

University of North Texas Dallas

Spring 2013

SYLLABUS

DFST 2033D: Parenting in Diverse Families		3Hrs
Department of	Rehabilitation, Social Work and Addictions	Division of Education and Human Services
Instructor Name:	<i>Dana Mitchell, LCSW</i>	
Office Location:	<i>Building 2-302</i>	
Office Phone:	<i>972-338-1345</i>	
Email Address:	<i>Dana.mitchell@unt.edu</i>	
Office Hours:	Prior to class or by scheduled appointment	
Virtual Office Hours:	Please allow for a 48 hour response time for all email correspondence.	
Classroom Location:	<i>UNT Dallas 1 204</i>	
Class Meeting Days & Times:	Thursday 11:30am to 2:20pm	
Course Catalog Description:	<p>Commonalities and differences in parenting, care giving, and family life are emphasized from family strengths, systems, development, ecological, and cross-cultural perspectives. Parenting and care giving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, parenting skills. Issues pertaining to ethnic minorities, family forms, sexual orientation, special needs, and other aspects of diversity in contemporary families are discussed. Satisfies Cross Cultural, Diversity, and Global Studies requirement of the University Core Curriculum.</p>	
Prerequisites:	None	
Co-requisites:	None	
Required Text:	Brooks, J. (2011). <i>The Process of Parenting</i> (9 th ed.). New York, NY: McGraw-Hill.	
Recommended Text and References:	Additional readings will be assigned as needed. (See references for further recommended readings).	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: untdallas@bkstr.com	
Course Goals or Overview:		
	<p>The overall goal of this course is to provide the student with an in-depth study of the diversity that exists in families with a specific focus on cultural diversity. A number of issues facing the family will be discussed, including diverse family forms, parenting, and care giving. Both family systems and social ecological theories will be emphasized.</p>	

Learning Objectives/Outcomes: At the end of this course, the student will	
1.	To learn some basic positive parenting techniques.
2.	To enhance writing, speaking and other communication patterns.
3.	To teach a planning and problem-solving technique.
4.	To learn to use the library and become familiar with professional publications and other resources.
5.	To see how patterns can vary by gender, age, social, cultural, racial, and other groupings.
6.	To explore state and federal laws that relates to parenting and care giving.
7.	To see how family roles can be impacted by parenting and care giving.
8.	To explore ways that parents and/or other caregivers can work with teachers and schools to enhance the life of a child, and how “In Home Schooling” can operate within Texas.
9.	To evaluate and enhance the environment of infants, toddlers, preschoolers, and older children’s thinking processes
10.	To assess personal backgrounds and how experiences impact parenting.
11.	To recognize cultural differences in parenting and care giving practices.
12.	To evaluate methods of enhancing the lives of children and families.
13.	To understand how to strengthen family resiliency and promote family wellness.
14.	To understand the role of parenting from a family systems perspective.
15.	To analyze the ecological context of parenting and family life.
16.	To compare and contrast beliefs and practices of parents and other caregivers from different cultures.
17.	To analyze commonalities and differences in parenting and caregiving practices across gender, age, social, economic, educational, racial, and other groupings, thus reducing prejudice and stereotyping.
18.	To assess how diverse economic, social, political, and environmental experiences impact caregiving beliefs and practices.
19.	To examine parenting problems, styles, resources, and supports for single parents, stepfamilies, cohabitating couples, grandparents, gays, and nuclear households.

20.	To explore parenting and family life in families with diverse life styles.
21.	To discover the challenges and needs of parents of children with exceptionalities.
22.	To explore alternatives to biological parenting.
23.	To develop sensitivity and appreciation for one's own personal background and how it impacts parenting and family life.
24.	To describe roles and responsibilities of parents and other caregivers across the family life cycle.
25.	To describe and demonstrate contemporary strategies for effective parenting.
26.	To explore ways parents and/or other caregivers can work with teachers and schools to enhance the development, lives, and environments of children.
27.	To identify the effects of different parenting styles and family forms on child outcomes.
28.	To demonstrate communications and planning and problem-solving techniques which can be used to strengthen family life and reduce stress.
29.	To analyze child and adolescent behavior problems from family systems/ecological perspectives.
30.	To identify community resources which support and strengthen families.

Course Outline

Course Requirements:

Two Examinations

Mid-term will consist of fifty multiple choice questions covering chapters 1-7 of the textbook.

Lecture material and any media presented in class will be included. Students will need a Scantron and a number 2 pencil to complete the exam.

Final Examination will consist of a comprehensive coverage of all chapters in the text. Lecture material and any media presented in class will be included. Students will need a Scantron and a number 2 pencil to complete the exam.

