State University of New York at Cortland
Health Department
HEALH 345: Parenting Education

Course Information
Semester: Spring 11
Credits: 3 credits
Location: Moffett 201

Professor Information
Mrs. Jill Pace
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Elearning: http://webct8.cortland.edu/webct/logon/5358800576001

Text
Brooks, Jane. (2011) The Process of Parenting New York: McGraw-Hill Companies

Provided Materials
State Education Department New York. (2001) *Parenting Education Scope of Instruction.* Albany: The University of the State of New York.
A Guidance Document for Achieving the Standards in NYS Health Education (http://www.emsc.nysed.gov/sss/documents/GuidanceDocumentFinal1105.pdf)

Additional materials needed:
- 2 pocket folders used for **Journal Entries** and **Observations**

Course Description:
Study of parenting from the perspective of its recent history, current status, the movement toward educating for parenthood and the development of healthy children. The content includes responsible parenthood, maternal and child health, growth and development of children, raising healthy children, parenting skills and educating for parenting.

Course Attendance Policy:
BE HERE!!! You will lose 1/3 of a letter grade for each unexcused absence. Tardiness is frowned upon. Please act professionally and arrive on time.
"It is the policy of the College that regular class attendance is a basic requirement in all courses….Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade perclass hour of absence." In this course, *excessive* is defined as more than one absence. Absences as a result of participation in College approved activities, with appropriate documentation, are not counted toward *excessive* absences."

Rational Statement Linking the Conceptual Framework to HLH 345
The course objectives for Parenting Education contribute to and support the College's "Conceptual Framework for the Teacher Education Program" from a number perspectives. Consistent with a **liberal learning** approach, the course examines parenting from a broad viewpoint which includes historical, cultural, theoretical, biological, educational and psychological dimensions. The course also focuses on the role of **personal responsibility** as an important factor in parenting and this thrust is also in keeping with New York State's motivation for making education in this area a required aspect of the high school curriculum. The development of this course has, therefore, been guided by the **New York State Learning Standards** and the emerging State curricular recommendations relating to education for parenthood. The course's focus on **personal responsibility,** however, goes beyond the dimension of parenting decisions and extends to the responsibility of teachers to be life-long learners and to have a strong commitment to professional growth. The course incorporates content and practice by blending the **liberal learning** foundation with experiences and activities aimed at developing **teachers who have exceptional pedagogical knowledge and skills.** Development of such knowledge and skills is an important aspect of the course. The contents of the course also focus on **educating for character,** both in its work with future teachers and in their work with students; promoting a commitment to **social justice**, through its activities with the pre-service teachers and hopefully in their work in educating future parents; and enhancing **global understanding,** through an the examination of different types of family structures.

Objectives
Upon completion of the course the student will be able to:
1. Compare and contrast parenting in America at the present time with other periods of American history.
2. Explain differences between the American family of today and the family as it existed during different time periods.
3. Discuss the role, purpose and possible need for parenting education.

4. Interpret concepts, purposes and theories of health education by: evaluating the state of the art of parenting education; analyzing the discipline of parenting education; and describing major responsibilities of the health educator in the practice of parenting education. (VII A 1,2,3)
5. Describe elements of responsible parenthood.
6.Discuss major responsibilities of parenthood.
7. Discuss important aspects of human reproduction, fetal development, and childbirth by: utilizing computerized sources about health related information. (I A 2)
8. Analyze significant dimensions of maternal and child health.
9. Describe child and adolescent development from a social, psychological and health perspective.
10. Identify important elements of parent-child communication.
11. Describe factors of importance in raising healthy children as related to risk behaviors and nurturing environments by: investigating physical, social, emotional, and intellectual factors influencing health behaviors; identifying behaviors that tend to promote or compromise health; recognizing the role of learning and affective experiences in shaping patterns of health behavior. (I B 1,2,3)
12. Describe skills that are important to successful parenting.
13. Develop parenting education programming by: analyzing needs assessment data; and determining priority areas of need for parenting education. (I C 1,2)
14. Recruit community organizations, resource people and potential participants for support and assistance in program planning by: communicating the need for the program; obtaining commitments from involved personnel and decision makers; seeking ideas from those who will affect or be affected by the program; and incorporating feasible ideas and recommendations into the planning process. (II A 1,2,3,4)
15. Develop a logical scope and sequence plan for a parenting education program by: determining the range of information requisite to a give program; and organizing the program subject areas into a logical sequence. (II B 1,2)
16. Design parenting education programs consistent with specified program objectives by: matching learning activities with objectives; formulating a variety of alternative methodologies; selecting strategies best suited to objectives in a given setting; and planning a sequence of learning opportunities that build on and reinforce mastery of preceding objectives. (II D 1,2,3,4)
17. Explore possible explanations for important program evaluation findings. (IV D1)
18. Develop a plan for coordinating parenting education services by: determining the extent of available parenting education services; and identifying gaps and overlaps in the provision of collaborative services. (V A 1,3)
19. Facilitate cooperation between and among levels of program personnel by: promoting cooperation and feedback among personnel related to the program; and analyzing the role of the health educator as liaison between program staff and outside groups and organizations. (V B 1,3)
20. Formulate practical modes of collaboration among health agencies and organizations by: stimulating development of cooperation among personnel responsible for community health education programs related to parenting education; suggesting approaches for integrating parenting education within existing health programs; and developing plans for promoting collaborative efforts among health agencies and organizations with mutual interests. (V C 1,2,3)
21. Utilize computerized health information systems effectively by: matching information need with the appropriate retrieval system; and accessing principal on-line and other data based parenting information resources. (VI A 1,2)
22. Apply various processes in the acquisition of parenting education resource materials. (VI D 3)
23. Predict the impact of societal value systems on parenting education programs by: investigating social forces causing opposing viewpoints regarding parenting education needs and concerns; and employing a wide range of strategies for dealing with controversial issues. (VII B 1,2)

