

DePaul University *Draft may be revised after student input
School for New Learning
AP 444 The parent role:
Implications for the parent-child relationship and for professional practice
Harriet Heath, Ph.D. Phone 610 649 7037
This class will involve regular online discussions and
an in person meeting Friday May 1st and Saturday May 2nd

Course Description

What does society expect parents to do? What do parents need to do to meet their children's and their own developmental needs? What attitudes, information and skills do parents need to have to fulfill their role competently and confidently at every stage over the lifespan? As parenting is now seen not as static but as a dynamic role we also need to ask "how do parents adapt to changing children and situations?" In light of this analysis of the parental role, practitioners will critique parenting education and support materials as well as devise a parenting education practice model for the parents with whom they are working or with whom they hope to work. During readings, reflections and class sessions, students will explore ways of raising pertinent issues with parents and of helping parents decide how they want to raise their children.

Course objectives:

- Students will define the parental role drawing from current theories and research and placing it within a cultural context.
- Students will know the attitudes, information, skills and support parents need to fulfill their role with competence and confidence.
- Students will be able to trace the changes in what parents do and how they do it from infancy through emerging adulthood with different children and situations over time.
- Students will identify their own strengths and/or the strengths of parents with whom they live and work and areas to be strengthened based on their understanding of the parent role.

Possible competency statements (Students may also write statements more pertinent to their own course experience or work focus)

SNL 730- Can understand and demonstrate the attitudes, information and skills parents and professionals need to fulfill their parenting/caring roles.

SNL 740 –Can understand how and what parents need to communicate to children at every stage over the life span and can enhance my own communication skills with children, parents and families.

The Learning Experience We will enhance professional competency in this course through many methods including reading, discussion, reflection, collaborative learning exercises, role- playing, interviewing, story- telling, journal writing, case studies and small group projects.

Learning by doing-Students will participate in questionnaires and exercises to clarify their own beliefs and ideas regarding the parent role and parent and child development.

Learning through reading/reflection/discussion- We will read some classical materials in their primary sources and some summaries of theories and research. As there is no graduate text on these topics we will provide a mix of materials to facilitate understanding and discussion.

Learning through writing-You will have an opportunity to clarify your own beliefs through writing and/or journaling and prepare some summaries of readings to share with classmates and keep for your own practice notes.

Reading materials (Available at DePaul's Bookstore Barnes & Noble or various online sites)

1) McDermott, D. (2008). *Developing caring relationships among parents, children, schools and communities*. Thousand Oaks, CA: Sage. Parts of chapters intro, 1,2, 3

2) Heath, H. (2001). *Planning: A key to mastering the challenges of parenting*. Philadelphia, PA: Conrow Publishing. Book available on BlackBoard. **EL**

3) Simpson, R. (2001). *Raising teens: A Synthesis of research and a foundation for action*. Boston: Center for Health Communication, Harvard School of Public Health. Book available on BlackBoard. **EL**
Simpson, R. (2008) *Young adult development project* <http://hrweb.mit.edu/worklife/youngadult/about.html>

4) Brooks, J. (2008). *The process of parenting*. New York, NY: McGraw- Hill. In Bookstore

5) Greenspan, S. with Lewis, Nancy (1999). *Building healthy minds: the six experiences that create intelligence and emotional growth in babies and young children*. Cambridge, MA: Perseus Books

6) Select one popular parenting book not selected by another student. (See list of books below. Sign up for your book on Blackboard. Book may be borrowed from a library.)

Complete a one page handout for classmates summarizing the book emphasizing how it addresses the role of parents and the recommendations made to parents as to how they should nurture their children.

Be prepared to use the material from your selected book in class discussions as we talk about how parents implement their role with different aged children.

Plan a fifteen minute class presentation of how you would introduce a significant skill or idea from your book to a group of parents. .

1) DeBecker, G. (1999). *Protecting the gift: Keeping children and teenagers safe*. New York: 113-NHY: Dial Press

2) Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen and listen so kids will talk*. New York; Avon Books.

3) Frost, J. (2005). *Supernanny: How to get the best from your children*. New York: Hyperion.

4) Gottman, J. & DeClaire, J. (1997). *Raising an emotionally intell child: The heart of parenting*. New York: Simon & Schuster.

