

**PARENT EDUCATION AND CHILD GUIDANCE
CHFD 4860/6860 -Fall 2006**

Tuesday and Thursday
Room 208 Dawson Hall
Department of Child and Family Development
College of Family and Consumer Sciences
The University of Georgia

Course Information and Content

Faculty Contact Information:

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Course Description (Prerequisites: CHFD 2950 and 2100):

Application of theory, research and developmental practice to: 1) understand the role of parents, teachers, and community leaders in guiding the behavior of children from birth to adolescence; 2) establish mutually satisfying parent-child and adult-child relationships; and 3) develop programs for parents within schools and other community settings and institutions.

Course Objectives:

1. To familiarize you with theory, research, method and best practices related to the appropriate practice of child guidance and parenting education.
2. To provide opportunities for you to develop beginning skills in parenting education methods.
3. To provide opportunities to analyze parenting education and child guidance materials and techniques which are currently used in parenting education programs and with children in group and home settings.
4. To provide opportunities for you to develop verbal, non-verbal and written communication skills that enable you to work effectively as a professional person in child development and family life education, and the related fields of social work, early childhood education, child life, parenting education, and marriage and family therapy.

Information Sources

Required Texts:

Powell, Lane H. and Cassidy, D. (2006) Family Life Education: An Introduction. Mountain View, CA: Mayfield Publishing Company.

Gordon, A and Browne, K. (1996). Guiding Young Children in a Diverse Society. Needham Heights, MA: Allyn & Bacon.

Dinkmeyer, D. & McKay, G. (1998) Parenting Teenagers: Systematic Training for Effective Parenting of Teens. Circle Pines, MN: American Guidance Service.

Gordon, T. (2000). Parent Effectiveness Training (PET). New York, NY: Penguin Books.

Additional Readings/Texts used in Course Development:

Brammer, L.M. and MacDonald, G. (1996). The Helping Relationship: Process and Skills (Sixth Edition). Needham Heights, MA: Simon and Schuster Co.

Bright Futures Mental Health Guide, Volumes I and II (2003)
American Academy of Pediatrics et. al. Government Publications.

Gartrell, D. (1998). A Guidance Approach to the Encouraging Classroom. Albany, NY: Delmar Publishers, Inc.

Gartrell, D. (2004). The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms. Clifton Park, NY: Delmar Learning.

Gestwicki, C. (1998). Developmentally Appropriate Practice: Curriculum Development in Early Education (Second Edition). Albany, NY: Delmar Publishers.

Kaiser, B. & Sklaar, J.R. (2000). Meeting the Challenge: Effective Strategies for Challenging Behaviors in Early Childhood Environments. Washington, DC: National Association for the Education of Young Children (NAEYC).

McKenry, P .C. and Price, S.J. (2005) Families and Change: Coping with Stressful Events and Transitions, (Third Edition). Sage Publications: Thousand Oaks, CA.

Smith, C.A., Cudaback, D., Goddard, H.W., & Myers-Walls, J. (1994). National Extension Parent Education Model. Manhattan, KS: Kansas Cooperative Extension Service.

Visual and Technology Resource Materials

Current **parenting education and child guidance materials**, including DVDs, web sites, and videos, will be available to supplement the text readings and class content:

Active Parenting

Parent Effectiveness Training (PET)

Systematic Training for Effective Parenting (6-12)

The Nurturing Program

MELD Parenting Program

Systematic Training for Effective Parenting (STEP): Parenting Teens

Teaching and Leading Children on Early Childhood (0-6)

Parenting in the Real World

Scream Free Parenting

Strong African American Families Program

Healthy Families Georgia

Parents as Teachers

School based programs:

Second Step Violence Prevention Curriculum (Pre-K to 9th grade)

Project GREAT (6th grade through 8th grade)

REQUIREMENTS AND POLICIES

Exam Requirements

Exams (200 points): Complete two exams. The exams are designed to measure knowledge and application of guidance/parent education techniques and developmental theory. Exam I will include application questions, definitions, and some objective items, including multiple choice. Exam I will also be based on analysis of guidance situations and ability to apply best practices based on research and theory. The exams are designed to measure knowledge and application of theory and familiarity with appropriate guidance strategies for infancy through adolescence. Exams I and II involve analysis of child guidance/parent education situations using the guidance strategies and parent education methods learned during the semester. Exams

are scheduled the 7th and 15th weeks of class. The instructor may include take-home questions in order to obtain writing samples. An exam may not be rescheduled without prior permission of the instructor and a documented family or health emergency.

