

COURSE OUTLINE

**Parent Education 060  
Positive Parenting Skills**

I. Catalog Statement

Parent Education 060 is designed for parents who seek instruction in positive, alternative parenting methods that will redirect inappropriate behavior of children and adolescents of all ages. If needed by the students enrolled, this class may also address single parenting issues. Court referred parents are welcome.

Units – 0.0

Lecture- 32.0

Prerequisites: None

Note: This class is for the parent only. No children may attend.

II. Course Entry Expectations

Skills Level Ranges: Reading: 4, Writing: 4, Listening/Speaking: 5, Math: 1

III. Course Exit Standards

Upon successful completion of the required coursework the student will be able to:

1. examine existing parent education and child development theories;
2. develop and practice effective parenting and decision-making skills;
3. discuss typical parent-child situations and how to cope with them;
4. develop and participate in a parent support network;
5. describe age-appropriate discipline practices;
6. practice techniques and guidelines for stress management;
7. develop a parent support network;
8. examine cultural influences on child-rearing practices.

IV. Course Content

A. Introduction and Orientation:

2 hours

1. Orientation to the Family Education Center
2. Philosophy, goals, and objectives
3. Discussion of student concerns
4. Establishment of classroom trust and respect agreement

- 5. Safety on campus
- 6. Responsibilities of participation in the class
- B. Principles of Child and Adolescent Growth and Development: 6 hours
  - 1. Characteristics of children and adolescents in specific age groups
  - 2. Temperament and individual differences
  - 3. Interrelation of developmental factors
  - 4. Physical development
  - 5. Emotional development
    - a) identification of feelings
    - b) development of empathy
    - c) attachment and bonding
    - d) fears and anxieties
  - 6. Social development
    - a) importance of play
    - b) sharing
    - c) aggression
  - 7. Intellectual development
  - 8. Parent's role in facilitating learning experiences
  - 9. Overview of child development theories
  - 10. How theory affects child rearing practice
- C. Dynamics of Family Interaction: 2 hours
  - 1. Myths and realities of parenthood
  - 2. Adjusting to parenthood
  - 3. Stages of parent development
  - 4. Changing family patterns
  - 5. Family relationships
- D. Communication Techniques: 2 hours
  - 1. Active listening
  - 2. "I-statements"
  - 3. Acknowledgment of feelings
- E. Parenting Through Divorce: 4 hours
  - 1. Custody issues in single parenting
    - a) challenges of being a single custodial parent
    - b) challenges of being a non-custodial parent
    - c) challenges of shared custody
    - d) discipline issues in custodial arrangements
  - 2. Challenges of raising children through a difficult divorce
    - a) avoiding using children as a means of revenge
    - b) allowing children to love both parents
    - c) protecting children from physical or emotional harm
  - 3. Emotional needs of children in divorced families
  - 4. Remarriage and blended families
- F. Parenting as a widow/widower: 2 hours
  - 1. Challenges of discipline as a single parent
  - 2. Stages of grief
  - 2. Emotional needs of grieving children

- 3. Parental needs
- 4. Remarriage and blended families
- G. Discipline and Setting Limits: 8 hours
  - 1. Definitions
    - a) discipline versus punishment
    - b) legal definition of child abuse
    - c) threats, bribes, and rewards
  - 2. Age appropriate expectations
  - 3. Goals of misbehavior
  - 4. Corporal punishment
    - a) pitfalls
    - b) alternatives
  - 5. STEP (Systematic Training for Effective Parenting)
  - 6. Situation specific techniques
  - 7. Use of consequences
    - a) definition of natural vs. artificial consequences
    - b) differentiation between logical and illogical consequences
    - c) practice designing logical consequences for specific discipline situations
  - 8. Time out
    - a) definition
    - b) time out as a consequence (isolation for misbehavior)
    - c) time out as a coping mechanism (time to calm down)
- G. School Issues: 2 hours
  - 1. Homework struggles
  - 2. Parent/teacher/student triad
  - 3. Bullying and shunning behavior
  - 4. Sexual harassment
  - 5. Peer influence and pressure
  - 6. Truancy
- H. Raising a Responsible Child: 2 hours
  - 1. Establishing family values
  - 2. Helping children learn right from wrong
  - 3. Effects of responsibility on sense of self worth
  - 4. Impact of friends, school, and the media on families
  - 5. Helping children use money responsibly
    - a) allowances
    - b) chores as a responsibility to family
    - c) opportunities for extra earnings
    - d) management of funds (saving vs. spending)
- I. Identification of Community Resources: 2 hours
  - 1. Developing a network of support
  - 2. Access to resources through schools
  - 3. Mental health professionals
  - 4. Supervised community activities for children and adolescents
  - 5. Mentors



V. **Methods of Presentation**

The following instructional methodologies may be used in this course:

1. lecture;
2. role-play;
3. group discussion;
4. guest speakers;
5. audiovisual instruction;
6. independent study using worksheets.

VI. **Assignments and Methods of Evaluation**

1. Recorded worksheets .
2. Participation in group discussion.
3. Participation in role play.
4. Reading of course materials provided by instructor.

VII. **Textbook(s)**

Handouts.

VIII. **Students Learning Outcomes**

- Plan and implement age-appropriate enrichment activities.
- Describe at least three age- appropriate discipline techniques.
- Identify how to minimize the risk of at least four potential age-specific safety hazards.
- Describe a minimum of four age-specific developmental characteristics including social, emotional, physical, and intellectual ones.
- Plan and provide age appropriate, nutritional snacks.