

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course number:	360K/387R	Instructor's name:	Esther J. Calzada, PhD (she/her/hers)
Unique number:	59831/59976	E-mail:	esther.calzada@austin.utexas.edu
Semester:	Fall 2019	Office phone:	(512) 471-2797
Meeting place:	2.112	Office number:	3.106E
Meeting time:	M 2:30 – 5:30 p.m.	Office hours:	By appointment

Parenting Interventions for Diverse Populations

I. COURSE DESCRIPTION

The purpose of this course is to provide an overview of evidence-based practice and interventions aimed at enhancing parenting across diverse populations, with special attention to variations in parenting and corresponding interventions across key developmental transitions (infancy, early childhood, middle childhood, adolescence) and critical social contexts (child and parent characteristics, family circumstances, socioeconomic status, cultural background). The class will cover: 1) parenting theory that serves as the foundation for evidence-based interventions; and 2) parenting interventions for a) infants through adolescents; b) special populations (e.g., children with disorders); c) families living in socioeconomic disadvantage; d) ethnically and racially diverse populations; and e) families with diverse family structures. The goal of this course is to provide students with a general understanding of advances and limitations in efforts to support parents in raising healthy and successful children from different backgrounds.

II. COURSE OBJECTIVES

Upon completion of this course, students will

- 1) be familiar with parenting theory as applied to interventions aimed at enhancing parenting competencies
- 2) understand how contextual characteristics shape parenting
- 3) think critically about existing interventions and their fit for diverse populations
- 4) understand how interventions may be adapted to fit the needs of diverse populations

III. TEACHING METHODS

This course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. As this is a seminar course, much of the learning will take place in class

discussions. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

IV. REQUIRED TEXT AND MATERIALS

Required Readings are noted in the “Bibliography” of this syllabus and are available online through the library and on *Canvas*.

V. COURSE REQUIREMENTS

A total of 100 Points are assigned to the course requirements in the following ways:

1. Attendance and Class Participation. This course is designed as a seminar where we will investigate many topics on parenting and parenting interventions. **Participation** and discussion are critical parts of the course. You are expected to attend all class sessions. In addition to class attendance, your contributions to and participation in the discussion should reflect *critical thinking, analysis, and synthesis of the content presented during class and in the required readings*. You will rate your own participation after each class using a rating scale provided to you, and ratings will be averaged at the end of the semester for a possible total of 10 points that contributes 10% to your overall grade.

2. Discussion Circles. Each week, you are to prepare a list of detailed **discussion prompts**.

- For **EACH** reading, submit one clarifying question (what did you *not* understand) and one analytical question (what you do *not* agree with).

Though your discussion prompts will not be graded, they must be submitted via *Canvas* before the start of class. In class, you will participate in a discussion circle using the prompts of your group. Your participation is worth a total of 10 points that contributes 10% to your overall grade.

3. Our Assumptions of Good and Bad Parenting. Observe and analyze a parent interacting with their child(ren). Ideally, the parent you observe will represent your selected “population of interest”. You may observe parents in any setting (e.g., at a park, at a gathering you are attending), but your observation should be non-participatory and non-intrusive; it should be minimum 30 minutes. After your observation, submit **notes of your observation** (template available on *Canvas*). Be sure to:

- 1) introduce the parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status;
- 2) provide a write-up of the observed parent-child interactions as background that supports your interpretation of the parent’s behavior;
- 3) interpret the parent’s behavior based on what you viewed as the use of “good” and “bad” parenting during the observed interactions;
- 4) conclude with a critical analysis of the knowledge, experiences and assumptions upon which you based your judgments of “good” and “bad” parenting; *why* do you consider the behaviors you observed to be “good” or “bad”?

A strong analysis will consider gender, age, race/ethnicity and social class biases at a personal and/or societal level. This assignment is worth a total of 5 points that

contributes 5% to your overall grade. DUE SEPTEMBER 23.

4. Parenting in the Real World. Watch and critique a documentary on your selected “population of interest.” A list of approved documentaries is available on *Canvas*. If the documentary features more than one family, select one family of focus for your paper. Components of this **group project**. Together with your group:

- 1) Discuss and complete the Social Identity Wheel worksheet for the parent(s) in the documentary
- 2) Discuss and complete the Belsky’s model of parenting worksheet to explain the key determinants of parenting for the family
- 3) Discuss how parent(s)’ identities, their lived experiences and use of specific evidence-based parenting practices (i.e. routines/structure; rules; special time; ignoring misbehavior; time out) are all connected.
Hint: discuss how the background characteristics (e.g., gender, age, race and ethnicity, socioeconomic status) and lived experiences of the parent(s) and child(ren) are related to the determinants of parenting
- 4) Using a scenario from the documentary, **video record** a 10-minute segment of a hypothetical intervention session with this family. In this session, you will demonstrate recommendations for how to feasibly promote the use of evidence-based parenting practices with the parent(s).

