

ABOUT THE COURSE

This course will introduce you to the various challenges and changes associated with balancing parenthood with individual, partner (e.g., marriage), economic, work, and other real-world responsibilities. Because parenting and parenthood do not occur within a vacuum, parenting and family development will be studied from a broad contextual, or ecological, perspective taking into account the many factors that influence both parent and child well-being.

UNIVERSITY COURSE DESCRIPTION:

Acquaints students with the challenges and changes associated with parenthood; Includes strategies, skills, and resources for understanding parenting; Diverse family types and parenting risks will also be addressed.

TEACHING PHILOSOPHY AND INSTRUCTION:

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value your participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and presentation are, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

UNITS

UNIT 1: Parenting Context, Balance, & Theory

UNIT 2: Parenting & Family Development Across the Lifespan

UNIT 3: Working with Parents, Children, & Teenagers

INSTRUCTOR:

Victor William Harris, Ph.D.
Associate Professor
3028 D McCarty Hall D
352-273-35223; victorharris@ufl.edu

TEACHING ASSISTANT

TBD

OFFICE HOURS:

By appointment in-person or using Zoom

COURSE INFORMATION

Online – Weekly Readings,
Quizzes, Activities, Assignments

OVERALL GOAL

To help you, the students, *identify, apply, and practice* the skills and strategies needed to become:

- 1) a healthy individual, partner, and parent;
- 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to teach and parent successfully and achieve balance in the real world.

COURSE OBJECTIVES

1. **Identify** basic concepts, definitions, and approaches that are used in the study of parenting within the context of balancing work and family.
2. **Apply** knowledge of context, child development, and various parenting styles through developing a personal parenting strategy.
3. **Practice** the skills necessary to balance individual, work, marriage (i.e., partner), parent-child, and family relationships in healthy ways.

COURSE RESOURCES:

Textbook

- Welch, K., & Harris, V.W. (2022). *Parenting life now*. Thousand Oaks, CA: Sage. (Required)

Supplemental Readings (Posted on e-Learning/Canvas or the EDIS Website)*

- Harris, V.W., Johnson, A., Olsen, K. (2013). *Balancing work and family in the real world* (2nd Ed.). Plymouth, MI: Hayden-McNeil. (Readings from this textbook are supplied for you in Canvas)
- Other selected readings as noted in the course schedule and in Canvas.

COURSE ACTIVITIES:

Assignments

Two writing assignments will be administered during this course at 50 points each for a total of 100 points. All assignments must be submitted on Canvas. Assignments are due at 11:55 pm on their due date. A *Final Group Parenting Presentation* is also required (Assignment #3). See Assignment #3 details below. Required:

- Read the requirements closely before turning in the assignment. Use the *Criteria for Grading* sheet listed in the syllabus and in Canvas for specific assignment details.
- Type your assignments using Times New Roman or a similar font, 11-12 point size, with 1 inch margins. **All assignments MUST be typed using APA 7th Edition style** (See “APA: Top Things to Remember” at the end of the syllabus; For other questions, Google: “APA Style”).
- **You may use “first person” language** due to the personal nature of each writing assignment.

- Points will be taken off for writing that is not university quality. Make sure to proofread all assignments. Documents must be submitted using Microsoft Word.
- **MAKE AND KEEP A COPY OF ALL ASSIGNMENTS BEFORE YOU TURN THEM IN.** It is your responsibility to be able to prove you completed the assignment if the need arises.

Exams & Positive Parenting Lab

Three exams will be administered during this course for Units 1, 2, and 3. The exams are not comprehensive. An exam review will be conducted in class prior to when each exam being administered in order to help you prepare for taking each exam. I strongly suggest you participate in these reviews. Exams are worth 100 points. Make-up exams will not be administered without valid documentation, so don't miss the exams. I strongly recommend taking the exams early prior to the deadline to avoid any technical problems or issues. One parenting lab is also due worth 50 pts.

