

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **DBPC 305**

#### **EFFECTIVE PARENTING: CHILDHOOD BEHAVIOR AND DISCIPLINE STRATEGIES**

#### **COURSE DESCRIPTION**

This course provides a comprehensive understanding on parenting and generational patterns and its impact on family health and well-being. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, effective discipline and healthy communication within the family. Ethical concerns and multicultural factors are also considered.

#### **RATIONALE**

Families often reproduce themselves and many parents are unaware of the powerful influence they have on their children. Legacy is not a word they often think about. In fact, many parents live in self-doubt when it comes to having positive influence. The principles taught in this course will provide students a foundational perspective and the necessary tools for helping parents learn to discipline well, engage a multigenerational approach to parenting, develop a healthy spirituality in their children and leave a legacy for generations to come. This course is offered in an eight-week format and includes extensive readings, interactions with family members, a position paper, and interactions with other students via Discussion Board.

#### **THEME SCRIPTURE**

“Great is the Lord, and highly to be praised, and His greatness is unsearchable. One generation shall praise Your works to another, and shall declare Your mighty acts.” *Psalm 145:3-4* (NASB)

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### IV. MEASURABLE LEARNING OUTCOMES AND CRITICAL COMPETENCIES

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

- A. Identify lifestyle and cultural barriers to effective parenting.
- B. Develop proactive parenting strategies for effective discipline and child-rearing.
- C. Describe the multigenerational influences in a family's overall functioning.
- D. Identify how culture influences multigenerational family communication patterns.
- E. Identify and discuss destructive and constructive communication styles that affect each family member across generations.
- F. Define goals, dreams and mission for his or her family legacy.

#### V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook Readings and Lecture Presentations
- B. Course Requirements Checklist (10 points)
- C. After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
- D. Discussion Board Forums (4 @ 70 points each)
- E. Each forum will require the student to answer questions with a minimum 300 word thread in the first week based on that particular module/week's audio and video resources. Students will be required to post a minimum of two (2) replies of 150 words each to other students' threads. Please see the specific assignment instructions included with the course materials. (CLOs A, B, C, F)
- F. 4 MAT Review (2 @ 150 points)

The 4-MAT Book Review system is a way of responding to readings that requires the learner to interact with new ideas on several levels, including a Summary, Concrete Responses, a Reflection, and personal Application. Student will write two 4MAT book reviews on a course textbook: *The New Dare to Discipline* (due in module 4) and *Parenting Isn't For Cowards* (due in module 7). Please see the specific assignment instructions included with the course materials. (CLOs A, B, C, D, E, F)

- G. Research Paper

The student will build a 2,000-2,500-word research paper throughout the course of the term, in current APA format. Over the duration of the course, the student will select a topic; create a title page, abstract, and outline of the paper; and, finally, submit his or her final research paper.

##### Topic

The student will choose a specific topic related to effective parenting to write about for the research paper. The student must submit his or her topic selection for instructor approval. If the topic does not receive instructor approval, it will not be eligible for use in the research paper.

Topics can include but are not limited to:  
 Parenting strong-willed adolescents  
 Research-based discipline strategies  
 Discipline in multi-generational homes  
 Raising kids in a multi-ethnic home  
 Discipline and child temperament  
 Parenting styles and child outcomes  
 Parenting children with ADHD or ODD  
 Discipline / best parenting practices in stepfamilies  
 (Other topics can be chosen at professor’s discretion)

**Title Page, Abstract, and Outline**

The student will create a title page, abstract, and outline in current APA format. The abstract must be 150–250 words. The outline must be 60–100 words and include at least 3 references the student plans to use. The references must be listed in a reference section in current APA format. The outline must include the Level 1, Level 2, and, if necessary, Level 3 headings the student will use in setting up his or her Research Paper.

**Final**

The student will write a 2,000-2,500-word paper in current APA format on the approved research topic related to effective parenting with at least 8 references from sources within the 10 years. (SLOs A, B, C, D, E, F)

**VI. COURSE GRADING AND POLICIES**

**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at 70 pts ea)	280
Research Paper	
Topic	20
Title Page, Abstract, and Outline	150
Final	250
4 MAT Review (2 @ 150 each)	300
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 900–1010    B = 800–899    C = 700–799    D = 600–699    F = 0–599

**C. Dual Relationships**

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty

member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional counseling.

D. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

**VII. SUGGESTED READINGS**

- Clinton, T. & Trent, J. (2010). *The quick reference guide to marriage & family counseling*. Grand Rapids, MI: Baker Books. ISBN: 978-0801072246
- Kostenberger, A. J. & Jones, D. W. (2010). *God, marriage, and family: Rebuilding the biblical foundation* (2<sup>nd</sup> ed.). Wheaton, IL: Crossway. ISBN: 978-1433503641
- McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and interventions*. New York, NY: W.W. Norton. ISBN: 978-0393705096

## ***COURSE SCHEDULE***

### **DBPC 305**

Textbooks: Dobson, J. *The new dare to discipline* (2014).  
Dobson, J. *Parenting isn't for cowards* (2007).

<b>MODULE/WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	<b>Parenting Influence and Family Dynamics</b> Cowards: ch. 1-2 New Discipline ch. 1-2	Course Requirements Checklist Class Introductions DB Forum 1 Research Paper –Topic	10 0 70 20
<b>2</b>	<b>Parenting Influence/ The Marital Bond and Child-Focused Families</b> Cowards: ch. 3-4 New Discipline ch. 3-4	DB Forum 2	70
<b>3</b>	<b>Discipline Strategies</b> New Discipline ch. 5-6 Cowards: ch. 5-6	Research Paper – Title Page, Abstract, and Outline	150
<b>4</b>	<b>Discipline Strategies and Family Life Cycle</b> New Discipline ch. 7-8 Cowards: ch. 7-8	4MAT Review Paper	150
<b>5</b>	<b>Discipline Strategies</b> New Discipline ch. 9	DB Forum 3	70
<b>6</b>	<b>Family Process, Organization, &amp; Leadership Principles</b> Cowards: ch. 9-10 New Discipline ch. 10-11	Research Paper	250
<b>7</b>	<b>Your Legacy and the Immediate Family</b> Cowards: ch. 11-12	4MAT Review Paper	150
<b>8</b>	<b>Your Legacy and the Extended Family: Its Potential for Salvation</b>	DB Forum 4	70
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.