



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: FAMS

Course Title: Applied Parenting

Year: 2025

Course and Section #: 3250-X01

Credits: 3

Course Description

Exposes students to classical and contemporary parenting theory, research, and practice. Focuses on the application of the guidance of children. Includes the study of parenting concepts, challenges, risks, and alternatives while considering the social, physical, emotional, intellectual, and spiritual environments of the child.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other:

Instructor Information

Instructor Name: Professor Rachel Munk

Student Learning Outcomes

- Describe positive and negative parenting strategies and the implications of each.
 - Apply parenting strategies and theories in practical situations.
 - Develop a variety of training and teaching methods.
 - Explain the dynamic process of parenting.
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Course Materials and Texts

Bigner, J. & Gerhardt, C. (2019). Parent-Child Relations: An Introduction to Parenting, New York, NY: Pearson, Tenth Edition.

Students will be required to purchase or access a parenting trade book for a book review project. Books will be selected from the following list:

- Alden, M. (2023). Parenting Emotionally Distressed Kids: Build a Bridge to Better Behavior the Healthy Foundations Way. Innovator Press.

- Amen, D.G., & Fey, C. (2024). Raising Mentally Strong Kids: How to Combine the Power of Neuroscience with Love and Logic to Grow Confident, Kind, Responsible, and Resilient Children and Young Adults. Tyndale House Publishers.
- Berk, L. E. (2001). Awakening Children’s Minds: How Parents and Teachers Can Make a Difference. Oxford University Press.
- Carter, C. (2020). The New Adolescence: Raising Happy and Successful Teens in an Age of Anxiety and Distraction. BenBella Books.
- Faber, A., & Mazlish, E. (2012). How to Talk So Kids Will Listen and Listen So Kids Will Talk. Scribner.
- Ginott, H. G., Ginott, A., & Goddard, H. W. (2003). Between Parent and Child. Penguin Random House.
- Greene, R. W. (2021). The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children (6th ed.). Harper-Collins.
- Gottman, J. & DeClair, J. Raising an Emotionally Intelligent Child: The Heart of Parenting. New York, NY: Simon & Schuster.
- Siegel, D. J., & Bryson, T. P. (2012). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind. Penguin Random House.

Other supplementary readings will be provided on Canvas.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Engagement Assignments (12.5% of final grade): Weekly assignments related to course model to help students apply and internalize concepts.

Discussions (12.5% of final grade): Weekly virtual discussions with students and instructor on Canvas discussion board. Discussion prompts will build upon concepts in the weekly readings and learning materials.

Weekly Quizzes (25% of final grade): Short multiple choice and true/false quizzes assessing comprehension and retention of weekly content from readings, lectures, or other learning materials. Quizzes are timed and open note/book.

Semester Papers/Projects (50% of final grade): Throughout the semester students will complete three papers or projects that are based on the content covered in each module. For Module 1, students will construct a portfolio of personal reflections and interviews. For Module 2, students will review a trade book on parenting and complete a paper and group presentation. For the final assessment, students will write paper summarizing parenting resources and concepts from across the semester.

Final grades are assigned the corresponding letter grade:

A = 94-100	B - = 80-83	D+ = 67-69
A- = 90-93	C+ = 77-79	D = 64-66
B+ = 87-89	C = 74-77	D- = 60-63
B = 84-86	C- = 70-73	F = 0-59

Required or Recommended Reading Assignments

Bigner, J. & Gerhardt, C. (2019). Parent-Child Relations: An Introduction to Parenting, New York, NY: Pearson, Tenth Edition.

- Chapter 1 – The Evolving Context of Parenthood
- Chapter 2 – Parenting Approaches
- Chapter 3 – Historical and Cultural Perspectives
- Chapter 4 – Theoretical Perspectives on Parent-Child Relations
- Chapter 7 – Parenting Infants and Toddlers
- Chapter 8 – Parenting Preschoolers
- Chapter 9 – Parenting in Middle Childhood
- Chapter 10 – Parenting Adolescents and Teens
- Chapter 11 – Parenting: Family Composition and Dynamics
- Chapter 12 – Parenting Interrupted and Fragile Families
- Chapter 13 – Blended and Intergenerational Family Systems