Quizzes, Activities & Extra Credit

One hundred (100) points will be awarded for quizzes (up to 10 points each). If you miss the quiz, there are no make-ups, except for valid university excused absences. There will be up to 13 opportunities made available to you (up to 10 points each) throughout the semester to complete the required 10 quizzes for the required 100 points. You may drop your lowest three scores if you take all 13 quizzes. Quizzes will be administered the first five minutes of class covering **ONLY** the assigned readings and media for that day. If you are more than five minutes late and the quiz is turned in, you will need to drop that quiz. If you are late one minute, you will have four minutes to take the quiz, etc. Extra credit opportunities may also be provided by the instructor– up to 15 pts. total.

COURSE POLICIES:

Contacting the instructor and Teaching Assistants

Please email Dr. Harris directly at victorharris@ufl.edu. If you have questions about grading, a quiz, an activity, an assignment or exam, please email the TAs first and cc the instructor.

Late Work: “So Sorry” Dates

No late Quizzes, or Activities will be accepted. Assignments for each unit will only be accepted for one (1) week after the assignment is due until 11:59 p.m.. Late work will automatically be deducted 20%. After the one week, I will have to tell you “so sorry,” because late work will not be accepted for any reason after that time, except according to university policy.

GRADES AND GRADE POINTS:

For information on current UF policies for assigning grade points, see [UF grading policies](#).

Grading: Assignments & Grading Scale

Your grade will be based on the following components and calculated using the scale below:

Components	Points
2 Writing Assignments @ 50 points each	100
3 Exams @ 100 points each	300
1 Final Presentation	100
Quizzes (see course schedule and Canvas for details)	100
1 Positive Parenting Lab (25)/Practice Skills (25)	50
Total Points	650

Grade Scale	Percentage Range	Points
A	93 - 100%	601 – 650
A-	90 - 92%	582 – 600
B+	87 - 89%	562 – 581
B	83 - 86%	536 – 561
B-	80 - 82%	517 – 535
C+	77 - 79%	497 – 516
C	73 - 76%	471 – 496
C-	70 - 72%	452 – 470
D+	67 - 69%	432 – 451
D	63 - 66%	406 – 431
D-	60-62%	387 – 405
F	59% and below	386 or less

Area of Specialization in Family Life Education

Please note that the content of this course is approved by the National Council on Family Relations (NCFR) towards meeting NCFR's curricular requirements for those wishing to pursue a national certification in Family Life Education. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. You may email Dr. Jeneé Duncan at jduncan1@ufl.edu for details.

COURSE SCHEDULE:

UNIT	WEEK	DATE	TOPIC (<i>Mapped Objectives 1-3</i>)	READINGS & ASSIGNMENTS (<i>Mapped Objectives 1-3</i>)
1	1	1/12	WEEK 1: Introduction to Unit 1: Parenting Context, Balance, & Theory (<i>Meets Mapped Course Objectives 1 & 2 & 3</i>)	Introductions, Syllabus Review ☺
		1/14	Preface & Balancing Work & Family (1 & 2)	Quiz: Syllabus; *Parenting Life Now (PLN) Preface; & **Balancing Work and Family (BWF) Chapter 1: pp. 7-10 (in Canvas)
		1/16	The Process of Change (1 & 2 & 3)	BWF: pp. 11-16 Reading 1: Mindfulness: An Introduction
	2	1/19	WEEK 2: Family Life & Work: A Balancing Act? (1 & 2) Eight Personal Needs of Every Partner, Parent & Child (1 & 2 & 3) Holiday (No Class)	BWF: pp. 17-27, 33 Begin Assignment #1a
		1/21	Parents as Partners & the 3 C's: Communication, Conflict Resolution, & Commitment (1 & 2 & 3)	BWF: pp. 63-76 Media 1.1: Communication Begin Assignment #1b
		1/23	Family Life & Work: A Balancing Act? (1 & 2)	PLN: Chapter 10 , pp. 377-414 Media 1.2: Family Finances ***
	3	1/26	WEEK 3: Parenting Life Now: Trends (1 & 2) Who's Having Babies & Why? (1 & 2)	PLN: Chapter 1 , pp. 1-24
		1/28	Adoption, Change, & Parenthood (1 & 2)	PLN: Chapter 1 , pp. 24-37
		1/30	The Parent Educator Certified Family Life Educator Career Resources from NCFR (1 & 2)	PLN: Chapter 1 , pp. 37-42 Explore CFLE Credential Explore Career Resources
	4	2/2	WEEK 4: Varied Experiences of Parenting Parenting in Cultural Contexts (1 & 2)	PLN: Chapter 2 , pp. 43-73
		2/4	Cultural Similarities & Differences—Race & Racism (1 & 2 & 3) (continued to the next class period)	PLN: Chapter 2 , pp. 73-87 Reading 2: Are You Marrying Someone from a Different Culture or Religion?
		2/6	Implicit Bias Discussion (1 & 2 & 3) (cont.)	Before Class: Take the Implicit Bias Test
	5	2/9	WEEK 5: Understanding Parenting Through Theory (1 & 2)	PLN: Chapter 3 , pp. 89-118
		2/11	Family Interactions—Studying Partnering, Parenting, Work, & Family Development (1 & 2)	PLN: Chapter 3: pp. 118-130 Reading 3: Studying Work-Family Integration (Canvas)
		2/13	Exam #1 Review	Take Unit 1 Exam—Opens Friday at 8:00 a.m. & closes Sunday at 11:55 p.m.

2	6	2/16	WEEK 6: Unit 2: Parenting & Family Development Across the Lifespan (1 & 2) Becoming Parents: Choices & Challenges: Pregnancy & Childbirth/Unexpected Outcomes	PLN: Chapter 4, pp. 131-143, 153-167 Media 2.1: Life's Greatest Miracle Media 2.2: Life's Greatest Miracle
		2/18	The Partner Relationship During Pregnancy	PLN: Chapter 4, pp. 143-153
		2/19	Assignment #1 Due in Canvas by 11:55 pm	Assignment #1 Due by 11:55 pm
		2/20	The Partner Relationship During Pregnancy (cont.) – SMART Couples	PLN: Chapter 4, pp. 143-153
	7	2/23	WEEK 7: The Changing Nature of Parenting: Infancy and Early Childhood (1 & 2) Parenting Infants & Toddlers	Assignment #2 Introduced PLN: Chapter 5, pp. 169-177
		2/25	Trust, Attachment, & Reciprocity; Brain Development & Infant Stimulation	PLN: Chapter 5, pp. 178-191
		2/27	Parents as Protectors & Nurturers	PLN: Chapter 5, pp. 191-209
	8	3/2	WEEK 8: The Changing Nature of Parenting: Middle Childhood (1 & 2) Brain, Maturation, & Sexual Development; "The Talk"	PLN: Chapter 6, pp. 211-223 Explore When to Have "the Talk" with Your Kids
		3/4	Fostering Social & Emotional Growth, & Industry	PLN: Chapter 6, pp. 223-233
		3/6	Exit Parents, Enter Friends: Challenges—Bullying & Violence Prevention	PLN: Chapter 6, pp. 233-251 Explore Preventing Bullying
	9	3/9	WEEK 9: The Changing Nature of Parenting: Adolescence (1 & 2) Adolescent Development & Parenting (1 & 2)	PLN: Chapter 7, pp. 253-261 Assignment #3 Topic Proposal Due in Canvas by 11:55pm (No Points Awarded)
		3/11	Identity, Autonomy, & Relationships	PLN: Chapter 7, pp. 261-268 Media 2.3: Parenting Teens ***
		3/13	Adolescent Relationships, Sexuality, Difficulties, & Assets (1 & 2)	PLN: Chapter 7, pp. 269-295 Reading 4: Red Flags & Reading 5: Healthy Dating
	10	3/16	WEEK 10: The Changing Nature of Parenting: Family Life & Aging Aging, the Aged, & Adult Children	SPRING BREAK (Readings Only) PLN: Chapter 8, pp. 297-320
		3/18	Grandparents as Parents—Family Changes (1 & 2)	PLN: Chapter 8, pp. 321-335 Explore Help Guide
		3/23	Exam #2	Take Unit 2 Exam—Opens Monday at 8:00 a.m. & closes Tuesday at 11:55 p.m.

