



COUN 316 Parent & Family Dynamics

Mon/Wed/Fri 2:00pm-2:50pm

BA 340 (Main campus)

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Natalie M. Knox, M.A., LMFT-A, LPC-Intern, Doctoral Student

Office Location: N/A

Office Hours: Monday/Wednesday 1 PM- 1:40 PM; by appointment in Commerce

University Email Address: natalie.knox@tamuc.edu

Communication Response Time: Within 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook (s) Required

Bigner, J.J., & Gerhardt, C. (2014). *Parent-child relations: an introduction to parenting* (9th ed.). NY: Pearson Inc.

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: American Psychological Association

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

Optional Texts and/or Materials

APA Style Publication Manual: <http://www.apastyle.org/pubmanual.html>

Special Topics Readings: additional readings are assigned throughout the semester for most classes and are posted to eCollege for the assigned week.

The syllabus/schedule are subject to change

Course Description

COUN 316. Parent & Family Dynamics

Three semester hours. This course provides a general overview of parent and family dynamics, an introduction to parent-child relations, diversity of parental unit, and best practices in parenting. Students will be introduced to literature that describes the complexities of being a parent and the stages of parenthood. This is an experiential course that will emphasize practice as well as didactic information. Students will acquire an appreciation for learning about families and the complex interplay of biology and environmental context influencing the development, expression, and maintenance of the familial unit. It is hoped that students not only develop a working knowledge of the parent-child relations but also how the process might shape both adaptive and maladaptive in the family unit.

Student Learning Outcomes

Students who complete COUN 316 should demonstrate the following competencies.

1. Become familiar with the dynamics and complexities of parenthood, and explain why it is a constantly evolving role.
2. Describe the factors that contribute to the parenthood role, and reflect on the relevance of each of these factors during the lifespan development of the parent.
3. Describe how counseling and psychosocial theories address parent-child relations.
4. Develop a working knowledge of parenting strategies by focusing on nurture and structure.
5. Demonstrate the ability to assess and identify ethnic diversity and family structures in the United States.
6. Explain the challenges of parenthood and the parenting styles that accompany each stage of the child's development (e.g. Toddlers, preschoolers, adolescents, and young adults).
7. Familiar with our local resources that provide support for families in need and who are in crisis.

American Counseling Association: ACA Code of Ethics, Section G Research & Publication

It is imperative that students who are enrolled in counseling take the appropriate steps to familiarize themselves with the ACA code of ethics regarding research and publication. Counseling students, counselor educators, and counselors who participate in research studies are encouraged to facilitate with the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and functional society. Here is a direct link to the ACA website <https://www.counseling.org/knowledge-center/ethics>

COURSE REQUIREMENTS

This course includes lecture, discussion, and experiential component. Furthermore, students will utilize the Learning Management System (LMS) which is known as D2L. Please note that students are required to log in regularly to monitor their assignments and grades. Students will also be using Microsoft Word and PowerPoint for group presentations.

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Minimal Technical Skills Needed

Students will need to operate such technology as D2L and Microsoft Word.

Instructional Methods

Lecture, discussion, assignments, in-class activities, experiential activities, exams, and weekly online class discussions.

Student Responsibilities or Tips for Success in the Course

1. As a student in this course, you are responsible for completing all readings, including any supplemental readings posted to D2L (under lecture folder) before class.
2. Respectfully interact with the instructor and your peers.
3. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, and questions) in class.
4. Your active participation in class discussions and activities are essential to your learning and final grade.
5. For assignments, contact the instructor well in advance of due dates with any questions--do not expect last minute responses the day assignments are due--prepare ahead of time.
6. There will be a weekly online class discussion board. You will post your initial response and respond to a minimum of one peer-response. If you are late with your initial and subsequent postings, your online discussion score for that day will be a **zero**.
7. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- **please use them**.

Attendance

University guidelines regarding attendance policy will be followed. Students are expected to attend EVERY class and arrive on time. More than two absences will result in a reduction of a letter grade for each following absences. In addition, absences will result in an F for your final grade if further explanation is not given. It is imperative to let the instructor know in advance if you are unable to attend class. Further, attendance will be taken at the beginning of the class period. Nevertheless, students are expected to be in class before the start time. If a student is more than ten minutes late to class three times, that will count as an absence; and if a student leaves class early, that will also count as an absence.

GRADING

| | | | |
|----------------------------------|----------|------------|-------------|
| Friday's Online Discussion Board | = | 50 | pts. |
| 3 Exams (50 pts each) | = | 150 | pts. |
| Annotated Bibliography | = | 100 | pts. |
| Group Presentation | = | 100 | pts. |
| | | | |
| Total Points | = | 400 | pts. |

Grading Rubrics

Final grades will be based on the following scale and there will be no curves, concessions, or extra credit:

| | |
|----------|-----------------|
| A | = 90% - 100% |
| B | = 80% - 89% |
| C | = 70% - 79% |
| D | = 60% - 69% |
| F | = 59% and Below |

Scheduled work turned in late will be penalized 10 points per number of days late; papers will not be accepted more than two days late. There is no method for accruing extra credit in this class to compensate for required assignments in this class.

