COURSE SYLLABUS

Parenting Education and Support Programs

HDFS 650: Spring 2015

Jean Duve Berghammer: jberghammer@wisc.edu
Human Development & Family Studies
Office: Nicholas Hall 6170
Office Hours: by appointment.

Course Meets:
Tuesdays and Thursdays
2:30-3:45 p.m.
2235 Nancy Nicholas Hall

Course Description
We will examine the methods and learn the skills of parenting education and support programs
trough readings, class discussions and activities. This course teaches not only knowledge, but also
two sets of skills: parenting skills and parent educator skills.

Learning Outcomes of the HDFS major met by this course:
Learning Outcome 5: Knowledge of prevention and intervention for individuals and families.
Professional Skills Learning Outcome D: Demonstrate applied professional skills.

Readings
Two books are required, and may be purchased at the University Bookstore, elsewhere or read on
reserve at Steenbock Library.
Dishion, T.J., & Patterson, S.G. (2005). Parenting young children with love,
encouragement, and limits. Champaign, IL: Research Press.
Faber, A., & Mazlish, E. (1980). How to talk so kids will listen & listen so kids will talk.
All other readings will be posted as PDF or Word files on the course web site at learn@UW. You
may either read the articles on line, or print them from the course web site. To access the course web
site, open your web browser to the UW home page (www.wisc.edu/) and click on learn@uw in the
top tool bar. It will prompt you for your campus net-ID and password. It will then take you to a page
on which you can select this course. When the course web page opens, click on “content” in the
upper left corner. If you have difficulties accessing our materials on learn@UW, see me after class.
Learn@UW will also be used as a drop box to submit course assignments and view posted grades.
Supplementary Readings
We will read short selections from the following 3 books. These books are not required, but would make excellent supplementary readings for this course, for any student wishing to wade deeper into the topic Campbell, D., & Palm, G.F. (2004). Group parent education: Promoting parent learning and support. Thousand Oaks, CA: Sage Publications.
This course is based upon the kind of knowledge taught in HDFS-471 “Parent-Child Relationships.” If you feel you might need a refresher on that material, I recommend the following article which can be found on our course website at learn@UW:

Disabilities and Inclusion
I aim to fully include every student in this course. If you have a disability and require accommodation to participate fully in the course, please contact me or make an appointment to meet with me as soon as possible so that we may make appropriate arrangements. If you have a “visa” from the McBurney Center for special accommodations, please provide a copy.

Scholarly Citizenship
Our classroom is a small community. To become an effective learning community it needs the active contributions of its citizens. Therefore, much as in a graduate level seminar, each student is expected to co-contribute to our course, principally by having thought about the assigned readings enough to have insights, comments or questions, and to thereby contribute to everyone’s learning through classroom discussions and activities. Your class contribution matters and will be considered in the assignment of final grades.
If you must miss class, please alert me in advance. This is a common professional practice and courtesy: to alert others when you must miss a planned meeting or appointment. If class sessions conflict with your religious observances, please let me know in advance.
Please turn off any interrupting electronic devices before class starts (cell phones, iPods, tazers). I will do the same. If your phone rings during class, just apologize and turn it off. If you are awaiting a call that cannot be missed, let me know in advance, so I can explain to your classmates the possibility of you being excused from class.

Policy on Missed Classes
I do not provide make-up sessions for missed classes. I advise you to make arrangements with other students to provide notes and information to each other in case one of you misses a class
Unavoidably, class sessions that feature discussions or practice of behavioral skills will be difficult to replace via notes.

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Graded Assignments
All written assignments must be typed and of professional quality. (Papers with extensive grammatical or spelling errors will be returned without credit.) I highly recommend the book *The elements of style* by W. Strunk, Jr., and E. B. White (any edition) to help your writing. It is blessedly short, fun to read, cheap to purchase, and will change for the better the way almost anyone writes. To seek help with organizing your ideas for a paper or constructive criticism of your writing, you may make an appointment to see an instructor in the Writing Center. The Writing Center is located in 6171 Helen C. White Hall (Hours: M-Th 9 AM to 8:30 PM; Friday, 9 AM-3 PM; Phone 263-1992). A paradox: the further you go in your education, the *more* drafts/revisions you will write. Revising your drafts is a good idea and will enhance your final submission.

1. Introductory Assignment – *Be Present 15* Strategy Sheet
   a. **What** I want – i.e., I want to take the course HDFS 650 and…
   b. **Why** I want this – i.e., I believe this course will teach me the skills to be a great parent or other students have said this course will assist me in my career as a parent educator.
   c. **How** I will achieve my want – i.e., I will attend class, actively contribute to class discussions and activities, and challenge myself to take more risks as a learner.
   d. Due at the beginning of our second class (Thursday, January 22.)
      (These letters help me tailor the course to your experience and goals.)