5) Heath, H. (2000). *Using your values to raise your child to be an adult you admire*. Seattle, WA: Parenting Press.

6) Kohn, Alfie (2005). *Unconditional Parenting: Moving from rewards and punishments to love and reason*. New York: Atria Books.

7) Seligman, M. (2007). *The optimistic child*. Boston, MA: Houghton Mifflin.

8/9) Shure, M. (2005). *Thinking parent, thinking child*. New York: McGraw-Hill. (you may choose any of Shure's books including raising a thinking preteen as well).

10) Taffel, Ron with Melinda Blau (1999). *Nurturing good children now: Ten basic skills to protect and strengthen your child's core self*. New York: Golden Books.

Other sources of information:

<http://www.search-institute.org/EarlyChildhoodAssets>

Course requirements.

I. Participation in learning- (15 %) Every student is expected to: **attend every class and phone conference** (barring some serious reason for missing) and come on time, participate in large and small group activities including answering: an “**introducing yourself**” questionnaire if you have not already done so. Missing class affects participation as does not entering into the Blackboard discussion regularly over the ten-week quarter. Students are expected to join in on seven phone discussions. On the **Blackboard discussion group**, students will have a chance to discuss some of the issues raised in the readings and in class as they apply to their own thinking and practice. Use the discussion board of BB to share thoughts emerging from using one of the journaling methods selected from McDermott Appendix E.

Staying connected between meetings is very important. I will be happy to help you learn how to navigate blackboard if this is new to you.

II. Reflective analyses on parent/caregiver roles (40% of course assessment broken into 3 parts (See A,B,& C) In addition to **your own experience** of understanding the parent role which will be our starting point for learning, we will also have readings to help us better understand the subject of the parent role in cultural context over the lifespan. There will be **reading assignments** for each session. As this class meets only twice in person and has 7 sessions by telephone conferencing students are expected to have read the readings for each session before that session.

A) In your syllabus I will provide **guiding questions for each reading which students will answer on Blackboard and be prepared to apply the information in our class discussions.** (15%)

B) Review one of the general parenting books below and write a brief report on what the author(s) thinks the parent role should be and how the author(s) advises fulfilling it. Please turn your report into instructor and post to BB to enhance your classmates' knowledge of the book's perspective. Be prepared to share that author's position as we discuss parenting at the different stages of children's development (10%)

C) Students will read Brooks and Greenspan on human development, and McDermott developmental resumes in course documents section (and any child development info on web-see suggestions). Each student will choose one age range of most interest to them and not selected by another student. Students will prepare a handout for their chosen age range using Heath's developmental diagram in the **Course Documents section of BB**. You will describe how parents need to fulfill their role in order to support the child's developmental tasks at that particular age. You will then lead the discussion during a phone conference for that age of a child. (15%). Please post your chart and a discussion outline on BB a day before the conference call to facilitate the discussion.

III. Reflective analyses on culture (20%) In addition to better understanding parent and child roles from readings and reflection, students will also have an opportunity to **ask select questions to a parent in terms of the parental role**. Please choose a parent from a different background than your own in terms of race, ethnicity, country of origin, nationality, gender, or religion. You will be asked to write a brief paper on your understanding of **parental roles** from your interviewee's perspective. Do they take age and developmental level into consideration when they think about their role with their children? What else do they consider? What are the skills they feel are most important to utilize as parents and what form of communication with children is desirable? We will work on designing questions in class. Please refer to McDermott (2008) chapter 5 for sample questions.

IV. Application- From theory to practice (25%)

After reading materials and class discussions students will identify the attitudes, information and skills parents need to fulfill their role (SNL 730) and some recommended relational and communication modes (SNL 740) that would be most facilitative of child and parent growth. They can either:

*prepare a paper,

*submit their journal (See Appendix E1) with a summary from reflecting on their journaling specifically addressing the competencies (skills and communication modes),

*develop a workshop outline or any deliverable (newsletter, or something they might share with peers or parents) they might propose to demonstrate either the skills or communication modes a parent would need to fulfill their role effectively.

