

Las Positas College
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Course Outline for ECD 55
THE PROFESSIONAL CAREGIVER
Effective: Spring 2017

I. CATALOG DESCRIPTION:

ECD 55 — THE PROFESSIONAL CAREGIVER — 2.00 units

Analysis of motives, goals, qualifications, competencies and attitudes of the successful professional and relationships with clients: includes individual assessments and strategies for career success.

2.00 Units Lecture

Strongly Recommended

ECE 50 - Early Childhood Principles and Practices

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	36.00
Total Hours:	36.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ECE50

IV. MEASURABLE OBJECTIVES:

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

- A. describe the components of a healthy image as it relates to a professional early childhood educator including appropriate personal appearance, nutrition, fitness and mental health;
- B. identify, clarify and evaluate goals, motivations, leadership qualities and career aspirations;
- C. identify basic early childhood theories and use knowledge of major theorist in reflective writings
- D. work cooperatively with others to identify problems and work towards solutions that meet the needs of the group;
- E. define methods to advocate for children, families and early educators that promote the advancement of the field and support healthy children and families;
- F. demonstrate ethical and professional standards, engaging in collaborative learning and reflective practices to deepen understanding as informed advocates for all children, all families and the profession.

V. CONTENT:

- A. Importance of positive self-image to professional and children
 1. physical fitness
 2. nutrition and diet
 3. personal appearance
- B. Competencies for professional work with children and families
 1. emotional health of caregiver
 2. physical
 - a. safety-maintaining professional boundaries
 - b. modeling appropriate body language
 3. advocating for children, families and early childhood professionals
 4. working in a team setting
- C. Communications skills
 1. listening skills
 2. expression of feelings
 3. problem solving
 4. development of empathy
 5. reflective practices
- D. Goals and values clarification
- E. Managing stress in an early care and education environment
- F. Professional Code of Ethical Behavior

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Individual and collaborative presentations
- D. **Guest Lecturers** -
- E. **Audio-visual Activity** -
- F. Small group discussions

VII. TYPICAL ASSIGNMENTS:

A. Reading and writing: 1. Personal reflective written goals paper that identifies the following areas: self, family & relationships, diversity & community, health, career& financial and education; identify where student is currently and in 5 years. 2. Brief written paper on student's chosen topic that compares at least 2 views on the same topic. Topic must reflect professional and current issues in Early Care and Education. B. Projects: 1. Written personal food diary for 3 weeks; Include written observation of emotional well being based on eating, exercise and sleeping habits. 2. Complete self assessment tools provided by the instructor during the course 3. Reflective journal maintained throughout semester, submitted for instructor comment 3 times during the semester.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Other:
 - a. Essay examination questions
 - 1. Discuss in detail how the care giver's emotional, social and physical, well-being might affect the quality of his or her teaching and caregiving. Cite specific examples in which a teacher's unresolved personal problems may have negatively impacted his or her teaching.
 - 2. Complete the chart on the four types of early care and education for young children. You must have at least 1 advantage and 1 disadvantage of each and the formal education required of each.
 - 3. The following are all quotes from Peter Drucker on leadership. He said, "All the effective leaders I have encountered knew four simple things." Choose any 2 below and discuss it in relationship to the professional caregiver. Address both the role of follower and leader
 - 4. What does it mean to see the potential in each child? Give 4 specific polices that have changed in the United States as a direct result of our profession
 - b. Projects
 - 1. Complete the self assessment. Reviewing the results then write a personal reflection, in journal that describes how this tool might have confirmed things that you already knew about your self or things that you were surprised. How might this information be applied to the professional working with young children?
 - 2. Keep a reflective journal throughout the semester. The focus must be a reflection on an emotion, thought, action or communication you had or a decision you made. 1) Think about what happened. 2) Describe what happened. 3) What was the effect? Explain whether you would do anything differently next time or if you were satisfied with the outcome.

B. **Frequency**

- 1. Frequent written assignments
- 2. Weekly journal
- 3. Student participation weekly
- 4. One written midterm
- 5. One or two projects
- 6. Final examination

IX. TYPICAL TEXTS:

- 1. Curtis, Deb and Carter, Margie *Reflecting Children's Lives: A handbook for Planning Child-Center Curriculum.*, Red Leaf Press, 2002.
- 2. Mooney, Carol G. *Theories of Childhood: An Introduction to Dewey, Montessori, Erickson, Piaget and Vygotsky.*, Redleaf Press, 2000.
- 3. Park-Jadotte, Jennifer, Golin, Stacie, & Gault, Barbara *Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives.*, Institute for Women's Policy Research, 2002.

X. OTHER MATERIALS REQUIRED OF STUDENTS: