

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017 / 2018**

Part I Course Overview

Course Title:	Parent Education and Support
Course Code:	SS5826
Course Duration:	One semester
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: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Investigate and reflect on changes in the conception of childhood and parenthood as a product of social construction and critically examine the role of professionals in shaping the practice of parenting.	30%	✓	✓	
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%	✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Class Discussion	Classroom discussions organized around intellectual input given in mini-lectures.	✓	✓	✓	
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.		✓	✓	
Study Video Demonstration	Study video demonstration of local practice of parent education groups and workshops.		✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: <u>100</u> %					
Student-led Workshop		✓	✓	40%	
Term essay	✓	✓	✓	50%	
Participation	✓	✓	✓	10%	
Examination: _____% (duration: _____, if applicable)					
				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Below are the performance standards based on which students' work will be graded:

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Student led workshop	Students choose from any one topic from existing list of four to carry out presentation. Assessment will be carried out by peers as well as lecturer.	Clear and knowledgeable presentation. Excellent integration of theory and existing practice for the local setting. Effective and efficient presentation skills, and excellent involvement of fellow classmates.	Clear and knowledgeable presentation. Good integration of theory and existing practice for the local setting. Effective presentation skills, and good involvement of fellow classmates.	Adequate material for presentation. Some integration of theory and existing practice for the local setting. Adequate presentation skills, and some involvement of fellow classmates.	Some material gathered for presentation. Some weaknesses in the integration of theory and existing practice for the local setting. Improvement can be made for presentation skills, and more active involvement of fellow classmates.	Lacking in material collected for presentation. Inadequate integration of theory and existing practice in the local setting. Poor presentation skills, and little involvement of fellow classmates.
Term Essay	Written essay on topic of parent education, with reflection on its application to local setting.	Excellent reflection and integration of theory and practice. In depth analysis of chosen topic with application for self and others.	Good reflection and integration of theory and practice. Comprehensive analysis of chosen topic with application for self and others.	Adequate reflection and integration of theory and practice. Some analysis of chosen topic with application for self and others.	Reflection and integration of theory and practice. Attempt to analyze chosen topic with some application for self and others.	Inadequate reflection and integration of theory and practice. In sufficient analysis of chosen topic with application for self and others.
Participation and video	Study video demonstration of local practice of parent education.	Excellent choice and analysis of video on parent education	Good choice and analysis of video on parent education	Adequate choice and analysis of video related to parent education	Marginal choice and analysis of video related to parent education	Poor choice and inadequate analysis of video related to parent education.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Recommended text:

1.	Campbell, D., & Palm, G. F. (2004). <i>Group Parent Education: Promoting Parent Learning and Support</i> . London: Sage.
2.	Powell, L. H., Cassidy, D., et al (2007). <i>Family Life Education: Working with Families across the Life Span</i> . Waveland Press, Illinois.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Reference texts:

1.	Ambert, A. M. (2001). <i>The Effect of Children on Parents</i> . New York: Haworth.
2.	Berger, E. H. (2000). <i>Parents as Partners in Education: Families and Schools Working Together</i> . Upper Saddle River, N.J.: Merrill.
3.	Berman, P. W., & Pedersen, F. A. (Eds.). (1987). <i>Men's Transitions to Parenthood: Longitudinal Studies of Early Family Experience</i> . Hillsdale, N.J.: L. Erlbaum Associates.
4.	Briesmeister, J. M., & Schaefer, C. E. (Eds.). (1998). <i>Handbook of Parent Training: Parents as Co-therapists for Children's Behavior Problems</i> . New York: John Wiley & Sons.
5.	Buchanan, A., & Hudson, B. L. (Eds.). (1998). <i>Parenting, Schooling and Children's Behaviour</i> . Aldershot: Ashgate.
6.	Cavell, T. A. (2000). <i>Working with Parents of Aggressive Children: A Practitioner's Guide</i> . Washington, D.C.: American Psychological Association.
7.	Cipani, E. (1999). <i>Helping Parents Help Their Kids: A Clinical Guide to Six Child Problem Behaviours</i> . Philadelphia, PA: Brunner/Mazel.
8.	Clulow, C. (Ed.). (1996). <i>Partners Becoming Parents</i> . Northvale, N.J.: J. Aronson.
9.	Cook, T. F. (1995). <i>Transition to Parenthood: A Study of First-time Biological and Adoptive Parents</i> . Ann Arbor, Mich.: University Microfilms International.
10.	Couchenour, D. L., & Chrisman, K. (2000). <i>Families, Schools, and Communities: Together for Young Children</i> . Albany: Delmar/Thomson Learning.
11.	Dinkmeyer, D. C., & Dreikurs, R. (2000). <i>Encouraging Children to Learn</i> . Philadelphia, PA:

	Brunner-Routledge.
12.	van Dongen, M., Frinking, G., & Jacobs, M. (Eds.). (1995). <i>Changing Fatherhood: A Multidisciplinary Perspective</i> . Amsterdam: Thesis Publishers.
13.	Dreikurs, R., & Soltz, V. (1990). <i>Children: The Challenge</i> . New York: Plume
14.	Dwivedi, K. N. (Ed.). (1997). <i>Enhancing Parenting Skills: A Guide Book for Professionals Working with Parents</i> . Chichester, England: Wiley.
15.	Feeney, J. A., et al. (2001). <i>Becoming Parents: Exploring the Bonds between Mothers, Fathers and Their Infants</i> . New York, N.Y.: Cambridge University Press.
16.	Fine, M. L., & Lee, S. (2001). <i>Handbook of Diversity in Parent Education: The Changing Faces of Parenting and Parent Education</i> . San Diego, CA: Academic.
17.	Ford, R., Marsh, A., & McKay, S. (1995). <i>Changes in Lone Parenthood, 1989 to 1993: A Study Carried Out on Behalf of the Department of Social Security by the Policy Studies Institute</i> . London: HMSO.
18.	Goldenberg, H. and Goldenberg, I. (2002) <i>Counselling today's Families</i> . Brooks/Cole, CA. USA.
19.	Hamner, T. J., & Turner, P. H. (1996). <i>Parenting in Contemporary Society</i> . Boston: Allyn & Bacon.
20.	Hanigsberg, J. E., & Ruddick, S. (Eds.). (1999). <i>Mother Troubles: Rethinking Contemporary Maternal Dilemmas</i> . Boston: Beacon Press.
21.	Hanson, S. M. H., et al. (Eds.). (1995). <i>Single Parent Families: Diversity, Myths, and Realities</i> . New York: Haworth Press.
22.	Hiatt-Michael, D. B. (Ed.). (2001). <i>Promising Practices for Family Involvement in Schools</i> . Greenwich, Conn.: Information Age.
23.	Hornby, G. (2000). <i>Improving Parental Involvement</i> . London: Cassell.
24.	Jaffe, M. L. (1997). <i>Understanding Parenting</i> . Boston: Allyn and Bacon.
25.	Kraft, A., & Landreth, G. (1998). <i>Parents as Therapeutic Partners: Listening to Your Child's Play</i> . Northvale, N.J.: Jason Aronson.
26.	Lupton, D., & Barclay, L. (1997). <i>Constructing Fatherhood: Discourses and Experiences</i> . London: Sage.
27.	Mack, D. (1997). <i>The Assault on Parenthood: How Our Culture Undermines the Family</i> . New York, N.Y.: Simon & Schuster.
28.	Maclean, M., & Eekelaar, J. (1997). <i>The Parental Obligation: A Study of Parenthood Across Households</i> . Oxford: Hart Publishing.
29.	Martin, C. A., & Colbert, K. K. (Eds.). (1997). <i>Parenting: A Life Span Perspective</i> . New York.
30.	McMahon, M. (1995). <i>Engendering Motherhood: Identity and Self-transformation in Women's Lives</i> . New York: Guilford.
31.	Miller, D. F. (2000). <i>Positive Child Guidance</i> . Albany, N.Y.: Delmar Publishers.
32.	Morton-Young, T. (1995). <i>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</i> . Springfield, Ill.: C.C. Thomas.
33.	Powell, L.H. and Cassidy D. (2001). <i>Family Life Education: an Introduction</i> , Mayfield Publishing Company, USA.
34.	Pugh, G., De'Ath, E., & Smith, C. (1994). <i>Confident Parents, Confident Children: Policy and Practice in Parent Education and Support</i> . London: National Children's Bureau.
35.	Reppucci, N. D., Britner, P. A., & Woolard, J. L. (1997). <i>Preventing Child Abuse and Neglect</i>

	<i>through Parent Education</i> . Baltimore, Md.: Paul H. Brookes.
36.	Rowlingson, K., & McKay, S. (1998). <i>The Growth of Lone Parenthood: Diversity and Dynamics</i> . London: Policy Studies Institute.
37.	Rhind, N. (Ed.), (1994), <i>Empowering Families: A collection of Concepts and Methods</i> . Hong Kong Family Welfare Society. Hong Kong.
38.	Westman, J. C. (Ed.). (2001). <i>Parenthood in America: Undervalued, Underpaid, Under Siege</i> . Madison: The University of Wisconsin Press.
39.	Wolfendale, S., & Einzig, H. (Eds.). (1999). <i>Parenting Education and Support: New Opportunities</i> . London: David Fulton Publishers.

Media Resources:

1.	Barkley, R. A. (1997). <i>Managing the Defiant Child [videorecording]: A Guide to Parent Training</i> . New York, NY: Guilford Publications.
2.	Dinkmeyer, D. C., & McKay, G. D. (1989). <i>STEP [videorecording]: Systematic Training for Effective Parenting Circle</i> . Pines, Minn: American Guidance Service.

Online Resources:

1.	www.family-land.org
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