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Improving Parental Education

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### **Abstract**

Monterey County has one of the highest records of child maltreatment that leads to life-long consequences. COVID-19 has significantly impacted the way parent education classes are being delivered. Without the proper parental education, child maltreatment increases. Parental stress has also greatly contributed. All the stress brought among parents also posed as a factor for increased violence and child abuse. Low levels of parental education results in poor parenting. Poor parenting greatly affects a child's social, emotional, and intellectual development. Community Human Services is a nonprofit organization dedicated to addressing a variety of issues. Among their different departments, under their mental health department, they offer parent education classes in order address child maltreatment in Monterey County. One of their programs is called Nurturing Parenting Program which is an evidence-based program designed for parents with children ages zero to twelve years old. One of their newest programs, Parent Connect Group, is based on attachment theory and designed for parents with teenagers ages thirteen to seventeen years old. Both programs teach positive parenting behaviors and the skills to manage factors that lead to child maltreatment.

*Keywords:* child maltreatment, parental educational, Monterey County

### **Agency & Communities Served**

Community Human Services is a 501c(3) public nonprofit agency in Monterey County dedicated to providing substance abuse and mental health counseling and recovery services to middle and low income individuals or families. They work to address the underlying conditions of personal, family and community problems, whether it's addiction, domestic violence, mental illness, emotional health, homelessness, child abuse, or any other number of problems. Their vision is to create a community free of substance abuse, mental health challenges and housing instability. Their mission statement states, “ Community Human Services is a nonprofit agency dedicated to providing high quality mental health, substance abuse and homeless services to Monterey County residents to help them reach their full potential” (Community Human Services, 2022). Within that agency, there are many different departments offering different programs in order to address substance abuse, mental health and homelessness.

In order to address substance abuse, Community Human Services provides a variety of services such as outpatient treatment centers, residential treatment (Genesis House), medication assisted treatment, Men's Sober Living, Women's Sober living, youth drug interventions, and substance use prevention programs. The agency offers both substance abuse counseling and recovery options. “Affordable, comprehensive treatment is available for adults with drug and alcohol addictions” (Community Human Services, 2022). Person-centered treatment is provided from the perspective that a firm foundation of physical, emotional, and spiritual health is essential to continued recovery.

Affordable mental health programs are also being offered to low-income individuals and families in Salinas and Seaside. Such programs include outpatient counseling, Domestic

Violence and Anger Management, Parent Education Program, supervised visitation and exchanges, and Pathways to Safety. Mental health counseling is available for individuals dealing with HIV/AIDS and for gay, lesbian, bisexual, transgender, and questioning individuals.

In-school counseling for emotionally troubled youth is also being provided.

Homelessness is another big issue that is being addressed by programs like Safe Place, Safe Passage, Salinas Valley Street Outreach Program, Casa de Noche Buena, Salinas Valley Street Outreach Program, and Shuman HeartHouse. Casa de Noche Buena is a shelter for women and families with children who are experiencing homelessness. Salinas Valley Street Outreach Program is a program for unaccompanied homeless youth. Safe Place is a temporary shelter that offers counseling, and family reunification. Safe Passage offers transitional supportive housing.

Among all the different departments at Community Human Services, this paper will highlight the Nurturing Parenting Program and the Connect Parent Group under their mental health department. The Nurturing Parenting Program is based on an evidence-based curriculum that is free of charge for Monterey County residents. The program is designed for parents with children ages zero to twelve years old. The Nurturing Parenting Program class is held once a week for an hour and a half for twelve weeks long. Their lesson plans include goals, objectives, discussion topics, interactive activities, worksheets and handouts. The Parent Connect Group class is based on attachment theory and is designed for parents with teenagers aged thirteen to seventeen. The Parent Connect Group is also an hour and a half once a week however this program is only ten weeks long. These services affect change in the community by reducing the need for social services, law enforcement, and jails and prisons. They also help improve school attendance, performance and social outcomes for children.

