Check out the exam handout for general information about exams. Please bring a (clean) blue book and pen or pencil to the exam. No scantron form is needed. Revised 5/11/16

TERMS:

**Parenting Adolescents, con't (Ch. 10)**
Social development in adolescence and how related to parenting:
- changes in parent-adolescent relationship (e.g., monitoring, conflict, etc.)
- changes in sibling relationships (e.g., more positive)
- identity development (diffused, foreclosed, moratorium, achieved/ethnic identity/gender identity/sexual orientation)
- peer relationships (cliques, crowds)
- dating (characteristics of these relationships)

Baumrind - “optimal parenting” for parents of adolescents
How physical, social, intellectual development in adolescence influences parenting
Concerns of parents of adolescents:
- ways of promoting positive peer relationships
- ways to promote academic achievement (handling school problems, ways to develop abilities),
- promoting healthy behavior/choices
importance of monitoring in adolescence

**Parenting in Diverse Family Structures (Ch 10; Supplementary Reading)**
characteristics of single parent (mother) families and consequences for parenting and children’s adjustment
importance of father figures in single parent families (Coley study)
divorce as process - possible changes for children
adjustment consequences of divorce for children
effects of marital conflict on children (Cummings lab study on exposure to unresolved anger/conflict)
factors that lessen the effects of divorce
how to increase father (and non-custodial) involvement post divorce
effects of remarriage
special difficulties experienced by step-parents
tasks/challenges of step families
Adoptive families (motivation/who adopts?)
trends in US adoption
differences between adoptive parents and biological parents
challenges for adoptive families
challenges for children in Lesbian/Gay families
research findings concerning child adjustment in Lesbian/Gay families
reasons for choosing to be a foster parent
special challenges experienced by foster parents
effects of foster placement/outcomes for children.
importance of process rather than structure in predicting child outcomes in all families

Discussion assignment #5 (family diversity)
Culture SES and parenting (Ch. 13)

Socialization
Definition of culture
Religion as a source of parenting/effects of religiosity
Family & parents as transmitters of culture
The importance of cultural values in predicting parental practice
Cultural models of parenting (independence/interdependence model; systems models, Vygotsky)
Race, (limited) racial influences on parenting
Ethnicity as influence on parenting (ethnic differences in parenting behavior and values and limitations of these cross-cultural studies)
Similarities in families across ethnic groups
culture as difference vs. culture as medium/context
Socio-economic status (SES) and parenting (differences in parenting and child outcomes related to social class)
Reasons SES predicts differences
Financial capital, human capital, social capital
Stress and SES and parenting
Poverty statistics

Discussion assignment #6 (poverty)

Parenting and Work/Child care (Ch. 5 (pp. 197-200); NICHD Report - Child Care)

domains of work/family balance
findings on work-home and home-work spillover (positive and negative)
work-based strategies (e.g., placing limits)
divergences in men and women’s perceptions of work experiences & stress
divergences in parent and child perceptions of parental work
basic needs of children
strategies for effective parenting in the context of work and family (e.g., focus on quality, monitoring)
Intentional parenting
Historical changes in care/types of care
Affordability and availability and quality of care/US vs. other industrialized countries
what constitutes day care quality/process vs. structure quality variables
limitations of previous research on child care
factors to consider in examining effects of care (quality, family factors, child characteristics)
impact of nonparental care (findings of NICHD study on quality and quantity of care)

In addition, MC and short answer questions may be asked based on the following essays from material from exam 2:

Trace the development of cognitive skills from infancy through middle childhood. What major changes take place and how do these changes affect parenting practice? Provide 3 specific examples of parenting practices associated with these cognitive developmental changes.
Essays
One of the following essays will be on the exam.

1. Describe two of the diverse family structures discussed in the course – divorce/blended, Lesbian/Gay, adoptive, single-parent, or foster parent families. Discuss what the research says about the special challenges inherent in such families and what parents can do to meet those challenges. What does it mean to say that parenting process is more important than family structure in predicting outcomes for children in these diverse family types?

2. Discuss some of the issues related to balancing work and family - specifically, what are some challenges experienced by families managing work/family and the use of non-parental care for young children? What are some strategies that parents engage in to effectively balance work and meet children's basic needs? Given the research on child care, what factors should be considered in providing high quality care for children (from NICHD report)?

3. Trace the development of peer relationships from middle childhood through adolescence. What major changes take place and how do these changes affect parenting practice? Provide 3 specific examples of parenting practices associated with promoting positive peer relationships.