If you are a student with a disability and wish to request accommodations, please contact the office of Student Disability Services located in B-40 Van Hoesen Hall or Call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

All assignments are expected in hard copy, typed at the beginning of class on the assigned due date.

No assignments will be accepted late or emailed without prior arrangements.

Please Refrain from using mobile electronic devices during class
They can be an unnecessary distraction that keeps all from learning and participating in class.

Evaluation of Student Performance:	**Percentage of Grade**	**Date**
Examinations: Mid-term & Final Exam (VIIA1,2,3) (IA2) (IB1,2,3)(IVD1) (VIIB1,2) Journal Entries component	30%	3/10/11 Midterm 5/13/11 Final 3/10/11 Midterm 4/28/11 Final
Project (IC1,2) (IIA1,2,3,4; IIB1,2; IID1,2,3,4)(VA1,3; VB1,3; VC1,2,3) (VIA1,2; V1D3)	20%	4/28/11 Peer RV 5/5/11 Pres.
Observations	15%	4/28/11
Class Attendance/Participation	10%	
Literature Review	10%	2/17/11
Peer Presentations	15%	2/24 & 3/3/11
	100%	

Activities

1. **Final and Mid-term examinations.** There will be a final and midterm examination which will cover material covered in class and all readings.

2. Special project. The special project for the course will involve developing a mini-unit for a portion of a high school parenting education course. Included in the project will be: involvement of the community, incorporating an assessment of student needs, developing a scope and sequence for the unit, selecting a variety of objective appropriate learning opportunities, student personal reflection, determining other available services, identifying the role of the health educator in serving as a liaison between the program and outside groups, suggesting approaches for the unit to work with existing services and acquiring appropriate resource materials. The project will be submitted on **April 28, 2011 for Peer Review** and presented to the entire class on **May 5, 2011.**

3. **Observations.** Students will commit a minimum of 15 hours during the semester to volunteer, observe and work with children and their parents in the Cortland. Observations will be made in such areas a physical, social, emotional, cognitive and creative development, general behavior, health-related behavior, and discipline. Students will be expected to arrange a schedule the **pre-approved** observation opportunity to meet the required hours at The Family Fun & Resource Center. Contact Nancy Hart nfh@cornell.edu; 753-1351. Students will keep a journal of their observations, participation, and work activities for submission for review and evaluation on **April 28, 2011**. The supervisor's name, address, contact telephone number as well as the specific dates and hours of observation must accompany each observation record.

4. **Class participation.** Expectations in this area will include participation and contributions to class discussions and activities. Many of the activities in class may be used in the development of the project or in your teaching career.

5. **Journal** Entries will encourage students to explore their own thoughts as they describe in their journals what they believe and feel as well as what they would do regarding parenting issues, studies and/or ideas. It is expected that each entry is answered; reinforcing thoughts and opinions with information, facts, theory, and studies. **The journal will be reviewed as a part of the midterm (3-10-11) and final exam (4-28-11)**

6. Literature Review-described on February 3, 2011 **due 2-17-11.**

Course Topics

1. Why parenting education?
2. How is parenting education impacting the New York State high school student?
3. Parenting in the 21st century America
4. Parenting from a social and historical perspective
5. American Family: Yesterday and today
6. Responsible parenthood and responsibilities of parenthood
7. Human reproduction, fetal development, and childbirth
8. Maternal and child health
9. Child and adolescent development
10. Parent-child communication
11. Raising healthy children: Parents and critical health issues
    - -Alcohol, tobacco and other drugs
    - -Sexuality
    - -Violence
    - -Mental and emotional health
    - -Nutrition and fitness
    - -Providing a health promoting environment
12. Raising healthy children: Parents and emotional development
    - -Values
    - -Moral development
    - -Different parenting styles
13. Parenting skills
14. Educating for parenting: What is it? What are some goals?
15. Examination of school parenting education programs
16. Assessment of skills needed by the health educator involved with parenting education
17. Community and other resources for parenting education
18. Program planning for parenting education