2. **Response Paper** on course readings.
   (2-3 pages, double-spaced, with one-inch margins). The response paper will begin with a quote or statement from the reading/s selected. Deliberation of thought, insight, and creativity are encouraged.

3. **Parent Eulogy Paper**
   (2-4 pages, double-spaced, with one-inch margins). Eulogy will be written about a parent or parent-like figure in your life and will be read in Eulogy Circle.

4. **Two Observation Reports** of parent-child-interaction.
   (2-3 pages each, double spaced, with one-inch margins). These papers will have two parts:
   a. The **Observation** – an objective, detailed observation of the parent-child interaction. (When, where, and how to make these observations will be discussed in class.)
   b. My **Interpretation** – a subjective interpretation of the observation, utilizing one or more of the concepts taught in our class.

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c. The interpretation should link the objective and subjective elements of the paper with some precision, showing how the observation fits and demonstrates the concept. There are many ways to expand upon the interpretation; in particular, you might write about what the parent could have done but didn’t, or what a parent educator might do to help the parent do better.

5. Midterm Exam
We will view a video in class (on March 19 and March 24) which will demonstrate parenting issues and challenges. Your 5 page (maximum) paper, due on March 26, will define and use 3-5 of our course concepts to explain, critique, or interpret the video.

6. Final Exam
The exam will be some kind of performance-based test in which you demonstrate your ability to use the course concepts. The in-class portion of the exam will be on our final class day and the written portion will be due on our scheduled exam day by 12 noon. As with all written assignments, it may be delivered to our learn@UW drop box any time up to the deadline.

Due Dates
1/22 Intro assignment
2/24 Response paper on readings due anytime up to this date
3/17 1st observation report due anytime up to this date
3/26 Written mid-term exam, due in course drop box before class
4/9 Eulogy due
4/23 2nd observation report due
4/30 Be Present 15 Group Commercials
5/ Written final exam is due by 12 noon
Check with me if you wish to turn in late work

Course grades
Points will be calculated as follows:
Intro assignment & in-class contributions to the course (10)
Response paper on readings (5)
2 observation reports (10)
Eulogy (15)
Be Present 15 Group Commercial (20)
Written mid-term exam (20)
Written final exam (20)
TOTAL 100
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Semester letter grades will be assigned based on the total score, (mid-90’s for an A, upper 80’s to lower 90’s for an AB, 80’s for a B, etc.). Cutoffs between grades will be set to minimize the number of students who are just one point apart but receive different grades. For that reason, until I see the distribution of total scores (and the location of naturally-occurring breaks between groups of students), I cannot say whether the highest AB grade, for example, will be 91 or 93.

Academic Honesty
I take seriously the idea of academic honesty, and our experiences reassure us that the vast majority of students do likewise. All of science, and all positive relationships between people, rest on the foundation of honesty. And yet we all know that a few students wander into the realm of “academic misconduct,” sometimes knowingly and sometimes through sloppy inattention to craftsmanship in their work. (My hypothesis: they are the same way in their intimate relationships.)

Our university has standards for academic honesty, summarized in the pamphlet “Academic Misconduct: Rules and Procedures,” available from the Dean of Students’ Office. We will follow its guidelines. You are expected to work alone on the individual assignments of this course. Books, articles, class notes and other sources may always be consulted (it’s a good idea, in fact), but you must cite any such sources in your papers.

References: You must cite references for facts and ideas that you did not originate, even if you paraphrase them. Anything less is plagiarism. If you refer to material from our readings, you may cite it simply by author and year in parentheses, for example: (Doherty, 1995). You may also cite class lectures as (HDFS-650 lecture, 2/3/2015). If you cite an outside source, please provide a complete reference using APA style at the end of the paper. The references in our course syllabus provide examples of APA style for citing journal articles, book chapters, and pamphlets.

Everything that applies to written sources also applies to electronic sources like the internet: you must cite your sources for facts and ideas that are not originally your own.

