

COURSE OUTLINE**Parent Education 090
Single Parenting****I. Catalog Statement**

Parent Education 090 focuses study on the special concerns and issues inherent in raising children as a single parent.

Units — 0.0

Lecture Hours — 32 hours

Prerequisite: None

Note: This class is for parents only. No children may attend.

II. Course Entry Expectations

Skill Level Ranges: Reading: 4, Writing: 4, Listening/Speaking: 5, Math: 1

III. Course Exit Standards

Upon successful completion of this course, the student will be able to:

1. examine existing parent education and child development theories;
2. develop and practice effective parenting and decision-making skills;
3. discuss typical parent-child situations and how to cope with them;
4. develop and participate in a support network of single parents;
5. describe age-appropriate discipline practices;
6. examine cultural influences on child-rearing practices;
7. examine the challenges unique to being a single parent.

IV. Course Content

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| A. | Introduction and Orientation: | 2 hours |
| | 1. Philosophy, goals, and objectives | |
| | 2. Class organization | |
| | 3. Safety on campus | |
| | 4. Values and use of various equipment, materials, and library books | |
| | 5. Introduction to the Glendale College Parent Education Association | |
| | 6. Responsibilities of participation in the class | |
| | 7. Establishing a trust and respect agreement | |
| B. | Dealing with Realistically with Changes in the Family: | 4 hours |
| | 1. Becoming a single parent | |
| | a) divorce | |
| | b) death of a spouse | |
| | c) adoption | |

- 2. Financial issues
- 3. Housing arrangements
- 4. Time management issues
- 5. Returning to work
 - a) child care issues
 - b) scheduling issues
 - c) children's reactions
- C. Psychological Effects of Losing a Parent on the Family 4 hours
 - 1. Recognizing and dealing with feelings children experience
 - a) loss of self-esteem
 - b) fear of abandonment
 - c) regression
 - d) anger and aggression
 - e) somatic disturbances
 - f) sleep difficulties
 - g) grief
 - h) depression
 - i) guilt
 - j) magical thinking
 - k) anxiety
 - 2. Recognizing and dealing with feelings adults experience
 - 3. Sources of psychological support
 - a) family
 - b) friends
 - c) mentors
 - d) counselors
- D. Distinguishing Normal Child Behavior From Loss-Induced Behavior 6 hours
 - 1. Ages and stages
 - 2. Temperament
 - 3. The "too good" child
 - 4. Goals of misbehavior
- E. Discipline and Setting Limits 10 hours
 - 1. Definition of discipline vs. punishment
 - 2. Purpose and consistency
 - 3. Discipline challenges for divorced parents
 - 4. Parent attitudes
 - 5. Age appropriate techniques
 - 6. Fostering responsibility
 - 7. Definition and prevention of child abuse/domestic violence
- F. Custody Issues 2 hours
 - 1. Sharing custody
 - 2. Loyalty battles
 - 3. Step-parent issues
 - 4. Weekend parenting

- G. Finding time for self
 - 1. Managing multiple responsibilities while finding time for self 2 hours
 - 2. Stress management
 - 3. Respite
 - 4. Rediscovering joy, hope, and love
- H. New Relationships 2 hours
 - 1. Dating as a single parent
 - 2. Children’s feelings about dating and remarriage of a parent
 - 3. Child’s relationship with a step-parent
 - 4. Giving children permission to like the ex-spouse’s new spouse
 - 5. Step-parenting
 - 6. Blended families
 - 7. Sibling and step-sibling issues

V. Methods of Presentation

The following instructional methodologies may be used in the course:

- 1. lecture;
- 2. group discussion;
- 3. demonstration;
- 4. role play;
- 5. audiovisual instruction;
- 6. independent study using worksheets.

VI. Assignments and Methods of Evaluation

Participation in small group discussion.
Participation in large group discussion. c.
Independent study using worksheets.
Self-examination through the use of journals.

VII. Textbook(s)

Handouts.

VIII. Students Learning Outcomes

- A student will be able to compare and contrast the issues that led women to challenge the status quo in three different eras in the twentieth century.
- Student will demonstrate the ability to independently create, save, modify and print a document using a word processing program and appropriate assistive technology.