Book Review Assignment

Parent Education Book Reviews (100 points): Review one of the two parent education books (PET, STEP) including analysis of the book's content for parents, teachers, and other adults who work with children and/or youth in group or home settings. APA style of referencing ideas is required. Specific instructions regarding the required content and format for the book review is posted on Web Ct. **Book reviews are due the week after mid term exams during class.** You should begin reading the books now as the content supplements the text assignments and in-class materials. The book report should be about six pages and include a cover page and references. The book report must be word processed in 12-font, black ink. Reports must be stapled or submitted in a folder binder. Grades will be assigned based on the grading checklist. Each missing item will result in a deduction of ten points. Additionally, the quality of the student's thinking and writing, plus correct use of APA style will also be used to determine the book review grade. **Students will be asked to share information from their reviews during class discussions.**

Child Observation Assignment (200 points):

Two observations will be required: 1) Child Guidance Principles and Child Guidance Techniques; and 2) Active Learning and Adult Interactions to promote Active Learning. The format for these observations will be distributed in a manual during the second class meeting.

Directions for content and format must be followed to receive full points. Not following the required observation format will result in the project being returned to the student without a grade. The observations may require approximately 10 hours of observation time to complete. Dr. Smith will arrange laboratory observation at the McPhaul Center on campus. In order to write objective observations as well as interpret observations, and write clear, descriptive reflections on each observation activity, students must also have read the assigned course readings. Practice observations and analysis of observations by other students will be incorporated into class meetings. Instructional sessions on the assignments will be arranged outside of class time by announcement and/or appointment at the request of students.

Graduate Student/Honors Student Project Requirement: Graduate Students and Honors Students will complete a research or service-learning project such as formal observations of and interaction with children and families, or some other type of assignment decided upon by the instructor and student. The graduate student/honors student projects are due before Thanksgiving break. This extra assignment is required in order for graduate and honors credit to be earned and a grade assigned.

Attendance and Participation Requirements

Participation and in-class activities (100 points): Professional behavior is most important in professional preparation programs for the helping professions. Attention, participation and interest in the course content-and fellow students are qualities that are expected by the junior and senior level in child and family development. Developing professional friendships or a collegial relationship with other students and your professors is part of your development as a CHFD professional.

The expectations are that you will participate in class discussion and small group activities, and read the assigned readings in a timely manner prior to class. Be prepared to discuss or write about assigned readings in class. There are no makeup activities for missed class sessions. Videos will be available in Room 114 D to view on a small TV monitor if you would like to view video programs you missed. Arrange a time with Mrs. England the resource library specialist in Room 114 D (706/542-2305). Important information is presented in class video selections and included in test items.

Participation activities are planned to supplement and stimulate discussion, learning and participation, as well as model parenting education methods. Applied journal articles or other print materials distributed in class will be included in discussions, participation activities and exams. Your own reflections about what you have learned from the assigned reading and class sessions, as well as questions or comments, are an essential component of the reading assignments and the development of analytical skills. You may also be asked to contribute key points and/or your analytical comments about articles, handouts, and assigned reading during class.

Avoid side conversations as a professional courtesy to the speaker, whether it is the professor, another student or visiting faculty. It is strongly recommended that you maintain an organized class resources notebook of handouts and notes by class date. Bring your text and your notebook to class for reference. If you are absent, you must designate someone to collect your handout resources. The student is responsible for getting course materials missed from other

students. Students will earn approximately 3 participation points for each class session. Participation in the activities described in this section earns points.

Attendance Requirements: Attendance will be taken for each class through a sign-in method. A student must attend 80% of the class sessions to receive a grade in the course. Three absences are the maximum in order to maintain an A. At the seventh absence a student will be dropped from the class roll or in the case of illness given an incomplete. It is the student's responsibility to sign the roll and to document each absence with the instructor just as you would with an employer. The sign in sheet can't be changed after the fact, so be sure that you have signed in. The University of Georgia does not have a policy regarding excused absences, so be sure you understand the attendance requirements for 4860. Since class members earn points by attending class, if you are absent you cannot earn attendance points for that day. Arriving late and leaving early will result in only partial participation and attendance points earned. Signing in for another person is an academic honesty infraction.

