

PSY/IDS 224-T7 Parenting S116

Dr. Mary Kay Fleming
Mount St. Joseph University

“Being a parent is not transactional. We do not get what we give. It is the ultimate pay-it-forward endeavor: We are good parents, not so [our children] will be loving enough to stay with us, but so they will be strong enough to leave us.”

- Anna Quindlen (2012), Lots of Candles, Plenty of Cake



Class Location	CL 102
Meeting Dates	Tuesday evenings: Aug. 25, Sept. 8 and 22, Oct. 6 and 20, Nov. 3 and 17 Pre-assignments due by August 22 and 24
Time	6:30-9:20 pm Attendance required every meeting, start to finish
Instructor	Mary Kay Fleming, Ph.D.
Office and Hours	Cl. 12K / 2-5 pm on class days; other days/times by appointment
Contact	E-mail: mary.kay.fleming@msj.edu Ofc: 513-244-4945 Home: 859-331-0991 Please leave message on home phone rather than office phone

Required Texts/Resources

- Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. New York: Houghton Mifflin Harcourt. [\$9 paperback, Amazon.com]
 - Walsh, D. (2007). *NO: Why kids—of all ages—need to hear it and ways parents can say it*. New York: Free Press. [\$14 paperback, Amazon.com]
 - Auxiliary readings online and/or posted on Blackboard, as assigned. Allow plenty of time for reading – some of these readings are aimed at parents, others are written for scholars/professionals and take more processing time.
- A deliberate attempt has been made to keep your textbook costs very low by using readings available free online. In order to be successful in this course, you MUST have daily access to a computer equipped with high-speed Internet, Microsoft Word and PowerPoint, Adobe Acrobat reader, video playback (Windows Media Player, Real player, etc.), and sound. Check your MSJ e-mail account and Blackboard (Bb) every day for course updates, beginning in early August.

IMPORTANT INFORMATION ABOUT SUCCESS IN THIS COURSE:

The Parenting course is offered in a blended format having a mixture of online and in-class components. Such courses are designed for students who are self-starters and capable readers—people who are highly motivated and effective time managers. Anyone who does not fit this description is very likely to be overwhelmed. University policy for accelerated courses requires attendance at every class meeting, for the entire time. If you miss the first class meeting, you will be withdrawn from the course; no exceptions. For any other absence, only a true emergency (with medical or similar documentation) *may* allow you to remain in the course at the instructor’s discretion. If such a rare exception is granted, there will probably be in-class activity/discussion points that cannot be made up.

Course Description

This course examines what parents can do to raise healthy, responsible, competent, and resilient children. It includes research from psychology and other disciplines that illuminate the wide array of variables affecting child outcome. Evidence is analyzed and synthesized to formulate an intentional, outcomes-based approach to parenting. [This course is not a review of children’s ages/stages or developmental tasks. For the latter, please consider PSY 204, Lifespan Development, or PSY 205, Child Development and Adolescence.]

Course Goals and Learning Outcomes

<i>On successful completion of this course, students will demonstrate mastery of these course-specific goals ...</i>	<i>... and some aspects of these University-wide goals*:</i>
1. Develop well-reasoned recommendations for how parents should fulfill their roles as facilitator of children’s physical and psychological health, development, education, and socialization.	<ul style="list-style-type: none">• Critical Thinking• Integrative Learning• Communication
2. Analyze and synthesize scientific evidence about parenting.	<ul style="list-style-type: none">• Critical Thinking
3. Explain the major multiple personal, interpersonal, and systemic factors contributing to children’s wellness, brain development, attachment, emotional regulation, self-discipline, and resilience.	<ul style="list-style-type: none">• Critical Thinking• Integrative Learning• Cultural Competence
4. Communicate effectively about parenting.	<ul style="list-style-type: none">• Communication

*For a full list of baccalaureate learning outcomes, visit:

<http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>

University Policies

Every student is responsible for following University-wide policies and deadlines including, but not limited to, course withdrawal (<http://registrar.msj.edu/undergraduate-catalog/advising-registration/registration/course-withdrawal-policy/>), incomplete grades (<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/incomplete-grades/>), and academic honesty (<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>). Violations of academic honesty will be penalized using one or more options allowed by the Mount; the minimum penalty for plagiarism is a zero for the assignment. All incidents of academic dishonesty are reported to the academic dean as required by University policy. If you are uncertain about what constitutes plagiarism, ask me.

Students with documented disabilities should speak to me about their needs at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Meghan Littrell, Director of Academic Support at 513-244-4524 (Meghan.Littrell@msj.edu) to present documentation and develop individualized accommodation plans. (See: <http://www.msj.edu/academics/disability-services/>).

