

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

Course number: 360K/387R39 **Instructor's name:** Esther J. Calzada, PhD
(she/her/hers/ella)
Unique number: 61490/61675 **E-mail:** esther.calzada@austin.utexas.edu
Semester: Fall 2021 **Office phone:** (512) 471-2797
Meeting place: 2.112 and online **Office number:** 3.106E
Meeting time: W 2:30 – 5:30 p.m. **Office hours:** By appointment

****Due to Covid-19, class meetings will be a combination of in-person and virtual until further notice.**

	<i>Students enrolled in 387R</i>	<i>Students enrolled in 360K</i>
2:30 – 3:45	Meet in person in 2.112	Complete virtual learning activities
4:00 – 5:15	Complete virtual learning activities	Meet in person in 2.112

PARENTING INTERVENTIONS FOR DIVERSE POPULATIONS

I. COURSE DESCRIPTION

The purpose of this course is to provide an overview of evidence-based 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 (both mothers and fathers) 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, children of depressed mothers); c) families living in socioeconomic disadvantage; d) ethnically and racially diverse populations; and e) diverse family structures. The goal of this course is to provide students with a general understanding of advances and limitations in efforts to support parenting 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 class will be taught using an anti-racist pedagogical lens. That means that we will: 1) disrupt assumptions about the 'objectivity' of knowledge; 2) develop awareness and reflection of our

individual social positions; 3) decenter authority so that even as the professor, I am engaged in the learning process with you; 4) critically think, analyze, synthesize, and apply ideas, drawing on individual and collective student and professor experiences; and 5) emphasize collaboration over competition.

In following this pedagogical approach, I am committed to getting to know you and helping you get to know me, listening and learning from you, challenging you, inspiring you to think in new ways, and drawing inspiration from you. I invite you to enter this class with a commitment to and excitement for learning, *and unlearning*, what “good” parenting is.

IV. REQUIRED TEXT AND MATERIALS

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

V. COURSE REQUIREMENTS

Overview

- 1) Reading reflections: Students will read and reflect on the assigned chapters from the *Handbook of Parenting* in the form of written reflection statements.
- 2) Opinion pieces: Students will express their opinions on specific parenting issues in the form of written op-ed style pieces.
- 3) Parenting skills video series: Students will work in groups to demonstrate their mastery of parenting skills in the form of short video recordings illustrating their use of the skill.
- 4) Parenting in the Real World audio-visual presentation: Students will conduct a parent interview and present their findings in the form of an audio-visual recording.
- 5) Parenting Interventions for Marginalized Populations project: Students will conduct a literature review on parenting interventions with their population of interest and suggest adaptations based on the lived experiences of that population in the form of a report.

Rubrics

- 1) Reading reflections. Read the assigned chapter(s) from the *Handbook of Parenting*, then offer one reflection for each chapter assigned. Reflections prompts include: *an example from your life or from the life of someone you know that illustrates a concept (or the opposite) from the reading; an experience you or someone you know has had that might help others in the class understand a concept in the reading; or something from news or other media that relates to the reading*. Each reflection should be 3-5 complete sentences. Each reflection is worth .5 points, and students who complete all the readings for the semester will receive an additional 2 points. Reading reflections comprise 12% of your overall grade.
- 2) Opinion pieces. Write up to four opinion pieces addressing the following questions: *What is the public’s role in holding parents accountable? (Op-Ed #1); Should parents be allowed to spank their children? (Op-Ed #2); Who do children need in their families? (Op-Ed #3); How can health professionals better support BIPOC parents? (Op-Ed #4)*. Each opinion piece should be between 700-800 words; express a clear opinion on the question; and provide support for the expressed opinion in the form of evidence. Evidence may be of any nature (personal observation, theory, research findings) but you must reference the readings in

some meaningful way. Three opinion pieces are REQUIRED, and one more may be done for EXTRA CREDIT. Each opinion piece is worth 4 points, and they comprise 12% of your grade. You can find more guidance on [writing Op-Eds](#) here.

