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-X02
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: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Kaicee Postler

Student Learning Outcomes

Upon successful completion of the course, students should be able to:
1. Describe positive and negative parenting strategies and the implications of each.
2. Apply parenting strategies and theories in practical situations
3. Develop a variety of training and teaching methods
4. Explain the dynamic process of parenting

Course Materials and Texts

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

You can purchase the book on your own or utilize the [Wolverine Access](#) program.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Assignments
Module Quizzes

There will be quizzes for most of the modules during the semester. Quizzes will focus on material from the textbook chapters, Activity Maps, and other module material. Students are to have worked through the module before taking the quiz.

Quizzes are comprised of multiple choice and/or true/false questions. They assess factual, conceptual, and applied knowledge from the module. Quizzes are to be completed in Canvas by the due dates. If you miss the quiz submission deadline, you will lose the chance to take it. Quizzes will be timed, with one attempt only. Once you begin the quiz, you must finish it (backtracking is not permitted). Quiz answers are available for review in office hours. The lowest quiz score will be dropped.

You are highly encouraged not to wait until the last minute to take your quiz. If you experience any technical difficulties, please email UVU IT at helpdesk@uvu.edu and cc me or call them at 801-863-8888. Keep in mind that emails send to IT after working hours will likely be answered the next working day.

Topic Reaction Assignments

Students will participate in several online topic reaction reflective assignments. These assignments are designed to be introspective, reflective, and demonstrative of critical thought. Only you and I will see these assignments, so this is your opportunity to reflect on your own experiences, biases, and expectations regarding parenting. These assignments also give you opportunity to apply what you are learning to different scenarios and practice what you are learning. To receive full credit for an topic reaction assignments, you must answer the questions completely and use critical thinking. The expectation is that you will develop your thoughts
into a coherent answer. Cite and provide a reference for any outside reference you use with APA formatting, including the textbook.

Parenting Interview

For this assignment, you will be interviewing one or both of your parents. If you are unable to talk to either of them (due to death, estrangement or otherwise) you may choose a close family member (or surrogate parent, like a foster parent) who could answer many of the outlined questions about your childhood. Adapt the questions as needed. If that is not an option either, interview a parent who has raised at least one child to adulthood. Interview the parent about their relationship with that child. Change the questions to reflect their own life experiences. Complete each of the 3 parts. If you get short, one-sentence answers, ask more in-depth, individualized questions to get to the required paper length. You can write this in any format you prefer: the question and direct quote from parent(s), a 3rd person summary of the interview, or a combination of both. However, I will mark down points if the paper is not punctuated correctly, has spelling errors or other grammar problems.

Child Socialization Paper

This assignment will give you a real-life opportunity to practice child socialization strategies and

techniques from modules 2 and 3. You will be given several weeks to practice, write a reflection paper, and submit by the due date. Practice each of the child socialization strategies on separate occasions (and repeat to gain experience and practice if possible). After you have completed all four, reflect on how well they went. Do not write an explanation of the strategies; rather, detail what you and the child did, said, and thought in each scenario. What was the outcome? Would you change anything to make them more effective? Please put paragraph headings of the strategies below in your paper.

Discussions

Students will participate in several online discussions based upon content in the modules. To get full credit on a discussion students must follow all directions on the discussion assignment, including posting an initial post that addresses all parts of the prompt and responding to peers.
Responding to what others have said should add to the discussion in a substantive way—this should go beyond saying "good job" or "I agree." Your responses should actively stimulate and sustain further discussion by building on what your peers have said. You are expected to have meaningful insight to add to the discussion board and contribute to interactive learning. Your responses should be respectful of others' viewpoints, even if you disagree. This is an opportunity for you to demonstrate how you are connecting to course material.

These discussions will allow you to apply the knowledge you are learning about throughout the semester and reflect on what you are learning. In an online class, this is an opportunity to engage with and learn from your classmates and explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn. Let's create a community of learning!

