

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	Fall and Winter, 2015 - 16
Course Title	SOWK 570F - Theoretical Applications of Parent-Child Relationships (3 credits)
Course Schedule	Thursdays, 2:00 - 5:00 p.m. (Term 1)
Course Location	Room 324 – Jack Bell Building (School of Social Work)

Instructor	Office Location	Office Phone	e-mail address
Sheila Marshall	Room 336	822-5672	Sheila.Marshall@ubc.ca
Office Hours	By appointment, but will try to be available before class.		

COURSE DESCRIPTION:

This course is concerned with the theory and research on dynamic processes in parent-child relations. The course is divided into three parts: roots and origins of research on parent-child relations; dimensions of parent-child relations, and perspectives of parent-child relations.

EVALUATION:

- Assignment 1: Field Observation 5% (due September 24)
- Assignment 2: Observations and Culture 20% (due October 15)
- Assignment 3: Dimension Application 35% (due November 12)
- Assignment 4: Major Project 40% (due December 3)

OUTLINE AND READINGS:

I. INTRODUCTION: ROOTS, ORIGINS, & CULTURE (Weeks 1-4)

What is a relationship? (September 10)

Hinde, R. A. (1976). On describing relationships. *Journal of Child Psychology & Psychiatry*, 17, 1-19.

Socialization & Developmental Psychology (September 10)

Maccoby, E. E. (2015). Historical overview of socialization research and theory. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization* (2nd ed.) (pp. 3-32). New York: Guilford.

Maternal-deprivation & Psychology (September 17)

Harlow, H.F. (1958). The nature of love. *American Psychologist*, 13, 673-685.

Harlow, H.F., & Suomi, S. (1970). Nature of love - simplified. *American Psychologist*, 25, 161-168.

Ethology (September 17)

Jones, N. B. (1972). *Ethological studies of child behaviour*. London: Cambridge.

Reciprocal Influences (September 24)

Bell, R. Q. (1979). Parent, child, and reciprocal influences. *American Psychologist*, 34, 821-826.

Sameroff, A. (2009). The transactional model. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other* (pp. 3-21). Washington, DC, US: American Psychological Association.

Culture (October 1)

Kessen, W. (1979). The American child and other cultural inventions. *American Psychologist*, 34, 815-820.

Super, C.M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development*, 9, 545-569.

Rogoff, B., Moore, L.C., Correa-Chavez, M., & Dexter, A. (2015). Children's development of cultural repertoires through participation in everyday routines and practices. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization* (2nd ed.) (pp. 472-498). New York: Guilford.

III. DIMENSIONS OF PARENT-CHILD RELATIONSHIPS (Weeks 5 - 7)

Power & Agency (October 8)

Kuczynski, L., & De Mol, J. (2015). Dialectical Models of Socialization. In R.M. Lerner (Series Ed.) & W. F. Overton & P. C. M. Molenaar (Vol. Eds.), *Handbook of child psychology and developmental science: Vol. 1, Theory and method* (7th ed. pp. 323-368), Hoboken, NJ: Wiley & Sons Inc.

Read pages 326 to 333.

Russell, A., Pettit, G. S. & Mize, J. (1998). Horizontal qualities in parent-child relationships: Parallels with and possible consequences for children's peer relationships. *Developmental Review*, 18, 313-358.

Bugental, D. B., & Happaney, K. (2000). Parent-child interaction as a power contest. *Journal of Applied Developmental Psychology*, 21, 267-282.

Time (October 15)

Lollis, S. (2003). Conceptualizing the influence of the past and the future in present parent-child relationships. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 67-87). Thousand Oaks: Sage.

Lollis, S. (2009). "We lost touch of who each other was": Swift transformations in close relationships. In J. Mancini & K. Roberto (Eds.), *Pathways of development: Explorations of change* (pp. 35-52). Lanham, MD: Lexington Books.

Social Domains (October 22)

Smetana, J. G. (1999). The role of parents in moral development: A social domain analysis. *Journal of Moral Education*, 28, 311-321.

Bugental, D. B. (2000). Acquisition of the algorithms of social life: a domain-based approach. *Psychological Bulletin*, 126, 187-219.

IV. THEORIES & PERSPECTIVES (Weeks 8 – 13)

Parenting styles (October 29)

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). New York: Wiley. READ only pages 37 to 51.

Behavioural reinforcement (coercion theory) (October 29)

Snyder, J., & Stoolmiller, M. (2002). Reinforcement and coercion mechanisms in the development of antisocial behavior: The family. *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention* (pp. 65-100). Washington, DC: American Psychological Association.

Lucyshyn, J. M., Irvin, L. K., Blumberg, E. R., Laverty, R. J., & Horner, R. H. & Sprague, J. R. (2004). Validating the construct of coercion in family routines: Expanding the unit of analysis in behavioral family assessment with families of children with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, 29, 104-121.

Conformity (November 5)

Kuczynski, L., & Hildebrandt, N. (1997). Models of conformity and resistance in socialization theory. In J. E. Grusec & L. Kuczynski (Eds), *Parenting and the internalization of values: A handbook of contemporary theory* (pp. 227-256). Toronto: John Wiley & Sons.

Attachment (November 12)

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28, 759.

Cassidy, J., Jones, J. D., & Shaver, P. R. (2013). Contributions of attachment theory and research: A framework for future research, translation, and policy. *Development and Psychopathology*, 25, 1415-1434.

