

DRAFT
Syllabus of Course Readings
Parenting Education & Support Programs
HDFS-650
Fall 2009

Meets Tuesdays & Thursdays, 11:00 - 12:15 p.m. in Human Ecology Rm. 118
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Date Topic & Readings

- 9/3 Course intro and overview.
- 9/8 Conceptual and professional issues.
Readings:
Doherty, W.J. (1995), Boundaries between parent education and family therapy: The levels of family involvement model. *Family Relations, 44*, 353-358. (course pack)
Riley, D., & Bogenschneider, K. (2006). Do we know what good parenting is? Can public policy promote it? In K. Bogenschneider (Ed.), *Family policy matters: How policy making effects families, and what professionals can do* (2nd Ed.). Erlbaum. (course pack)
Exercise: Levels of involvement.
- 9/10 Intro to Service Learning.
Parenting skill: Encouragement.
Read Bailey et al. (Cornell "Parenting Skills" Manual), Chapter 1 (pp 1-5).
- 9/15 Feedback on practice with "Encouragement."
Facilitation Skill: Structured learning.
Read Bailey et al. (Cornell "Parenting Skills" Manual), Chapter 4 (19-26).
- 9/17 The Family Resource Center approach.
Readings:
Weissbourd, B. (1994). The evolution of the Family Resource Movement. Chapter in S.L. Kagan & B. Weissbourd (Eds.), *Putting families first: America's family support movement and the challenge of change* (pp. 28-47). San Francisco: Jossey-Bass. (course pack)
Lundeen, S. (1994). How does a Milwaukee family resource center promote competent parenting? *Wisconsin Family Impact Seminar Briefing Report*. University of Wisconsin-Extension. (course pack)
"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. (course pack)
Exercise: Applying the 8 principles of the family resource movement.

- 9/22 Parenting skill: Can Do.
Read Bailey et al. (Cornell "Parenting Skills" Manual), pp. 5-7.
- 9/24 Facilitation skill: group rules.
 Facilitation skill: challenging behaviors and how to respond to them.
Readings:
 "Examples of rules for a group process." (course pack)
 "Disruptive group members" and "Dealing with difficult moments and members in discussion groups." (course pack)
- 9/29 Social Support for parenting.
Read Rafael, T., & Pion-Berlin, L. (1999). Parents Anonymous: Strengthening families. Office of Juvenile Justice and Delinquency Prevention, *Juvenile Justice Bulletin*, April 1999, pp. 1-11. (course pack)
 Facilitation skill: problem solving in the suggestion circle (practice).
- 10/1 Parenting skill: Choices.
Read Bailey et al., pp. 7-9.
- 10/06 Communications skills approach 1. (no readings)
 Exercise & discussion: Acceptance and confrontation.
- 10/8 Communication skills approach 2.
Readings:
 Faber & Mazlish book (1980). *How to talk so kids will listen, and listen so kids will talk*. Chapter 1 "Helping children deal with their feelings."
 Bailey et al. (Cornell "Parenting Skills" Manual), pp. 12-14.
 Hill, C.E., & O'Brien, K.M. (1999). Theoretical foundation of the three-stage model of helping. Chapter 2 (pps. 19-29) in *Helping Skills: Facilitating exploration, insight, and action*. Washington D.C.: American Psychological Association. (course pack)
 Parenting Skill: Respecting feelings.
 Facilitation Skill: Observing and Attending.
- 10/13 Communication skills approach 3.
Readings:
 Faber & Mazlish (1980), Chapter 2 "Engaging Cooperation."
 Hill, C.E., & O'Brien, K.M. (1999). "Reflection of feelings" (pps. 121-137) in *Helping Skills: Facilitating exploration, insight, and action*. Washington D.C.: American Psychological Association. (course pack)
 "Barriers to effective listening" (course pack).
 Facilitation skill: Identifying affect and responding with empathy.
- 10/15 Communication Skills approach 4.
 Continued skill practice: Identifying affect and responding with empathy.
Read Hill, C.E., & O'Brien, K.M. (1999). "Difficulties helpers experience in the exploration stage" (pps. 73-76) in *Helping Skills: Facilitating exploration, insight, and action*. Washington D.C.: American Psychological Association. (course pack)

10/20 Behavioral approach 1. Focusing on key behaviors (operational definitions).

Readings:

Narciso, J., & Burkett, D. (1975). Words are not realities. Chapter 2 from *Declare Yourself* (pp. 5-16). Prentice. (course pack)

Dishion & Patterson book (1996), Chapter 1 "Focusing on key events."

Exercise: Operational definitions.

10/22 [Communications Skills paper is due in class or before.]

Home Visiting Programs:

Readings:

Olds, D.L., et al. (1999). Prenatal and infancy home visitation by nurses: Recent findings. *The Future of Children*, 9(1), 44-65.

Jacobson, S.W., & Frye, K.F. (1991). Effect of maternal social support on attachment: Experimental evidence. *Child Development*, 62, 572-582. (pack)

On the web site of the Office of Juvenile Justice, find and read about "Healthy Families America" and the "Nurse-Families Partnership" www.dsgonline.com/mpg2.5/mpg_index.htm (look for "Prevention," then "parent training," then for the link to programs at the bottom).

