

Psychology 312: Psychological Aspects of Parenthood #18720, Spring 2005

Class Location & Times: SH342, T & Th 11:00 AM – 12:15 PM

Instructor: Nancy A. Blum, Ph.D.
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Office: Sierra Tower 307
Office hours: Thursday 12:15-1:15 PM, ext. 2827 (ext. 6338 only during my office hours)

Required Texts: 1) Brooks, J. B. (2004). *The Process of Parenting*. New York: McGraw–Hill.
2) Sears, W. & Sears, M. (2002). *The Successful Child. What Parents Can Do to Help Kids Turn Out Well*. New York: Little, Brown and Company.

Course Description: This course presents contemporary theory and research of parent–child relationships. Parent–child relationships are seen as a mutually influential process between parents and children. The course examines how past experiences with one’s own parents affect us, the transition to parenthood, fostering a healthy attachment between parent and child, and establishing effective limits. Parenting issues and strategies are reviewed across various developmental stages and life circumstances. The course balances current theory and practical child–rearing applications.

Use of this Course: This course may be used as an upper division undergraduate elective for the psychology major. The course also fulfills the Upper Division General Education requirement (Section D – Social Sciences). Consequently, all students will be required to complete writing assignments totaling a minimum of 2,500 words. Completion of the Lower Division Writing Requirement is a prerequisite.

Course Objectives / Structure: The primary objectives of this course are to understand how the parent–child relationship develops, operates, and changes over time and to learn effective parenting strategies. The class will consist of lecture, discussion, class activities and exercises, and films. There will be periodic writing assignments totaling a minimum of 2,500 words.

Course Requirements: Students are expected to attend all classes, participate in class discussion, and complete all reading assignments prior to each meeting. Students are expected to complete all writing assignments on time. No extra credit assignments will be accepted.

To create an atmosphere of mutual respect, please arrive at class early, remain seated for the entire class, and leave on time, as chronic tardiness, walking around, and leaving early are disruptive to classroom instruction. Please turn off all cell phones and pagers before entering the classroom. If you are unable to attend class due to illness or emergency, please consult with other students regarding the class materials missed. It is not necessary to contact me if you must miss a class. However, more than 2 unexcused absences will result in a lowered grade.

To be allowed to take mid–term exams at a later date, students are required to contact the instructor about the emergency situation prior to the date of the exam, and document the reason for their absence. No excuses will be accepted for missing an exam. The final exam must be taken with the class at the scheduled time during finals week.

Evaluation: All exams will be entirely objective (all multiple choice). Mid–term exams will be 1–hour long. The final exam will be 100 minutes long and will cover new material as well as cumulative material covered on previous tests.

Evaluation method by percentage of the total grade:

Class attendance and knowledge, and participation in discussions	15%
Mid–term exam # 1	20%
Mid–term exam # 2	20%
Written assignments	20%
Final exam	25%

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Evaluation (continued):

Grades for each test will be assigned on a curve. Specifically, the student(s) with the fewest incorrect answers (e.g., 4 wrong answers) will receive a perfect score (e.g., 25 out of 25 points). Their number of mistakes becomes a bonus for the rest of the class. For example, if another student has 6 wrong answers, with the 4 bonus points, it counts as only 2 wrong answers ($6 - 4 = 2$) or 23 out of 25 points. Cheating and plagiarism will not be tolerated. If you are caught cheating or plagiarizing in any form, you will receive a failing grade for the course and be reported to the university for appropriate disciplinary action.

The instructor will be no more stringent than the following overall percentages in assigning final course grades:

93.0% to 100.0%	A	73.0% to 76.99%	C
90.0% to 92.99%	A-	70.0% to 72.99%	C-
87.0% to 89.99%	B+	67.0% to 69.99%	D+
83.0% to 86.99%	B	63.0% to 66.99%	D
80.0% to 82.99%	B-	60.0% to 62.99%	D-
77.0% to 79.99%	C+	<60.0%	F

Tentative Course Calendar

<i>Tuesday</i>		<i>Thursday</i>	
Feb 1	Becoming Parents	Feb 3	Becoming Parents (cont.) Brooks Ch 6
Feb 8	Attachment – Brooks Ch 2	Feb 10	Attachment (cont.) Brooks Ch 4
Feb 15	Attachment Parenting –Sears Ch 2	Feb 17	Attachment Parenting (cont.) Brooks Ch 5
Feb 22	Establishing Closer Emotional Relationships – Sears Ch 9	Feb 24	Establishing Closer Emotional Relationships (cont.) –Brooks Ch 1
Mar 1	Shaping & Modifying Behavior Brooks Ch 3	Mar 3	Shaping & Modifying Behavior (cont.) Sears Ch 3
Mar 8	Exam #1 (Brooks Ch 1-6 & Sears 2-3 & 9)	Mar 10	Parenting Infants –Brooks Ch 7
Mar 15	Parenting Infants (cont.)	Mar 17	Parenting in Early Childhood Brooks Ch 8
Mar 22	<i>Spring Recess</i>	Mar 24	<i>Spring Recess</i>
Mar 29	Parenting in Early Childhood (cont.)	Mar 31	<i>Cesar Chavez Holiday</i>
April 5	Parenting Elementary School children Brooks Ch 9	Apr 7	Parenting Elementary School children (cont.)
Apr 12	Parenting Early Adolescents Brooks Ch 10	Apr 14	Parenting Early Adolescents (cont.)
Apr 19	Parenting Late Adolescents Brooks Ch 11	Apr 21	Parenting Late Adolescents (cont.) / Parenting Adults (Brooks Ch 12)
Apr 26	Parenting Adults (continued)	Apr 28	Exam #2 (Brooks Ch 7-12)
May 3	Parenting in Diverse Family Structures Brooks Ch 14	May 5	Parenting in Diverse Family Structures (cont.)
May 10	Working Parents–Brooks Ch 13	May 12	Parenting Children with Special Needs
May 17	Parenting in High Risk Situations – Brooks Ch 15	May 19	Instruction & Review
		May 26	10:15 AM -12:15 PM Final Exam

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