Evolution (November 19)

Bugental, D.B., Corpuz, R., & Beaulieu, D.A. (2015). An evolutionary approach to socialization. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization* (2nd ed.) (pp. 325-346). New York: Guilford.

Neuroscience (November 26)

Ellis, B.J., Boyce, W.T., Belsky, J., Bakermans-Kranenburg, M.J., & van Ijzendoorn, M.H. (2011). Differential susceptibility to the environment: An evolutionary-neurodevelopmental theory. *Development and Psychopathology*, 23, 7-28.

Feldman, R. (2012). Bio-behavioral synchrony: A model for integrating biological and microsocial behavioral processes in the study of parenting. *Parenting: Science and Practice*, 12, 154-164.

Dialectical Perspective (December 3)

Baxter, L. A. (2004). Relationships as dialogues. *Personal Relationships*, 11, 1-22.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

ASSIGNMENTS

Submitting Assignments-

Students submit assignments at the beginning of the class on the date assignments are due. In the case of illness or other significant reason for absence, students may contact the instructor regarding submitting the assignment by email.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor.

Late assignments- Students needing an extension may, at their own discretion and no discussion with the instructor, take up to one additional week. Use of the extension does not impact the grading of the paper. Papers submitted on the final extension date are due at the beginning of the class period. Assignments submitted later than the *beginning* of the class period on the extension date will not be graded.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

ASSIGNMENTS

All assignments are to be in essay format using APA (6th Ed.) guidelines for referencing and formatting.

Assignment 1: Field Project Observation (5%). Due September 24th.

Observe at least one parent-child interaction (e.g., at a playground, shopping mall, dinner table, community centre). Prepare a brief written response of your observation. Include:

1. A brief description of the interaction. Include the time of day, location, and event/activity.
2. A brief description of the parent and of the child.
3. Discuss how the parent and child interact and relate to each other.
 - a. What are you noticing?
 - b. What is it about their interaction that makes the parent-child relationship different from other adult-child relationships?
4. How is this observation activity influencing your thinking about the parent-child relationship? What are you learning?

Assignment 2: Observations and Culture (20%). Due October 15.

This assignment uses the Field Observation from Assignment #1 and the three readings about culture listed in the course outline. Use the understandings of culture from the readings in the course outline to reinterpret your observations. Include in your paper:

1. A brief description of the interaction. Include the time of day, location, and event/activity.
2. A brief description of the parent and of the child.
3. A description of how culture is expressed in the interaction.
4. How is this observation/application activity influencing your thinking about the parent-child relationship in cultural contexts? What are you learning?

Assignment 3: Dimension Application (35%). Due November 12.

Select and view a video or read a book that includes a parent and a child as the main characters. Prepare a ten-page response that includes:

1. A **brief** summary of the plot.
2. A **brief** character description of the parent and of the child.
3. Discuss the dimensions of parent-child relationships that this story illustrates. Be specific. Include details from the story and your course readings to support your response.
4. A reflective statement about your learning related to this assignment.

Be prepared to share your response in class on November 26.

Assignment 4: Major Project (40%). Due December 3.

Select a topic regarding parent-child relationships. Your project will be of your own design and permit an in depth demonstration of a particular area of parent-child relationships and translate that knowledge into social work practice. Students will identify a particular topic that is of interest to them and prepare a final project that

- (a) summarizes theory and research in one particular area of parent-child relationships using discretion about the period of the child's or parents' lifespan (i.e., do not try and cover extensive periods of the lifespan such as infancy to adolescence).
- (b) outlines ways of thinking about the parent-child relationship and/or the mechanisms that may be operative,
- (c) critically evaluates the research in the selected area of focus, and
- (d) considers the implications of this area or issue for social work practice and future research.

Some ideas for project designs are:

- A typical review paper (about 12-15 pages, double spaced, with bibliography, APA style) . It may be helpful to think of a review paper as a brief chapter for a book that informs readers about what is known about a particular area in parent-child relationship science, and that provides critical foundational knowledge for social work practice.
- A knowledge mobilization project (e.g., creation of a presentation, workshop, pamphlet, or website).
- Develop an extensive lesson plan or series of lessons based on and/or informed by a particular area of parent-child relationship research.

You will select the way in which you would like to communicate your knowledge and understanding of the area with no concern about marks for creativity of your choice of communication. The same criteria for evaluation will be applied to all projects (described below). Accordingly, if you prepare something like a lesson plan, pamphlet or a power point presentation or workshop as part of a knowledge mobilization effort, you will be required to also append a written summary (e.g., on the “notes pages” of a power point or as a separate submission) that explains your presentation in greater depth in order to address the criteria for evaluation more fully.

Identify the area of focus early in the term then discuss the topic or focus with the instructor. The ideas for your project will need to be approved by the instructor prior to embarking on the project. This project should be an opportunity to consolidate information from class on a particular theory or topic or an opportunity to review an area that was not given a lot of attention in class or class readings.

The way in which you demonstrate your knowledge is up to you. However, all projects will be marked in terms of your

1. Ability to convey your knowledge of a particular area of parent-child relationships,
2. Ability to critically evaluate current research and theory in a particular area,
3. Ability to translate research and theory into social work practice, and
4. Ability to communicate effectively and efficiently, as well as appropriately (e.g., APA style, referencing, etc.).