

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 525

COURSE TITLE

CHILD DEVELOPMENT 5 VOLUNTEER

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

Designed to help students develop skills as an elementary school parent volunteer or paid worker. Classes will include: discussions on positive ways of working with preschool/elementary school age children; foundation of child growth and development; techniques that foster healthy self-esteem and establish confidence in a learner; positive and effective communication skills; school readiness skills; and establishing community partnerships and resources. Experience working in the school library, computer center, health center and classrooms will be included. (FT)

LECTURE HOURS

54

LABORATORY HOURS

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Native speaker of English or Second Language Learner: Intermediate High Level ESL and above.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

The goal of this course is to provide students with the fundamental knowledge to work as an elementary school volunteer or paid worker. Emphasis is on positive communication skills, problem solving skills and overall effective interaction skills with school age children and the elementary school teachers and staff.

COURSE OBJECTIVES

Upon successful completion of this course, students show orally, in writing, and through demonstration that they are able to:

1. Describe realistic and appropriate developmental expectations of children in regards to ages and stages of child development.
2. Demonstrate understanding of the physical and psychological aspects of teen development.
3. Identify and describe types of diverse family units and current social problems affecting families and schools.
4. Describe positive discipline techniques and appropriate behavior management skills when working with children in a group setting.
5. List and describe ways to positively communicate effectively with children, teachers and various school personnel.
6. Develop skills that foster healthy self esteem and build confidence in children as capable learners.
7. List and describe techniques for stress management for adults and children.
8. Describe methods used to cultivate a healthy self-image.
9. Describe the factors contributing to healthy adult relationships.
10. Identify the myriad of tasks involved as a classroom volunteer or paid worker.
11. Use the computer to access information and necessary materials that may be used as a classroom volunteer or paid worker.
12. List community resources available to the children, families and school

SECTION II

COURSE CONTENT AND SCOPE

1. Basic Foundation of Child Growth and Development
 - 1.1. Typical developmental stages

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2. Appropriate expectations for behavior and related activities for each developmental stage
- 1.3. Appropriate activities for children with special needs
2. Pre-Teen Development
 - 2.1. Typical developmental stages
 - 2.2. Physical stages
 - 2.3. Psychological stages
3. Current Social Issues Impacting Families and Schools
 - 3.1. Changes in the family and diverse family structures
 - 3.1.1. Effects on the families
 - 3.1.2. Effect on the school performance
 - 3.2. Non-traditional families
 - 3.2.1. Blended families
 - 3.2.2. Multi-racial families
 - 3.2.3. Step families
 - 3.2.4. Other
 - 3.3. Changing roles in the family
 - 3.4. Child abuse
 - 3.5. Childhood obesity
4. Positive Discipline
 - 4.1. Positive reinforcement
 - 4.2. Modeling appropriate behaviors
 - 4.3. Appropriate consequences for non-compliance and other positive behavior management techniques
5. Communication Skills
 - 5.1. Using positive communication as a tool for appropriate discipline
 - 5.2. Guidance and problem solving
 - 5.3. Conflict resolution in the classroom and at home
6. Stress Management/Positive Parenting
 - 6.1. Techniques for stress management
 - 6.2. Positive parenting
 - 6.3. Relationship building
 - 6.4. Healthy emotional development
 - 6.5. Journaling
 - 6.6. Time management and organization
7. Fostering Self Esteem in Adults and Children
 - 7.1. Development of a positive view of self
 - 7.1.1. Positive affirmations
 - 7.1.2. Positive role models
 - 7.1.3. Accomplishments
 - 7.2. Boosting your child's self esteem
 - 7.3. Building positive relationships at home and at school
 - 7.4. Changing roles in the family
 - 7.5. Developing assertiveness and other positive communication skills
8. Healthy Adult Relationships
 - 8.1. Communication skills
 - 8.2. Promoting mutual respect

COURSE CONTENT AND SCOPE (CONTINUED)

- 8.3. Team building
- 9. Responsibilities of a Classroom Volunteer
 - 9.1. Working in a culturally diverse community
 - 9.2. Attendance and punctuality requirements
 - 9.3. Assigning of tasks and allocating your time
 - 9.4. Communication with school personnel
 - 9.5. Positive discipline techniques
 - 9.6. Activities and material selection
 - 9.7. Working as part of the school team
 - 9.7.1. Working in a culturally diverse community
 - 9.7.2. Basing impressions on performance not stereotypes
 - 9.7.3. Effective communication with team members
- 10. Computers in the Classroom
 - 10.1. Process information
 - 10.1.1. Entering information
 - 10.1.2. Modifying information
 - 10.1.3. Retrieving information
 - 10.1.4. Storing information
 - 10.2. Organizing using the computer
 - 10.3. Communication using the computer
 - 10.4. Classroom computers
- 11. Community Resources and Agencies
 - 11.1. Family service and agencies
 - 11.1.1. Family counseling
 - 11.1.2. Women's shelters
 - 11.1.3. Social services
 - 11.1.4. Child abuse/mandated reporting
 - 11.1.5. Disaster prevention
 - 11.2. Agencies
 - 11.2.1. Employment office
 - 11.2.2. Child welfare office
 - 11.2.3. Food sharing programs or co-ops
 - 11.3. Local resources
 - 11.3.1. Parks
 - 11.3.2. Library
 - 11.3.3. YMCA
 - 11.3.4. Child care programs

APPROPRIATE READINGS

Readings may include but are not limited to the following:

1. *Elementary School Handbook*, San Diego City Schools
2. *American Red Cross First Aid and Safety Manual*, American Red Cross, 2006
3. *American Red Cross Community CPR Workbook*, American Red Cross, 2006
4. Handbook and instructor generated handouts

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Write a two-page personal essay on a topic learned in class such as, how to incorporate effective communication skills as a classroom volunteer.
2. Write a short summary on effective stress techniques and indicate how someone can incorporate them in ones' life.

OUTSIDE ASSIGNMENTS

Outside class assignments may include, but are not limited to:

1. Preparation of activities to use in an instructional setting for children in the areas of art, music and role-plays.
2. Practice computer work such as word processing and data retrieval.
3. Visit community resources and agencies and prepare an oral report on these resources for class.
4. Read parenting articles in parenting magazines and share the article with fellow classmates.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Compare and contrast parenting styles, analyzing the consequences of an authoritative versus a permissive parent.
2. Analyze the various methods of fostering self-esteem and how one would implement these methods in a classroom setting.
3. Analyze literacy activities for children and the effect these activities have on early reading ability.

EVALUATION

In achieving course objectives, progress is monitored in the following ways:

1. Attendance and class participation.
2. Observation in classroom and training areas.
3. Completion of one computer generated writing assignment.
4. Interaction with adults and children monitored on a continuing basis.
5. Self-evaluation submitted.
6. Role-play classroom activity for peer evaluation
7. Perform at an acceptable level on the course exit exam.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

The methods of instruction will include group discussion, handouts, videos, lecture, guest speakers, role modeling, problem solving in-group activities using critical thinking and field trips. Participation in volunteer activities at the elementary school will be required. Direct instruction for specific skills will be provided by the training team consisting of personnel from the elementary school and the course instructor.

TEXTS AND SUPPLIES

Instructor selected materials related to subject matter. Material developed by discussion groups will also be available.

- Elementary School Handbook*, current edition
- San Diego City School Volunteer Handbook*, current edition
- Red Cross First Aid and CPR Manual*, current edition
- American Academy of Pediatrics: Caring for Your Baby and Young Child Birth to Age 5*

PREPARED BY: Phyllis Cooper/Marjorie Howe DATE: Fall, 1981
DATA REVISED BY: Phyllis Cooper/Marjorie Howe DATE: January, 1984
DATA REVISED BY: Roma Weaver DATE: May 20, 1996
DATA REVISED BY: Roma Weaver DATE: March 31, 2003
DATA REVISED BY: Linda Osborn and Roma Weaver DATE: February 16, 2007
DATA REVISED BY Instructional Services/SLO's Added DATE November 12, 2015
DATA REVISED BY _____ DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

\ REFERENCES:

- San Diego Community College District Policy 3100
- California Community Colleges, Title 5, Section 55002
- Continuing Education Catalog