3	11	3/23	WEEK 11: Unit 3: Working with Parents, Children, and Teenagers (1 & 2) The Aftermath of Divorce: Transitions (1 & 2)	PLN: Chapter 9, pp. 337-356
		3/25	Challenges for Single Parents & Remarriage (1 & 2)	PLN: Chapter 9, pp. 356-366 <u>Media 3.1 Parenting-Single Families</u> ***
		3/27	Stepfamilies Today (1 & 2)	PLN: Chapter 9, pp. 366-375 <u>Media 3.2 Parenting-Blended Families</u> ***
	12	3/30	WEEK 12: Parenting in Times of Crisis (1 & 2) Family Crisis, Coping, & Resilience (1 & 2)	PLN: Chapter 11, pp. 415-428
		4/1	The Crisis of Family Violence (1 & 2)	PLN: Chapter 11, pp. 428-446
		4/3	The Homeless: Contexts & Support (1 & 2)	PLN: Chapter 11, pp. 446-457
	13	4/6	WEEK 13: Positive Parenting Strategies (1 & 2 & 3) Principles & Strategies with Promise (1 & 2)	<u>Media 3.3 Effective Parenting</u> *** <u>Reading 6: Positive Discipline</u>
		4/8	C.O.O.L. Parenting (1 & 2)	<u>Reading 7: Types of Misbehaviors</u> <u>Reading 8: Teaching Responsibility</u>
		4/10	Children & Emotion—Coaching (1 & 2)	<u>Reading 9: Social and Emotional Competence</u> <u>Media 3.4 Managing Our Emotions</u> *** <u>Begin Positive Parenting Lab (50 Points)</u>
	14	4/13	WEEK 14: Technology & Parenting Children with Disabilities (1 & 2) Remote Controlled Childhood (1 & 2) Positive Parenting Lab Due/Practice	Readings 10-12 (In Canvas) <u>Positive Parenting Lab Due</u> (Upload Answers to Readings 6-8 and the Certificate for Completing the Lab/Practices in Canvas)
		4/15	Narratives, Theory, & Categories (1 & 2)	PLN: Chapter 12, pp. 459-482
		4/16	Assignment #2 Due in Canvas by 11:55 pm	Assignment #2 Due by 11:55 pm
		4/17	Lived Experiences & Best Practices Exam #3 Review	PLN: Chapter 12, pp. 482-493 Take Unit 3 Exam—Opens Friday at 8:00 a.m. & closes Sunday at 11:55 p.m.
	15	4/20/22	WEEK 15: Assignment #3 Presentations Due	Assignment #3 Due in Class or by 11:55 p.m.
			Course Evaluations Due	Course Evaluations Due

* *Parenting Life Now (PLN)* ** *Balancing Work and Family in the Real World (BWF)*

***[Real Families - Real Answers](#) Zoom Link: ufl.zoom.us/my/victorwharris

ASSGNMENTS AND GROUP PRESENTATION:

ASSIGNMENT 1: (50 PTS.) Targeting Success: *8 Personal Needs & 9 Important Skills for Every Partner, Parent, and Child Relationship.*

