



## Course Outline - Parenting

**NB. This is a provisional syllabus. Please check the course website for the final syllabus.**

### General Information

Course #:	2226A
Section #:	002
Term:	Fall
Year:	2024-25
Delivery:	<i>blended</i>
Course Day and Time:	Tuesdays 9:30am to 11:30am
Course Location:	TBA

### Instructor Information

Name:	David S. Green, PhD, RP
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Telephone number for office appointments:	TBA
Office hours:	<i>In-person or virtually by appointment</i>
Office location:	TBA

### Course Description

Using parenting theory and research, this course investigates the topic of parenting in-depth, exploring relevant topics such as infant development, parent–child communication, gender socialization, discipline, and more.

**Antirequisite(s):** The former Family Studies 2200E if taken in 2010-11 or 2011-12.

**Prerequisite(s):** Any Family Studies and Human Development 1000-level course or a former Family Studies 1000-level course or permission of the instructor.

### Additional Course Information

This course is designed to provide students with an understanding of parenting and socialization across the lifespan (e.g., early childhood, middle childhood, adolescence, adulthood) in the context of diverse families. The primary focus is on parenting in the context of North American culture; however, cultural assumptions and comparisons will also be examined. Research on parenting in high-risk families and families with depressed parents is also considered.

Theoretical perspectives will emphasize dynamic bidirectional and family systems models of processes in parenting and socialization. Therefore, we will be interested not only in parental perspectives and actions but also in children's perspectives and actions. Parents are assumed to influence their children in a close long-term relationship context in which parents and children influence each other.

## Required Course Materials

Heath, P. (2018). *Parent–child relations: Context, research, and application* (4<sup>th</sup> ed.). Pearson.

NB. Additional required materials will be available on the course website.

## Optional Course Materials

The course requires all assignments to be in the APA style 7<sup>th</sup> edition. Please use:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.

## Learning Outcomes

By the end of this course, students will be able to:

1. Explain how various historical ideas and theoretical perspectives influence parenting practices.
2. Discuss the influences of culture and contexts on parenting practices and child outcomes.
3. Critically analyze the strengths and challenges associated with parenting in various types and forms of families across the lifespan.
4. Demonstrate in-depth understanding of parenting across developmental age stages (e.g., childhood, adolescence, emerging adulthood, and adulthood).
5. Identify issues that place families at risk in the context of parenting and strategies for coping.
6. Appraise community resources or programmes that are available to parenting educators and parents.
7. Utilize adult learning strategies such as critical reflection and active learning methods (e.g., case study, group presentation) to challenge and/or develop perspectives pertinent to parenting.
8. Demonstrate knowledge of how parental risk factors impact child development across the lifespan.

## Teaching Methodology and Expectations of Students

This course will include online asynchronous lectures. Additionally, there will be group presentations, lab or seminar activities, debates, and guest speakers, as well as other active learning strategies (e.g., small or large group discussions). Students are required to attend classes or in-person activities to be successful in this course. The course website will be used for management of class resources, activities, communication, and grades. During in-person activities, students are required to use electronic devices only for engagement in class-related tasks.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, including but not limited to writing assistants (e.g., ChatGPT, QuillBot) and translation services (e.g., Google translate). Use of generative AI tools when prohibited or in a way not specifically allowed is a scholastic offence and subject to the penalties for a scholastic offence outlined in the Academic Calendar.

## Evaluation

*Students will be evaluated based on their achievement of the outcomes as reflected in:*

- 1) A case study paper that demonstrates scholarly understanding of parenting. Students will be provided with a list of cases.
- 2) A demonstration of family system and parenting approaches through group presentations. Students will be provided with a list of possible topics that are aligned with course content and schedule.
- 3) A working understanding and knowledge of key parenting concepts in an online mid-term test.
- 4) Class participation including attendance, engagement, involvement in class assigned activities, and provision of feedback as required.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcomes
Test	25%	Oct. 8	1-3
Case Study	30%	Nov. 19	1-5, 7, 8
Group Presentation	25%	TBA	4-8
Class participation	20%	Weekly	1-8

## Course Content

- Although the course follows the textbook order for the most part, there are some changes to the order to add additional materials not covered in the textbook, to connect materials in more useful ways or to facilitate the completion of assignments. Additionally, topics will be covered in the order listed.

Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
1		Course Introduction, Context of Parenting Historical and Theoretical Influences on Childrearing	Baker (2014, pp. 1-26; Parke (2013, pp. 141-159); Heath, Chapter 1  Heath, Chapter 1; Kuczynski (2003)
2		Parenting Goals and Child Socialization	Heath, Chapter 4
3		Cultural Understanding of Parenting	Miner (1956); Heath, Chapter 2; Garcia Coll et al. (1996)

4		Parents and Children in Varied Family Structures	Heath, Chapter 3
5		Becoming Parents and Parenting Infants, Toddlers, and Preschoolers	Oct. 9 Thanksgiving Heath, Chapters 5 & 6
6		Fathering	Beaupre et al. (2014); Green & Chuang (2020); Green et al. (2019) <b>Mid-Term Test</b>
7		No CLASS – Oct. 12 – Oct. 20 Reading Week	
8		Fathering Parents and Their School-Age Children	Heath, Chapter 7
9		Parents—Adolescent Interactions; The Relationships of Young Adults, Their Parents, & Their Children	Heath, Chapters 8 & 9
10		Middle Age & Older Parenthood and Grandparenthood; Parenting Children with Special Needs	Nov. 13 Last day to drop an A or F course without academic penalty  Heath, Chapter 10 & 11
11		Families at Risk and Coping with the Death of a Family Member	Heath, Chapter 12
12		Resilience	<b>TBA</b>
13		Working with Parents	Cohen Konrad (2013)

## FHS Common Course Outline Attachment

### ***Statement on Prerequisite Checking***

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

### ***Statement on Gender-Based and Sexual Violence***

Western [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support

services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### ***Support Services***

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### ***Health and Wellness***

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

### ***Use of Electronic Devices***

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

### ***Academic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca).

#### ***Plagiarism***

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### ***Re-submission of Previously Graded Material***

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

#### ***Use of Statistical Pattern Recognition on Multiple Choice Exams***

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## ***Academic Considerations and Absences from Lectures and Assessments***

### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### ***Examination Conflicts***

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic advising unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### ***Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of an event that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

### ***Online Proctoring***

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### ***Appealing a Grade Within this Course***

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. This appeal need not be in writing. If the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses).



Your appeal letter does not need to be lengthy, but it should clearly indicate the detailed reason(s) for your request, any circumstances that impacted your ability to perform successfully, and the relief you are requesting. You are encouraged to provide supporting documentation if you identify extenuating circumstances that contributed to your situation. The Office of the Ombudsperson has extensive information available on their website (<https://uwo.ca/ombuds/get-help.html>) related to academic appeals.