Criteria for Assessment

As you can see from the course requirements, you will be assessed on

- 1) participation
- 2) reflection,
- 3) writing and
- 4) application of new learning.

In addition you will hopefully show that your questions and comments in class as well as your writing demonstrate engagement in the learning process. This will manifest itself in the following ways:

- Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification in class.
- Through your questions and comments in large and small group discussions you not only demonstrate your interest in learning but your willingness to help classmates learn and understand more as well.
- Through your written work you demonstrate an understanding of the materials and issues.

For papers students will be assessed on the following:

- How well does your written work show that you understand the issues of the competency?
- To what extent are you able to integrate the class discussions and reading materials into your written work?
- How carefully and deeply are you able to develop your own reflections on the materials you read related to the competency?
- How clearly, concisely and completely are you able to express your ideas in writing?
- How well was your work related to the competency you are writing about in the course?

Class calendar:

Teacher's and student's background and why you are taking the course will have already been discussed online in the introducing yourself exercise. The syllabus, and expectations will have been reviewed and clarified on Blackboard.

Schedule

Seven phone conferences made through the University, time to be arranged and Class Friday, May First, from 4:30 to 8:30 and Saturday, May Second from 9:00 AM to 4:00 PM.

Plan for our work.

Teacher's and student's background and why you are taking the course will be discussed online as you register and introduce yourself. Please raise any questions you have about the syllabus, course expectations, and Blackboard that you have at that time.

First phone conference :

Who is the parent? Drawing from our readings and experience we will first define who the parent is as contrasted from the nanny, day care provider, grandparent and all those other adults in children's lives

In preparation read the following material and answer the questions on Blackboard

Heath, Chapter one (The parent role-2005) **CD**

Van der Pas From pages 39-47 **ER:** Discuss on Bb the similarities and differences of the "awareness of responsibility for a child" of the parent, a nanny and a day care provider

Write your definition of who the parent of a child is. Agree or disagree with Heath and Van der Pas. Defend your position. What is important here is that you have a definition of who the parent of a child is, a definition that will work for you professionally. Post on Bb.

2nd Phone Conference

What are parents expected to do? What is the parental role?

What behaviors do parents use to fulfill their role? How do parents vary in the quality with which they complete their role?

Heath, Chapter 2 (2005) CD

Writers vary in the analysis of the parental role and how parents fulfill that role. Heath has analyzed these differences into three categories: 1) What parents are expected to do, 2) The behaviors parents use as they fulfill their role and 3) The “tone” or quality of their behavior.

Heath’s thinking provides a framework for the following readings on the parental role. Read the following articles. Use the charts *Components of the Parental Role, Behaviors Parents Use to Fulfill their Role and the Quality of Parental Action* to record the descriptions given by the following writers. CD

Berkowitz and Grytch (1998) EL <http://parenthood.library.wisc.edu/Berkowitz/Berkowitz.html>

Brooks 1-39;131-157;158-167;176-189

Grolnick- 11-21

In reviewing the author’s explication of the needs of children, chart what roles Grolnick might suggest. **ER**

McDermott Chapter 1

McDermott Chapter 3

McDermott on advocacy (2008) Appendix B3 CD

Van der Pas .: From pages 120-146 ER: .

Simpson pp. 7-11 EL

Charts are to be sent to instructor by e-mail.

What attitudes, information and skills do parents need to fulfill the parent role?

Working from our list of what parents do and drawing from actual experiences of parenting, Heath has constructed a diagram of the internal and external resources parents need to fulfill their role. Parents fulfill their role in specific situations using different observable behaviors, their external resources.

McDermott 2008 Chapter 3: Review this chapter.

Why might parents having these strengths and skills be better able to meet the needs of the children? What might be the handicaps of having these strengths and skills?

McDermott 2008 Chapter 6

Looking at Heath’s parents planning and how it is used by a parent educator in this chapter, how do you see parents you work with relating to this model? List possible positives and challenges.

What are the characteristics of the developing child to be considered?

Heath on Development **CD**

Draw up a chart of the characteristics Heath discusses. Are there characteristics you would add? Ones you would not follow? Give your reasons.

During the next five phone conversations we will explore the developmental stages children pass through from infancy to emerging adulthood stressing how this development impacts the parental role.

