

## **COURSE OUTLINE**

### **Child Development 142 (C-ID Number CDEV 110) Child, Family and Community (C-ID Title: Child, Family and Community)**

#### **I. Catalog Statement**

Child Development 142 examines the developing child in a societal context focusing on the interrelationship of family, school and community with an emphasis on historical and socio-cultural factors. The processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

Total Units: 3.0

**Total Course Units**

Total Lecture Hours: 48.0

**Total Contact Hours: 48.0**

Prerequisite: Child Development 135

#### **II. Course Entry Expectations**

Prior to enrolling in this course, the student should be able to:

1. analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;
2. analyze how cultural, economic, political, historical contexts affect children's development;
3. compare and contrast various theoretical frameworks that relate to the study of human development;
4. apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;
5. differentiate characteristics of typical and atypical development at various stages;
6. analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

#### **III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. analyze theories of socialization that address the interrelationship of child, family and community;
2. critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families;
3. synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities;
4. critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning;
5. critically assess community support services and agencies that are available to community and families;
6. analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

**IV. Course Outline**

**Total Faculty Contact Hours = 48 hours**

- |  |         |
|--|---------|
| A. Major Current and Historical Theoretical Frameworks of Socialization        | 3 hours |
| B. Interrelatedness of Family, School and Community as Agents of Socialization | 2 hours |
| C. The Role of Family  | 6 hours |
| 1. Values, traditions  |         |
| 2. Modes of interaction, rules, conventions                                    |         |
| 3. Responsibilities  |         |
| 4. Transitions   |         |
| 5. Family dynamics   |         |
| D. Diverse Family Structures, Parenting Styles and Values                      | 2 hours |
| E. Teachers' and Caregivers' Influences on Children and Families               | 3 hours |
| F. Identify Community Agencies   | 3 hours |
| 1. Referral systems  |         |
| 2. Procedures  |         |
| 3. Availability of specialized services and support for families and children  |         |
| G. Factors Contributing to Resiliency in Children                              | 3 hours |
| H. The Influence of Adults' Personal Experience and Family History             | 3 hours |
| I. The Role of Group Childcare and Early Schooling                             | 6 hours |
| 1. Teacher's role in researching needs   |         |
| 2. Family contexts of dual language learners in particular                     |         |
| 3. Challenges and benefits of early childhood practices                        |         |
| 4. Creating partnerships   |         |
| 5. Sharing knowledge and expertise   |         |
| 6. Two-way communication   |         |

7. Sharing power and decision making
  8. Acknowledging and respecting diversity, and
  9. Creating networks of support
- 
- J. Socioeconomic Factors that Impact Children and Families 2 hours
    1. Work and childcare,
    2. Single parent families,
    3. Poverty, incarceration, health, etc.
  - K. Contemporary Issues and Their Effect on Children and Families 3 hours
  - L. Stereotypes, Biases and Assumptions and Their Effect 3 hours
  - M. Appropriate and Effective Communication Strategies with Diverse Populations 3 hours
  - N. Advocacy strategies to influence public policy on behalf of children and families. 3 hours
  - O. Legal Requirements and Ethical Responsibilities 3 hours

**V. Methods of Instruction**

The following instructional methodologies may be used in the course:

1. lecture/discussion;
2. demonstration;
3. modeling appropriate strategies & techniques;
4. media/oral presentation;
5. web-enhanced, hybrid, or online.

**VI. Out of Class Assignments**

1. Observations (e.g. attend a community event relevant to the course content such as school board meetings, parent meetings etc.; write a summary of your experience.);
2. Group projects (e.g. Parent/Community Meeting - with your peers, identify an area of interest or an issue of concern, research the topic and plan, and present a meeting to address the area/issue to the class);
3. Final project (e.g. Resource Guide Assignment – identify 10 agencies, services and/or educational opportunities available to families with children 0-18 years designed to support growth and development of children directly or indirectly. Create a resource guidebook listing resources in the greater Los Angeles area);
4. Read textbook and other resources as assigned (e.g. read and prepare notes for class discussion and small group activities).

**VII. Methods of Evaluation**

The following methods of evaluation will be used in the course:

1. evaluation of reflective writing;
2. evaluation of small group project work;
3. evaluation of case studies;
4. final examination.

### **VIII. Textbook**

Berns, Roberta. *Child Family School and Community: Socialization and Support* (9<sup>th</sup> edition). 2012. Belmont: Wadsworth Cengage Learning. Print  
13<sup>th</sup> Grade Textbook Reading Level ISBN: 0-495-80486-X

### **IX. Student Learning Outcomes**

Upon successful completion of the coursework, the student will be able to:

1. analyze theories of socialization that address the interrelationship of child, family and community;
2. critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families;
3. synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities;
4. critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning;
5. critically assess community support services and agencies that are available to community and families;
6. analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.