All written assignments must be uploaded to D2L by class time on the due date listed on course calendar, in the appropriate Assignment Folder, unless otherwise noted below

Overview of Assignments

1. **Friday's Online Discussion Board (50 points).** Note, there will be no face-to-face lecture for Friday classes. Friday classes will be held online. The instructor will assign a chapter from the text or other supplemental reading materials; and student will provide a reflection or thoughts on the matter. Additionally, although sharing of personal opinions are expected, students must provide their reflection based on the course material/chapters; and include APA style citations in their paragraphs. Further, both initial and subsequent responses will be a paragraph in length. I expect everyone to contribute, and for everyone to be respectful of others' contributions, even if opinions and values widely differ. Note, there will be a rubric to highlight what is expected.

2. **3 Exams (3 x 50 = 150 points):** Note that these exams will not be comprehensive. Each exam will be on the chapters that were previously covered. There will be a total of fifty multiple choice questions. they will be taken in-class; during the class period.
3. **Annotated Bibliography (100 points):** This exercise aims to focus on how to meet the needs of families in all its stages of development. Students will develop an awareness of socio-cultural impacts on parent and family dynamics, including cultural impacts and developmental stages of parenthood. Students will then think about ways to facilitate and maintain healthy family dynamics. Note that the Dallas Metroplex and the surrounding communities have resources that promotes filial health. For this assignment, students will choose a parent and family unit (e.g. what resources out there for parent (s) of schooled-age children). You will create an annotated bibliography outlining available resources for that parent and family. Student will research local, North Texas, resources to help a family in crisis or maintaining a healthy parental style. You will provide a minimum of eight to ten resources. More information will be provided.
4. **Group Presentation (100 points):** This course introduce students to the uniqueness and richness of parent and family dynamics. Although the literature of parent-child relations as evolved over the centuries, family scholars still put emphasis on best practice. This assignment is a 15-minute group presentation, and the pair will choose a specific chapter (from the textbook) and present on the content. For example, chapter seven is on parenting infants and toddlers. You will present the content of that chapter using PowerPoint. Due to the allotted time of the course which 50 minutes, presenters will provide a brief summary of the main points (important information). Please do not use the author's words; it will be an act of plagiarism. You must use your own words. Utilize headings and subheading for the organization (review APA); Follow the 6th edition, APA format. Note, more information will be provide at a later date during the semester.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|----------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS |

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| Device | Operating System | Browser | Supported Browser Version(s) |
|---------|------------------|-----------------------------|---|
| | | | 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>

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- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
 - [Apple Quick Time](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The instructor cannot be reached by phone. All correspondents will either be via email or by appointments prior to the start of class. Please note email communication response time will be within 24-72 hours; Monday to Friday. Office hours is listed on the first page of this syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

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been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE CALENDAR

| Date | Topic | Readings | Assignments |
|---|--|---|---|
| 1/14/2019 | Introductions to the Course; Review of Syllabus | | |
| 1/16/2019 | Ecology of Parent-Child Relations | Chapter 1 | Read Ch. 1 |
| 1/18/2019 Friday, Class Online | To Be Announced | Chapter 1 | Initial Post and a Peer-response |
| 1/21/2019 NO CLASS Martin Luther King Jr. Day | NO CLASS | NO CLASS | NO CLASS Read Ch. 2 |
| 1/23/2019 | Cultural Perspectives | Chapter 2 | Read Ch. 2 Class Discussion |
| 1/25/2019 Friday, Class Online | To Be Announced | Chapter 2 | Initial Post and a Peer-response |
| 1/28/2019 | Theoretical Perspectives on Parent-Child Relations | Chapter 3 | Read Ch. 3 Class Discussion |
| 1/30/2019 | Theoretical Perspectives on Parent-Child Relations | Chapter 3 <i>Experiential Exercise</i> | Experiential Exercise |
| 2/1/2019 Friday, Class Online | To Be Announced | Chapter 3 | Initial Post and a Peer-response |

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COURSE CALENDAR

| Date | Topic | Readings | Assignments |
|--|---------------------------------|---|--|
| 2/4/2019 | Parenting Styles and Strategies | Chapter 4 | Read Ch. 4 Class Discussion |
| 2/6/2018 | Parenting Styles and Strategies | Chapter 4 <i>Experiential Exercise</i> | Experiential Exercise |
| 2/8/2019 Friday, Class Online | To Be Announced | Chapter 4 | Initial Post and a Peer-response |
| 2/11/2019 | The Transition to Parenthood | Chapter 5 | Read Ch. 5 Class Discussion |
| 2/13/2019 | The Transition to Parenthood | Chapter 5 <i>Experiential Exercise</i> | Experiential Exercise |
| 2/15/2019 Friday, Class Online | To Be Announced | Chapter 5 | Initial Post and a Peer-response |
| 2/18/2019 | Pregnancy and Childbirth | Chapter 6 | Read Ch. 6 Class Discussion |
| 2/20/2019 Study for Exam 1 | Pregnancy and Childbirth | Chapter 6 <i>Experiential Exercise</i> | Experiential Exercise EXAM 1 (Chs. 1-6) |
| 2/22/2019 Friday, Class Online | To Be Announced | Chapter 6 | Initial Post and a Peer-response |

