Course Outline for Early Childhood Development 62

CHILD, FAMILY AND COMMUNITY

Catalog Description:

ECD 62 - Child, Family and Community 3.00 units
Patterns of family living in contemporary society, including the varying roles and interactions of family members; demographic, socio-cultural, racial, educational, economic, historical and developmental factors affecting children, families and relationship of the family to early care and education and to community resources. The processes of socialization and identity development will be highlighted.
Requisites: none

Grading Option: Letter Grade

Discipline:

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<tr>
<th>Units</th>
<th>Contact Hours</th>
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<tr>
<td>Lecture</td>
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<tr>
<td>Laboratory</td>
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<tr>
<td>Clinical</td>
<td>0.00</td>
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<td>Total</td>
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Prerequisite Skills:
None

Measurable Objectives:

Upon completion of this course, the student should be able to:
1. examine how services provided to families and children with varying needs are determined by political, financial, religious and other powerful influences;
2. identify and compare services offered by contemporary communities, (local, state, and federal) that serve families;
3. identify and describe various parenting styles and family interactions and their effects on children with differing needs;
4. identify the impact of culture, linguistic and ethnic diversity on all families and children;
5. identify effects of group care on children with typical and atypical needs;
6. identify steps of reporting child abuse;
7. demonstrate an understanding of diversity;
8. explain components of effective communication between families and early care and education providers, including issues related to individual needs;
9. recognize the effects of exposure to violence on young children and develop a plan for children and families that raises awareness of the effects of violence on young children;
10. identify factors of family dynamics that affect children’s mental health and indicate when intervention is necessary;
11. identify theories of socialization that address the interrelationship of child, family and community;
12. demonstrate understanding of NAEYC Code of Ethics.
13. identify and assess impact of one's own values, goals and sense of self as related to family history and life experiences.

Course Content:

1. Brief history of the development of family child rearing practices in this country
   A. Different roles of children from a historical perspective
   B. Influences of church and state on family responsibilities
   C. The evolution of the preschool/child care program as an extension of home and family
   D. Role of government, business and society towards children with typical and atypical needs
2. Present day challenges with regard to children and families
   A. Traditional and non-traditional families
   B. Generational issues
   C. Violence in the Lives of Young Children
      a. Violence in the home– physical and psychological effects
      b. Trauma in early childhood
   D. Adult substance abuse and the effects on the Mental Health of young children
      a. Prenatal exposure
      b. Dysfunction of family unit
   E. Inter-relatedness of family, social and community as agents of socialization
   F. Health and disability
   G. Resources for families with specialized needs
   H. Socio-economic status, cultural, and religious influences
3. Family dynamics
   A. Impact of children on the family
   B. Family values, personal history and parenting styles
   C. Cultural consideration in family life
   D. Exploring stereotypes
   E. Understanding the diversity of families
4. Children in group care
   A. Child rearing patterns
   B. Discipline philosophies and styles
      a. Emotionally safe and secure environments with clear expectations
      b. Coaching children in social skills, problems solving and conflict resolution
      c. Knowledge of behaviors that are developmentally appropriate
   C. Subsidized and inclusive programs
   D. Effects of early care and education on children
5. Legal requirements including child abuse awareness and reporting
   A. Identification
   B. Mandated reporting
   C. Linking families with resources
6. Diversity
   A. Issues of bias, stereotypes, discrimination, and exclusion
   B. Awareness and respect for individual differences including children with exceptional needs
   C. Communicating with diverse populations
7. Relationships among home, group care setting and resource provider
   A. Communication style
   B. Establishing communication and collaboration
   C. Cultural continuity
   D. Conflict management
   E. Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
8. Professional Caregiver
   A. Assess one’s own values, goals and sense of self related to family history and life experiences
   B. Changing roles of early care and education
   C. Importance of relationships
   D. Involving families in decision making, assessment, and caregiver strategies based on identified needs
   E. Ethical responsibilities of professionals to all children and families
   F. Ongoing relationships with families and support services
   G. Advocating on the behalf of children and families.

**Methods of Presentation**
1. Lecture/Discussion
2. Films, tapes, and resource speakers.
3. Individual student reports.
4. Projects and assignments.
5. Written assignments

**Assignments and Methods of Evaluating Student Progress**

1. **Typical Assignments**
   A. Select and read two children’s books which illustrate other cultures or children who are facing different family situations. You will present your books to the class and provide information about the author and publisher.
   B. Present to the class your written interview with a person of a culture different than your own. This person will preferably be from a different country of origin or someone of a different race.
   C. Research the social service agency that was assigned to you. Visit the agency, talk with the director or person in charge and present an oral report to the class about the services of the agency and turn in a written report to the instructor.
   D. Interview a family, identify one of their needs and research community resources.
   E. Reflect on one’s life by using Bronfenbrenner’s Ecological System theory. Students will reflect on given question and write detailed essay.

2. **Methods of Evaluating Student Progress**
   A. Class Participation
   B. Midterm Examination
   C. Final Examination
   D. Attendance
   E. Individual and group reports
   F. Written assignments

3. **Student Learning Outcomes**
   Upon the completion of this course, the student should be able to:
   A. Describe socialization of the child focusing on the interrelationship of family, school, and community.
   B. Identify the educational, political, and socioeconomic impacts affecting children and families.
   C. Describe strategies and community resources that empower families and encourage family involvement in children’s learning.

**Textbooks (Typical):**

**Special Student Materials**

**Abbreviated Class Schedule Description:**

Patterns of family living in contemporary society, including the varying roles and interactions of family members; demographic, socio-cultural, racial, educational, economic, historical and developmental factors affecting children, families and relationship of the family to early care and education and to community resources. The processes of socialization and identity development will be highlighted.

**Requisites: none**