Course Methodology, Expectations, and Etiquette

This course involves collaborative learning for all of us, and that means mutual investments of time, hard work, and respect. For my part, I promise to prepare thoughtfully, accommodate all reasonable requests to facilitate your learning, respond to messages in a timely fashion, set high expectations, support you in achieving them, and grade fairly. In return, I expect you to read and study ahead of time, reflect, participate in class, keep track of your grades, ask for help when you need it, and observe University policies. Each of us will demonstrate courtesy by arriving on time, listening attentively, speaking one at a time, and avoiding side conversations that prevent others from hearing. Do NOT use cell phones or laptops during class time unless assigned to do so—this is insulting to me and your classmates, and gives us the message that we are unworthy of your attention. Class time is for interactive learning, which means being fully present to one another.

Class time includes discussion, media, group-work, writing, and occasional lecture to augment and apply the assigned readings. The reading load is manageable as long as you don’t let it accumulate. Online quizzes are meant to test your mastery of the assigned reading. Complete every reading and watch assigned videos before class, then take the online quiz, participate in online discussions, and come to class prepared to offer your insights, examples, and questions. If you have difficulty between classes, contact me immediately. If you need help comprehending the readings, contact the Learning Center for a peer tutor immediately.

Attendance Policy

Attendance at every meeting of a blended course, beginning to end, is required by University policy. If a true emergency arises and you must miss class, it may or may not be possible for you to continue the course (instructor's discretion). If it is possible to continue, points that would have been earned for in-class activities are forfeited.

Late Policy

Tests, assignments, discussion posts, projects, etc., are due as listed. Submission of assignments up to 48 hours after the deadline incurs a 50% penalty; nothing will be accepted past that point.

Grading

You will have many opportunities to demonstrate your mastery of learning outcomes, including:

- **In-class Reading Quizzes**

There will be a Reading Quiz during each of the first six class meetings. The format may involve short answer, true-false, multiple-choice, or fill in. Each quiz tests retention and application of the main ideas in assigned readings and videos. These quizzes are straightforward for those who read and comprehended the assignments; they are not tricky questions about minutiae. I strongly recommend that, as you complete each assigned reading and video, you write a few sentences to summarize what you learned. Review these notes right before class to refresh your memory.

- **Discussion Board Participation**

There will be an online Discussion Board about assigned readings for each of the first six meetings. Every student must participate at least twice in each discussion, responding both to the initial question and to other students' submissions. Posts must be substantive, thoughtful, and scholarly (i.e., relevant, show evidence of having mastered the readings, add substance or unique and valuable perspectives to the discussion) and respectful of others' opinions. Present your arguments in well-organized prose, written in standard English. It helps to compose off-line, revise/proofread, and then paste it into the Discussion Board. Read and respond to what others have already written. [Please note: Your Blackboard posts are read by classmates. Do not include any information that you consider confidential.] Each discussion (other than Week 1) closes at midnight the Saturday before class.

- **Prepare-Ahead Essays**

There will be a prepare-ahead writing assignment due the night before each of the first 5 class meetings. Each one focuses on integrating and applying knowledge from the assigned readings/videos. Essay topics will be posted on Bb.

- **In-class activities**

Each class will feature some interactive components including discussions and activities, and may involve bringing something with you to class (e.g., a newspaper article, an illustration, etc.). In the event that you must bring something with you to class, this will be announced in advance. In-class activity points are earned only by students who arrive on time, prepare thoroughly, and contribute substantively to these activities.

- **Project**

Each student is required to complete one major project before the last meeting, and to give a brief but polished oral presentation on it during one of the last two classes. Details will be posted on Bb.

- **Extra Credit**

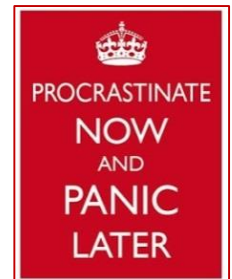
There is no separate extra-credit project, but bonus questions will be added to quizzes and extra credit will be awarded for exceptional work on essays and assignments.

Check your grades on Bb each time something new is posted and calculate your cumulative standing (letter grade).

There should never be a surprise at the end of the semester if you keep up with your grades online. Final grades are assigned based on the total points you earn; *approximate point values* for each assignment/test appear below:

A (outstanding) = 90-100%, B (above average) = 80-89%, C (average) = 70-79%, D (below average) = 60-69%, F = 0-59%.

In-class reading quizzes @ 15-20 pts., Weeks 1-5	90 pts.
Discussion postings @ 4 pts., Weeks 1-5	20 pts.
Prepare-ahead essays @ 20 pts., Weeks 1-5	100 pts.
In-class activities (variable points), Weeks 1-5	25 pts.
Final Project @ 50 pts. due Week 7	50 pts.
Oral Presentation, Weeks 6- 7	10 pts.
Participation, Weeks 6-7	<u>10 pts.</u>
COURSE TOTAL	305 pts.



