SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 584

COURSE TITLE   ALTERNATE TITLE(S)

MULTI-AGE DEVELOPMENT & CARE   SIBLING & MULTI-AGE CHILD CARE

TYPE COURSE

NON-FEE   VOCATIONAL

COURSE DESCRIPTION

Students learn how to care for and nurture development for multi-age children in an early childhood environment. Emphasis on addressing topics related to the care and nurturing of multiple children include: sibling adjustment, birth order, temperament, family dynamics and parenting styles, communication and stress management, effective discipline and age and gender considerations. Students explore careers and vocations in Early Childhood Care and Education. (FT)

LECTURE/LABORATORY HOURS

    144

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

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

Students will gain:

1. Knowledge of child development including physical, cognitive and social-emotional domains, with an emphasis on age differences and age appropriate expectations.
2. Understanding and application of theories and recent research in child development.
3. Understanding of gender, birth order and temperament influences.
4. Techniques to promote positive sibling adjustment and manage sibling rivalry.
5. Positive discipline and developmentally appropriate guidance techniques for children of varying ages.
6. Effective communication techniques for parents, caregivers, children and family members.
7. Knowledge of how family dynamics and parenting styles influence child development.
8. Understanding of various and diverse family structures and how culture and tradition affect caregiving and influence family dynamics.
9. An understanding of how family roles and responsibilities vary, and ways to promote healthy family functioning within the family structure.
10. Knowledge of how to promote healthy lifestyles and family well-being for caregivers, parents and children
11. Knowledge of the community resources available for promoting and supporting physical, mental and behavioral health.
12. Understanding of special considerations for families with multiple children, multiples and children with special needs, including: finances, childcare, and travel.\
13. Explore career, vocational and higher educational pathways related to caring for mutli-age children.

COURSE OBJECTIVES

Upon completing the course students will be able to:

1. Describe age appropriate expectations for physical development for children ages 0-5 years.
2. Apply Piaget's theory of cognitive development to define how children's understanding and behavior change and develop in the first 5 years.
3. Identify how social learning takes place and how modeling can be used as an effective tool for teaching young children.
4. Analyze and critique current research on the influence and significance of birth order and gender on children.

5. List possible stereotypes based on a child's gender and the impact on development.
6. Identify how caregivers can adjust their expectations and behavior to support and give optimal guidance to each child's individual temperament.
7. Demonstrate an understanding of the factors necessary for promoting positive self-esteem in children.
8. Describe attachment styles, and define ways in which caregivers can promote secure attachment in children at each stage of development.
9. Name of possible reactions to the birth or adoption of a new sibling according to age, gender, and birth order.
10. Describe ways to help family members adjust to the changes in roles, responsibilities and routines that accompany transitions such as the birth or adoption of a new sibling(s).
11. Identify developmentally appropriate techniques to help caregivers manage sibling rivalry.
12. Demonstrate positive discipline and developmentally appropriate guidance techniques for children of varying ages.
13. List and demonstrate age-appropriate communication techniques.
14. Identify how systems affect the developing child and discuss the family systems model.
15. Identify personal parenting/caregiver style and how each affects the developing child.
16. List ways to successfully co-parent and/or work with caregivers.
17. Recognize how one's culture and ethnicity influence parenting/caregiving.
18. Discuss and define ways to prevent, identify and manage stress to promote a healthy family lifestyle, including identification of community resources.
19. List possible challenges for families with multiple children, multiples and children with special needs.
20. Identify career, vocational, and educational pathways related to caring for with multi-age children.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
   1.1. Program philosophy
   1.2. Student responsibilities
   1.3. Course requirements for successful completion
   1.4. Age guidelines for children in the laboratory classroom
2. Child Growth and Development Ages 0-5 Years
   2.1. Typical developmental stages and age appropriate expectations
       2.1.1. Physical – fine and gross motor development
       2.1.2. Cognitive - including language development
             1.1.2.1 Piaget's theory
             1.1.2.2 Vygotsky's theory
                   1.1.2.4 Social learning theory/Modeling
       2.1.3. Social/emotional
             1.1.3.1 Temperament
             1.1.3.2 Self-esteem
             1.1.3.3 Attachment
             1.1.3.4 Gender