The age groupings are: 1) pregnancy and the newborn: infancy, 2) toddlerhood, 3) preschool, 4) elementary school age, 5) preadolescence, 6) adolescence and 7) emerging adulthood.

Please use Heath’s developmental chart on BB to lay out the child’s development for each age and how parents could fulfill their role to support that development. Completed charts are to be e-mailed to instructor

All students for each age group are to:

Do the readings,

Chart development and how parents fulfill their role (Use Heath's developmental chart CD) and Reflect on how the parent role and how it is implemented has stayed the same and changed. Chart and reflections to be e-mailed to instructor.

Each student is to select one age group of particular interest and not chosen by another classmate. (Use sign-up sheet on Blackboard.) In addition to the readings listed with each age group, use the internet as well as other resources to expand your knowledge of this age group and how parents fulfill their role.. (There are several excellent websites on child development mentioned with the different age group. Particularly valuable are those from Tufts University: See <http://www.cfw.tufts.edu/>.)

Meeting May 1st and 2nd

Friday Evening

Heath, 2001 Parents planning

Read about this model for working with parents. What attitudes, information and skills do you think parents need in order to use this model and incorporate these activities into their daily parental "work"?

Saturday

Be prepared to present a skill or knowledge from the parenting book you selected as you would present the material to a group of parents. Try and select content that would be particularly representative of the author and of special interest to your classmates.

3rd Phone Conference week of May 3-9

Preparing for the new baby and infancy

Brooks, chapter 6 on becoming parents

Greenspan, *Building Healthy Minds* Chapter 1,

Heath's developmental chart CD

Discussion Board question:

Reflect: Under what circumstances might it be quite impossible to help an infant develop a sense of trust?

Babyhood

Brooks, chapter 7 on infancy: pp. 191-210.

Greenspan, *Building Healthy Minds* Chapter 2, pp.49-68

Extra resources for your files: Developmental Milestones for year 1

<http://www.nncc.org/Child.Dev/mile1.html>

McDermott resumes through 6 months and 6 month to a year

Discussion Board question:

Reflect: Given infant development, comment on the wisdom of the common advice to parents to child proof their house.

4th Phone conference week of May 10-16?

Parenting the Toddler,

Brooks, chapter 7 on infancy: pp. 191-210.

Greenspan, *Building Healthy Minds* Chapter 3, pp. 85-116

Greenspan, *Building Healthy Minds* Chapter 4

<http://www.nncc.org/Child.Dev/mile2.html>

McDermott resumes 13 to 18 months and 2nd and 3rd year

Discussion Board question:

Reflect: Why might offering a toddler two acceptable choices make for a smoother day?

Parenting the Preschooler

Brooks chapter 8 on toddlerhood and preschool

McDermott resumes from ages 2nd and 3rd year and 4th and 5th year

Greenspan, *Building Healthy Minds* Chapter 4 pp. 199- 232, Chapter 5 pp. 253-311

Other resources:

Developmental milestones for year 3 <http://www.nncc.org/Child.Dev/mile3.html>

Developmental milestones for year 4 <http://www.nncc.org/Child.Dev/mile4.html>

Developmental milestones for year 5 <http://www.umm.edu/ency/article/002016.htm>

Discussion Board question:

A parent has a choice between two preschool programs. One program has a set schedule for teaching art projects, the letters and arithmetic. The other program has a long free play period with all kinds of art materials available, a doll and block corners as well as a quiet reading spot. Based on your understanding of this developmental period, which program should the parent choose? Give your reasons for your decision.

5th Phone conference Week of May 17-23?

Parenting the Elementary School-aged child

Brooks chapter 9 on elementary school: Other resources:

Developmental milestones for age 6-10 http://www.ces.ncsu.edu/depts/fcs/human/pubs/child6_12.html

McDermott resumes from ages 6-10

Greenspan like McDermott breaks up this developmental period into three phrases:

The World is my Oyster Greenspan (1993) p. 37-39, 107-11, 194-197

The World is Other Kids Greenspan (1993) p. 39-43, 111, 112, 197-198

The World Inside of Me Greenspan (1993) p. 43-98, 113, 115, 198-199.

Discussion Board question: Respond to one of the following situations.