On the following UW-Extension web site, read about the home visiting programs listed for one Wisconsin county of your choice (just to get a sense of the number and variety of programs, how many families are served, etc.).

<http://www.uwex.edu/ces/flp/homevisit/directory/index.cfm>

Facilitation skill: goal setting.

10/27 Behavioral approach 2: Key concepts in behavior management.

Readings:

Pages 171-189 of "Helping parents understand behavioral methods and principles" in Webster-Stratton, C.W., & Herbert, M. (1994). *Troubled families, problem children*. New York: Wiley. (course pack)

Parke, Ross D. (1972). Some effects of punishment on children's behavior. *The young child: Reviews of research Vol. II*. Washington D.C.: National Association for the Education of Young Children. (course pack)

Dishion & Patterson, chapter 6, "Using consequences and time out" (pp. 79-91).

Exercise: Identifying types of consequences.

10/29 Behavioral approach 3: Using rewards effectively (avoiding reward dependence, avoiding praise that judges the person, behavioral shaping).

Readings:

Dishion & Patterson, chapter 3 "Supporting children's positive behavior (pp. 33-46).

Pages 249-267 on "Teaching parents about praise" in Webster-Stratton, C.W., & Herbert, M. (1994). *Troubled families, problem children*. New York: Wiley. (course pack)

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Hawkins, R.P., et al. (1966). Behavior therapy in the home: Amelioration of problem parent-child relations with the parent in a therapeutic role. *Journal of Experimental Child Psychology*, 4, 99-107. (course pack)
 Faber & Mazlish, Chapter 5 "Praise" (pp. 171-199).
 Exercise, Parenting skill: Shaping behavior.

- 11/3 Behavioral approach 4. Natural and logical consequences.
Read pages 297-303 on "Teaching parents about natural and logical consequences" in Webster-Stratton & Herbert (1994).
Troubled families, problem children. New York: Wiley.
 Exercise: identifying natural and logical consequences.
- 11/5 Mass media approaches to parenting education.
Readings:
 Read a sample of an age-paced, instructional, parenting newsletter handed out in previous class, or read one 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/
 Waterston, T., et al., (2009). Improving early relationships: A randomized, controlled trial of an age-paced parenting newsletter. *Pediatrics*, 123, 241-247. (course pack)
- 11/10 Mass Media 2: E-parenting education.
 Reading & writing assignment: searching the internet for parenting advice.
- 11/12 Mass Media 3: TV
 No readings today. View and discuss an episode of Supper Nanny!
- 11/17 Facilitation skill: Adapting programs to specific audiences.
Read Zegarra, G. (1998). Educando a la familia Latina: Ideas for making parent education programs accessible to the Latino community. *Family and Conciliation Courts Review*, 36, 281-293. (course pack)
- 11/19 Programs for co-parenting after divorce.
Readings:
 Arbuthnot, Kramer, & Gordon (1997). Patterns of relitigation following divorce education. *Family and Conciliation Courts Review*, 35, 269-279. (course pack)
 Find and read about the "Children in the Middle" program on at www.dsgonline.com/mpg2.5/mpg_index.htm . 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).
 (While at the above web site: Who runs this web site? For what purpose? What does a parenting program have to do or show to get listed here?)
 Exercise: avoiding putting the child in the middle.

- 11/24 Parenting education through early care & education (and other) programs
 Reading: Riley et al. Why we keep a pot of coffee: Family-centered care and education. In Riley et al. (2008), *Social & emotional development: Connecting science and practice in early childhood settings*. St. Paul: Redleaf.
- 11/26 THANKSGIVING BREAK
- 12/1 Evidence based programs
 Reading & writing assignment: searching the internet for evidence-based parenting programs.
- 12/3 Facilitation skill: Working with court-mandated parents.
Read Dinkmeyer, D., Jr. (1999). Working with court-mandated parents. *Journal of Individual Psychology*, 55, 100-104. (course pack)
- 12/8 Facilitation skill: Identifying and reporting child maltreatment.
Read Berliner, L. (1993). Identifying and reporting suspected child abuse and neglect. *Topics in Language Disorders*, 13, 15-24. (course pack)
- 12/10 Professionalization: the future for parent educators?
Optional reading:
 Core competencies for Wisconsin Parent Educators (Children's Trust Fund):
<http://wctf.state.wi.us/home/Core%20Competencies.htm>
 Certified Family Life Educator, National Council on Family Relations:
<http://www.ncfr.org/>
 (To see how your existing courses fit this certificate: (1) Click on "CFLE Certification, Academic Programs Approved," (2) then click on Wisconsin, (3) then click on UW-Madison.
 Web page for Minnesota Parent Educator License.
- 12/15 Final Exam, in-class portion. Final paper is due by 12 noon of our scheduled exam day, Thursday December 17 (our scheduled final exam period is Dec 17 at 7:45 a.m.). Please deliver final exam via email attachment.