Believe me: you lose nothing in giving credit to others where it is their due. Isaac Newton, who had a famously inflated ego, was still able to admit that “If I have seen far, it is because I stood on the shoulders of giants.” We don’t think any less of him for this admission.
Course Schedule & Assigned Readings - Be Present 15

Date Topic & Readings
1/20/15 Course Welcome and Overview: Be Present 15
1/22/15 Conceptual and Professional Issues.
Read: Myers-Walls et al. (2011). Reconceptualizing the domain and boundaries of family life education. Family Relations, 60, 357-372.
Core competencies for Wisconsin Parent Educators (Children’s Trust Fund) http://jjcdev.com/~ctf/index.php?section=communitynorms~corecomp

1/27/15 Parenting Skill: Understanding the Transition from Person to Parent
1/29/15 Initial Days Home: Social-emotional Support for Parenting

2/03/15 “Dr. Duve’s” Theory of Attachment
Read: Bailey et al. (Cornell “Parenting Skills” Manual Ch.1, pp.1-5)

2/05/15 Parenting Skill: Can Do and Choices
Read: Bailey et al. (Cornell “Parenting Skills” Manual pp. 5-9)

2/10/15 Communication Skills: Approach 1 – Acceptance, Trust, and Confrontation
Read: Faber & Mazlish book (1980) How to talk so kids will listen and listen so kids will talk. Ch.1 – “Helping children deal with their feelings.”

2/12/15 Communication Skills: Approach 2 – “Spread the Love”
Read: Bailey et al. (pp. 12-14)

2/16/15 Communication Skills: Approach 3 – Affect and Empathy
Read: Faber & Mazlish (1980) Ch. 2 – “Engaging Cooperation”

2/19/15 Communication Skills – Approach 4 – Affect and Empathy Enhanced

2/24/15 Behavioral Approach 1: Focusing on key behaviors (operational definitions).
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2/26/15 Guest Speaker: Professor Dave Riley
Mass-Media Parenting Communication and Education/Co-parenting after Divorce
Read a sample of an age-paced, instructional, parenting newsletter on-line by clicking on “The First Year” or “The 2nd & 3rd Years” in the upper right corner of this web page:
www.uwex.edu/ces/flp/parenting/
findings, and new directions. *Clinical Psychology Review*, 23, 197-224. [Read up to page 209.]
Find and read about the “Children in the Middle” program at the web site of the Office of Juvenile Justice (look for "Prevention" and “parent training” then look for link to list of programs at bottom of page). www.dsgonline.com/mpg2.5/mpg_index.htm. Questions: Who runs this web site? For what purpose? What does a parenting program have to do or show to get listed here?)
3/03/15 Behavioral Approach 2: Key Concepts in Behavior Management/
Integration of Neurotherapy, Psychotherapy, and Family Therapy
3/05/15 Behavioral Approach 3: Using Rewards Effectively (avoiding reward dependence, avoiding praise that judges the person)
Read: Dishion & Patterson, Ch.3, “Supporting children’s positive behavior”
Read: Faber & Mazlish, Chapter 5 "Praise" (pp. 171-199).
3/10/15 Behavioral Approach 4: Natural and Logical Consequences/ Love & Logic Practices
[Highlighted Program: The Incredible Years]
Read: Dishion & Patterson, Ch. 6 “Using consequences and time out”

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3/12/15 Behavioral Approach 5: Punishment (including spanking)
View on YouTube (if not too disturbing) 
To read about this video, go to: http://www.cnn.com/2011/11/02/justice/texas-video-beating/index.html#

3/17/15 Facilitation skill: Working with Court-mandated Parents/AODA Issues
*Psychology,* 55, 100-104
Facilitation skill: Identifying and reporting child maltreatment.

3/19/15 Life as a House Video – Mid-term Exam

3/24/15 Life as a House Video – Continuation of Mid-term Exam

3/26/15 Mid-term due – Final processing of Life as a House

4/07/15 Semester Update and Eulogy Preparation

4/09/15 Eulogy Circle

4/14/15 Evidence-Based Programs
Read on Home Visiting Programs for WI county
http://www.uwex.edu/ces/flp/homevisit/directory/index.cfm

4/16/15 Guest Speakers: Shannon and Camille – Library/ Family Resource Center Approach
Read: Amesha’s Story: A low income parent’s experience with two very different service delivery models: (1994) University of Wisconsin-Milwaukee, Institute for Urban Health Partnerships.
www.dsgonline.com/mpg2.5/ mpg_index.htm. Questions: Who runs this web site? For what purpose? What does a parenting program have to do or show to get listed here?)

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4/21/15 Facilitation skill: Cultural Adaptation of Programs to Specific Audiences.

Sample Program that Strengthens Families - F.A.S.T. Simulation

4/23/15 Research and Application Skills

4/28/15 Be Present 15 Small Group Commercials Work Day

4/30/13 Be Present 15 Small Group Commercials Presentations

5/05/15 Disability Kickball Game (location to be announced)

5/07/15 Final Exam, in-class portion. Final paper is due by 12 noon of our scheduled exam day, May 2013. Please deposit your final exam in the course drop box at learn@UW.

*Be reassured that no single “job” is more significant, relevant, and meaningful than the parenting of a child.*

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**BE PRESENT 15**

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