Additional University and Board of Regents Policies

The University System of Georgia's Policy on Disruptive Behavior: A student can be dismissed from the class by the professor in the event of disruptive behavior (behavior that interferes with the instructional process). Disruptive behavior as defined by the Board of Regents/University System of Georgia is behavior that is inappropriate such as interrupting others; arriving late to class or leaving early consistently; verbal outbursts, talking or other behavior that is distracting and disrespectful to the professor, guest speakers and other students; refusing to work on small group class activities; sleeping, doing other work or activities not related to the class session (for example, reading other materials such as the Red and Black, making out your schedule in your calendar, doing a crossword puzzle, or assignments for other courses are disruptive to learning).

The University of Georgia Honor Code and Academic Honesty Policy. The definition and consequences of academic dishonesty are described in the **UGA Student Honor Code, A Culture of Honesty**. In CHFD 4860 you will be asked to follow the code and adhere to the rule of "being academically honest in all of your academic work."

Suspected academic dishonesty must be reported by faculty according to the procedures established by the Honor Code.

As a UGA student, you are responsible for informing yourself about these honesty standards before completing any academic assignment. Examples of dishonesty is using another person's work or ideas and submitting them as your own, not using APA referencing to attribute and reference ideas in the body of a paper or writing assignment; signing in on the attendance roster for another student; working on an assignment with another person if the

assignment is not a group assignment; topics or work completed for another course may not be used in this course; stealing and lying. I didn't know isn't considered a defense in cases of academic dishonesty.

Instructor policies:

- 1) All exams and requirements must be completed. There will be no incomplete grades without documentation of a medical condition or personal/family emergency.
- 2) Late assignments will have 10 points deducted from grade.
- 3) Assignments must be prepared using a word processor or typed in black, 12 font type, double spaced.
- 4) Bring your own sharpened # 2 pencil to exams for Scantron items
- 5) No calls or e-mails to find out about your final grade.
- 6) Grades will be posted with the registrar on the date required after final exams.
- 7) E-mail Dr. Smith at asmith@fcs.uga.edu, not WebCT.
- 8) **Dr. Smith reserves the right to modify the course topics/schedule based on the instructional needs of the group.**

Grading Policies and Practices:

- 1) Exam answers will be posted.
- 2) Book reviews and observations will be returned to the student the last class day of the semester. A post test and student evaluation of the course will be administered the last class day.
- 3) Questions about individual exam items can be directed to Dr. Smith by e-mail or in an arranged conference.
- 4) An assigned grade will not be changed unless there is a grading error related to computation or overlooking a correct answer.
- 5) If a student needs individual feedback on how to improve, she/he is encouraged to arrange an appointment with Dr. Smith in advance. Class time will not be used to discuss questions related to grading.
- 6) Conferences about grades will not be scheduled the hour before class time. The best time is in the afternoon/evening on class days or on Mondays and Wednesdays.
- 7) Your final course grade will be posted on-line with the Registrar's office after final exam week. Grades will be totaled on WebCT after submission to the registrar.
- 8) E-mails and phone calls requesting your final grade will not be returned. You can call, e-mail or arrange to discuss your final grade with Dr. Smith when classes resume in January, and students are encouraged to do so if there appears to be a grading error.

Contact Information:

Dr. Smith is available for conferences by phone or by appointment. Messages will be handled in a timely manner if you leave a voice message with a number where you can be reached (706/542-2305 Office or 770/530-2634 Verizon Cell).

E-mail Dr. Smith at asmith@fcs.uga.edu ONLY. Due to limited class teaching/contact time, repeated assignment instruction won't be given during class. If you have a question or need more explanation than appears in the syllabus and grading checklists/written instructions, contact Dr. Smith by e-mail. Additionally, sample assignments are available in her office to illustrate proper format for both book reports and observation projects. A project instructional session can be arranged similar to an extra study session upon request in advance of an imminent due date.

4860/6860 Point Distribution and Grading Scale

Exam I	100 points
Exam II	100 points
Book Review	100 Points
Observations	200 Points
Professionalism/Attendance/Participation	100 points
Total Points	600 points

Grading Scale:

A	540-600
B	480-539
C	420-479
D	360-419
F	359

A final word of instruction.....

CHFD 4860/6860 is a substantive learning experience and a demanding course in terms of content to be mastered. In order to do well, you must study steadily all semester. If you can study only just before exams, then this is not the course for you.

The course requirements involve: **self-study, seminar participation** and **attendance**, and **documentation of learning** through a variety of group, and individual learning experiences such as discussions, observation experiences, book reviews, situational and behavior analysis of real life situations with children and youth, exams.