- 3) Parenting skills video series. Design and record a video series of clinical parenting skills for your selected “population of interest.” The video series is intended to mimic a how-to resource for parents and thus should be designed with the specific characteristics of your “population of interest” in mind. You will be working with a **GROUP** for this assignment. A design guide is available on *Canvas*. The series should include 4 videos of 5 – 10 minutes each; demonstrate the correct use of each skill; and have design and content features that would be engaging and relevant specifically to your “population of interest.” This video series is worth 23 points to comprise 23% of your grade.
- 4) Parenting in the Real World audio-visual presentation. Prepare an audio-visual presentation of a parent interview. The interview is intended to help you obtain a first-person perspective on the experience of raising a child and should be with a parent from your selected “population of interest.” An interview guide is available on *Canvas*. After completing the interview, prepare an audio-visual recording that includes slides and a narrative. This is an **INDIVIDUAL** assignment. Presentations should be approximately 10 minutes long; provide a clear description of the social identities and demographic characteristics of the parent and their child; provide a clear description of the unique strengths, challenges and needs of the parent and child; present the parent’s reactions to your video series; conclude with recommendations for how to feasibly promote the use of evidence-based clinical parenting skills in this and similar families. The audio-visual recording is worth 23 points to comprise 23% of your grade.
- 5) Parenting Interventions for Marginalized Populations project. Complete a series of forms relevant to serving your “population of interest” using an existing evidence-based program. This project is intended to have you think *critically* about how well existing interventions fit the culture and context of your “population of interest.” It consists of three parts:
 - a. Research the special issues/considerations relevant to working with parents of that population. Complete the Culture & Context form. Note that this is the same form that you will have completed for the video series.
 - b. Conduct a review of the literature and identify six scientific articles relevant to parenting in your population of interest. Complete the Relevant Literature form based on a review and critical analysis of the literature on parenting interventions for your selected “population of interest.” **Your bibliography must be submitted in advance for approval.**
 - c. Consider ways to improve interventions for your “population of interest.” Complete the Proposed Adaptations form to describe what changes would be made to the content and/or process of the evidence-based program you selected.

The research project is worth 30 points to comprise 30% of your overall grade.

Due Dates. Due dates are indicated in the course schedule. Students are expected to turn in all required assignments via *Canvas*, before the beginning of class. ***If you anticipate a challenge in meeting a due date, please contact me so that we may adjust the deadline (as possible).***

Otherwise, assignments that are not submitted by the due date will be considered late and subject to a point deduction.

VI. GRADING

Reading reflections	12%
Opinion pieces*	12%
Practice video series	23%
<i>Parenting in the Real World</i> audio-visual presentation	23%
<i>Interventions for Marginalized Populations</i> project	30%
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TOTAL	100%

***you may earn 4 points of extra credit through this assignment.**

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

Diversity, Equity and Inclusion. Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity 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. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student’s right. 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.

Attendance, Punctuality and Participation. The class experience is co-constructed and students are expected to attend, arrive on time, and participate in class. Students also are expected to complete the readings and other assignments prior to class in order to be well prepared to participate in discussions and experiential learning assignments. If you have challenges that interfere with these expectations, please contact me so that we may identify appropriate solutions.

Communication with the Professor. Open communication with the professor is encouraged. I am available outside of class to discuss class materials, class expectations, course requirements,

and class performance. Student feedback is welcome. You are encouraged to provide feedback via Canvas, email, phone, or individual meetings.

Class Expectations

I expect students to complete the assigned coursework, including engaging with all course materials and completing assignments	Students may expect me to be thoughtful about the content and demands of the coursework
I expect students to attend and be attentive in class	Students may expect me to be fully attentive in class and be available outside of class
I expect students to work hard to understand the material presented	Students may expect me to support their understanding of the course material, in and outside of class
I expect students to challenge the material presented	Students may expect me to challenge their ideas, knowledge and beliefs about the course material
I expect students to be aware of their social position as they engage with the course material and with others in the class	Students may expect me to be aware of my social position as I engage with the course material and with others in the class
I expect students to be respectful of others' social positions	Students may expect me to be respectful of others' social positions
I expect students to support each other's learning process, even if it is different from their own	Students may expect me to support their learning process, even if it is different from my own
I expect students to communicate their learning needs with me	Students may expect clear and transparent communication from me
I expect students to provide feedback in a timely manner	Students may expect me to consider and respond to feedback in a timely manner