Chapter Quiz

There will be eight quizzes given throughout the semester for designated chapters in the text. Each quiz will consist of five questions with one bonus question. Quizzes will be given within the first thirty minutes of class. Students will be given one opportunity to complete a quiz missed in class. The quiz for that week will be available in the testing center for two class days following the original quiz date. Students will need a scantron and a number 2 pencil to complete the quiz.

Classroom Films

Students will observe five films shown in class and turn in a written report on each film shown. Students will write a half to one-page summary of what you observed in the film, cite references in your textbook that support what you observed in the film and give page numbers.

Panel Presentations

Each student will be assigned to a panel. (See guidelines for panel assignment):

1. The Panel will consist of five students selected by the instructor.
2. Panel Presentations shall be begin at the start of class.
3. All information presented must be supported by at least three empirical studies published in a professional journal no earlier than 2001 and involving research with human subjects. These empirical articles may NOT include works in review, submitted for review, or in press reviews of literature. An empirical study represents a report of specific and original research presents its purpose, subjects, methodology and findings (aka. results) and is typically found in professional journals – not a book!
4. Journal articles must be submitted on the date of the presentation along with the power point.
5. Provide each student in the class with a few resource handouts relevant to the presentation.
(*Please do not copy excessive information from the Internet to pass out*)

This assignment involves research and cultural immersion of an assigned parenting group. Present information to provide insight and to explore issues of concern, especially those issues relevant to the helping professional. Share with the class the experiences; characteristics, beliefs and needs of diverse parenting groups with the intent of helping your peers gain an appreciation of ‘difference.’

The presentation should be approximately 30 minutes long. You will be stopped at 45 minutes. You should go through your entire presentation once before the actual presentation. After the presentation, we will discuss the content of the presentation; your own views regarding the group presented and give students the opportunity to ask questions.

Format:

- a. Presentation is clear, accurate and up-to-date
- b. Professional Journals utilized
- c. Report keeps close to allotted time
- d. Findings of empirical study discussed in class
- e. Visuals utilized (Power Point)
- f. Student's questions answered
- g. Information has sufficient depth (above and beyond common knowledge)

Panels will be organized as follows:

1. Parenting Infants to Six years of age
2. Parenting Elementary School Children
3. Parenting Adolescents
4. Parenting Adult Children
5. Parenting Special Needs Children
6. Parenting In Non-Traditional Family Structures

If you have any questions or need any help, please schedule an appointment with the professor.

A note regarding use of electronic resources: While many professional articles are now available via electronic journals, MUCH of what is available on the web is NOT provided by professional sources and should NOT be included in this assignment. Be careful when selecting your article to review.

The Resources **should** contain the following elements:

- (a) **Reference:**
complete APA reference (6th ed.) for the article
- (b) **Purpose of the Study:**
clearly designate the purpose of the study, hypothesis(es), why the study was conducted, and what the author(s) hoped to find out
- (c) **Sample:**
clearly describe the participants for the study (e.g., number, sex, age, SES, location, etc.)
- (d) **Methods and Procedures:**
completely describe the methods and procedures used in the study (e.g., instruments, tests, measures completed by the subjects; observations, interviews, etc., conducted by the researcher[s]; what was done and how; what procedures were followed, etc.)
- (e) **Results and Discussion:**
review and explain the overall findings of the study (i.e., what the study found out and what it means; how it contributes to the understanding of this topic of research, etc.)

Students should paraphrase the material found in the article; consequently, directly quoted material may not be used anywhere in this assignment. Secondary sources may NOT be used. Use only those materials YOU personally reviewed.

In addition to referencing format, APA requires papers be grammatically correct. While the teaching of grammar is not the purpose of this course, use of poor grammar detracts from the overall quality and professionalism of the paper and does not represent graduate work.

Please pay careful attention to the date of publication for the article selected for inclusion in this assignment. It is important to rely only on the most current information available in the literature. In addition, remember the article must be obtained from a professional publication only (i.e., journal articles). Papers which rely on nonprofessional publications will be severely penalized.

Course Evaluation Methods

Failure to complete any of the above assignments may result in failing the course

Grading Matrix:

Instrument	Value (points or percentages)	Total
Mid Term Exam	100 points	100
Final Exam	100 points	100
Quiz	8@ 25 points	200
Panel Presentation	100 points	100
Classroom Film Summary	5@ 20 points each	100
Participation and Attendance	30 points	30
Total:		630

Grade Determination:

630-530 = A

529-429 = B

428-328 = C

327-227 = D

226 and below = F

University Policies and Procedures

Students with Disabilities:

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-338-1781.

The Department of Rehabilitation, Social Work and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this

commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-338-1781, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Five points will be awarded to students who provide documentation verifying completion of the SETE.