### **Problem Description**

Monterey County has one of the worst records for child maltreatment. According to the Centers for Disease Control and Prevention, “In the United States, the total lifetime economic burden associated with child abuse and neglect was approximately \$428 billion in 2015” (2021). Child maltreatment is a huge problem that has life-long consequences. In Monterey County, 45% of children aged zero to seventeen reported general neglect and 1.3% reported severe neglect compared to 46.2% who reported general neglect and 1.5% who reported severe neglect in California (KidsData, 2018). General neglect is the highest and most common form of child maltreatment. Neglect is when a parent or caregiver fails to meet the needs of a child’s mental, physical, and emotional development. Physical abuse, sexual abuse, emotional abuse and neglect are the four types of child abuse and child maltreatment. In Monterey County, 12% of the children reported emotional abuse compared to 11% in California. Physical abuse is the second highest form of child maltreatment in Monterey County with 25.7% while California has only 19%. 11.9% of children reported sexual abuse in Monterey County compared to 9.4% in California (KidsData, 2018). Overall, Monterey County has the highest child maltreatment rates.

### **Contributing Factors**

The Parent Education Program under the mental health department for Community Human Services has been greatly affected by the COVID-19 pandemic. Due to the high numbers of individuals with COVID-19 last year, they decided to put a pause on face-to-face instruction. “As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms” (Li & Lalani, 2020). Currently, parent education classes are still being held online due to COVID-19 still affecting individuals to this

present-day. The lack of delivering parent education classes on a regular face-to-face instruction poses a contributing factor for child maltreatment as many parents who are at high risk are unable to attend online parent education classes due to various reasons. Many parents lack access to technology and/or the internet. Many parents also have limited experience with zoom with what it is and/ or how to use it. “Issues of accessibility have impacted lower-income families disproportionately as they may not have access to two requirements for online learning: high-speed internet service and a computer” (Maryville University, 2020). The majority of the parents taking the program are low-income families and do not have access to a computer or laptop leaving them with no other choice but to take the class on their phone for those who can. Online parent education classes lack face-to-face engagement making it more difficult for parents to understand the concept.

Another contributing factor to child maltreatment is the exposure to stress. The COVID-19 pandemic significantly affected the daily lives of children and families. Specifically, the stress caused by the COVID-19 pandemic which appears to be a significant risk factor for increased family violence and child abuse. “Public health organizations emphasize the increased risk for child abuse, especially among families that were abusive prior to the pandemic and families experiencing stress and economic instability, such as unanticipated job loss, resulting from COVID-19 related economic downturn” (Lawson, Piel & Simon, 2020). Losing a job is a significant life stressor that affects the way a parent cares for a child. Heightened stress such as from school closures, loss of income and social isolation resulting from the COVID-19 pandemic increased the risk for child abuse and neglect. The impact of life stressors on a parent committing child abuse depends on their way of coping with that stress.



Lastly, low levels of parental education also leads to child maltreatment and abuse. If parents lack the necessary child-rearing skills, knowledge of child development and/or the social support to parent in an appropriate manner, child maltreatment is heightened. “Children are more likely to be maltreated if their parents perceive them as problems, have poor parent–child relationships, have insufficient knowledge of child development, have high level of stress and depression, and believe in the superiority of corporal punishment” (Chen & Chan, 2016). Many parents, of all ages, are unaware of their child’s needs and need parental education or advice in order to meet those needs.

### **Consequences**

As a consequence of the Parent Education Program currently being held online, the lack of effective parenting educational techniques to reduce child maltreatment is not being met due to closure of in person classes. In a research conducted on parents taking online educational classes in the Philippines, Agaton and Cueto claim, “parents have encountered various challenges from the new mode of learning in virtual setting; delivery of instruction; unsatisfactory learning outcomes; financial difficulties while working for the family during lockdown; struggle with the use and availability of technology; and personal problems on health, stress, and learning style” (Agaton & Cueto, 2021, p. 901). This hinders parents from receiving the proper education resulting in an increase for child maltreatment. Research shows that child maltreatment is heightened if the parent lacks the necessary child-rearing skills, knowledge of child development and/or the social support that would enable them to parent in an appropriate manner. These findings reinforce the idea that parent education classes work as a preventative service for parents at high risk of abusing or neglecting children.

