Course Overview (QM Standards 1.2)

Course description: *Parenting* is an eight-week online, three credit hour course that examines the family systems theory and a systemic family development model to describe intergenerational family scenarios and lifespan challenges, with a focus on the ecological, social, and cultural contexts in which parent-child relations occur. Some major parenting strategies are anchored by focusing on nurture and structure, and important discussions of ethnic diversity and family structures in the United States are explored.

Course Goals:
1. Analyze theories, norms, and problems associated with parenting.
2. Identify differences and similarities in the parenting role in diverse contemporary American families.
3. Identify and discuss parenting strategies throughout the parenting lifecycle.
4. Discuss the changing role of the parent-child relationship throughout the parenting lifecycle.
5. Discuss the parent-child relationship in high-risk families.

Pre-Requisites (QM Standard 1.6)

There are no course prerequisites for this course other than being an RBA (Regents Bachelor of Arts) student.

Minimum Technical Requirements and Online Resources (QM Standards 1.5 & 1.7)

In addition to a web browser (preferable Firefox) that is Blackboard compatible, you will need the other WVROCKS supported technologies outlined in the student policies section.

Online Resources: This course makes use of many online resources. I have made every effort to make sure the links I have are up-to-date. However, due to the changing nature of the web, you may find that a resource is temporarily unavailable or has been removed. If this should happen, please send me an email and I will find an alternative resource or modify the assignment accordingly.

Instructor Information (QM Standards 1.8 & 5.3)

Individual instructors complete this information.

Virtual Office Hours
I am available in my virtual office by appointment only. Send me an email to set up an appointment.

Personal Commitment
My personal commitments to you as a participant include:

- I will reply to course mail messages within 24 hours;
- I will read all discussion postings and will reply where appropriate within 3 days
- I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
- If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.
- I will regularly update information regarding due dates in the course announcements.

Optional/Required Course Materials (QM Standard 4.6)
You will find your required textbook information in the course catalog at http://ilearn-wvrocks.wvnet.edu. All other materials are found in the individual course modules.

Grading Policy (QM Standard 3.2)

Evaluation and Grading
Each module consists of a series of assignments, discussions and checks for understanding, each having specific point values designated in the table below. For each assignment you will be given the rubric or grading criteria from which you will be evaluated.
The grading scale is as follows:

- A = 540-600 pts.
- B = 480-539 pts.
- C = 420-479 pts.
- D = 360-419 pts.
- F = < 360 pts.

List of Course Assignments with Point Values

Activity	Points
M0A1: Course Introduction	**5**
M0A2: Orientation Assignment	**5**

M0A3: Orientation Quiz	**10**
M1A1: Media Review of Family Functioning Activity	**30**
M1A2: Family of Origin Influences Discussion	**20**
M1A3: Chapter 1 Check for Understanding	**20**
M2A1: Cultural Influences Activity	**30**
M2A2: Theoretical Perspectives Discussion	**20**
M2A3: Chapters 2 and 3 Check for Understanding	**20**
M3A1: Ideal Parent Activity	**30**
M3A2: Parenting Styles and Programs Discussion	**20**
M3A3: Chapter 4 and 5 Check for Understanding	**20**
M4A1: New Parent Interview Activity	**30**
M4A2: Parenting Infants and Toddlers Discussion	**20**
M4A3: Chapter 6 and 6 Check for Understanding	**20**
M5A1: Design a Toy Activity	**30**
M5A2: Parenting Difference Across the Lifecycle Discussion	**20**
M5A3: Chapters 8-10 Check for Understanding	**20**
M6A1: Single Parent/Child Custody Activity	**30**
M6A2: Blended Family Discussion	**20**
M6A3: Chapter 11 and 12 Check for Understanding	**20**
M7A1: Living in Limbo Artist Activity	**30**
M7A2: Adolescent and Same Sex Parenting Discussion	**20**
M7A3: Chapters 13 and 14 Check for Understanding	**20**
M8A1: Issue Paper	**70**
M8A2: Chapters 15 and 16 Check for Understanding	**20**
Total:	**600**

Module Objectives and Assessments (QM Standard 2.2, 2.3, 2.4, 2.5, 3.4, 3.5, 5.1)

Module 1: Introduction to Families and Parenting

After you have complete the readings and content for this module you will be able to:

