1. **Course Description:**

In this mini-course we will examine the role of discipline and punishment in childrearing, address research on the effectiveness of wide range of parental disciplinary approaches, and examine evidence-based parenting interventions, and their recommendations and approaches to child discipline. The course content will be embedded within a child development framework that considers the child’s age and development stage, in conjunction with family- and community-level factors. We will discuss how cultural norms and beliefs may influence parents’ discipline choices and how social workers can best dialogue with parents help them achieve their parenting aims. This mini-course will address micro- and macro- social work issues.

2. **Course Design:**

This course consists of lectures, readings, guest speaker presentations, in-class exercises, and a final quiz. Various classroom strategies will be including lecture, multimedia presentations, small and large group discussion, and presentations by students and guest lecturers.

3. **Assignments and Grading:**

<table>
<thead>
<tr>
<th>% of Final Grade</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Attendance</td>
<td>Full credit/ no credit; attendance is required at both class session</td>
</tr>
<tr>
<td>90%</td>
<td>Online Quiz</td>
<td>Completed on Canvas by February 28, 2017</td>
</tr>
</tbody>
</table>
Class attendance and participation

**Student attendance is required at every class session**, and attendance will be taken. Each student is expected to sign-in at every class session. You are expected to attend, to be prepared, and to make reasonable contributions to enhance the class discussion. Because this is a mini-course with only 2 sessions, the instructor will enforce the mandatory attendance policy.

Online Quiz

90% of the course grade will be determined by completion of a multiple-choice test administered on the course Canvas website. This test will be open note and can be completed on Canvas on or before midnight on February 28, 2017.

**Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91–93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
</tr>
</tbody>
</table>

D <69 (no credit)

4. **SELECTED RESOURCES OF INTEREST**

- United Nations Conventions on the Rights of the Child (on Canvas)
- Countries that have prohibited corporal punishment: [http://www.endcorporalpunishment.org/pages/progress/prohib_states.html](http://www.endcorporalpunishment.org/pages/progress/prohib_states.html)
- UN Perspective: [http://www.ohchr.org/EN/NewsEvents/Pages/CorporalPunishment.aspx](http://www.ohchr.org/EN/NewsEvents/Pages/CorporalPunishment.aspx)

5. **READING ASSIGNMENTS** - See assigned readings below on pg. 3-5.

All course materials are on Canvas or available through the UM library. The Canvas site includes an extensive list of optional readings and resources as well.

Several required book chapters for the **second session** are in the book:

*Programs and interventions for maltreated children and families at risk*

By Allen Rubin and colleagues (2012)

This book is available for free to all UM students and can be accessed via this link: [http://site.ebrary.com/lib/umich/reader.action?docID=10500925](http://site.ebrary.com/lib/umich/reader.action?docID=10500925) (Links to an external site.)

If you click on the link above, you should be asked to log in and then you will be able to read and download the book.

If the link doesn't work, go to lib.umich.edu;
Log into the library system (upper right hand corner);
Search for the book title through Mirlyn;
Click on the electronic resources link to the title, and read it online that way.
Again, you must be logged in to the library system in order to access or download the electronic online version of the book, but it is readily available.
If you have problems accessing the book, the best thing to do is to go to lib.umich.edu and click on the link in the upper right hand corner under "Get Help" click on "Ask a Librarian". You can chat with a librarian who will guide you through the process of finding the book.
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OVERVIEW</th>
<th>REQUIRED READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:10 – 9:20 am</td>
<td>- Course overview</td>
<td>• Course syllabus&lt;br&gt;• Introductions</td>
</tr>
<tr>
<td></td>
<td>- Grading and final exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Required readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have you ever had to deal with an issue related to parental discipline in either practice work or personal life? If so, what was the issue, and were you able to resolve it?&lt;br&gt;- Class activity for discussion: Survey of class beliefs about discipline and spanking&lt;br&gt;- Background and introduction to research on parental discipline&lt;br&gt;- ACES studies&lt;br&gt;- Normative beliefs about discipline in the U.S. and elsewhere&lt;br&gt;- What does the UNCRC say about children’s rights worldwide?</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12:00 – 1:00pm</td>
<td>Lunch</td>
<td>risk populations after a family nurturing program. <em>Children and Youth</em></td>
</tr>
</tbody>
</table>


**STRONGLY RECOMMENDED:**


| 3:00-3:15pm | Break                                                                   | (3:00-3:15pm) 3:15 – 4:00 pm -Examine primary prevention strategies, anticipatory guidance and parent education, including Play Nicely & SEEK |
| 3:15 – 4:00 pm | -Examine primary prevention strategies, anticipatory guidance and parent education, including Play Nicely & SEEK | REQUIRED:


**STRONGLY RECOMMENDED:**


<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OVERVIEW</th>
<th>REQUIRED READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:10-10:00am</td>
<td>Welcome Back</td>
<td></td>
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</tbody>
</table>
(Helpful resource for developing strategies with parents) |
| Guest presentation: Joan Durrant, PhD | Children’s rights  
Worldwide efforts to end CP  
Use of the PDEP program with parents |                                                                                  |
| 12:00 – 1:00pm     | Lunch                                                  |                                                                                  |
| 1:00 – 2:30pm       | Incredible Years Parenting Program                     | REQUIRED: Webster-Stratton, C., & Reid, J.M. (2012). *The Incredible Years: Evidence based parenting and child programs for families involved in the child welfare system*. Chapter 2 in Programs and Intervention for Maltreated Children and Families at Risk (Editor: Rubin).  
Chapter is available online through University of Michigan Library System. |
<p>| Instructor Shawna J. Lee, PhD | Safe Care Parenting Program |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30 – 2:45pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 – 4:15pm</td>
<td><strong>Guest presentation:</strong> Grant Holland, PhD</td>
</tr>
<tr>
<td></td>
<td>Using motivational interviewing to shift parents’ attitudes about use of corporeal punishment</td>
</tr>
<tr>
<td></td>
<td><strong>REQUIRED:</strong></td>
</tr>
<tr>
<td>4:15 – 5:00pm</td>
<td>Summary, Review of Key Concepts, &amp; Discussion</td>
</tr>
</tbody>
</table>
Overview of interventions to reduce physical punishment:


**Primary prevention – Parent education and anticipatory guidance approaches**


**The ACT Program**

- Link to book: Programs and interventions for maltreated children and families at risk, Edited by Rubin – available online through UM library

**Motivational Interviewing**


**Positive Discipline in Everyday Parenting**


**Play Nicely**


The Safe Environment for Every Kid (SEEK) Model


Incredible Years

• Webster-Stratton, C., & Reid, J.M. (2012). The Incredible Years: Evidence based parenting and child programs for families involved in the child welfare system. Chapter 2 in Programs and Intervention for Maltreated Children and Families at Risk (Editor: Rubin). Chapter is available online through University of Michigan Library System.

• Beauchaine article – Incredible Years paper

Nurturing Parenting Program (NPP)


SafeCare Parenting Program


Studies of physical discipline and effects on children/adulthood wellbeing


Community-level risk factors


Culture, race, ethnicity, religion, and gender
• Gershoff, E. T., & Grogan-Kaylor, A. (2016). Race as a Moderator of Associations Between Spanking and Child Outcomes Race as a Moderator of Spanking. Family Relations.


**Attachment style**

**Bans on corporal punishment**