Stress affects the way a parent cares for their child which could have an impact on the child in numerous ways. Normal stress, such as stress from work, family, money and wealth, affects children negatively. Many parents believe that if they can remain calm in front of their child, their child won't feel or see how stressed they are. The truth is that children can still pick up on tension causing the child to experience stress, anxiety, and other emotions. According to Sashin, stress can wipe out the patience and energy it takes to be a nurturing and engaged parent (WebMD). Stress often makes it easier for parents to create unhealthy family habits, like eating fast food because they don't have the energy to cook. "Researchers have found that children of parents who feel stresses- because of health problems, financial strain, or other concerns- eat fast food more often, exercise less, and are more likely to be obese" (Sashin, 2017). Majority of parents do not know how to manage stress and as a good role model, it is important for parents to model healthy ways to deal with stressful times.

Poor parenting, due to the lack of parental education, has an enormous impact on a child's social, emotional, and intellectual development. Child abuse is often associated with learning difficulties and poor school achievement. As a consequence, a child has a risk of developing poor IQ scores, poor reading skills, and low rates of high school graduation. It is also associated with significant risks for emotional and interpersonal difficulties. "When a child has poor resilience, this can stem from a parent's inflexibility, inability to handle change well or failure to cope with negative emotions in a healthy manner" (Richards-Gustafson, 2017). Neglected children are vulnerable to high levels of negativity, poor impulse control, and personality disorders as well as low levels of enthusiasm and confidence. "In the long term, neglected children face a greater risk of emotional, behavioral and interpersonal difficulties,

mental health disorders, and learning difficulties and the achievement of academic achievement, juvenile delinquency, criminal activities and violence in adulthood” (Avdibegoviu & Brkiu, n.d).

**Problem Model**

<b>Contributing Factors</b>	<b>Problem</b>	<b>Consequences</b>
The recent COVID-19 pandemic greatly affected the way parent education classes are being delivered. Many parents lack the knowledge and/or access to technology.	Child maltreatment is a big issue in Monterey County.	Parents do not receive the proper education and rates of child maltreatment increase.
Exposure to stress is a significant factor for increased family violence and child abuse.		Parental stress can impact a child negatively.
Low levels of parental education due to the need for Parent Education classes.		Poor parenting affects a child's social, emotional, and intellectual development.

## **Capstone Project Description and Justification**

### **Capstone Project**

Monterey County has high rates of child maltreatment. In order to help expand a healthy physical and emotional development in children, preventative measures need to take place. Community Human Services provides parent education classes without discrimination and at no cost to parents mandated by court, social services or taking the program on a voluntary basis. The program Connect Parent Group, is an attachment based and trauma informed program. Connect Parent Group is designed to better deliver parent education classes online modality for parents to better understand the concepts. The Connect Parent Group curriculum is based on attachment theory that covers nine principles. It is implemented as a ten week program that is offered in both English and Spanish. The curriculum is originally designed for parents with children ages eight to seventeen years old. Alternatively, Community Human Services offers the same curriculum to birth parents with teenagers ages twelve to seventeen years old. The program helps parents understand what is behind their teenagers behavior. The curriculum implements role plays into the learning plan. Parents get different role plays with different scenarios that serve as examples of situations that parents can relate to. The facilitators act out three different scenarios with the same situation but different outcomes. Throughout the role plays, parents are able to analyze their teenagers' needs and how to meet them. Parents also create an attachment needs list for both teenagers and themselves in order to validate and understand each other's needs. The goal of the Connect Parent Group is to stop the intergenerational cycle of child abuse by teaching positive parenting behaviors.

