

**City University of Hong Kong**

**Information on a Course  
offered by Department of Applied Social Sciences  
with effect from Semester A in 2012/2013**

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**Part I**

Course Title:	Parent Education and Support
Course Code:	SS5826
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

**Part II**

**Course Aims:**

This course aims to examine the construction of parenthood and theories of parenting in the professional discourse; analyze the ideological underpinning of parent education and its adoption as a mode of family support and intervention in local clinical practices; critically review major parent education package; and develop a personal theory of parent education and the competence to conduct group parent education in the local context.

**Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting
1.	Investigate and reflect on changes in the conception of	30%

	childhood and parenthood as a product of social construction and critically examine the role of professionals in shaping the practice of parenting.	
2.	Articulate and re-vision one's personal theory of parent education that incorporates concepts of major parent education packages, a critical understanding of the nature of parenthood and parenting, and one's personal and professional experience.	30%
3.	Develop and innovate group parent education as informed by one's evolving personal theory of parent education.	40%

### **Teaching and learning Activities (TLAs)**

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

<b>CILO No.</b>	<b>TLA1</b>	<b>TLA2</b>	<b>TLA3</b>	<b>Hours / course (if applicable)</b>
CILO 1	√			
CILO 2	√	√	√	
CILO 3	√	√	√	

#### TLA 1: Class Discussion

Classroom discussions organized around intellectual input given in mini-lectures.

#### TLA 2: Student-led Workshop

Conduct student-led workshops to explore and develop the practice aspects of parent education, addressing specific themes that coordinate with pacing of lecture input.

#### TLA 3: Study Video Demonstration

Study video demonstration of local practice of parent education groups and workshops.

## Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 2 & 3	AT1: Student-led Workshop	40%
CILO 1 - 3	AT2: Term essay	50%
CILO 1 - 3	AT3: Participation	10%

### AT1: Student-led Workshop

Students design and conduct workshops to facilitate collaborative inquiry among classmates to explore/develop the practice aspects of marriage work and parent education, addressing specific themes that coordinate with the pacing of lecture input.

### AT2: Term Essay

A 3,000-word free-title paper to address either: (a) lecture topics and the student-led workshop linked to these lecture topics, in which the student is a member of the audience; or (b) the social world of parents (refer to the recommended textbook *Family Life, Couples and Kids*) – grounded on qualitative empirical data, including autobiographical inquiry, and connect empirical data to theoretical work, the contemporary socio-cultural context, social policy context, and dominant discourses that construct the reality of family life.

### AT3: Participation

Quality of participation in terms of contribution to collaborative learning in classroom discussions and student-led workshops.

## Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Excellent demonstration of understanding and appraising the various intervention models taught in classes. Excellent mastery of assessment skills in the role play. Excellent deliberation on the details of an intervention plan.
B+ B B-	Good demonstration of understanding and appraising the various intervention models taught in classes. Good mastery of assessment skills in the role play. Good deliberation on the details of an intervention plan.
C+ C C-	Adequate demonstration of understanding and appraising the various intervention models taught in classes. Adequate mastery of assessment skills in the role play. Adequate deliberation on the details of an intervention plan.
D	Fair demonstration of understanding and appraising the various intervention models taught in classes. Fair mastery of assessment skills in the role play.

	Fair deliberation on the details of an intervention plan.
F	Poor demonstration of understanding and appraising the various intervention models taught in classes. Poor mastery of assessment skills in the role play. Poor deliberation on the details of an intervention plan.

### Part III

#### 1. Keyword Syllabus:

Parenthood over time and across cultures. Childhood, motherhood, and fatherhood. Social changes and forms of parenthood. Regulation of parenting by professionals. Inception and development of parent education in Hong Kong. Ideological assumptions underlying parent education. A critical review of major parent education packages. Adult learning in group parent education: collaborative and transformative learning.

#### 2. Recommended Reading:

##### Recommended text:

Bornstein, M. H. (Ed.). (2002). *Handbook of Parenting*. Mahwah, N.J.: Erlbaum.

Campbell, D., & Palm, G. F. (2004). *Group Parent Education: Promoting Parent Learning and Support*. London: Sage.

##### Reference texts:

Ambert, A. M. (2001). *The Effect of Children on Parents*. New York: Haworth.

Barkley, R. A. (1987). *Defiant Children: A Clinician's Manual for Parent Training*. New York: Guilford Press.

Berger, E. H. (2000). *Parents as Partners in Education: Families and Schools Working Together*. Upper Saddle River, N.J.: Merrill.

Berman, P. W., & Pedersen, F. A. (Eds.). (1987). *Men's Transitions to Parenthood: Longitudinal Studies of Early Family Experience*. Hillsdale, N.J.: L. Erlbaum Associates.

Briesmeister, J. M., & Schaefer, C. E. (Eds.). (1998). *Handbook of Parent Training: Parents as Co-therapists for Children's Behavior Problems*. New York: John Wiley & Sons.

Buchanan, A., & Hudson, B. L. (Eds.). (1998). *Parenting, Schooling and Children's Behaviour*. Aldershot: Ashgate.

Cavell, T. A. (2000). *Working with Parents of Aggressive Children: A Practitioner's Guide*. Washington, D.C.: American Psychological Association.

