

Old Course Description

HMEC 426 Techniques of Parent Education

3c-01-3sh

Prerequisite: HMEC 220 or equivalent

Examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

New Course Description

CDFR 426 Techniques of Parent Education

3c-01-3sh

Prerequisite: CDFR 218 or ELED 215

Examination of nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

2) Summary of proposed Revisions

Drop HMEC 220 Teaching in Child Development Centers as a prerequisite.
Add CDFR 218 Child Development or ELED 215 Child Development as prerequisites.

3) Justification/Rationale for Revisions

CDFR 218 Child Development is a more appropriate prerequisite for CDFR 426 Techniques of Parent Education. Before students can fully comprehend the content of this upper level course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, HMEC 220, which focuses on successful classroom techniques, has never been necessary in order for students to be successful in CDFR 426/526. It has been impossible to enforce as a prerequisite since students cannot enroll in it until they are seniors, and it was a mistake to have included it as such.

ELED 215 Child Development is a required course for Early Childhood Education majors. It covers similar content to the CDFR 218 course. It is an adequate prerequisite for this course. All Early Childhood Education majors are required to take the Techniques of Parent Education course.

I. Course Description

CDFR 426 TECHNIQUES OF PARENT EDUCATION 3 class hours
0 lab hours
3 semester hours
(3c-0l-3sh)

Prerequisites: CDFR 218 or ELED 215

Examination of the nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

II. Course Objectives: After studying this course, students will:

1. identify and evaluate elements involved in successful parenting.
2. analyze changing lifestyles of American families and the effect of these trends on the parenting process.
3. recognize and understand the various forms of parent education.
4. utilize appropriate methods of parent-teacher conferencing and communication.
5. plan and present a parent education workshop in class as part of a small group. Students should be able to present information orally, with supporting written documentation.
6. analyze instructional methods, strategies, and information suitable for use in parent education. The student should be able to decide which methods are most effective and be able to articulate the rationale for selection of a given method.

III. Course Outline:

- A. The Parent Education Movement (7 lecture hours)
 1. What is Parent Education?
 2. Characteristics of Parent Education
- B. The American Family (2 lecture hours)
 1. Realities & Myths
 2. Stages of Parenthood
- C. Parents in Special Circumstances (5 lecture hours)
 1. Parents of Children with Special Needs
 2. Parents Who Abuse their Children
 3. Adolescent Parents
 4. Fathers as Parents
- D. Parenting in Diverse and Nontraditional Families (2 lecture hours)
- E. Highlights of Popular Parent Education Programs and Approaches (3 lecture hrs.)
 1. Dreikurs and the Search for Equality
 2. Ginott's Approach to Parent Education
 3. Parent Effectiveness Training (PET)

- 4. Systematic Training for Effective Parenting (STEP)
- 5. Active Parenting
- 6. Behavior Modification Parent Education Programs
- 7. Parents as Teachers
- F. Communicating and Conferencing with Parents (4 lecture hours)
- G. Effective Home, School, and Community Relationships (3 lecture hours)
 - 1. Home Visitation
 - 2. Home Schooling
- H. Instructional Methods and Procedures in Parent Education (4 lecture hours)
 - 1. Principles of Group Leadership
 - 2. Presentation Organization and Formats
- I. Developing and Evaluating Parent Education Programs/Workshops (10 lecture hours)

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

IV. Evaluation Methods

The final grade for the course will be determined as follows.

25% Tests. Two tests (mid-term, 75 points and final, 30 points) consisting of multiple choice, completion, true-false and short essay.

75% Assignments. Each student will complete the following assignments: develop individual parent philosophy (20 points), compile annotated bibliography of current parenting books (15 points), interview a father (20 points), interview older adult (20 points), produce a parent newsletter (50 points), evaluate parenting curriculum (10 points), prepare media release (10 points), present parent workshop (100 points), and peer review parent workshops (35 points).

Course Grade:

347 - 385	A
306 - 346 -	B
270 - 307 -	C
231 - 269 -	D
below 230 -	F

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbook, the lecture will supplement the text with additional information taken from a variety of outside sources. Class attendance is therefore essential and inevitably students

who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed four class periods or a total of four clock hours. Unexcused absences will result in loss of 10 points per class period. In addition, students must arrive promptly at the beginning of class to receive credit for attendance.