**Project Purpose**

The purpose of the program Parent Connect Group is to give parents the skills and space to learn how to manage factors that lead to child maltreatment. The program is intended to aid ‘at-risk families and/or to prevent the recurrence of maltreatment in abusing families. In general, parent education classes are assumed to benefit families in two ways: by increasing parents’ knowledge of child development and appropriate methods of child-rearing and by reducing parental stress by the expansion of the social support networks available to parents. The Parent Connect Group’s purpose is to promote parental reflective function, sensitive care, emotion regulation and parent-child mutuality and cooperation. Sessions include nine attachment principles that specifically focus on adolescence and parenting and reflection activities through experimental and emotion-focused role-plays. Parents increase their parental reflection function by learning to be aware of their own feelings, thoughts, and internal experiences as well as those of their child in order to improve the quality of their relationships. Parents also increase parental sensitivity by learning how to interpret their child’s behavior through an attachment lens and how to respond in a developmentally attuned and empathic manner.

**Project Justification**

Wilder Research conducted a literature review of parent education programs in 2016 and identified strategies used in parenting education programs that have been found to be consistently associated with positive outcomes for families. One of those strategies is to actively engage parents. “Successful parenting programs provide opportunities for parents to practice the skills they are learning, either with a professional, at home, on-site with their child, or in a group setting” (Wilder Research, 2016). By implementing role plays into the curriculum for the

Connect Parent Group Program, parents are able to actively engage by taking the role of their child. This encourages parents to reflect on their child's feelings, thoughts, and behaviors.

Another strategy that Wilder Research endorses to be effective is offering frequent sessions.

“Programs that run over several months and meet at least weekly tend to have the best outcomes”

(Wilder Research, 2016). The Connect Parent Group Program meets once a week for an hour and a half for a period of ten weeks long.

### **Project Implementation**

Implementation of the Connect Parent Group Program began taking place in March 2022 and will continue as long as funds are being provided. The length of the program is ten weeks long with a capacity of eight to fourteen caregivers. The planning of the program involved monthly team meetings that lasted from November 12, 2021 up until February 28, 2022 to discuss how the Connect Parent Group Program will be administered. The curriculum consists of ten principles. Implementation of the curriculum will start by introducing principle one: All Behavior has Meaning. This principle introduces what attachment is and how it is a basic human need that shapes behavior. Principle two: Attachment is for Life covers how the need of attachment continues from cradle to grave but the way this need is expressed changes throughout development. Principle three: Conflict is Part of Attachment addresses how conflict is part of all relationships as well as a part of attachment. Conflict offers new opportunities for understanding, connection, and growth when we learn to express and manage conflict constructively. Principle four: Autonomy Includes Connection implements the idea how secure attachment is a balance between connection and independence. Principle five: Empathy the Heartbeat of Attachment illustrates how understanding growth and change begins with empathy. Principle six: Balancing

our Needs with the Needs of Others acknowledges that relationships thrive when we balance our needs with the needs of others while having empathy. Principle seven: Understanding Growth and What it Takes discusses how growth and change involves moving forward while understanding the past. Principle eight: Celebrating Attachment talks about how attachment could bring both joy and pain at the same time. Lastly, principle nine: Two Steps Forward, One Step Back brings up how attachment allows us to trust the relationship even during turbulent times. A detailed implementation plan and timeline can be seen in the Scope of Work in Appendix A.

### **Assessment Plan**

To measure the effectiveness of the Connect Parent Group program, clients are required to take a pre-assessment and a post-assessment. The purpose of conducting a pre-post assessment is to assess the parents and/or caregivers progress from the beginning to the end of the program. When the client is enrolling for the program, they are required to fill out an application known as an intake where they answer questions such as their name, address, phone number, racial status, employment, emergency contact, etc. After they finish filling out the intake form, they are required to take a pre-assessment of forty questions total. The questions are answered by whether they agree, strongly agree, disagree, strongly disagree, or whether they are unsure. There are no right or wrong answers and the questions simply serve for the purpose of getting an idea of their parenting beliefs. At the end of the program, clients answer those same forty questions in the post-assessment. This allows the Parent Education Lead to see whether there were improvements through the responses from the pre-assessment to the post assessment. The clients' responses to the pre-post assessment get uploaded into the Parenting Program assessment page where it

calculates their responses and lets the Parent Education Lead know whether a client fits either category: high risk, medium risk or low risk.

