

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

<b>Course Number:</b>	SW 360K / SW 387R39	<b>Instructor:</b>	Jaime Fuentes-Balderrama, PhD
<b>Unique Number:</b>	61740/ 61935	<b>Email:</b>	j.fuentes@austin.utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	3.212.CC
<b>Meeting Time/Place:</b>	Wednesdays 2:30pm – 5:30pm	<b>Office Hours:</b>	Tuesdays and Fridays, 12:30pm – 2:00pm
	SSW 1.212		In person

**Parenting Interventions**

**I. STANDARDIZED 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, children of depressed mothers); 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. STANDARDIZED 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

The course will use lectures, readings, classroom discussions and exercises. Lectures will begin reviewing the key topics in the weekly reading and move towards exploring a peer-reviewed article about a specific parenting intervention. The lectures will also consist of pair presentations on parenting interventions and experiential ways into developing a group parenting intervention. Students are expected to follow in-class exercises, be actively involved and, if needed, seek help of the instructor during office hours.

### IV. REQUIRED TEXT AND MATERIALS

#### Textbooks (ProQuest Ebook central):

Weekes-Shackelford, V. A., & Shackelford, T. K. (Eds.). (2021). *The Oxford Handbook of Evolutionary Psychology and Parenting*. Oxford University Press, Incorporated.

Welch, K. J., & Harris, V. W. (2023). *Parenting Life Now*. SAGE Publications, Incorporated.

The purchase of these textbooks is not required as they can be accessed through the library

Oxford Handbook:

<https://ebookcentral.proquest.com/lib/utxa/detail.action?docID=6687638>

Parenting Life Now:

<https://ebookcentral.proquest.com/lib/utxa/detail.action?docID=30469373>

### V. COURSE REQUIREMENTS

Course requirements will consist of weekly reading reflections, a presentation, and the development of a parenting intervention project/protocol. Requirements will be weighted as follows:

Requirement	Weight	Date
Reading Reflections (10)	20%	Weekly
Presentation	15%	TBD
Project Introduction	15%	September 13 <sup>th</sup>
Project Literature Review	20%	October 11 <sup>th</sup>
Finalized Project	25%	November 15 <sup>th</sup>
Project Presentation	5%	November 29 <sup>th</sup>

## Rubrics

1) **Reading reflections (BSW)**. Read the assigned chapter(s), 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 2 points.

1) **Reading reflections (MSSW)**. Read the assigned chapter(s), then offer one reflection for each chapter assigned. Reflections prompts include: A possible application of the reading material to a clinical setting; an example of how social determinants of health have an effect on the concepts discussed; a hands-on approach of the material or cheat sheet for social workers. Each reflection should be **2-3 paragraphs long**. Each reflection is worth 2 points.

2) **Presentation (BSW)**. Find a peer reviewed article about a parenting intervention. In pairs, students will present this investigation and explain to the class the 1) problem the intervention was trying to tackle; 2) The theory or idea that led the intervention, 3) Explain and criticize the intervention, as well as 4) Broadly explain the results and state what they would have done different. Each of these four points is worth 5% of the grade, the presentation should be approximately **15 minutes long**.

2) **Presentation (MSSW)**. Find a peer reviewed article about a parenting intervention. In pairs, students will present this investigation and explain to the class the 1) problem the intervention was trying to tackle; 2) The theory or idea that led the intervention, 3) Explain and criticize the intervention, 4) Explain and assess research design and assessments/measurements, as well as 5) Broadly explain the results and state what they would have done different. Each of these five points is worth 4% of the grade, the presentation should be approximately **20 minutes long**.

3) **Parenting Intervention Project (BSW)**. In groups, students will:

1) State, explain and justify the need to develop a parenting intervention aimed at tackling a particular parent or childhood issue, as well as its relevance and prevalence in the U.S.;

2) Develop an appropriate literature review using at least **ten peer reviewed articles** which will end with at least one research hypothesis;

3) Develop and explain a **four session-long** parenting intervention, detail materials needed, number of participants, break down sessions and activities;

4) Propose a clinical efficacy **measure** and operationalize how a successful intervention might be measured and write the possible long-term effects of the intervention;

and finally,

5) Share their project to the group in a **20-minute presentation**. Please make sure all sections follow APA7 guidelines

The introduction and justification should be a **page-long** document which clearly states the problem and its consequences, the prevalence in the US, and why does a parenting intervention seem to be an adequate solution.

The literature review should incorporate at least **two parenting interventions** and the others should support the methodology of the treatment or activities that the future sessions will include.

The finished project should include a detailed description of activities, topics, materials and time to be used during the four sessions. There should also be an explanation on the method used to assess the clinical efficacy of the program, which relates to the research hypothesis. Finally, the report should also state how the clinical efficacy assessment should change after a **successful participation** as well as the expected long-term impact of the intervention.

