



**BACHELOR OF APPLIED SCIENCE
EARLY CHILDHOOD
DIPLOMA IN EARLY CHILDHOOD EDUCATION**

Fall 2011

ECS2000 - Parent Child Relations

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Course Title:	Parent Child Relations
Pre-requisites:	ECS1010; AHSS2040
Co-requisites:	none
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/

Calendar Description:

Parent-Child Relationships is a core course in the integrated diploma/degree program in Early Childhood Services. This course introduces four major theoretical perspectives that are critical to understanding the complex nature of parent-child relationships in today's society. This course provides students with the opportunities to examine how biological, psychological, and socio-cultural factors influence and contribute to the ways in which parents and the children develop quality relationships throughout the developmental period of infancy through adolescence. This course encourages the students to identify a variety of psychological and social factors relevant to parent-child relationships; 1) through the reading of selected theoretical and research articles, and 2) through a critical examination of available resources in the news media and a personal reflection on one's own parent-child relationship.

Course Rationale:

This interdisciplinary course is designed to examine parent-child relationships in the context of several theoretical and applied social science perspectives onto the multitude of socio-cultural circumstances and factors in today's North-American/Canadian families. It introduces students to the possibilities of viewing parent-child relationships from multiple standpoints in a critical manner. Beyond this, students will have the opportunity to examine and explore their own values, opinions and experiences in the context of parent-child relationships.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Demonstrate the understanding of each of the major theories of parent-child relationships.
2. Comprehend and identify different multi-disciplinary perspectives of parent-child relationships.
3. Identify and apply appropriate theoretical perspectives to describe particular parent-child relationships in real-life contexts.
4. Describe, with examples, the dynamic process of how the parent-child relationship is co-constructed by both parents and children.
5. Understand the socio-cultural diversities of families in contemporary North-American/Canadian society.

Method of Delivery

- interactive lectures and discussion
- hands-on environment
- course text book reading assignments and exercises
- audio visual presentations
- small group activities

Learning Resources

Required Textbooks:

Title: Parent-child relations: An introduction to parenting. 8th edition.
Author: Bigner, J. (2010).
Publisher: Merrill/Prentice Hall.
ISBN: 978-0-13-500219-3

Title: Cites & Sources: An APA Documentation Guide, rev. 3rd ed.
Author: Haig, J., MacMillan, V., & Raikes, G. (2010)
Publisher: Nelson Education
ISBN: 978-017-650406-9

Recommended Readings:

- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759-775.
- Kuczynski, L (2003). Beyond bidirectionality: Bilateral conceptual frameworks for understanding dynamics in parent-child relations. In L. Kuczynski (Ed.). *Handbook of dynamics in parent-child relations*. Thousand Oaks, CA: Sage.
- Kuczynski, L., & Hildebrandt, N. (1997). Models of conformity and resistance in

socialization theory. In J. E. Grusec & L. Kuczynski (Eds.), *Parenting and children's internalization of values: A handbook of contemporary theory*, NY: J. Wiley.

- Lynch, E and M. Hanson (2004). *Developing cross cultural competency: a guide for working with children and their families*. 3rd edition. Brookes. **Chapters 2 and 13**
- Petit, G.S., & Lollis, S. (1997). Introduction to special issue: Reciprocity and bidirectionality in parent-child relationships: New approaches to the study of enduring issues. *Journal of Social and Personal Relationships*, 14(4), 435-440.

