

CHLD 8: CHILD, FAMILY & COMMUNITY

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2024
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Not open to students with credit in CHLD 88.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Description

An examination of the developing child in a societal context focusing on interrelationship of family, school, and community, and emphasizing historical and sociocultural factors. The processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

Course Objectives

The student will be able to:

1. Identify various family structures, family strengths, and family resources.
 2. Demonstrate understanding of the impact of culture on a child's development.
 3. Develop increased familiarity with resources, community agencies, and referral systems to assist children and families.
 4. Explain and interpret the impact of educational, political, and socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health, and poverty.
 5. Analyze one's values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
 6. Examine theories of socialization that address the interrelationship of child, family, school, and community.
 7. Recognize the importance of public policy and advocacy on behalf of children and families within community structures.
 8. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture, and the professional community.
 9. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.
- a. Family systems theory
 - b. Role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, family dynamics, and children's developmental outcomes
 - c. Baumrind's parenting styles and predicted outcomes
 - d. The role of group childcare and early schooling
 - e. Teacher's and caregivers' influences on children and families
 - f. Strategies to empower families and encourage family involvement in children's development
2. Demonstrate understanding of the impact of culture on a child's development
 - a. Appropriate and effective communication strategies for working with diverse populations, including the community of children and families with special needs
 - b. Stereotypes, biases, and assumptions and their effect upon the family, the culture, and the professional community
 3. Develop increased familiarity with resources, community agencies, and referral systems to assist children and families
 - a. Identification and examination of local, state, and national resources
 - b. Early educator's role in assisting families in accessing effective use of resources, including early intervention/special education and inclusion of children with differing abilities
 4. Explain and interpret the impact of educational, political, socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health, and poverty
 - a. Early educator's role in supporting families in stress
 - b. Factors contributing to resiliency in children and families
 - c. Impact of age, gender, diverse abilities, language and culture, poverty, racial identity and ethnicity, child care and schooling, socioeconomic status on children and families
 5. Analyze one's values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families
 - a. Examine personal feelings and beliefs about issues of culture and how personal feelings and beliefs influence our actions
 - b. Develop and demonstrate through role-play various communication skills which effectively support healthy partnerships with parents
 6. Examine theories of socialization addressing the interrelationship of child, family, school, and community
 - a. Attachment theory
 - b. Erickson's theory of psycho-social development
 - c. Maslow's hierarchy of needs
 - d. Bronfenbrenner's ecological model
 - e. Contemporary social issues and their effect on children and families
 - f. Historical theoretical frameworks of socialization
 - g. Interrelatedness of family school and community as agents of socialization
 7. Recognize the importance of public policy and advocacy on behalf of children and families within community structures
 - a. Personal advocacy, public policy advocacy, and private sector advocacy
 - b. Aspects of civic responsibility as related to social justice and equity

Course Content

1. Identify various family structures, family strengths, and family resources

8. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture, and the professional community
 - a. Awareness of labels and the implications of stereotypes
 - b. Tools to use to avoid stereotyping behaviors
9. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families
 - a. National Association for the Education of Young Children-Code of Ethical Conduct
 - b. California Licensing Regulations Title 22

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation
Written and oral personal reflections
Oral presentations
Written projects
Tests, final exam, and/or final project

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises
Oral presentations
Demonstration
Field trips

Representative Text(s) and Other Materials

Gonzalez-Mena, J.. *The Child in the Family and the Community*, 7th ed.. 2016.

Gonzalez-Mena, J.. *50 Strategies for Communicating and Working with Diverse Families*, 3rd ed.. 2013.

Laff, Rebecca, and Wendy Ruiz. *Child, Family, and Community*. .

Although they are older than five years, the Gonzalez-Mena texts remain relevant to course content.

The Laff and Ruiz text is an OER resource, provided by Libretexts. Retrievable from: [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Family_and_Community_\(Laff_and_Ruiz\)/00%3A_Front_Matter/01%3A_TitlePage](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Family_and_Community_(Laff_and_Ruiz)/00%3A_Front_Matter/01%3A_TitlePage)

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to video viewings and experiences, such as research projects and field trips
4. Research, planning, and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education