V. Required textbooks, supplemental books and readings

Berger, Eugenia H. (2000). Parents as Partners in Education: Families and Schools Working Together. (5th ed.), New Jersey: Prentice-Hall, Inc.

Gonzalez, Mena J. (1994). From a Parent's Perspective. Salem, Wisconsin: Sheffield Publishing Co

VI. Special resource requirements

none

VII. Bibliography

Historical

Abidin, R.R. (1980). Parent Education and Intervention Handbook. Springfield, IL: Charles C. Thomas.

Auerbach, A.B.. (1968.) Parents Learn Through discussion: Principles and Practices of Parent Groups Education. New York: John Wiley.

Brooks, J. (1981). The Process of Parenting. New York: Mayfield.

Cataldo, C.Z. (1987). Parent Education for Early Childhood. New York: Teachers College Press.

Fine, M.J. (ed.) (1991). The Second Handbook of Parent Education: Emerging Directions in Theory, Research, and Practice. San Diego, CA: Academic Press.

Gestwicki, C. (1987). Home, School, and Community Relations: A Guide To Working With Parents. Albany, NY: Delmar.

Gordon, T. (1975). PET: Parent Effectiveness Training. New York: NAL Penguin.

Hamner, J. & Turner, P. (1985). Parenting in Contemporary Society. Englewood, NJ: Prentice Hall.

Harman, D. & Brim, O. (1980). Learning to be Parents: Principles, Program, and Methods. Beverly Hills, CA: Sage.

Lawler, S.D. (1991). Parent-Teacher Conferencing in Early Childhood Education. Washington, D.C., National Education Association..

Powell, D. (1988). Parent Education as Early childhood Intervention: Emerging Directions in Theory, Research, and Practice. Norwood, NJ: Ablex.

Modern

Gonzalez-Mena, Janet (1998). The Child in the Family and the Community. Columbus, Ohio: Prentice Hall.

Fuller, Mary Lou (1998). Home-School Relations. Boston, MA: Allyn and Bacon.

Singate, Kay and Steglelin, D. (1999). Building School and Community Partnerships Through Parent Involvement. Columbus, Ohio: Prentice Hall.

Stone, J.G. (1987). Teacher-Parent Relationships. Washington, DC: National Association for the Education of Young Children.

2) Summary of Proposed Revisions

Drop HMEC 220 Teaching in Child Development Centers
Add CDFR 218 Child Development or ELED 215 Child Development

3) Justification/Rationale for Revisions

CDFR 218 Child Development is a more appropriate prerequisite for CDFR 426 Techniques of Parent Education. Before students can fully comprehend the content of this upper level course, they need to have a basic understanding of the major developmental theorists and age/stage development. The content of the old prerequisite, HMEC 220, which focuses on successful classroom techniques, has never been necessary in order for students to be successful in CDFR 426. It has been impossible to enforce as a prerequisite since students cannot enroll in it until they are seniors, and it was a mistake to have included it as such.

ELED 215 Child Development is a required course for Early Childhood majors. It covers similar content to the CDFR 281 course. It is an adequate prerequisite for this course. All Early Childhood Education majors are required to take the Techniques of Parent Education course.

HMEC 426 . . . TECHNIQUES OF PARENT EDUCATION

Course Description:

Examination of the nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education.

Prerequisite: HE 220

Required Texts:

Berger, Eugenia H. (2000). Parents as Partners in Education: Families and Schools Working Together. (5th ed.), New Jersey: Prentice-Hall, Inc.

Gonzalez, Mena J. (1994). From a Parent's Perspective. Salem, Wisconsin: Sheffield Publishing Co.

ADDITIONAL READINGS MAY BE ASSIGNED IN CLASS.

Course Objectives: After studying this course, students will be able to:

- identify and evaluate elements involved in successful parenting.
- analyze changing lifestyles of American families and the effect of these trends on the parenting process.
- recognize and understand the various forms of parent education.
- utilize appropriate methods of parent-teacher conferencing and communication.
- plan and present a parent education workshop in class as part of a small group. Students should be able to present information orally, with supporting written documentation.
- analyze instructional methods, strategies, and information suitable for use in parent education. The student should be able to decide which methods are most effective and be able to articulate the rationale for selection of a given method.