### **Expected Outcomes**

The Connect Parent Group will be beneficial to parents and/or caregivers with adolescent children. Regardless of classes being held via zoom, parents and/or caregivers will get a lot out of these classes just because of how the curriculum is designed for online learning. Parents and/or caregivers will receive guidance on parent-child interactions and will greatly improve the quality of the relationship between them and their child. They will be able to interpret their child's behavior through an attachment lens and will know how to respond in an attentive and empathic manner. Parents and/or guardians will develop the skills to promote mutuality and partnership with their child as it relates to challenges and conflict. As a result, parent-child conflict decreases. The adolescent's externalizing problems including symptoms of conduct disorder, oppositional defiant disorder, attention-deficit hyperactivity disorder (ADHD) will also be decreased (CEBC, 2022). An adolescent's internalizing problems such as anxiety and depression will also be decreased. A parent's and/or caregiver's depressed mood and caregiving stress will also be decreased. The program will help increase the attachment security in the relationship.

### **Project Results**

Parents and guardians can take the Connect Parent Group Program if they are referred either by court or social services or by voluntary basis. Not many clients take the program on a voluntary basis thus the number of clients per session were really small. The smallest class consisted of three parents. It was a challenge to get more clients interested in the program.



Numerous tabling activities were attended at resource fairs in Seaside and Salinas to share information about the Connect Parent Group Program with the community. Flyers with information were handed out or offered as well as free stuff like bags, stuffed animals, pens and hand sanitizers. Unfortunately, many families did not really seem interested in the information being provided but rather were more excited about the free stuff that was being offered. The clients that did take the Parent Group Program did significantly show improvement. The pre-post assessments show consequential improvement in the clients' responses and beliefs from when they first started taking the program to the end of the program. Evaluation of the pre-post assessments demonstrate how parents and/or caregivers went from being high risk to medium risk and those from medium risk to low risk. Facilitators were also able to see remarkable improvements during the continuous role plays during the lectures. Parents also got the opportunity to be a part of some role plays and demonstrate how to apply the principles. Throughout the lectures, parents were able to listen attentively, respond in an empathic manner, compromise, and recognize their child's needs as well as their own.

### **Conclusion & Recommendations**

The Connect Parent Group is highly beneficial and important for the community and should continue to be implemented. There are very few resources provided for parents with adolescents. Based on the profound research conducted in the beginning of this project, child maltreatment rates are substantially high in the community. There are not enough services in the community to help address this issue. Majority of the services offered for parents in the community are for parents with children or infants. Until now, the Connect Parent Group was specifically created to address the needs of parents with teenagers. The Connect Parent Group

Program has not only provided parents with the tools and skills to better their relationship with their child but also helped contribute to a decrease in child maltreatment. Teenagers are also more likely to do better in school; their grades as well as their attendance improves. Therefore, continuation of the Connect Parent Group Program is crucial.

In order to continue the Connect Parent Group Program certain components need to be improved. One recommendation is to slowly start transitioning in person. Many parents or clients lack the motivation and concentration by participating via zoom. In certain incidents, there have been clients taking the class while driving, shopping, and even working. By not being able to attend the class physically and mentally without any distractions, parents are unable to benefit from what is being offered to them. Another recommendation is to increase the number of clients. The most important aspect is to reach parents of the age range that the Connect Parent Group Program was designed for. Most of the resource fairs that were attended were held in elementary schools whereas there could be more promotion in middle schools and high schools. There could also be a possibility to work with schools in order to reach more parents and/or caregivers in the community. School administrators may help distribute flyers to parents and/or guardians offering information about the Connect Parent Group Program. The final recommendation is that Community Human Services may partner with another agency to deliver a similar program as the Connect Parent Group Program. Since Community Human Services is a nonprofit organization, collaborating with another agency may be hugely beneficial in the way that it will attract more funding. By collaborating with another agency, funders and contributors become aware and as a result they will want to fund the organization and vice versa.

