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COURSE DESCRIPTION: This course will provide a comprehensive overview of key concepts in parenting, the nature of parenting across the lifespan and specific challenges for parents with children in each of the developmental stages. We will discuss effective strategies for addressing these challenges, in addition to programs and approaches that demonstrate a strong evidence base. Special focus will additionally be given to diversity issues, parenting in high risk families and in families with exceptional children. Finally, we will compare and contrast specific discipline programs recommended for parents and discuss their relevance for different groups.

COURSE OBJECTIVES: Students completing this course should be able to identify, describe and critically evaluate the following:

- Specific roles and functions of parenting for children across the lifespan
- Basic parenting styles and their relation to developmental outcomes
- Diversity in parenting and the challenges faced by families composed of different socio-economic, ethnic minority and structural groups
- Effective disciplinary strategies for children and adolescents, comparing and contrasting basic behavioral, cognitive-behavioral, Adlerian and other child-centered approaches

REQUIRED READINGS

**Texts**


**Supplemental Readings**

Supplementary journal articles and chapter excerpts will be posted in pdf format in Desire To Learn (D2L) on SIU Online.

**All readings are required.**
**COURSE LECTURES & MULTIMEDIA MATERIALS**

Powerpoint lectures will be given in class and we will additionally view and discuss a series of videos and video clips. Students are expected to attend regularly and take notes.

**REFLECTION PAPERS [D2L dropbox assignments] (Points = 160)**

Students will submit two (2) reflection papers each week (total = 8) via dropbox in D2L. Specific questions and content to inform the development of each reflection paper will be posted in the instructions for the D2L assignment. For full credit (20 points each) students must submit a two-paged paper (minimum), written in complete sentences. The papers should be checked for spelling and grammar prior to submission. Please note that papers will be reviewed using Turn It In (plagiarism detection & review) technology. Plagiarism is not acceptable. Papers with higher than 10% plagiarized content will receive no credit (0 points) and will not be eligible for resubmission.

**COURSE PARTICIPATION (Points = 40)**

Student are expected to actively participate in the course in a thoughtful and respectful manner, and this will be assessed based on performance in discussion group and other class activities.

**Small Group Discussion:** The class will be divided into small groups periodically to discuss assigned questions and issues relevant to the readings and class material. Discussion group participation must be respectful (polite, considerate of the beliefs, values, and feelings of other students) to receive credit.

**Small Group Projects:** Students will additionally meet in groups to complete various in-class projects. All students in the group should contribute to the project material.

**Survey Responses:** Brief surveys will be distributed and completed in class. The aggregated data obtained from the student survey responses may be further discussed in the small groups.

The points assigned for each of these activities will vary, but will be announced in class. The total number of points for course participation is 40 points.

**EXAMS (Points = 300)**

There will be four (4) exams during the semester, on the last day of each week. Each of the first three exams will cover material specific to the unit preceding the exam. The first half of the final exam will cover material discussed in the fourth unit of the course (50 questions); the second half (50 questions) will be cumulative.

**Format:** The exams will each consist of a combination of multiple-choice and short answer items, and one (1) essay question. **Each exam will be worth 75 points.** Please note that the exams will be open book/notebook, **There will be a one (1)-hour time limit for exams 1-3 and a two (2)-hour time limit for the final exam.**
**EXTRA CREDIT:** Website Review

A wealth of information pertaining to parenting is now available on the World Wide Web, some of which is factual or evidence based and some of which may be completely lacking in scientific validity. For this assignment, you must find a website providing parenting information pertaining to a specific topic (of choice). You must then find at least 5 journal articles from credible (peer-reviewed) journals, using PSYCINFO, that either supports or discredits the information provided on the website. Using this information, you will write a review of the site.

**Elements required in the review:** (comment on all of the following)

*The content of the site – provide a summary of what it suggests or recommends for parents?*

*The validity of the information provided on the website – is it evidence based?*

*The comprehensiveness of information provided – how thorough is it, do they present the whole picture?*

*The clarity of the information – how easy is it to understand?*

*Potential biases of the website authors - are they providing clearly “one-sided” information, or what factors might influence the information they have chosen to share and/or omit?*

**For full credit (20 points),** you must submit a three-page (typed, double-spaced) review, along with your 5 journal articles (in pdf format). Note that you should be able to access online databases available through Morris Library. An online demonstration of how to access and use PSYCINFO will be provided in lecture.

**OTHER SUPPLEMENTARY ONLINE RESOURCES**

**Powerpoint slides:** The slides presented in class can be viewed in D2L. The slides will be available after the conclusion of each lecture. If, however, a lecture was missed, it is strongly recommended that the student borrow someone else's notes. The slides do not provide all of the information covered in class.

**Handouts:** Copies of handouts and all supplementary reading assignments will be available in D2L.

**Course calendar:** a calendar will be provided in D2L, and updated regularly, to allow students to see what was covered on each class day and to remind them of assignment and exam due dates.

**Chat:** A chat room specifically designed for PSYC 431 students is available through the D2L site and will allow real-time discussion among class members. Chat Room office hours will also be held periodically by the instructor and the TA and will be announced in class.

**Grades:** Students can access all of their grades through the D2L gradebook.
**GRADING**

Grades are based on the total number of points earned from 8 reflection papers (160 points), course participation (40 points), and 4 exams (300 points), and the optional extra credit website review paper (20 points). The grading scale is as follows:

- 450 - 500 = A
- 400 - 449 = B
- 350 - 399 = C
- 300 - 349 = D
- < 300 = F

**ATTENDANCE POLICY**

No formal attendance policy will be enforced. However, regular attendance is strongly encouraged. Generally speaking, students with regular attendance typically demonstrate higher performance on exams, particularly with regard to questions addressing material not provided in the text.

Special Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, reasonable accommodations will be made for qualified students. Please present written accommodations requests to the instructor as soon as possible. Verification of disability may be required.
**COURSE PLAN**

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<th>WEEK</th>
<th>Class</th>
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<th>READINGS*</th>
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<td>1</td>
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<td>Parenting Trends</td>
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<td>In Infancy &amp; Early Childhood</td>
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<td></td>
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<td>IV</td>
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*To assist you with preparation for the final unit of the course, weekly chapter reading assignments for the Clark & Phelan texts, along with corresponding videos, will be given in class and posted in D2L. Supplemental readings in pdf format will also be posted intermittently in D2L.

**Changes may be made to the syllabus at the discretion of the instructor, but will be announced in class and posted as D2L news items.