Final Project

The final project is an excellent way for you to make personal application and connection as well as become more proficient and professional in the field of family studies. For this project, choose one of two projects that would be most meaningful and useful to you. It is recommended that you start on this project early! Partway through the semester you will engage in a learning circle/book club to share what you have learned with your classmates and as a checkpoint to be sure you are making progress. See Canvas for more details.
Choose ONE:
1. Community Parenting Class. From the approved list (see handout on Canvas), you may choose to attend, participate, and graduate from a local community parenting class held during the period of this online class. It must be completed before this class ends and allow you enough time to write a report (see handout) on your
Some classes are free while others charge a minimal fee. If you do not live close enough to attend any of the listed classes, you may search your own community for a parenting class that uses evidence-based curriculum and get pre-approval from the instructor before attending.
2. Parenting Trade Book. From the approved list on Canvas, you may select ONE trade book to read. Be sure it is exactly the same title as some authors write similar companion books. There is a "Tic-Tac-Toe" handout (see Canvas) for you to use as you read the book to gather information and write 3 detailed responses for your final paper.

Course Grading

Assignment Group	Value
Topic Reaction Assignments	10%
Discussions	10%
Parent Interview	10%
Child Socialization Paper	10%
Final Project	25%
Quizzes (lowest score dropped)	35%
Extra Credit	1%
Total	**101%**

Grading Scale

100% - 94% = A	83.9% - 80% = B-	69.9% - 67% = D+
93.9% - 90% = A-	79.9% - 77% = C+	66.9% - 64% = D
89.9% - 87% = B+	76.9% - 74% = C	63.9% - 60% = D-
86.9% - 84% = B	73.9% - 70% = C-	59.9% and below = F

Required or Recommended Reading Assignments
Required reading assignments for each module:

Module 1: Why Study Parenting?

Chapter 1 - The Evolving Context of Parenting
Why Study Parenting? Activity Map (Online Lesson with Linked Articles and Videos)

Module 2: Introduction to Parenting Styles and Approaches
Chapter 2 – Parenting Approaches
Introduction to Parenting Strategies Activity Map (Online Lesson with Linked Articles/Videos)

Module 3: Socialization Strategies
Socialization Strategies Activity Map (Online Lesson with Linked Articles//Videos)

Module 4: Cultural and Theoretical Perspectives on Parenting
Chapter 3 – Historical and Cultural Perspectives
Chapter 4 – Theoretical Perspectives on Parent-Child Relations
Cultural and Theoretical Perspectives Activity Map (Online Lesson with Linked Articles/Videos)

Module 5: The Transition to Parenthood
Chapter 6 – The Transition to Parenthood
Transition to Parenthood Activity Map (Online Lesson with Linked Articles/Videos)

Module 6: Parenting Infants and Toddlers
Chapter 7 – Parenting Infants and Toddlers
Parenting Infants and Toddlers Activity Map (Online Lesson with Linked Articles/Videos)

Module 7: Parenting in Early Childhood
Chapter 8 – Parenting
Parenting in Early Childhood Activity Map (Online Lesson with Linked Articles/Videos)

Module 8: Parenting in Middle Childhood
Chapter 9 – Parenting in Middle Childhood
Parenting in Middle Childhood Activity Map (Online Lesson with Linked Articles/Videos)

Module 9: Parenting Adolescents, Teens, and Emerging Adults
Chapter 10 – Parenting Adolescents and Teens
Parenting Teens and Emerging Adults Activity Map (Online Lesson with Linked Articles/Videos)

Module 10: Book Club/Learning Circle
Students are expected to have read the first half of their chosen parenting book for the final project, or to have attended half of their chosen parenting class.

