

Lassen Community College Course Outline

CD-28 Child Guidance

3.0 Units

I. Catalog Description

A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristics behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Identify strategies for connecting with children.
2. Develop a new vocabulary for positive guidance.
3. Identify the reasons behind difficult behavior and apply appropriate strategy.
4. Design curriculum to promote positive self-esteem, self-direction and to promote social and emotional growth.
5. Identify direct and indirect guidance techniques and use them appropriately.

B. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify strategies for connecting with children.
2. Examine beliefs and attitudes about conflict and misbehavior.
3. Reframe attitude of dealing with problem children to teaching skills they lack.
4. Identify and understand the reasons behind difficult behavior.
5. Identify and demonstrate skills to build prevention strategies for working positively with children address common trouble spots and display behavior that nurtures responsible behavior in young children.
6. Develop and implement strategies to guide young children toward self-direction and self-esteem.
7. Design curriculum to promote positive self-esteem, self-direction and to promote social and emotional growth.
8. Identify ways to support diverse parents in a variety of settings.
9. Identify admission procedures for special needs and the value of mainstreaming these children.

IV. Course Content

1. Doing the Groundwork
 - a) Breaking the cycle of reacting
 - b) Reframing the problem child
 - c) Intervene to teach
2. Connecting with Every Child
 - a) Giving the correct message
 - b) Acknowledging what children do
 - c) Acknowledging what children feel
3. Understanding Difficult Behavior
 - a) Behavior has meaning
 - b) Causes of misbehavior
 - c) Identifying what misbehavior is communicating
4. Positive guidance
 - a) Factors
 - b) Goals
 - c) Limits
 - d) Adult problems
5. Developmental Guidance
 - a) Infants/toddlers
 - b) Preschoolers
 - c) School age
6. Guidance in the daily schedule
 - a) Toileting
 - b) Sleep
 - c) Dressing
 - d) Playground
 - e) Art/Science
 - f) Dramatic play
 - g) Literature/language and music
7. Mainstreaming special needs children
 - a) Admission to preprimary groups
 - b) Advantage of mainstreaming
8. Parental support
 - a) Communicating with parents
 - b) Philosophy and goals of the program
 - c) Meeting parents
 - d) Conferences
 - e) Group meetings

V. Assignments

A. Appropriate Readings

Student will be expected to read college level material including the text, supplemental readings and professional journals.

B. Writing Assignments

Students will demonstrate their ability to understand the subject matter by weekly written assignments and completing an Assessment, Implementation and Evaluation Plan.

C. Expected Outside Assignments

Will include weekly application written assignments, reading the text and an Assessment, Implementation and Evaluation Plan.

D. Specific Assignments that Demonstrate Critical Thinking

Assignments will include written and oral analysis of specific topics covered.

VI. Methods of Evaluation

- 1. Written Homework
- 2. Exams
- 3. Quizzes
- 4. Essay

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: A variety of methods will be used, such as an assessment/implementation plan, exams, and essays. 2) Online delivery: A variety of methods will be used, such as research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery Online Delivery

Traditional Classroom Instruction

Lecture, demonstrations

Online Delivery:

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Marion and Marion, *Guidance of Young Children*, -10th edition, 2018; Prentice Hall,
ISBN: 9780134748153

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 3/16/2004

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 02/15/2022

Old Course Number: CD 57