Course Outline:

- I. The Parent Education Movement 7 lecture hours
 - A. What is Parent Education?
 - B. Characteristics of Parent Education
- II. The American Family 2 lecture hours
 - A. Realities & Myths
 - B. Stages of Parenthood
- III. Parents in Special Circumstances 5 lecture hours
 - A. Parents of Children with Special Needs
 - B. Parents Who Abuse their Children
 - C. Adolescent Parents
 - D. Fathers as Parents
- IV. Parenting in Diverse and Nontraditional Families 2 lecture hours
- V. Highlights of Popular Parent Education Programs and Approaches 3 lecture hours
 - A. Dreikurs and the Search for Equality
 - B. Ginott's Approach to Parent Education
 - C. Parent Effectiveness Training (PET)
 - D. Systematic Training for Effective Parenting (STEP)
 - E. Active Parenting
 - F. Behavior Modification Parent Education Programs
 - G. Parents as Teachers
- VI. Communicating and Conferencing with Parents 4 lecture hours
- VII. Effective Home, School, and Community Relationships 3 lecture hours
 - A. Home Visitation
 - B. Home Schooling
- VIII. Instructional Methods and Procedures in Parent Education 4 lecture hours
 - A. Principles of Group Leadership
 - B. Presentation Organization and Formats
- IX. Developing and Evaluating Parent Education Programs/Workshops 10 lecture hours

NOTE: The two remaining hours will be used for one hour exams. A final two hour exam will be given on the final exam day.

Procedures:

The course will be taught by three hours of class meetings per week. Lecture/discussion, video tapes, class activities, review of commercially prepared parenting curricula, readings, and presentations by students.

Attendance Policy:

All students are expected to attend class. Attendance will be taken on a daily basis. Although students may think that all the course material can be acquired from the textbook, the lecture will supplement the text with additional information taken from a

variety of outside sources. Class attendance is therefore essential and inevitably students who do not attend class regularly do poorly on the assignments and exams. Attending class and participation in the discussion will enable students to understand the materials and assimilate new ideas regarding child development. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed three class periods or a total of four and one-half (4 1/2) clock hours. Unexcused absences will result in loss of 10 points per class period.

Course Requirements

1. You are expected to take tests on the day the test is scheduled. **No make-up exams will be allowed without prior approval of the instructor. The instructor reserves the right to assign an "F" grade for late assignments or missed tests.**
2. All written assignments will be due in class on the date assigned. Assignments turned in late for any reason (unless prior instructor approval given) will receive a 10 point reduction. If the student has special problems and cannot turn in an assignment on time, the instructor must be notified in advance to make appropriate arrangements.
3. All assignments must be typed and double-spaced. Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important. Students should utilize APA style for any reference citations. Any prepared formal written assignment deemed unreadable by the instructor will be returned to the student without a grade.
4. Students will be expected to show courtesy during the lecture - talking between students should be kept to a minimum. Talking to your neighbor is disruptive to both the instructor and to other students.
5. Students are expected to observe all principles of academic honesty. Violators of such standards will be dealt with accordingly. (See Undergraduate Catalog.)
6. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.

Evaluation:

Students will be evaluated by their performance on exams and assignments. Grade is based on exams (25%) and assignments (75%). The final grade calculations will be made according to the following formula:

Exam # 1	75 points
Final	30 points
Assignment # 1	10 points
Assignment # 2	5 points
Assignment # 3	20 points
Assignment # 4	20 points
Assignment # 5	50 points

Assignment # 6	10 points
Assignment # 7	20 points
Assignment # 8	100 points
Assignment # 9	10 points
Assignment # 10	35 points
Assignment # 11	15 points
Assignment # 12	20 points
Total Possible	425 points

Course Grade:

378 - 420	-	A
336 - 377	-	B
294 - 335	-	C
252 - 293	-	D
below 251	-	F

Supplemental Resources: (for use in class assignments and presentations)

Professional Journals

Child Development	Early Child Development and Care
Childhood Education	Early Childhood Research Quarterly
Children Today	Family Relations
Child Study Journal	Journal of Marriage & the Family
Contemporary Education	Phi Delta Kappan
Day Care & Early Education	Young Children

Popular Magazines

American Baby	Exceptional Parent	Working Mother
Child	Parenting	Parents

Reference Books:

Abidin, R.R. (1980). Parent Education and Intervention Handbook. Springfield, IL: Charles C. Thomas.

Auerbach, A.B.. (1968.) Parents Learn Through discussion: Principles and Practices of Parent Groups Education. New York: John Wiley. Brooks, J. (1981). The Process of Parenting. New York: Mayfield.

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