Week 1

Physical Wellness: Health Care, Safety, Nutrition, Activity

Pre-assignment – due before first class meeting

Begin by reading the entire syllabus. Map out a strategy to complete all the work before the due dates. Careful reading and the willingness to draft and revise written work will be the keys to success in this course. Read ahead whenever possible.

Discussion Board

For this first class only, there are two discussion questions. The first one simply asks you to introduce yourself (e.g., name, whether or not you are raising children and/or have significant experience with kids, your approach to or beliefs about parenting, etc.) and is not graded. This introductory post is labeled “Week 1: Meet the Class.” Please review all posts before the first class in order to acquaint yourself with your classmates in the course.

The second (graded) discussion is labeled “Week 1: Physical Wellness” and must be completed **by Sunday, August 23, midnight**. Please review the information above about Discussion Board participation and also follow the guidelines posted on Bb.

Prepare-Ahead Essay

By Monday, August 24, midnight, email to me privately (mary.kay.fleming@msj.edu) a typed, single-spaced, well-written essay of about 1-1.5 pages answering the following question. Your essay should be based on what you learned from readings and videos below. The essay is not the place to include personal opinion or hearsay evidence unless that is explicitly requested:

For this first class, you have read about healthy pregnancies, preventive care for babies and children, and medical/health challenges for today’s parents. Identify what you think are the three top health priorities for children in the US. Support your recommendations with assigned readings (and cite them in-text and in the bibliography). You are welcome to use other authoritative sources as well, but you’re not required to; everything you need is in the assigned readings. Your essay should reflect both your understanding of the readings and your thoughtful reflection and synthesis. It is not enough to parrot back the facts in the readings. Submit your essay to me before midnight on Aug. 24 (the night before class) via private email.

Our first unit of study is focused on children’s health, including well-child care, immunizations, sleep, nutrition, activity, obesity, and injuries. Read the text that appears on each page as you open the links below (just click the link—do not retype it). Unless I specify such, you are not expected to follow/read every link embedded within the assigned readings, although you’re welcome to if interested! Don’t be overwhelmed by the length of this list – the readings are brief and straightforward. As you read/watch, remember my recommendation that you write a few-sentence summary of each so that you have quick notes to review before the in-class reading quiz.

Maternal and Well-Child Care:

- Planning for pregnancy: www.cdc.gov/preconception/planning.html
- During pregnancy: www.cdc.gov/pregnancy/during.html
- Infant mortality: www.cdc.gov/reproductivehealth/MaternalInfantHealth/InfantMortality.htm
- Developmental monitoring and screening: <http://www.cdc.gov/ncbddd/childdevelopment/screening.html>

Immunization:

- Watch video called Introduction to Global Immunization: www.vaccineinformation.org/video/general.asp
- Watch “Child Immunization” www.youtube.com/watch?v=3uVvq7dbf4s
- Why are childhood vaccines so important?: www.cdc.gov/vaccines/vac-gen/howvpd.htm
- Why immunize?: www.cdc.gov/vaccines/vac-gen/why.htm
- Play animation and read text on herd immunity: www.historyofvaccines.org/content/herd-immunity-0
- OPTIONAL: www.cdc.gov/vaccines/pubs/parents-guide/downloads/parents-guide-508.pdf

Dental care:

- Children’s oral health: http://www.cdc.gov/OralHealth/children_adults/child.htm

Nutrition and Obesity Prevention:

- Fact sheet on breastfeeding: <http://www.surgeongeneral.gov/library/calls/breastfeeding/factsheet.html>
- How to feed babies and toddlers:
www.zerotothree.org/site/DocServer/feedingbabies.pdf?docID=2341&AddInterest=1147
- My Plate (replacement for Food Pyramid): www.letsmove.gov/blog/2011/06/02/usda-unveils-new-simple-tips-stay-healthy-active-and-fit (including video)
- www.cdc.gov/obesity/childhood/index.html Read links entitled Childhood obesity facts, Defining childhood obesity and overweight, and Causes and consequences
- Obesity prevention: http://www.zerotothree.org/child-development/health-nutrition/vol_25-3b.pdf
- CDC's "Obesity Epidemic" www.youtube.com/watch?v=vCORDI4bqDE
- World Hunger Facts: www.freedomfromhunger.org/info/

Activity:

- www.cdc.gov/physicalactivity/everyone/guidelines/children.html
- www.peacefulplaygrounds.com/pdf/right-to-recess/physical-activity-create-healthy-brains.pdf

Accident Prevention:

- <http://www.cdc.gov/safecild/> plus the links within the table (Burns, Drownings, Falls, etc.)

