CHDV 154
Study Guide – Exam #1

Check out the exam handout for general information about exams. Please bring a (clean) blue book and pen or pencil to the exam on March 2nd. No scantron form is needed.

TERMS/CONCEPTS

Introduction/Critical thinking (Ch. 1 & Reading #1)

Definition of parenting
Parenting as a process & multiply determined – Belsky process model (child characteristics, parent characteristics, social support)
Basic tasks of parenting (safety, etc., Table 1.1)
Changing nature of families and parenting role
Historical changes in views of children and parenting (e.g., change to industrial society)
limits of "nature vs. nurture" as determining development
critical thinking - definition and why and how used to make parenting decisions
How to evaluate research on parenting/how to use it to make decisions
What science can and can’t do – science vs. non-science
Science vs. practice of parenting
modern influences on parenting (media, etc.)
sources for parenting information (social and political forces, philosophers, psychologists, physicians, religion)
Philosophers Locke and Rousseau's (world) views of children
Dr. Holt and Dr. Spock’s influences on parenting

Theoretical Approaches to Parenting – Ch. 2

Developmental theories and parenting (NOTE: You should be able to provide (a) general assumptions of theory, (a) be able to apply it to parenting practice, and (c) provide evaluation (strength/limitation) of each theory)

Classic theories
- Psychoanalytic (Freud - Psychosexual stages)
- Learning theory (behaviorism) – types of learning, operant conditioning (reinforcement, punishment, negative reinforcement)
- (Bandura) Social Learning /Cognitive Theory – observational learning, role of cognition, reciprocal Determinism

Developmental Stage Theories
- Piaget – cognitive-developmental theory, stages
- Erikson – psychosocial stages

Biological Theories
- Gesell- maturational theory
- Behavior genetics approach (twin studies, problems with approach)
- Evolutionary theories
- Attachment theory

Systems/contextual theories
- Vygotsky –socio-cultural contextualist theory, importance of culture and social interaction, knowledgeable members of society, scaffolding
- Bronfenbrenner - Bioecological Systems theory, nested systems, importance of context and interactions between person and context, relationships as context, proximal processes, role
of family with direct and indirect influences

**Parenting Research Ch. 3**

Types of Psychological research (descriptive, correlational, etc.) and limits of these designs

Research approaches (be able to describe approaches and provide/identify examples):

- Parenting Traits Approach (e.g., parenting style)
- Transactional approach (e.g., sequences of interactions/effects over time)
- Social Learning Approach (e.g., observational learning "bobo doll" study)
- Sociological/Social Address Approach (e.g., cultural comparisons of co-sleeping)
- Microanalytic/Process Approach (e.g., studies of interaction quality) *see ecological momentary assessment*
- Parent Cognition Approach (e.g., parental beliefs or attributions)
- Multivariate/big data sets approach (mediators and moderators)

**Parental Influence & Socialization (Ch. 2 & 4 & Reading #2)**

Socialization
unidirectional vs. bidirectional influence
evidence for parental influence
effects of maternal deprivation (Spitz, Harlow's studies)
Baumrind – parenting style research (authoritarian, authoritative, permissive)
Correlational research in support of the parenting style
Attachment/secure attachment
Secure attachment predicting adjustment
Strange Situation procedure/Attachment Classifications
ways that parents can influence children (establishing pathways, interpreting experience, modifying speed)
How parents influence peer relationships (directly and indirectly
Genetic limits to parental influence (e.g., constraints, modifiers, gene-environment correlations)
Parents’ vs. peers’ influence
importance of fathers - links between fathering quality and children's adjustment (reading and disc #1)

**Determinants of parenting (Ch. 5)**

Family Systems Model - features of systems approach to families (see chapter 2)
definition of culture
Developmental niche
the limits of cross-cultural research
SES
parental characteristics that influence parenting - stable (age, gender, social cognition, experience, personality) and transient
child characteristics that influence parenting - stable (gender, age, temperament) and transient
contextual factors
Family structure and characteristics as determinants
Neighborhood and community as determinants
changes in parenting associated with work
home-work spillover
sources of stress - everyday stress and major life events, parenting stress
sources of support (institutional, relational, instrumental.
ESSAYS

*One of the following essays will be on the exam*

1) Discuss the role that theory plays in influencing parenting practice. Choose two different developmental theories presented in class and/or in the text. State basic assumptions of each theory and explain how these assumptions would translate to different parenting practices. Which theoretical model and resulting parenting practice do you feel best promotes children’s development? (Be sure to support your answer!)

2) What evidence is there that parents actually influence children? Briefly describe research (at least two studies) that demonstrates parenting influence and evaluate that research. What limits are there to parenting influence, i.e., what are some factors that constrain the influence that parents can have?