**3) Parenting Intervention Protocol (MSSW).** In groups, students will:

1) State, explain and justify the need to develop a parenting intervention aimed at tackling a particular parent or childhood issue due or affected by at least one social determinant of health, as well as its relevance and prevalence in the greater Austin area or Texas;

2) Develop an appropriate literature review using at least **twenty peer reviewed articles** which will end with at least one research hypothesis about the clinical efficacy of the parenting intervention and one regarding the social determinant of health of their choosing;

3) Develop and explain a **six session-long** parenting intervention, detail materials needed, number of participants, break down sessions and activities, state recruitment strategies, inclusion criteria, research design, allocation and procedure;

4) Propose **two parenting and one youth measurements** relevant to the intervention and operationalize how a successful intervention might be measured and write the possible long-term effects of the intervention;

and finally,

5) Share their project to the group in a **20-minute presentation**. Please make sure all sections follow APA7 guidelines

The introduction and justification should be a **two-page-long** document which clearly states the problem and its consequences, the prevalence in the US, and why does a parenting intervention seem to be an adequate solution. Similarly, there should be a contextualization on the social determinant of health in the population or area of interest.

The literature review should incorporate at least **five parenting interventions** and the others should support the methodology of the treatment or activities that the future sessions will include.

The finished protocol should include a detailed description of recruitment sites and procedures, screening or eligibility criteria, participant involvement in the research design, activities, topics, materials and time to be used during the four sessions. There should also be very broad analysis proposal to **assess the clinical efficacy** of the program and social determinant hypotheses. Finally, the report should also state how the clinical efficacy assessment should change after a successful participation as well as the expected long-term impact of the intervention.

## **VI. GRADES**

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

## **VII. CLASS POLICIES**

Most classes will begin with an overview of the reading and homework that was handed in before the lecture. The next step will introduce students to the topic of the week which will be applied using an example which will be guided by the instructor and discussed by the class, then a second practical example will be presented by the lecturer and discussed by the class. Group presentations and guest lectures will take place during the second half of the lecture.

A collaborative approach between students is encouraged, yet all homework assignments and exams are to be completed individually and submitted the night before the next lecture **by email**. Submissions received after 11:59 PM central the day before the lecture, will be considered late and will only receive half marks.

If students cannot attend a lecture or find themselves in need of asking for deadline accommodations, they should contact the instructor at their earliest convenience. It would be the student's responsibility to catch up with class materials and homework.

Students are expected to inform the instructor if they intend to attend office hours in-person or if Zoom would be best. Final grades assigned in the course are not negotiable.

## 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.

**ACCESSIBLE/COMPLIANT STATEMENT:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

**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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**TITLE IX DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.



If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email:

[supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit:

<https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**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.

## IX. COURSE SCHEDULE

Date	Topic	Due	Homework
Aug 23	Overview, childhood development and frequent issues encountered in parenting research.		Oxford Handbook Chapter 4 Social and Personality Perspectives on Parenting (66-96)
Aug 30	Parenting styles and Practices. Mothers and fathers, Systemic or family interventions.	Reflection 1	Parenting Life Now: Infancy and Early Childhood (164-195)
Sep 6	Toddler development and parenting	Reflection 2 Presentation 1	Parenting Life Now: Understanding Parenting through Theory (104-135)
<b>*Sep 13*</b>	Toddler 2, basic research design and analysis	Reflection 3 <b>Introduction and Justification</b>	Parenting Life Now: Middle Childhood (164-195)
Sep 20	Middle childhood development and parenting	Reflection 4 Presentation 2	Oxford Handbook Chapter 16 Paternal Relationships with Sons and Daughters (332-355)
Sep 27	Middle childhood II	Reflection 5 Presentation 3	Parenting Life Now: Parenting in Single-Parent and Step-Families (292-321)
Oct 4	Middle Childhood III	Reflection 6 Presentation 4	TBD
<b>*Oct 11*</b>	Preadolescent development and parenting	Reflection 7 <b>Literature Review</b>	Parenting Life Now: Adolescence (227-259)
Oct 18	Adolescent development and parenting	Reflection 8 Presentation 5	How far do parenting programmes help change norms underpinning violence against adolescents? Evidence from low and middle-income countries
Oct 25	Adolescent II	Reflection 9 Presentation 6	Parenting Life Now: Parenting in Times of Crisis (352-384)
Nov 1	Adolescent III	Reflection 10 Presentation 7	Parenting Life Now: Family Life and Aging (260-291)
Nov 8	Young adult development. Do we really need parenting?	Reflection 11	Oxford Handbook Chapter 5 Cultural Perspectives on Parenting (97-114)
<b>*Nov 15*</b>	Cultural adaptation and measuring clinical efficacy	Reflection 12 <b>Final intervention project</b>	
Nov 22	Fall break		
Nov 29	Final presentations		

## **X. BIBLIOGRAPHY**

Marcus, R., Rivett, J., & Kruja, K. (2021). How far do parenting programmes help change norms underpinning violence against adolescents? Evidence from low and middle-income countries. *Global public health*, 16(6), 820–841.

<https://doi.org/10.1080/17441692.2020.1776364>

Weekes-Shackelford, V. A., & Shackelford, T. K. (Eds.). (2021). *The Oxford Handbook of Evolutionary Psychology and Parenting*. Oxford University Press, Incorporated.

Welch, K. J., & Harris, V. W. (2023). *Parenting Life Now*. SAGE Publications, Incorporated.