You will be introduced to *8 Personal Needs of Every Partner, Parent, and Child* (Assignment 1a) and *9 Important Skills for Every Relationship* (Assignment 1b). Make copies of the *Balancing Work and Family Target Behavior* sheet found on page 33 of the text or in Canvas. **Label one: 1a) 8 Personal Needs and label the other: 1b) 9 Important Communication Skills for Every Relationship.** Using the 1a) *8 Personal Needs Target Behavior* sheet, chart for one week how well you daily meet each of your eight personal needs listed on page 22 in BWF using a “+” each time you meet them or a “-” each time you fail to meet them. You can chart them several times a day or once a day. Using the 1b) *9 Important Communication Skills for Every Relationship Target Behavior* sheet on page 33 of the text, list the 9 Skills found on pp. 72-73 of the text (e.g., *Don't Criticize, Do Calm Down, etc.*) or in Canvas on the target behavior sheet and then chart how you perform each of these skills each day in your relationships for one week. Use a “+” each time you perform them successfully and a “-” each time you fail to perform them. Write a paper highlighting how meeting these *8 Needs* and acquiring these *9 Relationship Skills* can assist you in helping you find a balance between meeting your own personal needs, meeting the needs of others (e.g., helping your friends or family members meet these needs; helping your romantic partner meet these needs; helping your children meet these needs), and work/school. **Note: You will need to submit the tracking charts (5 pts. each) with your paper explaining how you did in each of these areas and how meeting the *8 Needs* and acquiring these *9 Communication Skills* can assist you in balancing your work, partner, and family (e.g., parenting) relationships successfully. It will become very apparent in the paper if you FAIL to track your *8 Needs* and *9 Skills* successfully for a week, so make sure to do it carefully and conscientiously. When you write your paper, use the EXACT format listed below or in Canvas. Make sure you discuss at least ONE of the *8 Needs* (e.g., *feel safe/secure*) and at least ONE of the *9 Skills* (e.g., *validate*) in each area.**



Assignment #1 Criteria for Grading (Attach to the end of your paper) (Mapped Objectives 1 & 3)	Points
<p>1. <u>Target Behavior Sheet:</u> The extent to which you identified how you met your <i>8 Personal Needs</i> and performed the <i>9 Important Skills for Every Relationship</i> for one week each (2-3 pages) and marked them each time you did them or failed to do them throughout each day on the Target Behavior sheets (10 points).</p> <p>1a. Charted <i>8 Personal Needs</i> for 1 week (5 points).</p> <p>1b. Charted <i>9 Important Skills for Every Relationship</i> for 1 week (5 points).</p>	/10 /5 /5
<p>2. <u>Five to Ten Page Paper Section:</u> The extent to which you identified with depth and clarity in a 5-10-page, double-spaced paper how meeting these <i>8 Personal Needs</i> and acquiring these <i>9 Relationship Skills</i> can assist you in balancing your work, partner, parenting, and other relationships successfully - both now and/or in the future. Note: Be sure to highlight how you did during each week at meeting these 8 Needs and using these 9 Skills to:</p> <p>a) balance your personal, work, partner, and/or family and other relationships successfully (15 points). Discuss at least 1 need and 1 skill in each area.</p> <p>b) project into the future about how you can achieve greater balance in the future as an individual, partner, parent, and employee by meeting these <i>8 Needs</i> and using these <i>9 Skills</i> successfully (15 points). Discuss at least 1 need and 1 skill in each area.</p>	/30 /15 /15
<p>3. <u>Proper Formatting:</u></p> <p><i>Brief Introduction</i> (introduces topic and what will be discussed) (1 point)</p> <p><i>Punctuation and Grammar</i> (3 points)</p> <p><i>Clear Subheadings</i> (2 points) (see example below)</p> <p><i>Thoughtful Conclusion</i> (i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points)</p> <p>Tracking charts attached in Canvas or at the end of the paper (1 point)</p>	/10 /1 /3 /2 /3 /1 50 pts.
Total Points/Final Grade	

Introduction (See Detailed Template in Canvas)

Targeting My 8 Needs and the 9 Skills

Balancing the 8 Needs and 9 Skills Now

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Family/Friends Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Balancing the 8 Needs and 9 Skills in the Future

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Parent-Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Parent-Child Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Conclusion

ASSIGNMENT 2: (50 PTS.) Projective Hindsight Interview: Developing a Personal Parenting Strategy.

Balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management can be difficult and challenging. You will need to interview at least two different parents from separate families (you may not interview your own family) with at least a ten-year history of balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Write a double-spaced narrative paper regarding what you learned from them about how to successfully balance healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Additionally, based upon what you learned from these interviews, you will need to project your life 10 years down the road and create a personal parenting strategy successfully. Your personal parenting strategy must include strategies for how you plan to parent successfully while balancing individual needs, work, romantic partners (e.g., marriage), and money management while incorporating information you discovered from Units 1-3 (e.g., readings, videos, websites, speakers). Your Interview and paper need to address the following:

1. What was/is the occupation of this individual? (1 point)
2. What are/were some of the highlights of this person's working career (Note: Being a stay-at-home mom or dad is also considered a working career)? (2 points)
3. Briefly describe the family structure and the primary *parenting* strategy this person has used to parent? (2 points)
4. What are the Top 3 things this person has done to try to balance parenting with meeting his/her individual needs throughout his/her working career? (3 points)
5. What are the Top 3 things this person has done to try to balance parenting with his/her romantic relationship (e.g., marriage) throughout his/her working career? (3 points)
6. What are the Top 3 things this person has done to try to balance parenting and money management throughout his/her working career? (3 points)
7. What are the Top 3 things this person has done to try to help his/her children learn to meet their individual needs, prepare for successful romantic relationships, manage money well, and prepare for future employment? (3 points)
8. What advice could this person share with you about how you could best balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? (3 points)
9. What are the Top 5 things you will do, **based on this interview and advice**, to effectively balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? Be specific. (5 points)
10. Based on this interview and the information we have learned in class, develop a personal parenting strategy that you will use to parent successfully. The strategy should include at least the following: (10 points)
 - a. How you will **specifically** help your children to learn to meet their *8 Needs* successfully.
 - b. How you will **specifically** use the *9 Skills* to parent successfully.
 - c. What specific parenting strategies you will use to parent successfully.
11. What will you do, **based on the information you have learned in Units 2-3**, to effectively balance parenting with individual needs, work, partner (e.g., marriage), family, friends, and money successfully throughout your career? (5 points) **[Note: This question is different than Question 9 because it requires you to synthesize everything you have learned from Units 2-3. Question 9 requires you to synthesize what you have learned from the interview.]**

Assignment #2 Criteria for Grading (Attach to the end of your paper) (Mapped Objectives 1 & 2)	Points
<p>1. Interview Narrative Portion: Based on the interview and advice, the extent to which you were able to write with clarity and depth and address in a narrative format questions 1-9 above (i.e., how healthy parenting can be successfully balanced with individual needs, work, romantic partners (e.g., marriage), and money management) (approx 2-6 pages) (25 points).</p> <p>Question 1 /1 Question 2 /2 Question 3 /2 Question 4 /3 Question 5 /3 Question 6 /3 Question 7 /3 Question 8 /3 Question 9 /5</p>	/25
<p>2. Personal Parenting Strategy: The extent to which you were able to develop with depth and clarity, based on this interview and the information we have learned in class, a personal parenting strategy that you will use to parent successfully (i.e., Question 10) (approx. 3-4 pages). The strategy should include at least the following: (10 points)</p> <p>a. How you will help your children to learn to meet their 8 Needs successfully. (3 points) /3 b. How you will use the 9 Skills to parent successfully. (3 points) /3 c. What specific parenting strategies you will use to parent successfully. (4 points) /4</p> <p>Application: Based on the interview, advice, and what you have learned from Units 2-3, the extent to which you were able to write with clarity and depth and address in a narrative format question 11 above. (5 points) /5</p>	/15
<p>3 Proper Formatting:</p> <p>Brief Introduction (introduces topic and what will be discussed) (1 point); /1 Punctuation and Grammar (3 points) /3 Clear Subheadings (2 points) (see below) /2 Thoughtful Conclusion (i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points) /3 Personal Communication cited correctly in the paper (1 point) /1</p>	/10
50 pts.	
Total Points/Final Grade	

Introduction (See Template in Canvas/Resources)

Questions 1-9 (Use subheadings like: Occupation; Highlights of Working Career, etc.)