Course Schedule

Week	Topics	Readings
1	<p><i>Introduction: course overview, expectations</i></p> <ul style="list-style-type: none"> ➤ <i>Ecology of parent-child relationship (p-c r)</i> <ul style="list-style-type: none"> • Concepts of parenthood • Historical/current perspectives • Parenthood roles 	Chapter 1 of course text
2	<ul style="list-style-type: none"> ➤ <i>Cultural perspectives</i> <ul style="list-style-type: none"> • The role of culture in p-c r • Contemporary families • Diversity in contemporary family forms • Ethnic diversity and contemporary families 	Chapter 2 of course text
3	<ul style="list-style-type: none"> ➤ Current Issues: <i>Cross-cultural competency: Working with children and their families</i> <ul style="list-style-type: none"> • 1) Theoretical: a conceptual framework – from culture shock to cultural learning • 2) Cross cultural skills: working with children and their families 	Lynch and Hanson text: Developing cross-cultural competency Chapter 2 Chapter 13
4	<ul style="list-style-type: none"> ➤ ESSAY # 1: DUE AT BEGINNING OF CLASS ➤ <i>Theoretical perspectives of p-c r</i> <ul style="list-style-type: none"> • Family systems theory, systemic family development theory, family ecological theory and parenting, psychosocial theory and parenting 	Chapter 3 of course text
5	<ul style="list-style-type: none"> ➤ <i>Parenting strategies</i> <ul style="list-style-type: none"> • Discipline: methods and approaches • Parenting styles/methods • Reciprocity and bidirectionality ➤ <i>Transition to parenthood</i> <ul style="list-style-type: none"> • Economic/structural/psychosocial factors • Transition to parenthood: expectations, adjustments • Reproductive technology • Adoption/Foster care issues 	Chapter 4 of course text Chapter 5 of course text

6	MIDTERM EXAMINATION	Materials from weeks 1-5
7	<ul style="list-style-type: none"> ➤ <i>Pregnancy and childbirth</i> <ul style="list-style-type: none"> • Pregnancy: considerations, critical factors, adjustments, effects of the birth experience • Current trends in prenatal care ➤ Parent Education: <i>Parenting infants/toddlers</i> <ul style="list-style-type: none"> • Developmental landmarks, meeting needs • Evolving personal concepts of parenthood • Supports for parents/infants • Systemic family development 	<p>Chapter 6 of course text</p> <p>Chapter 7 of course text</p>
8	<ul style="list-style-type: none"> ➤ Parent Education: <i>Parenting preschoolers</i> <ul style="list-style-type: none"> • Developmental landmarks of early childhood • Parenting young children: positive guidance, dealing with behaviour problems • Supports for parents/preschoolers • Systemic family development ➤ Parent Education: <i>Parenting school-age kids</i> <ul style="list-style-type: none"> • Developmental landmarks of middle childhood • Parenting school-age children: normal behaviour problems of middle childhood, effects on women's employment • Parenting children with special needs • Systemic family development 	<p>Chapter 8 of course text</p> <p>Chapter 9 of course text</p>
9	<ul style="list-style-type: none"> ➤ <i>Parenting adolescents/young adults</i> <ul style="list-style-type: none"> • Developmental landmarks of adolescence • Systemic family development • Parent-young adult child relationship • Re-nested family • Grand parenting role 	<p>Chapter 10 of course text</p>
10	<p>ESSAY # 2: DUE AT BEGINNING OF CLASS</p> <ul style="list-style-type: none"> ➤ Current issues: <i>Adolescent parents</i> <ul style="list-style-type: none"> • Incidence, causes, outcomes, consequences for child, supports for adolescent parents ➤ Current issues: <i>Single-parent family systems</i> <ul style="list-style-type: none"> • Divorce, single-parent families and p-c r: single mothers and non-resident fathers • Systemic family development 	<p>Chapter 14 of course text</p> <p>Chapter 11 of course text</p>
11	<ul style="list-style-type: none"> ➤ Current issues: <i>Parenting in stepfamily systems</i> <ul style="list-style-type: none"> • Incidence, characteristics, formation, roles/relationships, issues/adjustment strategies • Systemic family development ➤ Current Issues: <i>Homosexuality and p-c r</i> <ul style="list-style-type: none"> • Determinants of sexual orientation, incidence • Family systems with gays/lesbian children • Gay/lesbian families • Systemic family development 	<p>Chapter 12 of course text</p> <p>Chapter 13 of course text</p>

12	<ul style="list-style-type: none"> ➤ Current Issues: <i>P-C R in high-risk families</i> • Abusive parents and their children ➤ Adult dependency/addiction ➤ Course Closure/Evaluation 	Chapter 15 of course text
Other	➤ Final exam: to be announced	All materials after midterm

Evaluation and Due Dates

Students will be evaluated in this course through:

Essay #1	Week 4	15%
Midterm Exam	Week 6	25%
Essay #2	Week 10	20%
In-class Participation (10 logs)	Weeks 2-11	10%
Final Exam	TBA	<u>30%</u>
Total:		100%

Midterm and Final exams: These are comprised of true and false and multiple choice questions.

