

PSYC3360, PSYCHOLOGY OF PARENTING
Fall 2019
MWF 12:20-1:15pm
Braithwaite Building Rm 011030

Instructor: Lauren Perry, M.A.
Telephone: Cell 903.530.4358
Email address: lperry@uttyler.edu
Best way to contact professor: talk to me before or after class, email, message me on Canvas, call/text cell phone when short notice

Course catalog description: An examination of parents' roles and effects on the growth and life span development of their children. Emphasizes specific development styles and practices and their effects on the cognitive and social/emotional development and functioning of children at each stage of life. Note: May be used as a general elective but does not count as a core or elective psychology course.

Student Learning Outcomes and Assessments: 1) Students will learn about specific parenting roles/styles which affect the growth and development and functioning of children and adolescents. 2) Students will gain a better awareness of specific parenting behaviors, practices, and strategies and how they affect the social/emotional development and functioning of children and adolescents. 3) Students will examine the different types of contemporary families including single, divorced, blended, gay/lesbian, immigrant, and military families requiring additional strategies and practices that help children develop. 4) Students will have the opportunity to discuss current social and cultural issues that impact families and parenting today. 5) Students will be exposed to practical applications for the home, classroom, and clinical setting.

Evaluation and Grading: 3 multiple choice/true-false tests with the 3rd test given during the finals period, and parenting book critical analysis.

Teaching Strategies- Lecture, Discussion, PowerPoints and Study Guides posted on Canvas.

Required Text, Materials/Supplies, and Related Readings – Heath, Phyllis (2018). *Parent-child relations: Context, Research, and Application, 4th Edition*. ISBN-13:978-0-13-446114-4 or e-text ISBN 0-13-429005-4. Pearson: New York.

Course Policies (attendance, make-up exams, etc.) – Class attendance is required. If you must miss class, it will be your responsibility to find out what was covered in class and get class notes. Class attendance and participation will be used to determine borderline grades. If you know that you will be missing class ahead of time, please talk to me or email me. If there is an emergency, you may call me on my cell phone and leave a message. Communication is the key. I am a reasonable person. No make-ups will be allowed unless timely arrangements are made. Please talk to me if you have any questions or concerns.

Topical Outline (Tentative)
Aug.26,28, 30Introduction to class

Read Ch 1

Historical and Theoretical Influences of Childrearing

Autocratic Parenting

Theories That Emphasized Parental Understanding of Children

Respecting and Attending to Children's Enthusiasm for Learning

The Role of Context in Child Socialization

The Importance of the Parental Role

The Interface Between Parents and the Community

Parents, Children, and Technology in the 21st Century

Sept. 4, 6 Finish ch.1

Read Ch 2

Parenting Patterns and the Impact of Culture and Context

Child Socialization Patterns of American Parents

Cultural Variations in Parenting Patterns

Other Contextual Influences on Parenting Patterns

Sept.9,11,13 Read Ch 3

Parents and Children in Varied Family Structures

Families and Adoption; Guest speaker

Parents and Children Affected by Divorce

Adolescent Single Parents

Guest speaker – Foster Children and Foster Parents

Sept.16,18,20 Homosexuality and Parent-Child Relations

Guest speakers

Surrogate Parents

Parents and Children in Immigrant Families

Parents and Children in Military Families

Read Ch 4

Child Socialization Strategies and Techniques

Guidance as Prevention of Problems

Effective Parent-Child Communication as a Parenting Strategy

Guidance as Reinforcement and Modeling

Guidance as Limits, Consequences, and Conflict Resolution

Resolving Parent-Child Conflict

Sept.23,25,27 Test #1

Read Ch. 5

Becoming Parents and Parenting Infants and Toddlers

Optimizing the Chances of Having Healthy Babies

Birth and Newborns

The Transition to Parenthood: A Major Developmental Milestone
Caring for Infants and Toddlers in a Co-parenting Relationship
Social Support for Parents of Infants and Toddlers

- Sept.30,2,4 The Role of Parents in Infant/Toddler Physical, Social-Emotional, and Cognitive Development
 Parent-Infant Play
 Parental Influences on Toddlers' Autonomy and Exploratory Behavior
 The Promotion of Infant-Toddler Physical Development
 Promoting the Cognitive Development of Infants and Toddlers
 Parents' Understanding of Infant Perception
 Parent-Infant/Toddler Verbal Interactions
 The Care of Infants and Toddlers When Parents Work
 10-5 Peace of Mind Conference – Register on Facebook or through Samaritan Counseling
- Oct.7,9,11 Read Ch.6
 Parent-Preschooler Interactions
 The Parental Role in Promoting Preschoolers' Social-Emotional Development
 Promoting Preschoolers' Physical Development
 The Development of Personal and Family Life Skills
 Promoting Young Children's Cognitive Development
 Challenges and Concerns of Parents of Young Children
- Oct.14,16,18 Read Ch.7
 Parents and Their School-Age Children
 Promoting School-Age Children's Social Emotional Development
 Promoting the Physical Development of School-Age Children
 Promoting School-Age Children's Cognitive Development
 The Benefits and Challenges of Media
- Oct.21,23,25 Bully-Documentary
- Oct.28, 30, 1 Read Ch.8
 Parent-Adolescent Interactions
 Parenting Styles and Adolescent Development
 Quality Time and Parent-Adolescent Engagement
 Developmental Changes and Parent-Adolescent Relationships
 Parent-Adolescent Conflict
 Changes in the Family System When Children Reach Adolescence
 Problems That Adolescents Sometimes Face
- Nov.4,6,8 Test #2
 Read Ch. 9

The Relationship of Young Adults, Their Parents, and Their Children
The Enduring Bond Between Young Adults and Their Parents
Variations in the Living Arrangements of Young Adults and Their Parents
Parenthood and Socio-Emotional Development of Young Adults
The Influence of Parent-Child Relationships on Young Adults' Cognitive
Development
The Influence of Parents on Their Children's Assumption of Adult Social
Roles
Young Adulthood and Parent-Child Relationships: A Family Systems
Perspective

Nov. 11,13,15 Read Ch. 10

Middle Age and Older Parenthood and Grandparenthood

The Influence of Role Transitions on the Parent-Child Relations of

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Selected University Policies:

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address:
<http://www.uttyler.edu/disabilityservices>.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time

the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.