My Personal Parenting Strategy (Question 10) (Impt: Be specific and in-depth)

Balancing Parenting with Individual Needs, Work, Partner, Family, Friends, and Money (Q 11)

Conclusion

ASSIGNMENT 3: GROUP PARENTING PRESENTATION: (100 PTS.) Special Parenting Topics.

You will be required to present in groups of no more than five (5) people to another group on a parenting topic of your choice. Presentations will be 25-30 minutes long. You will need to utilize at least three (3) outside sources other than the textbook or the information presented in class and **create a handout for each member of the other group and one you will turn in to the instructor** with your *Group Parenting Presentation Evaluation Form*. Fifty (50) points will be awarded for the presentation and another fifty (50) points will be awarded for evaluating the other groups' presentation. Use the evaluation form below. Make two (2) copies and turn in one (1) evaluation form for the other group's presentation and one (1) copy of your personal evaluation of your own group's presentation. Attach the *Assignment #3 Criteria for Grading* sheet. **[Note: 50 pts. will be deducted for missing your or the other group's presentation]**

Examples of Previous Parenting Presentation Topics:

Potty Training Kids	Raising Vegetarian/Vegan Children
Talking to Teens about Dating/Sex	Breast Feeding
Teaching Children Values	Raising a Large Family
Teaching Kids to Read	Autism/Autism Spectrum Disorders
Media Influence on Children/Teens	Infant Brain Development
Green Parenting	Raising a Diverse Child
Parenting in Later Life	Grandparents Parenting Grandchildren
Teaching Religion to Children	Obesity/Nutrition and Parenting

Assignment #3 Criteria for Grading (Print this page and turn in one (1) copy per group to the instructor the day you present) (Mapped Objectives 1, 2 & 3)	Points										
<p>1. Group Evaluation of Presentation: The extent to which your group followed the format on the <i>Group Parenting Presentation Evaluation Form</i> (50 points). (Note: This grade will include your score, your group's score, class members' evaluation scores, as well as the instructor's evaluation (i.e., the instructor's score will carry the most weight), which will include how well your group worked together and your peer rating of your personal participation in the group presentation (e.g., how well you pulled your weight). Therefore, your score may differ from the rest of your group members' scores.</p> <table> <tr> <td>Introduction</td><td>/10</td></tr> <tr> <td>Information</td><td>/10</td></tr> <tr> <td>Interaction</td><td>/10</td></tr> <tr> <td>Application</td><td>/10</td></tr> <tr> <td>Conclusion</td><td>/10</td></tr> </table>	Introduction	/10	Information	/10	Interaction	/10	Application	/10	Conclusion	/10	/50
Introduction	/10										
Information	/10										
Interaction	/10										
Application	/10										
Conclusion	/10										
<p>2. Group Presentation Evaluations: Your personal evaluation of the other group and the extent to which you carefully evaluated the other group using the format on the <i>Group Parenting Presentation Evaluation Form</i> (50 points)</p> <table> <tr> <td>Introduction</td><td>/10</td></tr> <tr> <td>Information</td><td>/10</td></tr> <tr> <td>Interaction</td><td>/10</td></tr> <tr> <td>Application</td><td>/10</td></tr> <tr> <td>Conclusion</td><td>/10</td></tr> </table>	Introduction	/10	Information	/10	Interaction	/10	Application	/10	Conclusion	/10	/50
Introduction	/10										
Information	/10										
Interaction	/10										
Application	/10										
Conclusion	/10										
Total Points/Final Grade											

Group Parenting Presentation Evaluation Form

Date _____

Title of Parenting Presentation Topic:

Names of Presenters:

1.	2.
3.	4.
5.	6.

