

Justice Institute of British Columbia COURSE OUTLINE

Course Code: CY263

Course Title: Parenting Wisely Facilitation Training

Prerequisite Courses:

Sponsoring Division: Community and Social Justice Division, Centre for Counselling and Community Safety

Previous Course Code & Title:

Course Effective Date:

# of Credits:	1.0
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Course Description:

This course is for practitioners who work with a broad range of high-risk youth and their families. Parenting Wisely is designated as an evidence-based model program by the US Substance Abuse Mental Health Administration. This CD-ROM parent-training program has been shown to decrease youth behaviour problems, enhance parent/child relationships, improve parent management skills, decrease conflict, and improve family communication. The program covers single-parent issues, stepfamily problems, negative peer influences, homework compliance, and problems that arise at school. Strategies for engaging parents in individual and group use of the program will be covered. Use of the teen and young child versions of the Parenting Wisely program will be demonstrated. Mediators of effective outcomes and therapist factors related to significant change will be covered. You will have an opportunity to co-facilitate a group session and receive feedback. Parenting Wisely is perhaps the only evidence-based program that provides a guarantee to achieve effective outcomes. More information on Parenting Wisely can be found at www.parentingwisely.com and www.modelprograms.samhsa.gov.

Course Goal(s):

Graduates of the two day course will have an introductory understanding of the theoretical background for an empirically supported parent education program, be familiar with the different versions of the Parenting Wisely program and have the ability to facilitate a Parenting Wisely group session.

Course Learning Objectives:

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

1. An introductory understanding of the theoretical background for empirically supported parent education program, including the following:
 - a. Articulate the orientation of the Parenting Wisely program which is:
 - i. Social learning theory
 - ii. Cognitive psychology
 - iii. Family systems theory

- b. Articulate the rationale for the development of the program.
 - c. Articulate basic etiology for conduct problems, delinquency and substance abuse problems. Learners will be able to discuss protection and risk factors with particular emphasis on the escalation of coercive family interactions and the influences of deviant peers.
 2. Some knowledge of the different versions of the Parenting Wisely CD-ROM program:
 - a. American and Urban British teen versions.
 - b. Young Child version.
 - c. Foster/Residential Care version.
 3. The ability to facilitate a Parenting Wisely group. During the training participants will demonstrate the ability to co-facilitate a simulated parent education class along with their peers. Learning objectives include the following:
 - a. Establishing rapport with parents.
 - b. Communicating optimism that parents efforts are worthwhile.
 - c. Managing group discussion and maintain a productive focus.
 - d. To empower parents' input.
 - e. Setting a written agenda for each session.
 - f. Navigating to the appropriate location on the CD-ROM for their assigned session.
 - g. Presenting content related to skills from the Parenting Wisely Workbook
 - h. Engaging group participants in skill practice role-plays, which includes the following components:
 - i. Describing the purpose of skill
 - ii. Advantages of skill use
 - iii. Breaking skill down into teachable components
 - iv. Demonstration of skill
 - v. Skill practice
 - vi. Praising positive performance
 - vii. Preventing negative feedback
 - viii. Prompting improvements during continued skill practice.
 4. Several strategies for responding to or preventing common forms of resistance to parent education. Learners will be able to:
 - a. Respond to resistance proactively.
 - b. Avoid arguments and confrontation.
 - c. Empower the group to establish norms about inappropriate parenting practices.

5. The ability to provide optimistic reframes for negative and intransigent family interpretations. Objectives include learning to:
 - a. Decrease blame and refocus attention on skill training that remediate family problems and difficulties.
 - b. Reframe common child behaviors.
 - c. Reframe common negative interpretations of partner or spouse behaviors.
6. A preliminary understanding of the importance of treatment integrity and the need to pursue competence in an evidence-based model of intervention. Learning objectives include the following:
 - a. Reviewing literature demonstrating that relationship between outcomes and use of model programs and the added benefits of quality assurance mechanisms.
 - b. Accessing a recommended reading list.
 - c. Reviewing:
 - i. Process of certification
 - ii. Facilitator self monitoring forms
 - iii. Co-facilitator feedback forms.

Course Topics/Content:

- Goals of training.
- Surgeon General's Report on Youth Violence.
- Designation as a model program.
- Introduction to Parenting Wisely. Demonstration: Step Parent-Step Child Conflict (Teen version).
- Accuracy of parents reporting on their own behaviour.
- Introduction to group curricula.
- Presenting from the workbook.
- Role-play on active listening, empathy & engaging parents.
- Relating parent's goals to use of PW.
- Comparing individual vs. group use of the program.
- PW compared to conventional parent training.
- Versatility of the program.
- Protection & risk factors for a broad range of high-risk youth behaviors.
- Parenting & resiliency.
- Mediators of effective treatment.
- Preparation for the coaching sessions.
- Therapist factors associated with significant change: Therapist optimism; positive reframes of hopelessness and negative family interpretations.

- Assignment of presentation topics for coaching sessions.
- Empowering parent input.
- Homework assignment.
- Meeting with co-facilitators and planning for session.
- Mediators of effective outcomes.
- Quality assurance and treatment integrity.
- Process of certification.
- Peer influences and iatrogenic effects associated with group programs
- Parenting Wisely sessions:
 - When You are Concerned your Child's Friend is a Negative Influence
 - Dealing With Children in Public Places – Non-directive Play
 - Defiance of Authority – Assertive Discipline
- Breakout session:
 - Setting up a parent education program.
 - Increasing parent attendance

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended:

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

Related Program(s): (where applicable)

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input type="checkbox"/>	Pass/Fail	<input checked="" type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

Passing Grade:	Credit Granted
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records