Your group project will be evaluated on whether it covers the required content and the level of critical thinking in your analysis of why specific practices were/not used and how their use may be promoted. This assignment is worth a total of 20 possible points that contributes 20% to your overall grade. DUE OCTOBER 28.

5. Evidence-Based Programs. Review the California Evidence-based Clearinghouse for Child Welfare registry of evidence-based programs (<https://www.cebc4cw.org>). Choose one program that you believe would be a good fit for your population of interest. In class, you will be asked to **discuss** your selection and rationale. This assignment is worth a total of 5 possible points that contributes 5% to your overall grade. DUE NOVEMBER 4.

6. On Being a Parent. Interview a parent (using the interview guide available on *Canvas*) from your selected “population of interest” to obtain a first-person perspective on the experience of raising a child. Prepare a 10-minute **class presentation** based on the interview to:

- 1) introduce your parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status;
- 2) describe unique strengths shown by this parent;
- 3) describe unique challenges and needs experienced by this parent;
- 4) critically analyze what aspects of the parent(s)’ lived experiences would facilitate or hinder the use of specific evidence-based parenting practices: routines/structure; rules; special time; ignoring misbehavior; time out;
- 5) conclude with recommendations for how to feasibly promote the use of evidence-based parenting practices in this family and similar families.

Your presentation must be submitted via *Canvas* before the start of class on the day of

your presentation. Your presentation will be evaluated on presentation style/creativity (2 points); whether it covers the required content (4 points); and the level of critical thinking reflected in your analysis of the parent’s interview responses (9 points). This assignment is worth a total of 15 points that contributes 15% to your overall grade. PRESENTATION DUE DECEMBER 2 or 9 (as assigned in class).

7. *Parenting Interventions for Marginalized Populations*. Provide an in-depth review and critique on parenting interventions for your selected “population of interest.” Your **paper** must be between 10 – 14 double-spaced pages and include at least 6 references of scientific articles.

******Your bibliography is due in advance of the paper (on NOVEMBER 19) and must be approved by the professor.**

The paper must:

- 1) fully describe special issues/considerations relevant to working with parents of that population;
- 2) review past studies on parenting interventions with that population, emphasizing strengths and limitations of past efforts;
- 3) describe how the empirical evidence does and does not (yet) support the use of parenting interventions with that population;
- 4) propose adaptations to an existing evidence-based parenting intervention that reflect the special issues relevant to that population (be creative!).

Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (3 points); whether it meets the outlined criteria of length and content (4 points); the use of appropriate references (4 points); your level of demonstrated understanding of special issues and past studies (12 points); and the creativity and feasibility of your proposed adaptations (12 points). This assignment is worth a total of 35 possible points that contributes 35% to your overall grade. DUE DECEMBER 11.

VI. GRADING CRITERIA

Attendance and participation	10%
Discussion circle prompts	10%
“Assumptions” assignment	5%
“Parenting in the Real World” video	20%
Selection of Evidence-based Program	5%
“On Being a Parent” presentation	15%
“Interventions for Marginalized Populations” paper	35%
<hr/> TOTAL	<hr/> 100%

Grading Scale

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-

77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Grades are assigned based on the following criteria: A grade of “A” is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of “B” is given for doing all of the work well. A grade of “C” is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

VII. CLASS POLICIES

Attendance, Punctuality and Participation. Attendance is expected except in the case of an excused absence (e.g., documented illness). Punctuality is an important professional practice. The class experience is co-constructed and students are expected to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Written Assignments. Written work must be typed using 11-point Arial or 12-point Times New Roman font and 1” margins and edited carefully for grammatical, spelling and typographical errors. Formatting should adhere to the American Psychological Association (APA- 6th edition) guidelines.

Due Dates. Due dates are indicated in the course schedule. Students will be allowed to review the syllabus and propose changes to the due dates for the following assignments:

- Parenting in the Real World
- Bibliography for Research Paper
- Interventions for Marginalized Populations

Changes to the due dates of other assignments are not permitted.