- Sorkhabi, N., & Mandara, J. (2013). Are the effects of Baumrind's parenting styles culturally specific or culturally equivalent?
- von Salisch, M., Voltmer, K., Miller-Slough, R., Chin, J. C., & Denham, S. (2022). Emotions and Social Development in Childhood. *The Wiley-Blackwell Handbook of Childhood Social Development*, 631-650.
- Ward, L. M., & Grower, P. (2020). Media and the development of gender role stereotypes. *Annual Review of Developmental Psychology*, 2(1), 177-199.
- Grossmann, K., Grossmann, K. E., Fremmer-Bombik, E., Kindler, H., Scheuerer-Englisch, H., & Zimmermann, A. P. (2002). The uniqueness of the child–father attachment relationship: Fathers' sensitive and challenging play as a pivotal variable in a 16-year longitudinal study. *Social development*, 11(3), 301-337.
- Teti, D. M., Cole, P. M., Cabrera, N., Goodman, S. H., & McLoyd, V. C. (2017). Supporting Parents: How Six Decades of Parenting Research Can Inform Policy and Best Practice. *Social Policy Report*. Volume 30, Number 5. Society for Research in Child Development.
- Article by The Arbing Institute (1998). The Parenting Pyramid.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Introduction to Parenting and Parenting Education

- Explain the purpose of formal parenting education.
- Identify different types of resources that provide parenting advice.
- Explain characteristics of science-based parenting information and where to find it.

Week 2: Historical and Cultural Perspectives on Parenting

- Discuss sociohistorical perspectives related to children and parenting.
- Summarize the role of culture in parenting practices.
- Illustrate the roles of socialization and cultural identity in the parent-child relationship.

Week 3: Contemporary Parenting Theories

- Examine major theoretical perspectives related to parenting.
- Summarize basic needs and developmental processes of children at each stage of development, from infancy through early adulthood.
- Apply theoretical perspectives to future discussions on parenting principles and strategies.

Week 4: Foundations of Parenting

- Summarize various roles of a parent in child-rearing and the developmental nature of parenting.
- Describe family as a system and bidirectional influences between parent and child.
- Explain the four main parenting styles and related implications.

Week 5: Principles of Parenting

- Identify core needs of children – universal and at each stage of development.
- List theoretical perspectives of parenting that inform contemporary parenting practices.
- Summarize contemporary principles and models of parenting. .

Week 6: Parenting Strategies

- Describe how parents are agents of socialization.
- Identify common parenting strategies for emotion regulation, behavior management, and autonomy support.
- Explain the role of healthy parenting practices such as rituals and traditions in supporting child well-being.

Week 7: Parenting Infants and Young Children

- Identify important developmental milestones and how parents support those during infancy and early childhood.
- Analyze research findings regarding parenting styles and practices that can facilitate optimal development in infancy and early childhood.
- Evaluate how parenting changes across infancy and early childhood.

Week 8: Parenting Children, Adolescents, & Young Adults

- Identify important developmental milestones and parental expectations during middle childhood through early adulthood.
- Analyze research findings regarding parenting styles and practices that can facilitate optimal development in middle childhood through
- Examine developmentally-specific parenting topics such as education, peer relationships, autonomy support, and parenting young adults.

Week 9: Challenges in Parenting

- Identify strategies for teaching children about sensitive topics.
- Discuss ways parents can provide support to children facing challenges such as death, bullying, and mental health.
- Summarize challenges strategies for working with cognitive and physical disabilities, antisocial behavior, and maladaptive child behavior.

Week 10: Parenting in Diverse Family Structures & Vulnerable Families

- Assess cultural, social, and economic factors influencing families in varied family structures.
- Analyze research findings related to fragile families and families in crisis.
- Examine implications of Adverse Childhood Experiences on outcomes across lifespan.

Week 11: Family Transitions and Couple Well-Being

- Explain challenges related to the transition to parenthood.
- Summarize changing family dynamics and family resources and resilience.
- Identify strategies for maintaining couple well-being during parenthood.

Week 12: Technology and Media Use in Parenting

- Explain strategies for supporting healthy child technology use.
- Describe the role of technology and media as a socialization agent.
- Summarize the principle of technological interference in parent-child relationships.

Week 13: Special Topics – Fatherhood, & Play

- Explain historical changes in paternal involvement in expectations for fathers.
- Describe the importance of play for child development.

Week 14: Family Policy & Parenting Resources

- Identify reputable parenting resources and supports in the community.
- Explain the role and challenges of family policy in supporting families.

Required Course Syllabus Statements

Generative AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, Copilot, etc.) is permitted in this course ONLY for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic (be sure you check for accuracy and properly cite);
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board responses assigned to you.
- Generating answers to quiz questions.
- Writing a draft of a written assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.
- To complete entire assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. For example, you must use APA citations in text and on a reference list. Any situation when an assignment is found to have used generative AI tools in unauthorized ways will be treated as an academic honesty violation. When in doubt about permitted usage, please ask for clarification.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.