

## Course Syllabus

Department: Child Development

Course Title: Family and the Community

Section Name: TECA 1303

Start Date: 6/4/12

End Date: 7/5/12

Modality: ONLINE

## Instructor Information

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Course Description: A study of the relationship between the child, the family, the community and early childhood, and community lifestyles, child abuse and current issues. Effective listening and spoken techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children are parents will be taught as well as learning how to develop strategies for managing stressful situations.

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Prerequisites/Corequisites: None necessary

Core Objectives: 1,2,4,5,6

**ODESSA COLLEGE**

**HUMANITIES AND COMMUNICATION DIVISION**

**CHILD AND PARENT DEVELOPMENT DEPARTMENT**

**COURSE SYLLABUS**

**COURSE NUMBER: 1303 COURSE TITLE: FAMILY AND THE COMMUNITY**

**CREDIT HOURS: 3 LECTURE HOURS: 3 LAB HOURS: 0**

**PREREQUISITE: NONE**

**BLACKBOARD STUDENT HELP PAGE: <http://www.odessa.ed/virtual/faq.htm>**

**CATALOG DESCRIPTION:**

A study of the relationship between the child, the family, the community and early childhood educators, including a study of parent education, family and community lifestyles, child abuse and current issues. Effective listening and spoken techniques in parent/teacher conferences are developed along with communicating skills. Child care situations and resources are explained and written report examples are developed. The intellectual and emotional growth of children and parents will be taught as well as learning how to develop strategies for managing stressful situations.

**COURSE LEARNING OUTCOMES/PROFICIENCIES:**

The student will examine research on parenting styles; discuss issues relating to families and communities; discuss literature relating diverse lifestyles and multi-cultural influences; examine research on abuse and neglect as it occurs in the family. The student will identify effective parenting techniques; identify characteristics of functional and dysfunctional families; recognize signs of abuse and neglect; describe ways to work effectively with abusive behaviors; and develop activities to enhance understanding of diverse lifestyles and multi-cultural influences.

**TEXTBOOKS:** Home, School, & Community Relations 7 E; Raising Self-Reliant Children in a Self-Indulgent World.

**LEARNING OUTCOMES:**

1. Examine literature on parenting styles and effective parenting techniques. (1, 2, 5)
  - a. Define different parenting styles. (2)
  - b. Describe family structures and interaction patterns and how they influence growth and development of children. (1, 2)
  - c. Explain developmental stages of parenting and the effect on growth and development of children and parents. (1, 2)
  - d. Describe changes in parenting and family life during the 20<sup>th</sup> century. (1, 2)
  - e. Describe the role of families in teaching and supporting learning. (1,2)
  - f. Identify characteristics of functional and dysfunctional families. (1,2)

2. Discuss issues relating to families and communities. (1, 2,)

a. Analyze current issues as they relate to families and parenting. (1, 2, 5)

b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.

(1,2,5,6)

c. Describe needs and challenges of families caring for children with special needs. (2, 4,5, 6)

d. Evaluate effects the community has on a child and his/her family. (1,2, 5,6)

e. Identify community resources available to support children= s development, learning, well-being and special needs. (1, 2, 4, 5,6)

f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals. (1, 4)

g. Discuss legislation and public policies affecting children and families, including children with special needs. (1)

h. Advocate on behalf of early childhood issues relating to families and communities. (4, 5, 6)

3. Discuss literature relating to diverse cultures and lifestyles. (1, 2, 5, 6)

a. Recognize human variability. (1, 2)

b. Review professional literature on anti-biased approaches in the classroom. (1, 2)

c. Explain how a child' s home language other than standard English affects their English language development. (1,2)

d. Describe ways to enhance all children's awareness and appreciation of languages and cultures. (1,2)

e. Develop activities to enhance understanding of diverse cultures and lifestyles. (1,2,4,5,6)

4. Summarize ways to communicate and interact with parents and families. (1, 2, 5, 6)

- a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs. (1, 2)
  - b. Explain how teachers can work effectively with parents or primary caregivers to address children's needs and promote their development. (1, 4, 5)
  - c. Explain the importance of respecting parents' choices and goals for their children. (1,2)
  - d. Describe how to involve parents in planning for their individual children. (1,2)
  - e. Describe policies which promote A family-friendly practices.(1,2)
  - f. Communicate with families. (1,2,4,5,6)
  - g. Demonstrate an ability to work effectively as a member of a professional team.
- (1,2,4)
- 5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children. (1, 2, 4,5,6)
  - a. Examine statistics on abuse and neglect. (1,2,4)
  - b. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect. (1, 2)
  - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect. (1, 2, 4)
  - d. List steps in reporting suspected abuse and neglect. (1, 2)
  - e. Identify strategies that deter abusive behaviors. (1,2)
  - f. Describe caregiver's role in helping abused and neglected children. (1,2)

Core Objectives

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. *2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide*
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The SCANS Work Place Competence Skills
4. *Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels* of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. *The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education*
7. *Entry Level Core Competencies (Draft)* of the Child and Youth Care Workers Certification Institute
8. *Texas Essential Knowledge and Skills* for Home Economics Education
9. *Learner-Centered Schools for Texas - A Vision of Texas Educators*
10. Developmentally Appropriate Practice in Early Childhood Programs(Revised Edition, 1997), National Association for the Education of YoungChildren

## Assignments:

Discussion Questions due:

- 1-6/7/12
- 2-6/12/12
- 3-6/14/12
- 4-6/19/12
- 5-6/21/12
- 6-6/26/12
- 7-6/18/12
- 8-7/3/12

Interviews due 6/13/12

Paper due 6/20/12

Journal due 6/29/12

Test 1 due 6/27/12

Test 2 due 6/20/12

Test 3 due 6/29/12

Final due 7/1/12

Statement of Special Accommodations: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 335-6861 to request assistance and accommodations.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.