- Identify the current views that support formal parenting education. [**M1A1: Media Review of Family Functioning Activity, M1A2: Family of Origin Influences Discussion, M1A3: Chapter 1 Check for Understanding**]
- Explain the implications of the different perspectives concerning parent–child relations. [**M1A1: Media Review of Family Functioning Activity, M1A2: Family of Origin Influences Discussion**]
- Explain the social factors that contributed to the changing trends in parenthood over the past century. [**M1A1: Media Review of Family Functioning Activity, M1A2: Family of Origin Influences Discussion**]
- Describe the factors that contribute to the parenthood role, and reflect on the relevance of each of these factors during the life-span development of the parent. [**M1A1: Media**

Review of Family Functioning Activity, M1A2: Family of Origin Influences Discussion, M1A3: Chapter 1 Check for Understanding]

Module 2: Cultural and Theoretical Perspectives of Parenting

After you have complete the readings and content for this module you will be able to:

- Identify and describe the roles of socialization, cultural identity, traditions, and assimilation in effective parent–child relations. [**M2A1: Cultural Influences Activity, M2A2: Theoretical Perspectives Discussion, M2A3: Chapters 2 and 3 Check for Understanding**]
- Identify and describe the principal features, forms, and structures found in contemporary American families. [**M2A1: Cultural Influences Activity, M2A2: Theoretical Perspectives Discussion, M2A3: Chapters 2 and 3 Check for Understanding**]
- Explain how parents and co-parents can contribute in promoting multicultural competence. [**M2A1: Cultural Influences Activity, M2A2: Theoretical Perspectives Discussion**]
- Identify and describe the unique characteristics and challenges of parent–child relations in ethnically diverse families in the United States. [**M2A1: Cultural Influences Activity, M2A2: Theoretical Perspectives Discussion, M2A3: Chapters 2 and 3 Check for Understanding**]
- Explain how a family can be described as a social system. [**M2A2: Theoretical Perspectives Discussion,**]
- Describe the role of attachment in parent-child relations. [**M2A1: Cultural Influences Activity, M2A2: Theoretical Perspectives Discussion**]
- Explain Bronfenbrenner's Ecological Systems theory by referring to the multiple nested layers. Distinguish between the various layers in terms of proximity to the parent-child relationship. [**M2A2: Theoretical Perspectives Discussion**]
- Explain how Ecological Systems theory assists in understanding individuals within the context of their family system. [**M2A2: Theoretical Perspectives Discussion**]
- Describe how Psychosocial theory addresses parent-child relations. [**M2A2: Theoretical Perspectives Discussion**]
- Explain how other psychological theories address aspects of parent-child relations. [**M2A2: Theoretical Perspectives Discussion**]

Module 3: Parenting Styles and Strategies and the Transition to Parenthood

After you have complete the readings and content for this module you will be able to:

- Identify and explain the qualities that characterize a competent parent by reflecting on the teaching aspect of parenting. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion, M3A3: Chapter 4 and 5 Check for Understanding**]

- Explain the definition of discipline and what contributes to making parents effective disciplinarians. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion**]
- Explain why structure and nurture are the cornerstones of effective discipline. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion**]
- Identify and describe the common elements of the basic methods of discipline and how these programs can be applied. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion, M3A3: Chapter 4 and 5 Check for Understanding**]
- Identify and describe some of the behavioral problems that are considered a normal aspect of children's development. Distinguish between developmentally appropriate and developmentally inappropriate behavior problems. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion, M3A3: Chapter 4 and 5 Check for Understanding**]
- Explain how some of the justifications for parenthood have shifted over the centuries and how the decision to become a parent has become more complex. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion**]
- Explain the impact of first-time parenthood on a couple's committed relationship. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion**]
- Identify and describe some of the typical adjustments and reactions to pregnancy. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion, M3A3: Chapter 4 and 5 Check for Understanding**]
- Identify and describe some of the challenges, legal as well as social, in fostering or adopting children. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion, M3A3: Chapter 4 and 5 Check for Understanding**]
- Explain why new parents could benefit from support and describe the types of support systems generally available to them. [**M3A1: Ideal Parent Activity, M3A2: Parenting Styles and Programs Discussion**]

Module 4: Pregnancy and Childbirth and Parenting Infants and Toddlers

After you have complete the readings and content for this module you will be able to:

- Explain why the critical factors influencing the course of a pregnancy include several dimensions such as social, biological, and psychological factors. [**M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding**]
- Explain why prenatal care includes planning for the pregnancy before conception and describe aspects to be considered in this planning process. [**M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding**]
- Describe the current trends in childbirth management and why they have significantly reduced birth trauma, as well as infant and mother mortality. [**M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding**]
- Identify and explain some of the contributing factors as to why some mothers do not access medical support during prenatal and perinatal care. [**M4A1: New Parent**

Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding]

- Explain the emotional considerations accompanying pregnancy and childbirth. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion]
- Identify and describe the effects of public awareness regarding postpartum depression and sudden infant death syndrome (SIDS) and how these issues are currently addressed. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding]
- Identify and describe the principal developmental landmarks of infancy and how they guide the parents in meeting infant needs appropriately. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding]
- Identify and explain the differences and similarities between parenting and parent–infant relations. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion, M4A3: Chapter 6 and 6 Check for Understanding]
- Explain why the parenthood role is a constantly evolving role. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion]
- Explain why community supports are important to parents of infants and toddlers, especially while dealing with stressors. [M4A1: New Parent Interview Activity, M4A2: Parenting Infants and Toddlers Discussion]

Module 5: Parenting Preschoolers, School-Age Children, Adolescents, and Young Adults

After you have complete the readings and content for this module you will be able to:

- Explain why it is helpful to know the principal developmental landmarks of early childhood in order to facilitate effective parenting behavior. [M5A1: Design a Toy Activity, M5A2: Parenting Difference Across the Lifecycle Discussion]
- Identify and explain how the parent–preschooler relationship changes in comparison to the relationship during infancy. [M5A2: Parenting Difference Across the Lifecycle Discussion, M5A3: Chapters 8-10 Check for Understanding]
- Explain why positive methods of guidance work well with young children. [M5A2: Parenting Difference Across the Lifecycle Discussion]
- Identify and describe some common behavioral problems observed in young children. [M5A2: Parenting Difference Across the Lifecycle Discussion, M5A3: Chapters 8-10 Check for Understanding]
- Identify and describe the kind of community support required by families with preschoolers. [M5A2: Parenting Difference Across the Lifecycle Discussion, M5A3: Chapters 8-10 Check for Understanding]
- Explain how the principal developmental landmarks of middle childhood support parents in applying parenting techniques that are developmentally appropriate. [M5A1: Design a Toy Activity, M5A2: Parenting Difference Across the Lifecycle Discussion]
- Identify and explain the subtle changes that occur in the transition from parenting preschoolers to parenting school-age children. [M5A2: Parenting Difference Across the Lifecycle Discussion, M5A3: Chapters 8-10 Check for Understanding]

- Explain how some common behavioral problems observed among school-age children differ from what was observed among younger children. [**M5A2: Parenting Difference Across the Lifecycle Discussion**]
- Identify and describe the challenges that affect the ability of the parents of children with special needs to raise their children effectively and identify and describe the kinds of assistance available to these families. [**M5A2: Parenting Difference Across the Lifecycle Discussion, M5A3: Chapters 8-10 Check for Understanding**]
- Explain how the effects of maternal employment exert a ripple effect on the entire family. [**M5A2: Parenting Difference Across the Lifecycle Discussion**]
- Explain why it is important for parents to be familiar with the principal developmental milestones of adolescence. [**M5A2: Parenting Difference Across the Lifecycle Discussion**]
- Explain why parenting an adolescent is different from parenting a younger child. [**M5A2: Parenting Difference Across the Lifecycle Discussion**]
- Explain how parents adjust their parenting styles so that there is bi-directionality in meeting the particular needs of adolescent children, as well as the needs of the parents. [**M5A2: Parenting Difference Across the Lifecycle Discussion**]

Module 6: Parenting in Single-Parent and Blended Family Systems

After you have complete the readings and content for this module you will be able to:

- Identify and explain the major factors responsible for creating single-parent family systems. [**M6A1: Single Parent/Child Custody Activity, M6A3: Chapter 11 and 12 Check for Understanding**]
- Identify and explain how divorce affects parents as individuals and as caregivers. [**M6A1: Single Parent/Child Custody Activity, M6A2: Blended Family Discussion, M6A3: Chapter 11 and 12 Check for Understanding**]
- Identify and explain how children are affected by parental divorce. [**M6A1: Single Parent/Child Custody Activity, M6A2: Blended Family Discussion, M6A3: Chapter 11 and 12 Check for Understanding**]
- Identify and describe the important issues related to child custody decisions. [**M6A1: Single Parent/Child Custody Activity, M6A3: Chapter 11 and 12 Check for Understanding**]
- Identify and describe the characteristics of a single-parent family headed by a woman and that headed by a man. Explain how parenting is conducted in each of these family systems. [**M6A1: Single Parent/Child Custody ActivityM6A3: Chapter 11 and 12 Check for Understanding**]
- Describe the major adjustments made by single-parent families. Describe the support systems available to these families. [**M6A1: Single Parent/Child Custody Activity, M6A3: Chapter 11 and 12 Check for Understanding**]
- Describe the distinguishing characteristics of blended families, and indicate how these families can be formed. [**M6A2: Blended Family Discussion**]
- Distinguish between the stepmother and stepfather roles by referring to similarities, as well as differences. [**M6A2: Blended Family Discussion**]

- Identify and describe the developmental changes observed in blended family systems, and how these changes relate to the development of the individuals within that system. **[M6A2: Blended Family Discussion, M6A3: Chapter 11 and 12 Check for Understanding]**
- Identify and describe the strengths of blended families, as revealed when major adjustment challenges have to be resolved. **[M6A2: Blended Family Discussion, M6A3: Chapter 11 and 12 Check for Understanding]**

Module 7: Adolescent Parents and Family Formation and Parenting in Same-Sex Couples

After you have complete the readings and content for this module you will be able to:

- Identify and describe the principal factors that contribute to adolescent parenthood. **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion, M7A3: Chapters 13 and 14 Check for Understanding]**
- Explain the implications for adolescents who become parents. **[M7A2: Adolescent and Same Sex Parenting Discussion]**
- Distinguish between the short- and long-term consequences of a teen pregnancy. **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion, M7A3: Chapters 13 and 14 Check for Understanding]**
- Describe the role of community support for teenagers who become parents. **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion]**
- Identify and explain initiatives that could contribute to lowering teen pregnancy rates. **[M7A2: Adolescent and Same Sex Parenting Discussion, M7A3: Chapters 13 and 14 Check for Understanding]**
- Explain how several complex factors interact in determining sexual orientation, and describe how both biology and the environment can play a role. **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion]**
- Identify and explain the unique challenges, including legal challenges that same-sex partners may face in forming families. **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion, M7A3: Chapters 13 and 14 Check for Understanding]**
- Discuss the research-based parenting concerns regarding children who are being raised by same-sex parents. **[M7A2: Adolescent and Same Sex Parenting Discussion]**
- Identify and describe some parental concerns if children identify themselves as lesbian, gay, bisexual, or transgender (LGBT). **[M7A1: Living in Limbo Artist Activity, M7A2: Adolescent and Same Sex Parenting Discussion, M7A3: Chapters 13 and 14 Check for Understanding]**

Module 8: Parent-Child Relations in High-Risk Families and Best Practices in Parent-Child Relations

After you have complete the readings and content for this module you will be able to:

- Identify the major issues related to abusive parents and child neglect. **[M8A1: Issue Paper, M8A2: Chapters 15 and 16 Check for Understanding]**
- Identify and describe the characteristics of abusive parents and their children, and explain the major consequences of abuse for children. **[M8A1: Issue Paper, M8A2: Chapters 15 and 16 Check for Understanding]**
- Identify and describe intervention strategies that help parents control their abusive behavior and provide support for children. **[M8A1: Issue Paper, M8A2: Chapters 15 and 16 Check for Understanding]**
- Identify Describe the risk and resilience model in terms of good parenting outcomes. **[M8A1: Issue Paper, M8A2: Chapters 15 and 16 Check for Understanding]**
- Explain the ecological system of support promoting good parenting and resilient outcomes. **[M8A1: Issue Paper]**
- Identify and describe the major protective factors in supporting good parent–child relations. **[M8A1: Issue Paper, M8A2: Chapters 15 and 16 Check for Understanding]**