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2. Age appropriate activities to foster optimal development
  - 1.2.1 Play
  - 1.2.2 Learning
3. Family Systems
   - 2.1 Bronfenbrenner's theory: Bioecological Model/Family Systems
   - 2.2 Family structures
   - 2.3 Parenting and caregiving styles
   - 2.4 Birth order and sibling relations
   - 2.5 Roles and responsibilities within the family/classroom
   - 2.6 Special considerations
     - 2.6.1 Adoption
     - 2.6.2 Special needs children
     - 2.6.3 Multiples
     - 2.6.4 Family size
4. Guidance and discipline
   - 4.1. Developmentally appropriate guidance/discipline techniques
   - 4.2. Managing sibling rivalry and other conflict between children
   - 4.3. Effective communication in the family system
5. Family health and well-being
   - 5.1. Nutrition for the whole family
   - 5.2. Exercise and recreation
   - 5.3. Safety
   - 5.4. Travel
   - 5.5. Preventing and managing caregiver stress/burnout
   - 5.6. Community resources and social support
6. Culture and Tradition
   - 6.1. Influences on parenting/caregiving: culture, ethnicity, religion
   - 6.2. Building ethnic and cultural identity
   - 6.3. Cultural celebrations and traditions
7. Career and Vocational Choices Working with Young Children
   - 7.1. Exploring career choices
   - 7.2. Identifying pathways to achieving personal and vocational goals

READING ASSIGNMENTS

Reading assignments may include, but are not limited to, instructor selected materials related to family systems and caregiving for multi-age children.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to student journals and a community activity paper.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, attending one outside community activity designed for families/children. Student will write an evaluation of the experience and present it to the class. Guidelines for the assignment will be given by the instructor during class time.

ASSIGNMENT THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, identifying and discussing three or more cultural similarities and differences of family practices, child rearing, food preparation and holiday and family celebrations; identifying community resources to support family members: physical health, mental and behavioral health, cognitive development/education and social support.

EVALUATION

Multiple measures to evaluate the students' achievement of the course objectives may include, but are not limited to:

1. Student course evaluation.
2. Performance on a variety of activities and assignments.
3. Self-assessment of goals and evaluation of goals upon completion of the class.
4. Student attendance and participation.
5. Instructor's observation of student's interactions with children in classroom setting.
6. Completion of course competencies.
7. Interact with children of various ages in developmentally appropriate ways to help promote optimal physical, cognitive, emotional, and social development.

Classroom activities may include: music, sociodramatic play, gross and fine motor activities, math, science and language/literacy activities in small or large group settings.

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

Methods of instruction may include, but are not limited to: direct instruction/lecture, group discussion, media resources/instruction, computer-assisted instruction, guest speakers, field trips and active participation in classroom laboratory with children of multiple ages.

Students will participate in classroom activities/stations that demonstrate the ability to use the tools and skills learned in the course.

This course, or sections of this course, may be offered through distance education.

TEXTBOOKS, COURSE MATERIALS

Textbooks may include, but are not limited:

Caring for Your Young Baby and Young Child: Birth to Age 5, American Academy of Pediatrics Bantam Books, current edition.

Positive Discipline for Preschoolers: For Their Early Years - Raising Children Who are Responsible, Respectful, and Resourceful, Jane Nelson, Cheryl Erwin, Harmony, current edition

The Family Nutrition Book: Everything you need to know about feeding your child from birth to adolescence, William Sears, Little Brown and Company, current edition

Liberated Parent, Liberated Children:Your Guide to a Happier Family, Adele Faber and Elaine Mazlish, Avon Books Inc., current edition

Siblings without Rivalry, Adele Faber and Elaine Mazlish, Avon Books Inc, current edition

Peaceful Parent, Happy Siblings, Dr. Laura Markham, Penguin Publishing Group, current edition

Birth Order Book, The Why You are the Way You Are, Kevin, Leman, Revell Books, current edition

Loving Each One Best: A Caring and Practical Approach to Raising Siblings, Nancy Samalin, Bantam Books, current edition

The instructor will provide a copy of the course syllabus, and all relevant handouts and assigned readings. The student will provide basic school supplies: pen/pencil, highlighter, folder, 3 ring binder, writing paper and/or spiral notebook.

PREPARED BY Laurie Mikolaycik, Mary Meske   DATE October 2, 2019

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