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COURSE CALENDAR

| Date | Topic | Readings | Assignments |
|---|--|---|--|
| 2/25/2019 | Parenting Infants and Toddlers | Chapter 7 | Read Ch. 7 Class Discussion |
| 2/27/2019 EXAM 1 | EXAM 1 | In class Exam | EXAM 1 (Chs. 1-6) |
| 3/1/2019 Friday, Class Online | To Be Announced | Chapter 7 | Initial Post and a Peer-response |
| 3/4/2019 | Parenting Preschoolers | Chapter 8 | Read Ch. 8 Class Discussion |
| 3/6/2019 | Parenting Preschoolers | Chapter 8 <i>Experiential Exercise</i> | Experiential Exercise |
| 3/8/2019 Friday, Class Online | To Be Announced | Chapter 8 | Initial Post and a Peer-response |
| 3/11/2019 | Parenting School-Age Children | Chapter 9 | Read Ch. 9 Class Discussion |
| 3/13/2019 | Parenting School-Age Children | Chapter 9 <i>Experiential Exercise</i> | Experiential Exercise |
| 3/15/2019 Friday, Class Online | To Be Announced | Chapter 9 | Initial Post and a Peer-response |
| March 18-22 Spring Break | NO CLASSES Spring Break | NO CLASSES Spring Break | NO CLASSES Spring Break |

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COURSE CALENDAR

| Date | Topic | Readings | Assignments |
|--|---|--|--|
| 3/25/2019 Annotated Bibliography Due | Parenting Adolescents and Young Adults | Chapter 10 | Read Ch. 10 Class Discussion <i>Due: Annotated Bibliography</i> |
| 3/27/2019 | Parenting Adolescents and Young Adults | Chapter 10 <i>Experiential Exercise</i> | Experiential Exercise |
| 3/29/2019 Friday, Class Online | To Be Announced | Chapter 10 | Initial Post and a Peer-response |
| 4/1/2019 | Parenting in Single-Parent Family Systems | Chapter 11 | Read Ch. 11 Class Discussion |
| 4/3/2019 | Parenting in Single-Parent Family Systems | Chapter 11 <i>Experiential Exercise</i> | Experiential Exercise |
| 4/5/2019 Friday, Class Online | To Be Announced | Chapter 11 | Initial Post and a Peer-response |
| 4/8/2019 | Parenting in Blended Family Systems | Chapter 12 | Read Ch. 12 Class Discussion |
| 4/10/2019 Study for Exam 2 | Parenting in Blended Family Systems | Chapter 12 <i>Experiential Exercise</i> | Experiential Exercise EXAM 2 (Chs. 7-11) |
| 4/12/2019 Friday, Class Online | To Be Announced | Chapter 12 | Initial Post and a Peer-response |

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COURSE CALENDAR

| Date | Topic | Readings | Assignments |
|--|--|--|---|
| 4/15/2019 | Adolescent Parents | Chapter 13 | Read Ch. 13 Class Discussion |
| 4/17/2019 EXAM 2 | EXAM 2 | In Class Exam | EXAM 2 (Chs. 7-11) |
| 4/19/2019 Friday, Class Online | To Be Announced | Chapter 13 | Initial Post and a Peer-response |
| 4/22/2019 | Family Formation and Parenting in Same-Sex Couples | Chapter 14 | Read Ch. 14 Class Discussion |
| 4/24/2019 | Family Formation and Parenting in Same-Sex Couples | Chapter 14 <i>Experiential Exercise</i> | Experiential Exercise |
| 4/26/2019 Friday, Class Online | To Be Announced | Chapter 14 | Initial Post and a Peer-response |
| 4/29/2019 | Parent-Child Relations in High Risk Families <i>AND</i> Best Practices in Parent-Child Relations | Chapters 15 & 16 | Read Chs. 15 & 16 Class Discussion |
| 5/1/2019 | Parent-Child Relations in High Risk Families <i>AND</i> Best Practices in Parent-Child Relations | Chapters 15 & 16 <i>Experiential Exercise</i> | Experiential Exercise |
| 5/3/2019 Friday, Class Online Study for Exam 3 | To Be Announced | Chapter 15 & 16 | Initial Post and a Peer-response Exam 3 (Chs. 12-16) |
| May 6-10, 2019 | Spring Finals Week EXAM 3 | Spring Finals Week | Spring Finals Week EXAM 3 |

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