Module 11: Parenting in Varied Family Structures
Chapter 11 – Parenting: Family Composition and Dynamics
Chapter 13 – Blended and Intergenerational Family Systems
Parenting in Varied Family Structures Activity Map (Online Lesson with Linked Articles/Videos)

Module 12: Parenting Through Difficult Situations
Chapter 12: Parenting Interrupted and Fragile Families
Parenting Through Difficult Situations Activity Map (Online Lesson with Linked Articles/Videos)

Module 13: Parenting in LFBTQ+ Families
Chapter 14 – Family Formation and Parenting in LGBT Contexts
Parenting in LGBTQ+ Families Activity Map (Online Lesson with Linked Articles/Videos)

Module 14: Parenting connections – Resources and Future Plans
Parenting Connections and Resources Activity Map (Online Lesson with Linked Articles/Videos)

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Why Study Parenting?
This module will help provide an overview of the course, syllabus, and topic. Students will reflect on what they already know about parenting and the science of parenting, including brainstorming current trends they see in parenting.

Module 2: Introduction to Parenting Styles and Approaches
In this module, we will begin exploring specific parenting strategies and techniques. Additionally, students will explore parenting styles and reflect on how they were parented.

Module 3: Socialization Strategies

In this module, we will continue to add on the parenting strategies that were discussed in the previous module. Students will learn real strategies that can be used to effectively guide children. After working through this module, students will have all the necessary information needed to begin practicing socialization strategies for one of their big assignments.

Module 4: Cultural and Theoretical Perspectives on Parenting
This module introduces students to some of the major theoretical perspectives on parenting. Additionally, students will consider the role of culture in parenting styles and strategies.

Module 5: The Transition to Parenthood
This module provides students with information on the transformative transition to parenthood. Students will explore reasons why people choose to become parents. Additionally, they will learn about factors related to healthy pregnancies and positive transitions to parenthood.

Module 6: Parenting Infants and Toddlers
This module covers some topics related to parenting in the first few years of a child's life. Students will learn important topics related to infant safety, development, and wellbeing.

Module 7: Parenting in Early Childhood
Students will explore parenting in the early childhood or preschool years. We will discuss the unique challenges and strategies for parents during this stage, such as tantrums.

Module 8: Parenting in Middle Childhood
Middle childhood is a period of a lot of growth, development, and adaptations to parenting. This module will explore important topics during middle childhood, such as talking to kids about puberty!

Module 9: Parenting Adolescents, Teens, and Emerging Adults
Parenting teens and young adults can be tricky as parents try to navigate allowing teens more independence without giving up too much structure and monitoring. In this module, we will discuss strategies for this unique period of parenting and supporting the transition to adulthood.
Students will also participate in an in-class learning circle/book club during this module.

Module 10: Learning About Parenting in the Community
This module provides an opportunity for students to learn more from each other and their unique experiences. Students will participate in a learning circle to share what they are learning as they work on their final projects. This includes sharing important lessons from community parenting courses and insight from chosen parenting trade books.

Module 11: Parenting in Varied Family Structures
There are many different family formations, including single parent, divorced, blended, and multigenerational families. This module will allow students to explore factors related to parenting in various family structures.

Module 12: Parenting Through Difficult Situations
Parents are tasked with supporting their children across the life span, which can sometimes include difficult situations. For example, parenting can become interrupted due to mental health, substance use, and more. Additionally, parents must be prepared to help children through difficult experiences, such as grief. We'll discuss these topics and more!

Module 13: Parenting in LFBTQ+ Families
This module will explore the unique experiences of LGBTQ+ families and parents. Students will learn about societal and social factors that impact families.

Module 14: Parenting connections – Resources and Future Plans
There are many different topics that parents may seek support for across the life span. In this module, student will reflect on various community resources and supports. Additionally, students will make a future plan, including where they will seek information in the future when needed.

Required Course Syllabus Statements

Generative AI
Acceptable and Unacceptable Use of AI
The use of generative AI tools (e.g. ChatGPT, Co-Pilot, Dall-e, etc.) is permitted in this course 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. **You must disclose any use of AI using the MInE method.** You must use APA citations **in text and on a reference list**.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. 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.