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 will consist of lectures, assignments, readings, class exercises, and writing assignments. Various classroom strategies will be used by the instructors including lecture, multimedia presentations, video, 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>
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<tbody>
<tr>
<td>10%</td>
<td>Attendance</td>
<td>Full credit/ no credit; attendance is required at both class session</td>
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<tr>
<td>90%</td>
<td>Post assignments on Canvas – each week there is a short assignment due BEFORE CLASS. These assignments are posted on Canvas. Please post responses by 5pm the day preceding class so I can review and comment.</td>
<td>Completed on Canvas</td>
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</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, I will enforce the mandatory attendance policy.

**Readings Responses**

90% of the course grade will be determined by completion of the two reading response/discussion question assignments posted on Canvas.

- Assignment 1 is due Thursday Feb 8 at 5pm.
- Assignment 2 is due Thursday Feb 15 at 5pm.

**Grades**

- A 90-100
- B 80-89
- C 70-79
- D <70 (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 class 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.
## Session 1 - Friday 2/9/18

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY OVERVIEW</th>
<th>REQUIRED READING</th>
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<tbody>
<tr>
<td>9:10-9:30 am</td>
<td>Instructor Shawna J. Lee, PhD</td>
<td>• Course syllabus</td>
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<td>- Course overview</td>
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<td>- Grading and final exam</td>
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<td></td>
<td>- Required readings</td>
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<tr>
<td>9:30-10:30 am</td>
<td>Introductions &amp; Brief Class Activity</td>
<td>• Gershoff, E.T., &amp; Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old</td>
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<td></td>
<td></td>
<td>controversies and new meta-analyses. <em>Journal of Family Psychology.</em></td>
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<td></td>
<td>strategies to reduce parents’ use of physical punishment. *Child Abuse &amp;</td>
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<td></td>
<td></td>
<td><em>Neglect.</em></td>
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<td></td>
<td></td>
<td>• United Nations Conventions on the Rights of the Child</td>
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<tr>
<td></td>
<td>- Have you ever had to deal with an issue related to parental discipline in</td>
<td>STRONGLY RECOMMENDED:</td>
</tr>
<tr>
<td></td>
<td>either practice work or personal life? If so, what was the issue, and</td>
<td>• Gershoff, E. T., &amp; Grogan-Kaylor, A. (2016). Race as a Moderator of Associations</td>
</tr>
<tr>
<td></td>
<td>were you able to resolve it?</td>
<td>Between Spanking and Child Outcomes Race as a Moderator of Spanking. *Family</td>
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<td></td>
<td></td>
<td>Relations.*</td>
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<td>- Class activity for discussion: Survey of class beliefs about discipline and</td>
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<td>spanking; the role of culture and normative beliefs</td>
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<td>- Background and introduction to research on parental discipline</td>
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<td></td>
<td>- ACES studies</td>
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<td></td>
<td>- Normative beliefs about discipline in the U.S. and elsewhere</td>
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<td></td>
<td>- What does the UNCRC say about children’s rights worldwide?</td>
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<tr>
<td>10:30-12:00</td>
<td>Class Activity - Positive discipline in parenting</td>
<td>• Durrant, J. E. (2013). <em>Positive Discipline in Everyday Parenting</em> (3rd ed.).</td>
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<td></td>
<td>Sweden: Save the Children. ([Helpful resource for developing strategies with</td>
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<td></td>
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<td>parents](<a href="https://www.save-the-children.org">https://www.save-the-children.org</a>))</td>
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<tr>
<td>12:00 – 1:30pm</td>
<td>Working Lunch in the ECC</td>
<td><strong>REQUIRED READING:</strong></td>
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<tr>
<td></td>
<td>Lunch is provided!</td>
<td>• Stacey Patton. 2017. <em>Stop Beating Black Children.</em> Published in the New York</td>
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<td>Times: [<a href="https://www.nytimes.com/2017/03/10/opinion/sunday/stop-beating-black-">https://www.nytimes.com/2017/03/10/opinion/sunday/stop-beating-black-</a></td>
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<td>children.html](<a href="https://www.nytimes.com/2017/03/10/opinion/sunday/stop-beating-">https://www.nytimes.com/2017/03/10/opinion/sunday/stop-beating-</a></td>
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*ACES: Adverse Childhood Experiences*
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<tr>
<th>TIME</th>
<th>ACTIVITY OVERVIEW</th>
<th>REQUIRED READING</th>
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| 2:00– 4:00pm | Guest Presentation: Julia Ma, PhD        | **REQUIRED READING:**  
    Chapter is available online through University of Michigan Library System.  

### Session 1 - Friday 2/16/18

<table>
<thead>
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  Chapter is available online through University of Michigan Library System. |
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>References</th>
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<tbody>
<tr>
<td>12:00 – 1:00pm</td>
<td>Lunch</td>
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<td>1:00 – 2:30pm</td>
<td><strong>Guest presentation:</strong> Grant Holland, PhD</td>
<td><strong>REQUIRED:</strong> Holland, G. W. O., &amp; Holden, G. W. (2016). Changing Orientations to Corporal Punishment: A Randomized, Control Trial of the Efficacy of a Motivational Approach to Psycho-Education. <em>Psychology of Violence, 6</em>(2), 233-242.</td>
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<td></td>
<td>Using motivational interviewing to shift parents’ attitudes about use of corporal punishment</td>
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| 2:30 – 4:00 pm     | Examine primary prevention strategies, anticipatory guidance and parent education, including Play Nicely & SEEK | **REQUIRED:**  
**STRONGLY RECOMMENDED:**  
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<th>4:00-4:30</th>
<th>Final Wrap Up Activity</th>
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<td>• Generate an “elevator pitch” – someone during last session suggested developing your own “elevator pitch” to use in conversations with parents (or others).</td>
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**Another resource:**
Parent Child Interactive Therapy (PCIT) online training. It takes about 10 hours to complete and a former student said she found it to be extremely beneficial for anyone that interacts with children or is in the human services profession. A very valuable resource to you and potentially to the agencies you work with, because PCIT is considered to be one of the best evidence-based programs out there.

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

Positive Discipline in Everyday Parenting

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


General reading on topic of discipline and effects on children


Community-level risk factors


Culture, race, ethnicity, religion, and gender


**Attachment style:**