Our Current Reality in Fall 2021. I understand that we are living in a world with a great deal of uncertainty and stress. I understand the vast range of challenges that students may be experiencing and that these challenges may interfere with their role as a student. If this applies to you, please reach out to request flexibility in attendance and assignments.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 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 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.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

at: <https://protect.utexas.edu/>

IX. Course Schedule

Week-to-Week View

WEEK 1: AUGUST 25	
<i>(Why) Do parents matter?</i>	
WATCH	Introduction videos on Canvas
READ	Course syllabus and introductory materials
CREATE	Your own introduction
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 2: SEPTEMBER 1	
<i>How does parenting influence children?</i>	
WATCH	Parenting theories: <ul style="list-style-type: none"> • Attachment theory • Social learning theory • Coercion theory • Baumrind's framework • Self-Determination
READ	(Vol 5) Parenting and Children's Self-Regulation, <i>Grolnick, Caruso, and Levitt</i> (Vol 5) Parenting and Children's Prosocial Development, <i>Spinrad, Eisenberg, Valiente</i>
DO	Reading reflections♦
SELECT	Population of interest♦
CREATE	A (free) Practicewise.com account
WRITE	Op-Ed #1: <i>What is the public's role in holding parents accountable?</i> ♦
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 3: SEPTEMBER 8	
<i>What is an evidence-based intervention?</i> <i>What are the more common evidence-based parenting interventions?</i>	
WATCH	What is an evidence-based program? The EBS System Model Parenting EBPs: <ul style="list-style-type: none"> • Nurse-Family Partnership (NFP), Parent-Child Interaction Therapy (PCIT), Triple P, Incredible Years (IYS)
READ	(Vol 1) Parenting Infants, <i>Bornstein</i> (Vol 1) Parenting Toddlers, <i>Verhoeven, van Baar, and Deković</i>

DO	Reading reflections♦
EXPLORE	The California Evidence-based Clearinghouse for Child Welfare
MEET	with your Interest Group to plan your project
PRACTICE	[How to] Goal setting, establishing structure and routines
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 4: SEPTEMBER 15	
<i>What about the children?</i>	
WATCH	Considering child development: <ul style="list-style-type: none"> • Infancy, early childhood, middle childhood, adolescence
READ	(Vol 1) Parenting During Middle Childhood, <i>Collins and Madsen</i> (Vol 1) Parenting Adolescents, <i>Soenens, Vansteenkiste, and Beyers</i>
DO	Reading reflections♦
PRACTICE	[How to] Attending
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 5: SEPTEMBER 22	
<i>What about the children?</i>	
WATCH	Considering child mental health: <ul style="list-style-type: none"> • <i>Common mental health diagnoses in childhood</i>
READ	(Vol 1) Parenting Behaviorally Inhibited and Socially Withdrawn Children, <i>Hastings, Rubin, Smith, and Wagner</i> (Vol 1) Parenting Aggressive Children, <i>Malti, Song, Colasante, and Dys</i> (Vol 1) Parenting and Autism Spectrum Disorder, <i>McCauley, Mundy, and Solomon</i>
DO	Reading reflections♦
PRACTICE	[How to] Praise
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 6: SEPTEMBER 29	
<i>What shapes parenting? Is spanking harmful to children?</i>	
WATCH	Determinants of parenting: <ul style="list-style-type: none"> • Belsky's model • Parenting stress The effects of spanking on child development
READ	(Vol 2) Environment and Parenting, <i>Bradley</i> (Vol 5) Parenting and Child Discipline, <i>Lansford</i>
DO	Reading reflections♦
PRACTICE	[How to] Emotion Socialization
WRITE	Op-Ed #2: <i>Should parents be allowed to spank their children?</i> ♦
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 7: OCTOBER 6	
<i>Do families need a mother-father structure?</i>	