Assignment Policy:

- A. Course Requirements: To pass this course, you will be required to successfully complete all class assignments documented in this syllabus. Assignments are due on the dates indicated.

Note: The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.

Important Note to All Students:

Please note that students will be dropped for nonattendance in this class. Nonattendance means that a student has not posted any assignments by the 12th day audit roll or will have exceeded 3 unauthorized absences during the semester. It is the student's responsibility to watch the University official "drop" dates. A notice of Unsatisfactory Progress will be sent to students who have either an attendance or grade problem by the University audit date each semester.

B. Criteria for Grading:

1. Demonstration of ability to integrate outside reading and classroom material into papers/projects
2. Succinct, clear and logical formulations of arguments
3. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

C. Late Assignments: In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc. must provide documentation) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Assignments 7 days late will not be accepted and will result in a grade of zero. Please plan ahead.

Academic Integrity:

You are encouraged to become familiar with the information posted by the University Committee on Student Rights and Responsibilities (www.unt.edu/csrr/index.html). The policies regarding student conduct and academic dishonesty, which are posted at this location, apply to this class. It is your responsibility to review this information. I need to be able to assess your individual performance; therefore all papers must be your own work. Plagiarism is a serious violation and will result in severe consequences (regardless of intent or ignorance); possibly resulting in receipt of a failing grade for the entire course. If you have questions, please ask.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility. Students will have 5% deducted from their total points if they (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness; must provide documentation); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 5% deduction. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Panel & Class Participation:

You will not be required to share personal history in class; however the sharing of life experiences may be valuable so others can hear about our differing ‘worldviews.’ Feel free to ask questions, ask for clarification or make comments as desired. Through the process of classroom participation, you will eventually find that you disagree with someone. It is important to always display professional behavior when discussing conflicting opinions. The human service/education profession is such that you will continually interact with persons who may have differing opinions from your own. We must develop skills to deal appropriately with ‘difference’ in order to successfully serve our future clients.

Other Policies:

- a) Disruptive behavior, such as newspaper reading or carrying on side conversations and the use of laptops during class time is not tolerated.
- b) Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off.
- c) Incompletes (I's) can be given only if a student is "**unable to complete their academic responsibilities**" for **medical (disease or injury) or legal reasons (jury duty, military service) or other "extraordinary" reasons documented in writing on letterhead with a verifiable signature and accepted by the professor.**
- d) Children will not be allowed in the classroom.

Class Schedule			
Date	To	Reading	Assignments
1/17	Introduction, Overview Parenting is a Process	Chapter 1	
1/24	Cultural Influences on Parenting <i>Film – “Theories of Development”</i>	Chapter 2	Chapter 2 Quiz
1/31	Learning to Parent	Chapter 3	Chapter 3 Quiz Film 1 Review Due
2/07	Becoming Parents <i>Film- “Right from the Start”</i>	Chapter 4	Chapter 4 Quiz
2/14	Nurturing Close Emotional Bonds In a Technological Society	Chapter 5	Chapter 5 Quiz Film 2 Review Due
2/21	Supporting Children’s Growth and Development	Chapter 6	Chapter 6 Quiz
2/28	Parenting Children from Birth to Two Mid-term Review	Chapter 7	
3/07	Mid-term Exam	Chapters 1-7	
3/14	Spring Break		
3/21	Parenting in Early Childhood	Chapter 8	Panel 1 Presentation Parenting infant to age 6 Chapter 8 Quiz
3/28	Parenting Elementary School <i>Film – “When the Chips Are Down”</i>	Chapter 9	Panel 2 Presentation Parenting children age 7 to 12
4/04	Parenting Early Adolescents Parenting Late Adolescents Young Adults <i>Film – “The Children Are Watching”</i>	Chapters 10 & 11	Panel 3 Presentation Parenting Teens Film 3 Review Due

4/11	<p>Working and Parenting Parenting When Unmarried</p> <p><i>Film (TBA)</i></p>	Chapters 12 & 14	<p>Panel 4 Presentation Parenting Adult Children Quiz Chapters 12 & 14 Film Review 4</p>
4/18	<p>Parents by Adoption & Parents by Reproductive Technology</p>	Chapter 13	<p>Panel 5 Presentation Parenting Children with Special Needs Quiz Chapter 13 Film Review 5</p>
4/25	<p>Parenting in Divorce Families and Remarried Families Parenting in Lesbian and Gay Families</p>	Chapters 15 & 16	<p>Panel 6 Presentation Parenting in Non- Traditional Family Structures</p>
5/02	Final Exam Review		
5/09	Final Exam	Chapters 8-15	Have a Great Summer!!