

Las Positas College
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Course Outline for ECD 62
CHILD, FAMILY AND COMMUNITY
Effective: Spring 2014

I. CATALOG DESCRIPTION:

ECD 62 — CHILD, FAMILY AND COMMUNITY — 3.00 units

Patterns of family living in contemporary society including the varying roles and interactions of family members; demographic, socio-cultural, racial, economic, historical and developmental factors affecting children, families, and relationship of the family to early care and education and to community resources; the processes of socialization and identity development will be high lighted.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. analyze how theories of socialization impact the interrelationship of child, family and community;
- B. examine how services provided to families and children with varying needs are determined by political, financial, religious and other powerful influences;
- C. identify and compare services offered by contemporary communities (local, state, and federal) that serve families;
- D. identify and describe various parenting styles and family interactions and their effects on children with differing needs;
- E. reflect on personal family history and examine how it effects relationships with children, families and colleagues;
- F. identify the impact of culture, linguistic and ethnic diversity on all families and children;
- G. identify effects of group care on children with typical and atypical needs;
- H. identify steps of reporting child abuse;
- I. describe challenges of working with diverse families;
- J. explain components of effective communication between families and early care and education providers, including issues related to individual needs and
- K. discuss the NAEYC Code of Ethics as it pertains to families.
- L. identify theories of socialization that address the interrelationship of child, family and community;
- M. identify and assess impact of one's own values, goals, and sense of self as related to family history and life experiences

V. CONTENT:

- A. Brief history of the development of family child rearing practices in this country
 1. Different roles of children from colonial times to the present
 2. Influences of church and state on family responsibilities
 3. The evolution of the preschool/childcare programs as an extension of home and family
 4. Theories of socialization and other factors which impact families
 5. Role of government, business and society towards children with typical and atypical needs
- B. Present day challenges with regard to children and families
 1. Traditional and non-traditional families
 2. Generational issues
 3. Interrelatedness of family, school and community as agents of socialization
 4. Health and disability
 5. Resources for families with specialized needs
 6. Socio-economic status, cultural, and religious influences
- C. Family dynamics
 1. Examine personal family history
 2. Impact of children on the family
 3. Family values, personal history and parenting styles
 4. Cultural considerations in family life
 5. Exploring stereotypes
 6. Understanding the diversity of families

- D. Children in group care
 - 1. Child rearing patterns
 - 2. Discipline philosophies and styles
 - 3. Subsidized and inclusive programs
 - 4. Effects of early care and education on children
- E. Legal Requirements including child abuse awareness and reporting
 - 1. Identification
 - 2. Mandated reporting
 - 3. Linking families with resources
- F. Diversity
 - 1. Issues of bias, stereotypes, discrimination and exclusion
 - 2. Awareness and respect for individual differences including children with exceptional needs
 - 3. Communicating with diverse populations
- G. Relationship between home and group care setting
 - 1. Communication style
 - 2. Establishing communication and collaboration
 - 3. Cultural continuity
 - 4. Conflict management
 - 5. Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
- H. Professional Caregiver
 - 1. Assess one's own values, goals and sense of self related to family history and life experiences
 - 2. Changing roles of early care and education
 - 3. Importance of relationships
 - 4. Involving families in decision making, assessment, and caregiver strategies based on identified needs
 - 5. Ethical responsibilities of professionals to all children and families
 - 6. Advocating on the behalf of children and families

VI. METHODS OF INSTRUCTION:

- A. **Student Presentations** -
- B. **Lecture** -
- C. **Projects** - Collaborative projects
- D. **Audio-visual Activity** - Films, tapes, and resource speakers
- E. **Discussion** -

VII. TYPICAL ASSIGNMENTS:

- A. Reading
 - 1. Select and read two children's books that illustrate diverse cultures or children who are facing difficult family situations such as divorce, prison stay, substance abuse, or a disability. Read and present book to class and provide bibliographical information.
 - 2. Read assigned article in Annual Edition regarding a controversial issue. Students will be assigned a position to advocate for the child or family. Debate opposing views in class
- B. Writing and Problem Solving
 - 1. Students will submit a written paper recounting an interview with a person from a different culture
 - 2. Write a paper outlining personal life with special attention to personal family's cultural background, family's values, or family's dynamics. Describe how this has influenced or affected personal life as a child, student, and adult.
- C. Project: Research an assigned community agency as instructed by instructor. Present via oral presentation and/or written paper.

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes
 - 3. Research Projects
 - 4. Papers
 - 5. Group Projects
 - 6. Class Participation
 - 7. Class Work
 - 8. Home Work
- B. **Frequency**
 - 1. Weekly assignments and or reflections
 - 2. One mid term and one final exam
 - 3. Group and/or one individual presentation

IX. TYPICAL TEXTS:

- 1. Barbour, C. Barbour, N.H. and Scully, P *Families, Schools, and Communities: Building Partnerships for Educating Children*. 5th ed., Pearson Education, 2011.
- 2. Berger, Eugenia Hepworth *Parents as Partners in Education: Families and Schools Working Together*. 8th ed., Merrill Prentice-Hall, 2011.
- 3. Gonzalez-Mena, J *The Child in the Family and the Community: Family-Centered Early Care and Education*. 6th ed., Merrill Prentice-Hall, 2012.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Students need reliable internet access and access to a television