<i>How do we get evidence-based interventions to the community?</i>	
WATCH	Fathering Family Systems theory LGBTQIA+ parenting Implementation and Dissemination of EBPs
READ	(Vol 3) Fathers and Families, <i>Parke and Cookston</i> (Vol 3) Lesbian and Gay Parenthood, <i>Patterson</i>
DO	Reading reflections♦
WRITE	Op-Ed #3: <i>Who do children need in their families?</i> ♦
PRACTICE	[How to] Active ignoring
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 8: OCTOBER 13	
<i>How does poverty influence parenting?</i> <i>What is parents' role in children's formal education?</i>	
WATCH	Parenting in poverty: <ul style="list-style-type: none"> • The culture of poverty • The Family Stress Model Parents and child schooling
READ	(Vol 4) Parents in Poverty, <i>Magnuson & Duncan</i>
DO	Reading reflections♦
PRACTICE	[How to] Effective Instruction
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 9: OCTOBER 20	
<i>How does parenting differ across cultural groups?</i> <i>How do we adapt interventions across cultural contexts?</i>	
WATCH	Parenting across cultures in the U.S.: <ul style="list-style-type: none"> • Cultural groups • The context of immigration • The role of minority status Cultural adaptation of EBPs
READ	(Vol 2) Culture and Parenting, <i>Chen, Fu, and Yiu</i> (Vol 4) Immigrant Parenthood, <i>Bornstein and Cote</i>
DO	Reading reflections♦
PRACTICE	[How to] Time out
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 10: OCTOBER 27	
<i>How do experiences of discrimination impact parents?</i> <i>How do parents raise healthy children in face of racism and xenophobia?</i>	
WATCH	Parenting Black, Indigenous and other children of color: <ul style="list-style-type: none"> • The (mis)education of BIPOC • The criminalization of BIPOC

READ	(Vol 4) Latino and Latin American Parenting, <i>Halgunseth</i> (Vol 4) African American Parenting, <i>McLoyd, Hardaway, and Jocson</i>
DO	Reading reflections♦
PRACTICE	[How to] Rewards
WRITE	Op-Ed #4: <i>How can health professionals better support BIPOC parents?</i> ♦
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 11: NOVEMBER 3	
<i>How do experiences of discrimination impact parents? How do parents raise healthy children in face of racism and xenophobia?</i>	
WATCH	Parenting Black, Indigenous and other children of color: <ul style="list-style-type: none"> • The model minority myth • Acculturative stress • Social Control Theory and the child welfare system
READ	(Vol 4) Asian and Asian American Parenting, <i>Ng and Wang</i> (Vol 4) Indigenous Parenting, <i>Muir, Bohr, Shepherd, Healey, and Warner</i>
DO	Reading reflections♦
RESEARCH	Bibliography for final project♦
PRACTICE	[How to] Response cost
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 12: NOVEMBER 10	
<i>How do marginalized parents find agency?</i>	
WATCH	The integrative model of child development Collectivist values Racial/Ethnic-racial socialization and identity Parenting EBPs: <ul style="list-style-type: none"> • Familias Unidas, ParentCorps, EMBRace
SUBMIT	Parenting Skills Video Series♦
PRACTICE	[How to] Parent-child communication [How to] Racial/ethnic socialization
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 13: NOVEMBER 17	
<i>What do parents think about parenting interventions ?</i>	
UPLOAD	"Parenting in the Real World" audio-visual presentation
WATCH	Class presentations
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
WEEK 14: DECEMBER 1	
<i>What do parents think about parenting interventions ?</i>	
WATCH	Class presentations
JOIN	Class meeting @ 2:30 (387R) OR @ 4:00 (360K)
DECEMBER 8	
SUBMIT	Research project♦

♦ Submit to Canvas *before* start of class at 2:30 p.m. CST.

X. BIBLIOGRAPHY

Readings are drawn from the Handbook of Parenting, 3rd edition (M. Bornstein, Ed.). Purchase is not required, as readings are available through the library and posted on Canvas.

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>