A parent comes to you for advice because her third grade child is reading at a kindergarten level. What would you say and do? Give the reasons for your actions.

A parent comes to you for advice about her daughter who is being shunned by the other girls. What would you say and do? Give the reasons for your actions.

You are facilitating a discussion series with a group of parents concerned about the coming adolescent years. What would you plan?

6th Phone conference week of May 26-31

Parenting the Preadolescence

Brooks chapter 9 Parenting early adolescents

Simpson (2000) Raising Teens

McDermott resumes 10 the 13 years of age

McDermott (2008) chapter 7 pp. 173-193.

Discussion Board question:

A parent, part of a discussion series, complains that her once very talkative, sharing daughter won't speak to her. She asks a question and gets a one word answer. How would you handle this situation, as a facilitator of the group?

Parenting the Adolescent

Brooks chapter 10 Parenting late adolescents

McDermott resumes from 14 through 16 years of age

Reflect: Should parents continue to monitor their adolescent? Defend your answer based on your definition of the parental role and discussions during this class. If your answer is "yes," describe how they should do so. If your answer is "no," discuss possible consequences of not doing so.

Discussion Board question:

A parent's sophomore daughter is going with a young man who graduated a year ago. Given the parent role as we have described it, should the parent be involved and if so how?

7th Phone Call week of June 1-6

Parenting the emerging adult

Emerging adulthood ages 18-34

Brooks, chapter 12-

Gitleson and McDermott (2006) CD

Simpson- Young adult project <http://hrweb.mit.edu/worklife/youngadult/about.html>

Discussion Board question:

Describe how the parent role changes as the child moves through this period of emerging adulthood and how it stays the same.

Reflections – Looking at changes and similarities in the parent role and how it is carried out as children move from infancy to adulthood.

Discussion Board question:

Take one component of the parent role and describe the changes in how the parent fulfills that component as the child grows from infancy to adulthood.

References: will update when syllabus is more complete

Berkowitz, M. & Grych, J. (1998). *Fostering goodness: Teaching parents to facilitate children's moral development*. Available online at:

<http://parenthood.library.wisc.edu/Berkowitz/Berkowitz.html>

Brooks, J. (2006). *The process of parenting*. New York: McGraw-Hill.

DeBecker, G. (1999). *Protecting the gift: Keeping children and teenagers safe*. New York: NY: Dial Press

Heath, H. (2000). *Using your values to raise your child to be an adult you admire*. Seattle, WA: Parenting Press.

Kohn, Alfie (2005) *Unconditional parenting : Moving from punishment and rewards to love and reason*. New York: Atria Books

McDermott, D. (2008). *Developing caring relationships among parents, children, schools and communities*. Thousand Oaks, CA: Sage.

Simpson, R. (2001). *Raising teens: A Synthesis of research and a foundation for action*. Boston: Center for Health Communication, Harvard School of Public Health.

Van der Pas, A. (2003). *A Serious case of neglect: The Parental experience of child rearing: Outline for a psychological theory of parenting*. Uitgeverij Eburon: Eburon Delft.

Biographical Sketch

Harriet Heath, Ph.D. is a licensed developmental psychologist, certified school psychologist and parent educator. She obtained her doctorate from Bryn Mawr College and is founder and director emeritus of the Parent Center at Bryn Mawr which provides parent programs at the college and in the community. Currently she is working with the Quakers to develop a parenting program sensitive to the values and ideals of that religious group. She is a researcher and writer on parenting as a stage of development and on the determinants of parental behavior. She is the author of the curriculum *Learning How to Care: Education for Parenting* for students kindergarten through twelfth grades written for the Department of Education of the state of Alaska and used in many states. She is also the author of materials for parents including: *Planning: A Key to Mastering the Challenge of Parenting*, *Facilitator's Handbook* for leading parent groups and *Using Your Values to Raise Your Child to be An Adult You Admire*. She assisted editing *the Child Welfare League of America's Journal's* special issue on parenting education and wrote the lead article and summary. Dr. Heath is a lecturer, workshop leader and trainer who has trained parenting educators and teachers nationally and internationally. She is a past chair of the National Parenting Education Network and currently on the Advisory Board.