To propose a change, students must write a new due date on the change form that will be provided in class and submit to the professor no later than the 3rd class meeting of the semester. Once due dates are confirmed, they are final. Except in the case of extended emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty.

Students are expected to turn in all required assignments via Canvas, before the beginning of class. Assignments turned in after class starts will be considered late. Late assignments will be assessed point penalties at the rate of three (3) points each day late.

Communication with the Professor. If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, or appointment. The professor will return phone calls and emails within 48 hours.

The Use of Electronics. In order to facilitate classroom communication and learning, phone calls, pagers, and other communication devices are restricted and should be turned off while in class. Laptops may be used during class only to take notes.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can

be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

Campus Carry. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/grq-sexualharassment.pdf>.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of

which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (Bcal). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

September 9	
<i>Class Topic</i>	INTRODUCTION <ul style="list-style-type: none"> • Class structure, rules and expectations • Review of syllabus • A world of assumptions • Parenting theory: attachment and social learning theories
<i>Clinical Focus</i>	NA
<i>Readings</i>	NA
DUE	NA
September 16	
<i>Class Topic</i>	OPTIMAL PARENTING <ul style="list-style-type: none"> • Authoritative parenting as the gold standard • The debate over “harsh” parenting
<i>Clinical Focus</i>	Setting Appropriate Parenting Goals
<i>Readings</i>	(Vol 5) Parenting and Children's Self-Regulation <i>Wendy S. Grolnick, Alessandra Caruso, and Madeline Levitt</i> (Vol 5) Parenting and Child Discipline <i>Jennifer E. Lansford</i> (Vol 5) Parenting and Children's Prosocial Development <i>Tracy L. Spinrad, Nancy Eisenberg, and Carlos Valiente</i>
DUE	<ul style="list-style-type: none"> • Return signed syllabus • Selection of Population of Interest
September 23	
<i>Class Topic</i>	DETERMINANTS OF PARENTING <ul style="list-style-type: none"> • What predicts parenting practices and styles?
<i>Clinical Focus</i>	Establishing Routines and Structure in the Home
<i>Readings</i>	(Vol 2) Environment and Parenting <i>Robert H. Bradley</i> (Vol 3) Parenting and Family Systems <i>Patricia K. Kerig</i>
DUE	<ul style="list-style-type: none"> • Assumptions of Good and Bad Parenting
September 30	
<i>Class Topic</i>	INTERVENTIONS ACROSS DEVELOPMENTAL STAGES <ul style="list-style-type: none"> • Developmental stage-specific needs • Characteristics of interventions for children of different ages
<i>Clinical Focus</i>	Establishing House Rules and Appropriate Expectations
<i>Readings</i>	(Vol 1) Parenting Infants <i>Marc H. Bornstein</i> (Vol 1) Parenting Toddlers <i>Marjolein Verhoeven, Anneloes L. van Baar, and Maja Deković</i>
DUE	NA
October 7	
<i>Class Topic</i>	INTERVENTIONS ACROSS DEVELOPMENTAL STAGES <ul style="list-style-type: none"> • Developmental stage-specific needs • Characteristics of interventions for children of different ages
<i>Clinical Focus</i>	Building Parent-Child Relationships: Play time/special time

<i>Readings</i>	(Vol 1) Parenting During Middle Childhood <i>W. Andrew Collins and Stephanie D. Madsen</i> (Vol 1) Parenting Adolescents <i>Bart Soenens, Maarten Vansteenkiste, and Wim Beyers</i>
DUE	NA
October 14	
<i>Class Topic</i>	THE UNIQUE ROLE OF FATHERS <ul style="list-style-type: none"> • What do we know about dads? EFFECTIVENESS OF INTERVENTIONS <ul style="list-style-type: none"> • Efficacy vs effectiveness • Real-world application/implementation
<i>Clinical Focus</i>	Ignoring Mild Misbehavior/Choosing Battles
<i>Readings</i>	(Vol 3) Fathers and Families <i>Ross D. Parke and Jeffrey T. Cookston</i>
DUE	NA
October 21	
<i>Class Topic</i>	INTERVENTIONS WITH LGBT PARENTS <ul style="list-style-type: none"> • Do LGBT parents parent differently? • Unique components of interventions for LGBT families
<i>Clinical Focus</i>	Time Out
<i>Readings</i>	(Vol 3) Lesbian and Gay Parenthood <i>Charlotte J. Patterson</i>
DUE	NA
October 28	
<i>Class Topic</i>	INTERVENTIONS WITH FAMILIES IN POVERTY <ul style="list-style-type: none"> • Parenting in the context of poverty • Unique components of interventions for poor families
<i>Clinical Focus</i>	Behavior Charts/Token Economy Systems
<i>Readings</i>	(Vol 4) Parents in Poverty <i>Katherine A. Magnuson and Greg J. Duncan</i>
DUE	Paper on Documentary: Use of Evidence-based Practices
November 4	
<i>Class Topic</i>	PARENTING ACROSS CULTURES <ul style="list-style-type: none"> • Theories of culture and parenting • Parenting in a new cultural context • Cultural adaptations
<i>Clinical Focus</i>	Natural/logical consequences; removal of privileges
<i>Readings</i>	(Vol 2) Culture and Parenting <i>Xinyin Chen, Rui Fu, and Wai Ying Vivien Yiu</i> (Vol 4) Immigrant Parenthood <i>Marc H. Bornstein and Linda R. Cote</i>
DUE	Selection of an Evidence-based Parenting Program
November 11	
<i>Class Topic</i>	INTERVENTIONS WITH AFRICAN AMERICAN (AA), ASIAN AMERICAN (ASA), & LATINO FAMILIES <ul style="list-style-type: none"> • Parenting in AA, ASA, Latino cultures • Unique components of interventions for ASA, AA, Latino families
<i>Clinical Focus</i>	Parent-Child Communication

