

Parenting and Child Guidance – FCHD 2660

Spring 2017, Tues/Thur 1:30-2:45, Nat Res #105

General Information:

Instructor: Sheryl Goodey, Ph.D. Candidate, 797-0682 sheryl.goodey@usu.edu
Office Hours: Tuesday 11:30 a.m.-12:30 p.m. or by appointment. FCHD West 111 (At the bottom of Old Main Hill, 2nd building on the south of 5th North).
Text: Brooks, J. (2013). *The Process of Parenting* (9th ed.). New York, New York: McGraw-Hill.
Additional readings on Canvas.
An Iclicker

Course Description:

The text and class discussions will concentrate on parenting styles and child guidance philosophies with emphasis on principles and techniques.

Learning Outcomes:

1. To understand epistemologies as applied to parenting and child guidance.
2. To understand and apply various developmental and family theories to parenting and child guidance.
3. To understand different research methodologies as applied to parenting and child guidance.
4. To understand validated models of parenting and child guidance and apply these models to realistic scenarios.
5. To become familiar with the necessary tools for writing, observing, and communicating about parenting styles, techniques, and skills.

Course Structure:

The course format will include lecture, discussion, and activities to increase understanding. Students will have additional opportunities for cooperative grouping. In order to contribute to the discussions, ***reading assignments should be completed prior to each class.*** **REGULAR CLASS ATTENDANCE IS ESSENTIAL.**

Evaluation Methods:

1. Activities: (Learning Outcome 4)

There will be a variety of in-class activities to provide an opportunity to practice and expand upon the skills and concepts discussed. There is not an attendance policy or associated points, although the activities will be provided at various times throughout the course in which your attendance is essential. These **may not** be made up outside of class. There will be a total of 11 activities. This represents a total of 110 possible points. Only 100 points are required; providing an opportunity for extra credit.

2. Observation Paper: (Learning Outcome 2, 4 & 5)

Observe 2 families' interactions and apply the CAR (connection, autonomy, regulation) model in a 3-page paper detailing your observations.

Process:

1. Observe 2 families for 15 minutes each (at least one parent and one child for each observation) that you do not know. **Names should not be used in the paper.** This may be done in a park, a restaurant, church, store, playground, etc. You do not have to be close enough to hear all of the conversation, but be sure to get sufficient data to make conclusions. If you are merely giving observational data, you're not using the model.
2. Introduce the parts of the CAR model and how they work together. Be sure to apply the CAR model to your observations.
3. Read, apply, and cite 2 of the following: Barber (1997); Baumrind (1996); Baumrind (2013); Darling (1999).
4. Describe specifically how the behavior you saw exhibited:
 - a. Love and connection (or not)
 - b. Encouragement of autonomy (or not)
 - c. Regulation with appropriate rules, boundaries, and discipline (or not)
5. Determine as best you can the typologies you observed (permissive, authoritative, authoritarian, negligent).

Because this is not an IRB approved research project, do not interact with your real life participants, and do not include any details that would impact their anonymity. Be sure to tie what you see to the CAR model. 3 pages – no more, no less. Submit via Canvas – 100 points. (See Paper Guidelines)

3. Group Project: (Learning Outcome 1, 2, & 3)

Groups of approximately 4 students will research a parenting-related topic, apply a theory, and prepare a poster for class presentation. 100 points Total.

Process:

1. On Canvas, sign up for a child guidance topic that interests you - *first come, first served* basis - by the end of the first week or assignments will be made for you.
2. Your group will compile and present information on your topic through a series of assignments.

INSTRUCTIONS FOR GROUP PROJECT:

- A. **Article Summaries:** Each group member will find **two different scholarly articles** related to the group's topic. These should be empirical articles (studies). Write a 1-page, double-spaced, annotated bibliography for **each** article. **Use your own words in writing these article summaries.** Use APA style (6th edition). Thus, each group member should have two unique article sources, with no members reading the same articles. Submit via Canvas (40 points, individually graded).
- B. **Presentation Outline:** The group will compile a half-page, single-spaced, bulleted summary of their project. Briefly state the theory your group plans to use and how it will be used. Most of the content should focus on the empirical findings. Submit one copy in class with ALL of the group members listed (30 points, group graded).

- C. **Poster & Presentation:** Using the collective information from the articles, the group will complete a poster presentation of the information they found related to the topic. Posters should introduce the topic, and give information through the three epistemologies/lenses;
- o Theory (about 15% of the poster)
 - o Empiricism/Research Findings (about 70% of the poster)
 - o Personal, spiritual, or traditional experience (about 15% of the poster)

Font should be readable at a distance (at least 20 font) and poster should be neat and attractive. Each group member should be prepared to answer questions/present poster to the class. (60 points, group graded)

*****For credit, put the group number and names on the poster*****

- D. **Group Evaluation:** After presentations, each group member will provide a grade and assessment of themselves and other group members via Canvas (20 points, individually graded).