Sleep:

- www.healthychildren.org/English/ages-stages/baby/sleep/pages/A-Parents-Guide-to-Safe-Sleep.aspx
- www.healthychildren.org/english/ages-stages/toddler/pages/A-Lullaby-for-Good-Health.aspx
- www.apa.org/monitor/oct01/sleepteen.html

Week 2 Intellectual Competence

Our second unit of study focuses on building intellectual competence in children. What develops in the baby's brain and when? How does a child develop pre-literacy skills and school readiness? Competence does not emerge full-blown during childhood or adolescence. Instead, heredity hard-wires/pre-programs the brain to develop in an optimal way, and the baby/child's environment provides the rest. That means that although the brain is *prepared* to develop normally, it will not do so without environmental stimulation and nurturing. Loving care, education, and social support are *just as important* to normal brain development as is the hard-wiring provided by genetic endowment. Parents are babies' first and most important teachers.

The most important people in a child's life are that child's parents and teachers. That means parents and teachers are the most important people in the world.



- Mister Rogers

PBSparents

Brain Architecture:

- Click the "Download .pdf" link at each of these sites:
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp4/
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp2/
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp3/
http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/
- <http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf?jsessionid=5EB0C66B19520507E5F80CC94CE4A29A.app253c?docID=161>

Language and Literacy:

- www.zerotothree.org/site/DocServer/earlyliteracy2pagehandout.pdf?docID=2681&AddInterest=1145
- www.zerotothree.org/site/DocServer/Vol_22-4f.pdf?docID=1182&AddInterest=1145
- Hirsh-Pasek, K., and Golinkoff, R. M. (2003). Chapter 10: The new formula for exceptional parenting. In: *Einstein never used flash cards*, pages 244-268. Posted in the "Auxiliary Readings" section of Blackboard.

Week 3

Self-Discipline

This unit of study focuses on the development of responsibility and self-control. Despite some parents' assumptions to the contrary, the ultimate goal of discipline is not the child's blind obedience; it is the child's SELF-control of behavior. Toward that end, disciplinary practices must teach children to internalize standards of right and wrong. The assigned reading introduces sound principles of discipline for today's American families. (Historical and cultural approaches differ.)

- Walsh, D. (2007). *NO: Why kids—of all ages—need to hear it and ways parents can say it*. New York: Free Press. Read Chs. 1-9, 12, 14.

Week 4

Non-Cognitive Skills

The fourth unit of study focuses on the development of attachment, security, empathy, and resilience. Have you ever wondered why some children can overcome difficulty, stress, failure and disasters while other kids crumble at the first sign of frustration? This unit looks at some of the factors that contribute to risk, but more importantly at the parent behaviors, relationships, and support systems that build children's stability, self-confidence, and resilience.

- http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp1/ (download .pdf)
- www.zerotothree.org/site/DocServer/Children_Exp_to_Violence.pdf?docID=2502
- Twenge, J., and Campbell, K. Chapter 5: Parenting: Raising royalty. In: *The Narcissism Epidemic*, pages 73-88. In the "Auxiliary Readings" section of Blackboard.
- Tough, P. *How to Succeed: Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt. Pp. 1-104 (Introduction, Ch. 1, Ch. 2)

Week 5

Media and Socialization

In this section, we will examine the role of family, peers, media, and culture in socializing our children. What do children learn from play? How do we teach our children to be cultural beings? Do we socialize girls differently from boys? These are a few of the questions we will consider.

Importance and function of play:

- Brown, S. (2009). Chapter 4: 'Parenthood is child's play' and 'Gifts of play.' In: *Play: How it shapes the brain, opens the imagination, and invigorates the soul*, pages 79-94 and 103-108. In Auxiliary Readings on Bb.

Influence of electronic media:

- <http://www.pbs.org/wgbh/pages/frontline/kidsonline/view/main.html> (Watch all segments, 1-7.)
- Palmer, S. (2006). Chapter 9: The electronic village. In: *Toxic childhood: How the modern world is damaging our children and what we can do about it*, pages 253-273. In Auxiliary Readings on Bb.
- Walsh, D. (2007). *NO: Why kids—of all ages—need to hear it and ways parents can say it*. New York: Free Press. Read Ch. 13.

Differential socialization of boys and girls

- <http://gozips.uakron.edu/~susan8/parinf.htm>
- www.apa.org/pi/women/programs/girls/report-full.pdf (pp. 2-45). Also available in Auxiliary Readings on Bb (APA Task Force Report on Sexualization of Girls).

Weeks 6 and 7

Student Presentations on Parenting

On or before November 16, you will submit a Final Project for this course. (Guidelines to be posted on Blackboard.) During one of the last two class meetings, you will give a 7-minute Oral Presentation in class and respond to your peers' questions. This will be followed by a general discussion among all of us about the new topics presented that night. Everyone must be present for everyone else's presentation. Failure to be present and participate both nights will result in loss of points for your own presentation.

Final paper must be submitted through Blackboard before midnight on November 16.