson.  
 Omartian, S. (2005). *The power of a praying parent*. Eugene, OR: Harvest House.  
 Powell, L. H., & Cassidy, D. (2007). Parent education. In *Family life education: Working with families across the life span* (2nd ed., pp. 215-235). Long Grove, IL: Waveland Press.

My signature confirms that I have read the required texts thoroughly. Please confer the noted points to my total grade for this course.

Signature	Date
Print Name	Student ID#

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*As per the course schedule, submit this affidavit to the instructor to receive credit for respective assignments.*

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Appendix C:

Sample of Quiz Questions & Answers Construction

Source

Kimmel, T. (2005). *Grace-based parenting*. Nashville, TN: Thomas Nelson.

Sample Questions

1. Kimmel talks about "accepting children as they are" to make our love secure. What should parents accept fully and unconditionally in their children? (pp. 54-61)
  - a. Their individual physical features
  - b. Their emotional and intellectual characteristics
  - c. Their non-moral attributes that are awkward or frustrating
  - d. Their immoral choices
  - e. a, b and c
  
2. Kimmel points out that a child needs to find the general purpose, the specific purpose, the relational purpose, and the spiritual purpose of his/her life. What does he describe as a "great" general purpose? (p. 76)
  - a. Loving others
  - b. Being a wisdom hunter
  - c. Noticing one's talents & developing skills
  - d. Serving God
  
3. According to Kimmel, which kind of parental behavior will undermine the child's future sense of hope? (p. 79)
  - a. strict and nonnegotiable attitudes toward schedule feeding
  - b. putting the child in an overworked childcare environment
  - c. living beyond their means, including excessive consumer debt
  - d. both a and b
  - e. all of them
  
4. Name three factors that help a child to "feel secure love". (pp. 54, 61, 63)

Sample Answers

1. e. a, b and c  
 "Parents should NOT accept their children's wrong moral choices, but their individual physical features, their emotional and intellectual characteristics and their non-moral attributes that are awkward or frustrating." (Kimmel, pp. 54-61)
  
2. b. Being a wisdom hunter (Kimmel, p. 76)
  
3. e. all of them  
 "Strict and nonnegotiable attitudes toward schedule feeding, putting the child in an overworked childcare environment, and living beyond the parent's means, producing excessive consumer debt will undermine the child's future sense of hope." (Kimmel, p. 79)
  
4. Children feel secure love when...
  - ...they know that they are accepted as they are
  - ...they are affiliated with a loving caring family
  - ...they receive regular and generous helpings of affection (Kimmel, pp. 54. 61.63)

Appendix D:

Powell, L. H., & Cassidy, D. (2007). Parent education. In *Family life education: Working with families across the life span* (2nd ed., pp. 215-235). Long Grove, IL: Waveland Press.