1. Presenters scores on the following:

 /10 **Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They Caught Our Attention!**)—10 points

 /10 **Information:** Presented some new information or new perspectives on old information; included a handout for each of the member of the group and one for the instructor—10 points

 /10 **Interaction:** Asked good questions and involved the class in the presentation. They didn't just lecture or present the information in a stand-and-deliver format—10 points

 /10 **Application:** Applied the information to class members' lives personally and as practitioners in a professional manner; offered specific ways we can work with this target audience; identified a specific target skill and developed a scenario or brief activity to allow class members to practice this skill in class during the presentation—10 points

 /10 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research into how we can work with this target audience successfully.

 /50 **Rating:** Rate your overall evaluation of the group's parenting presentation (add up each of the scores from above and place that number in front of the /50).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend that the presenters do *now* in terms of revisions?5. **For Group Presenters Only:** Did everyone in the group participate and pull their weight. Points will be awarded or deducted based upon this evaluation. Please explain.

Reviewer's Name: _____

Parenting Lab and Practice Activities

Complete the Parenting Lab in Canvas (25) points and the Practice Skills Activity (25) points below (50 points total).

Practice Activity: Positive Parenting Lab Activity

After completing the Parenting Lab (25 pts.), carefully discuss each of the *5 Steps to Behavioral Management* below for each scenario on a separate sheet of paper – approximately 1-page for each scenario; 5 pages total (5 pts. ea.; 25 pts. total). Upload the completion certificate or a screenshot from the last page of the evaluation as well as this 5-page document in Canvas. You must be intentional and carefully explain exactly how you will handle the situation.

5 Steps to Behavioral Management

- 1) Determine if the behavior is consequential or inconsequential;
- 2) Determine which of the four principle(s) of positive parenting you will consider (e.g., Behavior is ultimately shaped better by positive than by negative consequences). You may include more than one;
- 3) Determine which strategies you will use (e.g., verbally acknowledge appropriate behavior, selectively reinforce other behavior, stop, redirect, then reinforce consequential behavior, avoid parent traps);
- 4) Determine how you will practice C.O.O.L.
- 5) Determine how you will use the 5 steps of Love and Logic Parenting to resolve the conflict.

Scenario 1

Your child is making obnoxious sounds in the back seat of your car.

1. Consequential or Inconsequential:
2. Principle(s):
3. Strategies:
4. C.O.O.L.:
5. Love and Logic Statements:

Scenario 2

A child throws a block and hits your child. Your child is hurt and crying.

1. Consequential or Inconsequential:
2. Principle(s):
3. Strategies:
4. C.O.O.L.:
5. Love and Logic Statements:

Scenario 3

Your teenager consistently violates curfew returning home after a date, or hanging out with friends, and asks to take the car again.

1. Consequential or Inconsequential.
2. Principle(s):
3. Strategies:
4. C.O.O.L.
5. Love and Logic Statements:

Scenario 4

Your child throws an all-out temper tantrum at the store and another one at home.

1. Consequential or Inconsequential:
2. Principle(s):
3. Strategies:
4. C.O.O.L.:
5. Love and Logic Statements:

Scenario 5

Your child screams at you in rage and states, "You don't love me anymore! You just don't care about me! You are a murderer of love!"

1. Consequential or Inconsequential:
2. Principle(s):
3. Strategies:
4. C.O.O.L.:
5. Love and Logic Statements:

GOOD LUCK!!!!!!



UNIVERSITY POLICIES

Grading Policy

Course grading is consistent with [UF grading policies](#).

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF. Please contact [UMatterWeCare](#) for additional and immediate support.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. 001 Reid Hall, 352-392-8565, <https://disability.ufl.edu>

Writing Assistance: The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: <http://writing.ufl.edu/writing-studio/>.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> 352-392-4357

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