3. Quizzes:

There will be four quizzes where you will have the opportunity to answer questions from the readings and class discussions within a set amount of time. Quizzes are available via Canvas two days prior to the start of class of the due date. You will have three chances to complete the quiz, and the highest score will be recorded. Students are encouraged to complete the quizzes closed book, closed notes, and closed neighbor as these are learning opportunities that will help prepare you for upcoming exams.

4. Exams:

Three exams will be given (multiple choice & T/F), with content from the text, lectures, and discussions in class. All exams, including the final, will be taken in class. Bring a blue Scantron and pencil with you. Exams are comprehensive, although primary focus will be on new material covered since the previous exam.

Grading:

Activities [10 x 10]	100
Observation Paper	100
Group Project: Summaries/Presentation	150
Quizzes [4 x 25]	100
Exams [3 x 100]	300

Anticipated Total 750

**** Late assignments will receive reduced or no credit. Papers turned in after the deadline but within twenty-four hours will receive a 10% deduction in grade. Papers turned in within 48 hours of the deadline will receive a 20% deduction in grade. Papers are to be turned in prior to the beginning of class as attachments via Canvas. Papers sent electronically by other means, or delivered hardcopy will not be accepted for credit.***

The total of all scores will be utilized in a grading scale to arrive at the final grade for the course. The following scale will apply:

94-100%	= A	74-76.99%	= C
90-93.99%	= A-	70-73.99%	= C-
87-89.99%	= B+	67-69.99%	= D+
84-86.99%	= B	60-66.99%	= D
80-83.99%	= B-	below 60%	
77-79.99%	= C+		

Attendance

I expect you to attend all classes for their duration. I will not excuse any student from any assignment. If a student is unable to complete the class attendance requirements according to university policy, it is her/his responsibility to withdraw from the class (I will consider any unusual circumstances). I expect you to complete all examinations at the appointed hour. Make-up exams are not feasible except in extreme circumstances. If there are any questions or concerns, please contact me.

Honor Code Policy

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy. <http://www.usu.edu/student-services/student-code/article6.cfm>

Students with Special Needs

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Communications via email

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address.

It is your responsibility to check your email account regularly.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: <http://www.usu.edu/student-services/student-code/article7.cfm#secVIII>.

Emergency Preparedness

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Date	Topic	Readings	Due
Tues 1/10	Course Introduction <u>Parenting & Science</u>	Chapter 1	
Thur 1/12	Process of Parenting		Quiz 1
Tues 1/17	Social and Cultural Contexts	Chapter 2	
Thur 1/19	SES and Parenting		
Tues 1/24	Learning to Parent <u>Parenting Theories</u>	Chapter 3	Presentation Outline
Thur 1/26	Pathways to Parenthood	Chapter 4	
Tues 1/31	CAR Model <u>Pregnancy</u>	Online Readings	Article Summaries
Thur 2/2	APA Review <u>Exam Review</u>		Quiz 2
Tues 2/7	Poster Preparation <u>Exam 1</u>		Exam 1
Thur 2/9	Family Closeness <u>Parenting Stress</u>	Chapter 5	
Tues 2/14	Group Project Posters		Group Project Poster
Thur 2/16	Group Project Posters		
Tues 2/21	Tuesday, February 21st – NO CLASS		
Thur 2/23	The Role of Parents <u>Discipline</u>	Chapter 6	Group Evaluations
Tues 2/28	Birth to 2 years	Chapter 7	
Thur 3/2	2 years to 5 years	Chapter 8	
Mon 3/6 – Fri 3/10	Mon 3/6 – Wed 3/10 Spring Break – NO CLASS		
Tues 3/14	Elementary School <u>Early Adolescence</u>	Chapter 9 Chapter 10	
Thur 3/16	Adoption & Foster Parents	Chapter 13	
Tues 3/21	Observation Day		
Thur 3/23	Exam Review		Quiz 3
Tues 3/28	Exam 2		Exam 2
Thur 3/30	Late Adolescence/Adults	Chapter 11	
Tues 4/4	Parenting and Work	Chapter 12	Observation Paper
Thur 4/6	Strategies for working parents		
Tues 4/11	Divorced Parents	Chapter 15	
Thur 4/13	Remarriage and Stepfamilies		
Tues 4/18	Unmarried Parents	Chapter 14	
Thur 4/20	Importance of Fathers <u>Lesbian and Gay Parents</u>	Chapter 16	Quiz 4
Tues 4/25	Challenging Times	Chapter 17	
Thur 4/27	Final Review		
Thur 5/4	FINAL EXAM	1:30 PM NR# 105	FINAL EXAM

Paper Guidelines

Make sure:

- a. Your paper is in APA style format (6th edition). This includes title page, running heads, page numbers, proper in-text citations and reference page citations, and proper font/margins. No abstract.
(<https://owl.english.purdue.edu/owl/resource/560/01/>)
- b. Your paper is clear, well-organized, and without errors (grammatical, spelling, or typing). The Writing Center on campus (<http://writing.usu.edu/>) is highly recommended and offers free one-on-one consultations with professional tutors to assist you with your writing.