<i>Readings</i>	(Vol 4) Latino and Latin American Parenting <i>Linda C. Halgunseth</i> (Vol 4) African American Parenting <i>Vonnie C. McLoyd, Cecily Hardaway, and Rosanne M. Jocson</i>
DUE	<u>Bibliography</u> for Research Paper
November 18	
<i>Class Topic</i>	INTERVENTIONS WITH AFRICAN AMERICAN (AA), ASIAN AMERICAN (ASA), & LATINO FAMILIES <ul style="list-style-type: none"> • Parenting in AA, ASA, Latino cultures • Unique components of interventions for ASA, AA, Latino families
<i>Clinical Focus</i>	Ethnic/racial/cultural socialization
<i>Readings</i>	(Vol 4) Asian and Asian American Parenting <i>Florrie Fei-Yin Ng and Qian Wang</i> (Vol 4) Indigenous Parenting <i>Nicole M. Muir, Yvonne Bohr, Matthew Shepherd, Gwen Healey, and Donald Warner</i>
DUE	NA
November 25	
<i>Class Topic</i>	INTERVENTIONS WITH FAMILIES WITH SPECIAL NEEDS <ul style="list-style-type: none"> • Children with developmental delays • Children with mental health problems • Families involved with Child Welfare
<i>Clinical Focus</i>	Parent Self-Care
<i>Readings</i>	(Vol 1) Parenting Behaviorally Inhibited and Socially Withdrawn Children <i>Paul D. Hastings, Kenneth H. Rubin, Kelly A. Smith, and Nicholas J. Wagner</i> (Vol 1) Parenting Aggressive Children <i>Tina Malti, Ju-Hyun Song, Tyler Colasante, and Sebastian P. Dys</i> (Vol 1) Parenting and Autism Spectrum Disorder <i>James B. McCauley, Peter Mundy, and Marjorie Solomon</i> (Vol 4) Parental Maltreatment <i>Melissa L. Sturge-Apple, Sheree L. Toth, Jennifer H. Suor, and Tangeria R. Adams</i> <u>Optional</u> (Vol 4) Parental Psychopathology <i>Nancy E. Suchman, Cindy DeCoste, and Hailey E. Dias</i> (Vol 4) Incarcerated Parents <i>Danielle Dallaire</i>
DUE	NA
December 2	
	IN-CLASS PRESENTATIONS
December 9	
	IN-CLASS PRESENTATIONS
DUE	<u>Research Paper</u> : Interventions for Marginalized Populations

X. BIBLIOGRAPHY

*Readings are drawn from the Handbook of Parenting, 3rd edition (M. Bornstein, Ed.).
Purchase of this 5-volume set is not required, as readings are available through the library.*

Volume 1: <https://catalog.lib.utexas.edu/record=b9582638~S29>

Volume 2: <https://catalog.lib.utexas.edu/record=b9653147~S29>

Volume 3: <https://catalog.lib.utexas.edu/record=b9653148~S29>

Volume 4: <https://catalog.lib.utexas.edu/record=b9653149~S29>

Volume 5: <https://catalog.lib.utexas.edu/record=b9653150~S29>

Diversity Statement

Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.