### **Personal Reflection**

The Connect Parent Group Program was designed for parents with adolescent children. The curriculum had to be created specifically to be taught through online modality because of the COVID-19 pandemic. As a consequence of classes being delivered online, there became the need for a tech person. The tech person was in charge of sharing their screen on Zoom to display the curriculum or lecture and changing the slides while facilitators would instruct. The tech person also helped by assisting when clients had difficulties such as turning on or off their Camera or microphone. This made it easier on facilitators to fully engage while instructing. This way, clients were able to get the most from the classes while being online. To some degree, having a tech person contributed to better deliver the course online. By parents and/or caregivers learning the appropriate skills and tools, child maltreatment could be prevented. The Connect Parent Group Program made efforts to take preventative measures to address child maltreatment. Programs like these are immensely needed in the community due to high rates of child maltreatment.

### **Strengths/Success**

The Connect Parent Group Program had several strengths and successes that were reflected at the end of the program. Despite having to start the program online, the Connect Parent Group Program approached online modality successfully. Due to the COVID-19 pandemic, many families were stuck in their homes making it harder on clients to give their full attention to the parent education classes. The Connect Parent Group Program was aware of this and thus designed the curriculum specifically to be taught online. With the help from the tech person, the curriculum was delivered as best as possible in order to meet the needs of parents or

clients. The success of how the curriculum was designed is revealed through the pre-post assessments. Clients demonstrated significant growth in their responses in the post-assessment compared to the pre-assessment. This growth is also observed throughout the role plays in the curriculum. Regardless of how small classes were, classes were a success. Having few clients appeared to be rewarding in a way. Instead of clients being just another face in the crowd, clients developed deeper and longer discussions during discussion time. Clients felt more comfortable and were more willing to share information.

### **Limitations/Challenges**

Although the Connect Parent Group Program was successful with a small class size, having a small class size also has its limitations. One of the major disadvantages to small parent education classes is cost. Smaller parent education classes means adding additional facilitators. However, Community Human Services has limited funds to add additional facilitators. As a nonprofit organization, Community Human Services' finances are open to public inspection. With that being said, the agency's money is limited and is kept under observation on how it is distributed. This limitation was addressed by taking advantage of the resource fairs that were attended in order to network with other agencies and/or sponsors. This could help open doors to future collaborations with other agencies. Getting more people to join the Connect Parent Group Program on a voluntary basis was also a challenge. Although few resource fairs were attended, people were not too interested in the program and those that appeared to be interested never followed up. By not being able to reach a lot of people, the Connect Parent Group Program is unable to provide services to a wide range of people in order to truly see the decrease in child

maltreatment in the community. This challenge is being approached by constantly attending resource fairs.

### **Broader Social Significance**

Child maltreatment and abuse is unfortunately ordinary in the Monterey County community. Contributing factors that affect the high rates of child maltreatment and abuse in the community include parental stress, low levels of parental education and the way that the COVID-19 pandemic affected the delivery of parent education classes. Exposure to stress is a factor for increased family violence and child abuse. The Connect Parent Group Program showed remarkable reductions in parents' depressed mood and stress. The program also showed significant reductions in youth reported aggression, conduct, ADHD and depressed mood. The lack of parent education classes is another barrier. The Connect Parent Group Program was able to design a curriculum in Spanish and English based on attachment theory to address the needs of parents with adolescents. Consequently, the program caused an increase in attachment security and positive family functioning. The program is currently working to expand their services to be able to reach more people in hopes to keep increasing the level of parental education in the community. The COVID-19 pandemic was also a barrier. As classes and jobs had transitioned online due to the pandemic, the start of the Connect Parent Group Program began online. Despite this issue, the program was able to create a curriculum specifically to be taught online. With the help of the tech person, facilitators were able to be more engaging while instructing. Clients were also able to receive help during zoom on features like how to see all the participants on their screen or how to turn on or off their microphone and camera.