In-class Participation: marks are **earned** based on your verbal contribution to class discussions, comments on assigned readings and relation to life/practice experiences. These are not 'bonus' marks. Participation will be logged by students on a template (to be posted on the course site). The logs will be signed-off/stamped by the professor at the end of each class. Late logs are not accepted. Signed-off logs (10) will be collected on week 11 for the assignment of your marks.

Essay #1: Due week 4.

Topics based on selected chapters/articles covered prior to the midterm exam will be posted on the course website. You will choose one (1) of the topics and write a 3-4 page paper dealing with your personal/ethno-cultural experiences in relation to the materials covered before the midterm. The paper will be clear and concise, double spaced using 12 point font, 1" margins, proper sentence structure, grammar and spell checked.

Essay #2: Due week 10.

Topics requiring theory application to a parent-child relationship issue will be posted on the course website. You will choose one (1) of the topics and write a 4-5 page paper, describing the concepts and implicit assumptions of a suitable theory covered in this course and how these relate to the parent-child relationship issue. The paper will be clear and concise, double spaced using 12 point font, 1" margins, proper sentence structure, grammar and spell checked.

Please note the following:

Papers will be evaluated as follows: 80% for clear articulation of theory content, including logically sequenced and well thought through ideas, and 20% for technical presentation which includes: adhering to required length of paper, 12-point font, spell check, proper grammar, cover page, bibliography. Please staple your pages and do not use hard covers. Kindly read the following program policies and be especially informed about meeting required due dates and the penalties for failing to do so.

Important

Plagiarism

Students who are suspected of plagiarism (use another's work and represent it as their own, either by downloading papers from the Internet, copying another's paper, or getting someone else to write a paper for them; or who use quotes and fail to put them in quotations and cite the source – author, date, page number, or who use another author's ideas and fail to cite the source – author, date) **will be investigated for Academic Misconduct.**

Each paper should include a list of references that includes:

Author, date, title, place published, publisher – for book articles

Author, date, title, volume and issue, title, journal name, pg numbers – for journal articles

Author (may be an organization or individual), date, title, web page and when retrieved date – for web information.

Academic Policies - Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

NOTE: The University of Guelph-Humber Undergraduate Calendar states “Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2011-2012 Guelph-Humber Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/> Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "**DS Memo to Faculty**".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

EARLY CHILDHOOD PROGRAM POLICIES

Preamble

Early Childhood Educators wishing to use the registered ECE credential must meet the rigorous requirements of the Ontario College of Early Childhood Educators (CECE). The Early Childhood Program policies are a reflection of the requirements of employers in the human services sector and of the professional college of Early Childhood Educators, as well as legislation governing this profession. All standards referred to below are taken from the CECE Code of Ethics and Standards of Practice (2011).

1. Meeting Deadlines

Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators obtain and review information relating to children under their professional supervision in a timely manner. Learning to meet deadlines is a critical professional skill.

Evaluation of all assignments will take into account an individual's or group's ability to complete assignments within established deadlines — an important quality in the human services field.

- 1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.
- 1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.
- 1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.
- 1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.

- 1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student **via e-mail** to the professor **at least 24 hours** before the assignment's original due date/time.
- 1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.
- 1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.
- 1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. Submitting Assignments

- 2.1 Assignments will be submitted according to the method and location specified by the professor.
- 2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.
- 2.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor's first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program's Drop Box slot.
- 2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.
- 2.5 If the professor agrees beforehand, students may e-mail an assignment to the professor to establish the date and time of submission. **A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission's date/time.**

3. Missed Tests (Does not include Final Exams)

Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

- 3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **prior to the date of the test**. Supporting evidence for the exceptional circumstance may be required by the professor.
- 3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. **English Language and APA Citation Style Standards**

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators build effective relationships with colleagues and other professionals by using clear verbal and written communications. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Early Childhood Educators are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

5. **Creating an Effective Learning Environment**

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators work collaboratively with colleagues... [and] ...By supporting, encouraging and working collaboratively with their co-workers, Early Childhood Educators enhance the culture of their workplaces.

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do **not** have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (**not** for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.