CHLD 8: CHILD, FAMILY & COMMUNITY

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Units:</td>
<td>4</td>
</tr>
<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Not open to students with credit in CHLD 88.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE:</td>
<td>Non-GE</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
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<tr>
<td>Repeatability:</td>
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<td>Formerly:</td>
<td>CHLD 88</td>
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Description

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

Course Objectives

The student will be able to:

A. Identify various family structures, family strengths and family resources.
B. Demonstrate understanding of the impact of culture on a child’s development.
C. Develop increased familiarity with resources, community agencies and referral systems to assist children and families.
D. 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.
E. 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.
F. Examine theories of socialization that address the interrelationship of child, family, school and community.
G. Recognize the importance of public policy and advocacy on behalf of children and families within community structures.
H. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
I. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

Course Content

A. Identify various family structures, family strengths and family resources
1. Family systems theory
2. Role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, family dynamics and children's developmental outcomes
3. Baumrind's parenting styles and predicted outcomes
4. The role of group childcare and early schooling
5. Teacher’s and caregivers’ influences on children and families
6. Strategies to empower families and encourage family involvement in children’s development
B. Demonstrate understanding of the impact of culture on a child’s development
1. Appropriate and effective communication strategies for working with diverse populations, including the community of children and families with special needs
2. Stereotypes, biases, and assumptions and their effect upon the family, the culture and the professional community
C. Develop increased familiarity with resources, community agencies and referral systems to assist children and families
1. Identification and examination of local, state and national resources
2. 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
D. 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
1. Early educator’s role in supporting families in stress
2. Factors contributing to resiliency in children and families
3. Impact of age, gender, diverse abilities, language and culture, poverty, racial identity and ethnicity, child care and schooling, socioeconomic status on children and families
E. 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
1. Examine personal feelings and beliefs about issues of culture and how personal feelings and beliefs influence our actions
2. Develop and demonstrate through role-play various communication skills which effectively support healthy partnerships with parents
F. Examine theories of socialization addressing the interrelationship of child, family, school and community
1. Attachment theory
2. Erikson’s theory of psycho-social development
3. Maslow’s hierarchy of needs
4. Bronfenbrenner’s ecological model
5. Contemporary social issues and their effect on children and families
6. Historical theoretical frameworks of socialization
7. Interrelatedness of family school and community as agents of socialization
G. Recognize the importance of public policy and advocacy on behalf of children and families within community structures
1. Personal advocacy, public policy advocacy and private sector advocacy
2. Aspects of civic responsibility as related to social justice and equity
H. Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community
1. Awareness of labels and the implications of stereotypes
2. Tools to use to avoid stereotyping behaviors
I. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families
1. National Association for the Education of Young Children-Code of Ethical Conduct
2. 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:

A. Class participation
B. Written and oral personal reflections
C. Oral presentations
D. Written projects
E. 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


Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments
A. Reading and study of the text.

B. Reading and written response to test questions, assignments and relevant articles and online reading material.

C. Reaction writing assignments to video viewings and experiences, such as research projects and field trips.

D. Research, planning and written evaluation of individual or group creative projects.