Parenting and Parent-child relationships  
Tuesdays, 12:10 pm – 3:50 pm, Winter 2018  
123 Wellman

Instructor: Leah C. Hibel, PhD  
E-mail: lchibel@ucdavis.edu  
Office: 1349 Hart Hall  
Office Hours: By appointment

Course Description:  
This course examines parent-child relationships across the life course. We explore the individual, family, cultural, and societal influences on the parent-child relationship, as well as practical and public policy implications for promoting positive parent-child relationships. Students are challenged to integrate theory, research findings, and public policy as they consider a variety of issues related to parenting and the parent-child relationship.

Learning Objectives:  
- Explain and characterize the styles and qualities of parent-child relationships  
- Understand the correlates and predictors of parenting behavior  
- Critically evaluate parenting research, and apply current research to interventions and policy

Course Requirements:  
1) Participation (30 points): Students are expected to attend class regularly and participate in class discussions. This course is structured as a seminar. As such, it will be successful only in so far as participants take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions, and questions about those readings.

2) Thought papers (30 points): Every week you should be writing short reaction papers on the readings. These papers should be brought to class and should help guide our discussion. You should think of these reaction papers more for your benefit than for mine. In your reaction papers you should provide basic details about each paper (e.g., research questions, methods, population, how the paper extended our knowledge) as well as more deep and critical thinking type issues. For example, you should go beyond the superficial details of the paper by integrating themes and thinking about “big picture” concepts. You should compare and contrast, and integrate and extend readings within each week, and across weeks. These reactions will form the basis of our discussion. Your papers do not have to be in essay form, they can be more “free flow” thoughts about the readings, but must be coherent enough for me to read.

3) Grant (40 points): As an academician much of your success will be dependent on your ability to secure grants. It is therefore important to practice and excel at grant writing. For
this course, you will be expected to write the scientific portion of NIH type small grant. Following the R21 format, the specific aims (1 page), significance, innovation, and approach (6 pages combined) will be required. Use 1 inch margins, single spaced and Arial 11 font for the format. For this grant you will be required to design a study pertaining to some aspect of parenting. You will need to come up with a simple, answerable question that your study is equipped to explore. You will need to determine the most appropriate methodologies to address this question. You will need to theoretically justify why your question is important and how it fills a gap in the literature.

Your specific aims are due on 2/6, we will discuss the format and requirements in more detail on 1/30. I will give you feedback on your aims on 2/13.

Please print out and turn your grant into me or my mailbox no later than noon on 3/13.

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/9</td>
<td>Introductions, theories, and definitions</td>
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<tr>
<td>1/16</td>
<td>Biology</td>
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<tr>
<td>1/23</td>
<td>Cognitive and Emotion regulation</td>
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<tr>
<td>1/30</td>
<td>Child Effects</td>
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<tr>
<td>2/6</td>
<td>Marital and Romantic relationships / specific aims due</td>
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<tr>
<td>2/13</td>
<td>Work-Family Interface / discussion of grant format</td>
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<tr>
<td>2/20</td>
<td>Poverty and stress / feedback on specific aims</td>
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<tr>
<td>2/27</td>
<td>Cross cultural examinations</td>
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<tr>
<td>3/6</td>
<td>Psychopathology and maltreatment</td>
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<tr>
<td>3/13</td>
<td>Social policy and interventions</td>
</tr>
<tr>
<td>3/13</td>
<td>Grants are due by 12pm</td>
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Reading List:

1. Introductions, theories, and definitions (1/9)


2. Biology (1/16)


*optional*


3. Cognitive and emotion regulation (1/23)


http://dx.doi.org/10.1037/fam0000265

4. Child Effects (1/30)


5. Marital and Romantic relationships (2/6)


6. Work-family interface (2/13)


7. Poverty and Stress (2/20)
8. Race, Ethnicity, and Culture (2/27)


9. Psychopathology and maltreatment (3/6)


10. Social Policy and interventions (3/13)


OR


Morris, A. S., Robinson, L. R., Hays-Grudo, J., Claussen, A. H., Hartwig, S. A., & Treat, A. E.

**Code of Academic Conduct:**

The University of California, Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This Code sets standards for academic conduct at UC Davis for all students. As a student at UCD, you are responsible for knowing and abiding by these standards for these course policies of the university. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who have been found to engage in academic misconduct will be referred to judicial affairs for appropriate disciplinary action. For more information on the Code of Academic Conduct, please visit:  