

MODULE CMH3020: PARENTING**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** CMH1050 Child Development**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe different parenting styles, and assess their influence on family dynamics. Consider: <ul style="list-style-type: none"> – authoritarian – permissive – democratic – uninvolved – cultural diversities identify the rewards and challenges of parenting, including financial, emotional, societal, educational, health 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> applied problem-solving activity in which the student, using scenarios, analyzes and predicts parenting decisions based on three different parenting styles. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3020–1: Scenario Assessment Worksheet</i> <i>CMH3020–3: Parenting: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each scenario</i></p>	20
	<ul style="list-style-type: none"> comparing the parenting styles and the effect on family dynamics for at least two different cultures. <p><i>Assessment Tool</i> <i>CMH3020–2: Presentations/Reports: Parenting Styles Comparison</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> a presentation/report in which the student identifies the rewards and challenges of parenting throughout the family life cycle. <p><i>Assessment Tool</i> <i>CMH3020–4: Presentations/Reports: Parenting</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	25

MODULE CMH3020: PARENTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe personal psychological, physical, financial and philosophical readiness for parenting • identify related career opportunities in parenting • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • assessing personal readiness for parenting. <i>Assessment Tool</i> <i>CMH3020–5: Presentations/Reports: Readiness for Parenting</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i> • completion of three career profiles for careers related to parenting, including: <ul style="list-style-type: none"> – duties, working conditions – education requirements – employment opportunities – advancement potential – salary range and benefits – personal characteristics. <i>Assessment Tool</i> <i>CMHCAR: Career Profiles</i> <i>Standard</i> <i>Three career profiles; all sections completed for each profile</i> • observation of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>25</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define a parent and/or guardian and identify ways of becoming a parent: <ul style="list-style-type: none"> – birth – adoption – fostering – alternative family structures • analyze the impact on the individual choices of choosing to parent or not to parent 	<p>Surrogate parent, e.g.:</p> <ul style="list-style-type: none"> • cultural adoptions • blended • extended • grandparents.

MODULE CMH3020: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Family (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the roles, rights, responsibilities and legal obligations of parenting • identify the characteristics of the following parenting styles and determine the strengths and weaknesses of each: <ul style="list-style-type: none"> – democratic – authoritarian – permissive – uninvolved • compare and contrast parenting styles of various cultural groups • describe how the different parenting styles influence developing children: <ul style="list-style-type: none"> – discipline – gender roles – ways of expressing love and affection – transmitting culture, traditions, morals and religious beliefs • describe how parenting roles change over the life cycle of the family. 	<p>Family functions:</p> <ul style="list-style-type: none"> • affective (personality maintenance) • socialization and social placement • reproductive function • economic function • health care function. <p>Reference: <i>Cross Cultural Caring.</i></p>
Observation, Assessment and Application	<ul style="list-style-type: none"> • research the rewards and challenges of parenting: <ul style="list-style-type: none"> – financial – emotional effects on relationships – societal – education – health care – community support • outline his or her readiness for parenting: <ul style="list-style-type: none"> – psychological/emotional – physical – financial – philosophical • identify characteristics of successful parenting. 	<p>Resource: <i>Tell Me About Your Family.</i> Vanier Institute.</p>

MODULE CMH3020: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• describe careers associated with parenting:<ul style="list-style-type: none">– day-care worker, nanny, homemakers, home economist, counsellors, social worker, pediatrics, stay-at-home mom/dad.	