Cipani, E. (1999). *Helping Parents Help Their Kids: A Clinical Guide to Six Child*

- Problem Behaviours*. Philadelphia, PA: Brunner/Mazel.
- Clulow, C. (Ed.). (1996). *Partners Becoming Parents*. Northvale, N.J.: J. Aronson.
- Cook, T. F. (1995). *Transition to Parenthood: A Study of First-time Biological and Adoptive Parents*. Ann Arbor, Mich.: University Microfilms International.
- Corsaro, W. A. (1997). *The Sociology of Childhood*. Thousand Oaks, CA: Pine Forge Press.
- Couchenour, D. L., & Chrisman, K. (2000). *Families, Schools, and Communities: Together for Young Children*. Albany: Delmar/Thomson Learning.
- Desmick, J., Bursik, K., & DiBiase, R. (Eds.). (1993). *Parental Development*. Hillsdale, N.J.: L. Erlbaum.
- Dinkmeyer, D. C., & Dreikurs, R. (2000). *Encouraging Children to Learn*. Philadelphia, PA: Brunner-Routledge.
- van Dongen, M., Frinking, G., & Jacobs, M. (Eds.). (1995). *Changing Fatherhood: A Multidisciplinary Perspective*. Amsterdam: Thesis Publishers.
- Dreikurs, R., & Soltz, V. (1990). *Children: The Challenge*. New York: Plume
- Dwivedi, K. N. (Ed.). (1997). *Enhancing Parenting Skills: A Guide Book for Professionals Working with Parents*. Chichester, England: Wiley.
- Feeney, J. A., et al. (2001). *Becoming Parents: Exploring the Bonds between Mothers, Fathers and Their Infants*. New York, N.Y.: Cambridge University Press.
- Fine, M. L., & Lee, S. (2001). *Handbook of Diversity in Parent Education: The Changing Faces of Parenting and Parent Education*. San Diego, CA: Academic.
- Ford, R., Marsh, A., & McKay, S. (1995). *Changes in Lone Parenthood, 1989 to 1993: A Study Carried Out on Behalf of the Department of Social Security by the Policy Studies Institute*. London: HMSO.
- Gordon, T., & Sands, J. G. (1976). *P.E.T. in Action*. New York: Putnam.
- Hamner, T. J., & Turner, P. H. (1996). *Parenting in Contemporary Society*. Boston: Allyn & Bacon.
- Hanigsberg, J. E., & Ruddick, S. (Eds.). (1999). *Mother Troubles: Rethinking Contemporary Maternal Dilemmas*. Boston: Beacon Press.
- Hanson, S. M. H., et al. (Eds.). (1995). *Single Parent Families: Diversity, Myths, and Realities*. New York: Haworth Press.
- Hiatt-Michael, D. B. (Ed.). (2001). *Promising Practices for Family Involvement in Schools*. Greenwich, Conn.: Information Age.

- Hornby, G. (2000). *Improving Parental Involvement*. London: Cassell.
- Jaffe, M. L. (1997). *Understanding Parenting*. Boston: Allyn and Bacon.
- Kraft, A., & Landreth, G. (1998). *Parents as Therapeutic Partners: Listening to Your Child's Play*. Northvale, N.J.: Jason Aronson.
- Lupton, D., & Barclay, L. (1997). *Constructing Fatherhood: Discourses and Experiences*. London: Sage.
- Mack, D. (1997). *The Assault on Parenthood: How Our Culture Undermines the Family*. New York, N.Y.: Simon & Schuster.
- Macleon, M., & Eekelaar, J. (1997). *The Parental Obligation: A Study of Parenthood Across Households*. Oxford: Hart Publishing.
- Martin, C. A., & Colbert, K. K. (Eds.). (1997). *Parenting: A Life Span Perspective*. New York:
- McMahon, M. (1995). *Engendering Motherhood: Identity and Self-transformation in Women's Lives*. New York: Guilford.
- Miller, D. F. (2000). *Positive Child Guidance*. Albany, N.Y.: Delmar Publishers.
- Morton-Young, T. (1995). *After-school and Parent Education Programs for At-risk Youth and Their Families: A Guide to Organizing and Operating a Community-based Center for Basic Educational Skills Reinforcement, Homework Assistance, Cultural Enrichment, and a Parent Involvement Focus*. Springfield, Ill.: C.C. Thomas.
- Peri, C., & Moses, K. (Eds.). (1999). *Mothers Who Think: Tales of Real-life Parenthood*. New York: Villard.
- Pugh, G., De'Ath, E., & Smith, C. (1994). *Confident Parents, Confident Children: Policy and Practice in Parent Education and Support*. London: National Children's Bureau.
- Reppucci, N. D., Britner, P. A., & Woolard, J. L. (1997). *Preventing Child Abuse and Neglect through Parent Education*. Baltimore, Md.: Paul H. Brookes.
- Rowlingson, K., & McKay, S. (1998). *The Growth of Lone Parenthood: Diversity and Dynamics*. London: Policy Studies Institute.
- Ryff, C. D., & Seltzer, M. M. (Eds.). (1996). *The Parental Experience in Midlife*. Chicago: University of Chicago Press.
- Thurer, S. L. (1994). *The Myths of Motherhood: How Culture Reinvents the Good Mother*. New York: Penguin Books.

Westman, J. C. (Ed.). (2001). *Parenthood in America: Undervalued, Underpaid, Under Siege*. Madison: The University of Wisconsin Press.

Wolfendale, S., & Einzig, H. (Eds.). (1999). *Parenting Education and Support: New Opportunities*. London: David Fulton Publishers.

**Media Resources:**

Barkley, R. A. (1997). *Managing the Defiant Child [videorecording]: A Guide to Parent Training*. New York, NY: Guilford Publications.

Dinkmeyer, D. C., & McKay, G. D. (1989). *STEP [videorecording]: Systematic Training for Effective Parenting Circle*. Pines, Minn: American Guidance Service.

**Online Resources:**

[www.family-land.org](http://www.family-land.org)