In order to continue the Connect Parent Group Program and allow the program to expand, it is important to gain interest from future facilitators and interns. Individuals getting involved in this project, have to be passionate about working with parents. It may be difficult to reach parents who are truly interested to take parent education classes for many may have few expectations for parenting classes. Constant efforts to attend resource fairs will be required to make such services known to the community. Incoming interns must be willing to be persistent at attending numerous resource fairs in order to advocate and offer information about the resources that are free and available for Monterey County residents. Aside from participating in resource fairs, interns must also be willing to enter data such as attendance, and entering pre-post assessments into the Nurturing Parenting Assessment page. Interns must be friendly and skilled using Zoom to elaborate as the tech person. An advice for incoming interns is to be as persistent as possible. It may seem like no one cares or no one is interested in hearing what services Community Human Services has to offer but when you are able to reach at least one person that truly needs the help, it makes it worthwhile and valuable.

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## Appendix A

### Scope of Work

Activities	Deliverables	Timeline/Deadlines	Supporting Staff
Discuss and go over the curriculum and roles for the new program Connect Parent Group	Monthly team meetings and individual meetings with mentor	Sept. 12, 2021 - Feb. 28, 2022	Kelsey Hansen (program supervisor), Sandra Yanez (mentor), facilitators, myself
First English Connect Parent Group class via zoom	Welcome session where clients get to introduce themselves to one another and the facilitator and vice versa. Facilitator also goes over what is expected in class.	March 01, 2022	Sandra Yanez, myself
English Parent Group class principle 1	Clients get introduced to what attachment is and how it is a basic human need.	March 08, 2022	Sandra Yanez, myself
English Parent Group class principle 2	Parents learn how the need of attachment continues from cradle to grave but the way this need is expressed changes throughout development.	March 15, 2022	Sandra Yanez, myself
English Parent Group class principle 3	Conflict is a part of all relationships and attachment. Parents learn how to express and manage conflict constructively.	March 22, 2022	Sandra Yanez, myself
English Parent Group class principle 4	Parents learn how secure attachment is a balance between connection and independence.	March 29, 2022	Sandra Yanez, myself
English Parent Group class principle 5	Parents learn how understanding growth	April 05, 2022	Sandra Yanez, myself

	and change begins with empathy.		
English Parent Group class principle 6	Parents learn how to balance their needs with the needs of others in order for relationships to thrive.	April 12, 2022	Sandra Yanez, myself
English Parent Group class principle 7	Parents gain understanding that in order for them to move forward through growth or change, it is important to understand their past.	April 19, 2022	Sandra Yanez, myself
English Parent Group class principle 8	Parents acknowledge how attachment can bring both joy and pain and understand that is what celebrating attachment is.	April 26, 2022	Sandra Yanez, myself
English Parent Group class principle 9	Parents learn the importance of trusting the relationship even during turbulent times by taking two steps forward and two steps back.	May 03, 2022	Sandra Yanez, myself
Enter pre-post assessment intakes	Assessments were entered onto the Nurturing Parenting Program assessing page in order to see improvements	May 05, 2022- May 12, 2022	Myself
Resource fair in Seaside	Reach out to the community by giving them information about the services and resources available to them	May 21, 2022	Myself, Cat Broz (facilitator)
Translation of the Connect Parent Group curriculum into Spanish	By translating the curriculum into Spanish, Spanish speaking individuals will also be able to benefit from the	May 26, 2022- May 29, 2022	Marjoylee (facilitator), Myself

	Connect Parent Group Program		
First class of the Spanish Connect Group Parent class	Clients get introduced to the principles that will be covered throughout the curriculum and what is expected in class	June 08, 2022	Sandra Yanez, myself
Resource fair in Los Padres Elementary School in Salinas	Reach out to the community by giving them information about the services and resources available to them	Sept. 24, 2022	Myself, Cat Broz (facilitator)
Resource fair at Martin Luther King Middle School in Salinas	Reach out to the community by giving them information about the services and resources available to them	Nov. 05, 2022	Myself, Cat Broz (facilitator)

**Community Human Services Directory:**

<https://chservices.org/mental-health/parent-education-program/>