

# COUN A135: PRINCIPLES OF EFFECTIVE PARENTING

| Item   | Value  |
|--|--|
| Curriculum Committee Approval Date                                     | 12/08/2021   |
| Top Code   | 493010 - Career Guidance and Orientation   |
| Units  | 3 Total Units  |
| Hours  | 54 Total Hours (Lecture Hours 54)  |
| Total Outside of Class Hours   | 0  |
| Course Credit Status   | Credit: Degree Applicable (D)  |
| Material Fee   | Yes  |
| Basic Skills   | Not Basic Skills (N)   |
| Repeatable   | No   |
| Open Entry/Open Exit   | No   |
| Grading Policy   | Standard Letter (S),<br>• Pass/No Pass (B)   |
| Associate Arts Local General Education (GE)                            | • Area 7 Life Skills, Lifelong Learning, and Self-Development<br>7A Theory/ Non-activity (OE1) |
| California State University General Education Breadth (CSU GE-Breadth) | • CSU E1 Lifelong Understanding (E1)   |

## Course Description

Designed for students who are interested in improving parenting skills and promoting healthy functioning in the context of all relationships. The course focuses on developing healthier interpersonal relationships that ultimately increase self-awareness and self-esteem which are essential to effective parenting and personal success. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Self-evaluate how values, attitudes, strengths, and family of origin impact present relationships.
2. Demonstrate conflict diffusion in relationships by communicating verbal and non-verbal messages that promote love and encouragement.
3. Create a personal statement identifying a family plan for success which will include two or more strategies for stress management, time management, and/or anger management.

## Course Objectives

- 1. Recognize how an individual's upbringing impacts personality development.
- 2. Interpret how inappropriate coping mechanisms may interfere with intra- and inter-personal manners of relating.
- 3. Develop compassion for imperfectionism.
- 4. Evaluate and strengthen parent-child relationship.
- 5. Foster higher self-regard that will enhance personal functioning in the home, as well as academic and work setting.
- 6. Differentiate between maladaptive and adaptive stress, time, and anger management that will increase the success of personal goal attainment, i.e., intrapersonal, career, academic, etc.

- 7. Develop communication skills that focus on problem solving and self-expression that can be applied in various settings.
- 8. Apply effective methods that will defuse conflict and opposition in the parent-child relationship, as well as other dyads.

## Lecture Content

Parental Ambivalence Core conflict within oneself Accepting both positive and negative attributes How negative critical attitudes affect a child's self-esteem Developing compassion: forgiving oneself How negative childhood experiences impact the parent-child relationship Inner Voice Identifying self-critical attitudes Increase positive self-statements Breaking the cycle of child abuse Fostering positive self-regard for parent and child Hunger Versus Love Identifying parent's unfulfilled needs Unhealthy emotional attachment Exploring child's needs versus parental needs Separation and individuation Understanding a symbiotic relationship and breaking dependency Emotional Development Eric Erickson's eight stages of human development Intellectual growth Emotional growth Physical growth Sexual growth Social growth Understanding age-appropriate behaviors and preventing unrealistic expectations Physiological Manifestations of Unhealthy Psychosocial Development Depressive disorders, i.e. overeating, irritability Sleeping problems Headaches and stomach aches Gastrointestinal problems Anxiety problems Phobias and fears in young children Stranger and separation anxiety Poor concentration Impulsivity/TICS Poor body image Early and late maturation Fostering Positive Attitudes Towards Sexuality Exploring generational values regarding sexuality Encouraging open communication about sexuality Dispelling myths and taboos about sexuality Philosophies of Child Rearing Learning to communicate openly and honestly Understanding how personality effects parenting styles Establishing boundaries and limits Parental self-esteem Self-esteem inventory Poor self-esteem and its consequences Developing a strong self-image Anger, Stress, and Time Management Identifying sources of anger and stress Evaluating personal time management Developing constructive methods to battle poor anger management Systematic Training for Effective Parenting Preventing parent-child conflicts Understanding goals of children's misbehavior Family constellation Encouragement versus praise The responsible parent versus the good parent Developing confidence and handling criticism as you change your parenting style Communication Avoiding double messages Identification and expression of feelings Recognizing non-verbal body language Active listening Reflective statements I-Message statements Anger and Stress Management Related to Children Physiological impact Psychological impact Modeling and encouraging healthy, adaptive coping mechanisms in children Children's Self-Esteem The importance of healthy self-esteem Recognizing behaviors indicative of a child with low and high self-esteem Learning how to cultivate high self-esteem in children Setting the State for Healthy Family Functioning Applying natural and logical consequences Delivering clear directives Establishing and posting clear rules Substitution Modifying the environment Active Parenting Interventions

- Extinction Charts, rewards, and contracts Time-out

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## **Instructional Techniques**

Lecture, role-modeling, role-playing, large and small group discussion, peer feedback, video illustrations specific to each topic, instructor feedback

## **Reading Assignments**

Reading assigned from textbook or instructor handouts.

## **Writing Assignments**

Students will be required to complete weekly written assignments that require a working knowledge of each concept presented during the course lecture. Components of written assignments will include the following: 1) self-exploration/evaluation; 2) recording the outcome of attempts to apply skills/techniques in the home, work, or academic setting; 3) recording specific steps essential to integrating newly acquired skills and techniques.

## **Out-of-class Assignments**

Self-reflective papers, observation projects, interviews, textbook readings, and video review.

## **Demonstration of Critical Thinking**

1. Class participation  
2. Small group discussion and exercises that demonstrate integration of theories, concepts, and techniques  
3. Written homework assignments that require critical thinking and application of theories, concepts, and techniques  
4. Mid-term and final exam; multiple choice and essay.

## **Required Writing, Problem Solving, Skills Demonstration**

Students will be required to complete weekly written assignments that require a working knowledge of each concept presented during the course lecture. Components of written assignments will include the following: 1) self-exploration/evaluation; 2) recording the outcome of attempts to apply skills/techniques in the home, work, or academic setting; 3) recording specific steps essential to integrating newly acquired skills and techniques.

## **Eligible Disciplines**

Counseling: Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) Master's degree required. Title 5, section 53410.1

## **Textbooks Resources**

1. Required Shefali Tsabary, PhD. *The Conscious Parent*, ed. Namaste Publishing, 2010  
Rationale: This book provides a different approach to parenting than the usual "step" or behavioral modification programs. Rather, the author's approach recognizes the child as a co-creator in the developing process, and the parent as a co-learner.  
2. Required Tsabary, Shefali. *The Awakened Family: How to Raise Empowered, Resilient, and Conscious Children*, ed. New York: Penguin Books, 2017

## **Other Resources**

1. Handouts to be provided and distributed by the instructor.