

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 595

COURSE TITLE

SCHOOL-AGE: THEORY & SKILL DEV

ALTERNATE TITLE(S)

UNDERSTANDING SCHOOL-AGERS I
SCHOOL-AGE CHILD DEV THEORY
SCHOOL-AGE SELF-ESTEEM
SCHOOL-AGE DEVELOPMENT & CARE
6 to 12 YEARS DEV & CARE

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

An introduction to the foundation of school-age childcare theory and skill development, including: child development stages, problem solving, self-esteem, social pressures, building resiliency, cultural impact, resources and temperament. Course includes practical guidelines for childcare. (FT)

LECTURE/LABORATORY HOURS

27

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Reading and writing at English eighth grade skill level.

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 student will learn how to:

1. Compare the normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from 6 to 12 years of age.
2. Evaluate the impact of culture on physical, social, emotional and intellectual development of children from 6 to 12 years of age.
3. Apply techniques to build resiliency in children from 6 to 12 years of age.

COURSE OBJECTIVES

1. Recognize normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from 6 to 12 years of age.
2. Critique the effects of society, culture, and special circumstances on a 6 to 12 year old child's microsystems, family types and the subsequent macro systems with which they co-exist.
3. Demonstrate skills on how to assist the school-age child in overcoming personal and environmental factors to build resiliency.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
 - 1.1. Program philosophy
 - 1.2. Student responsibilities
 - 1.3. Course requirements for successful completion
2. Theories and Stages of Child Development
 - 2.1. Theories
 - 2.1.1. Piaget
 - 2.1.2. Erikson
 - 2.1.3. Bronfenbrenner
 - 2.1.4. Vygotsky
 - 2.1.5. Current research
 - 2.2. Physical growth
 - 2.2.1. Typical milestones
 - 2.2.2. Developmental delays/warning signs
 - 2.2.3. Community resources

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.3. Cognitive development
 - 2.3.1. Fostering cognitive development
 - 2.3.2. Problem solving
 - 2.3.3. Warning signs of atypical development
- 2.4. Social-emotional development and skills
 - 2.4.1. Emotional regulation
 - 2.4.1.1. Anger management
 - 2.4.1.2. Social comparisons
 - 2.4.2. Peer interaction
 - 2.4.2.1. Developing and maintaining friendships
 - 2.4.2.2. Competitiveness
 - 2.4.3. Developing an identity
 - 2.4.3.1. Self-esteem
 - 2.4.3.1.1. Understand impact of gender and sexuality
 - 2.4.3.1.1.1. “Non-conforming” gender identities
 - 2.4.3.2. Social pressures
 - 2.4.3.3. Bullying
- 3. Building Resiliency
 - 3.1. ACEs (Adverse Childhood Experiences)
 - 3.1.1. Bias
 - 3.2. Societal impact on development
 - 3.2.1. Culture
 - 3.2.1.1. Multilingual families
 - 3.2.1.2. Family roles and expectations
 - 3.2.1.3. Socio-economic backgrounds
 - 3.3. Temperament
 - 3.4. Internal/external locus of control
- 4. Special Needs in a School-Age Setting
 - 4.1. Specialization for cognitive needs
 - 4.1.1. Learning disabilities
 - 4.1.2. Development delays
 - 4.1.3. The gifted child
 - 4.2. Specialization for physical needs
 - 4.2.1. Hearing impairment
 - 4.2.2. Visual impairments
 - 4.2.3. Allergies
 - 4.2.4. Asthma
 - 4.2.5. Diabetes
 - 4.3. Specialization for social and emotional needs
 - 4.3.1. The hostile child
 - 4.3.2. The withdrawn child
 - 4.3.3. The overly active child
- 5. Communication and Documentation
 - 5.1. Child observation
 - 5.2. Communicating evaluation
 - 5.3. Appropriate feedback

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to writing a short essay related to stages of child development and/or special needs.

OUTSIDE ASSIGNMENTS

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

1. Demonstrate skills and/or examine childcare practices while on field trips that may include visiting school-age programs and organizations that provide services to children from 6 to 12 years of age.
2. Conduct internet research at sites such as: <http://www.cdc.gov> (Center for Disease Control and Prevention) or <http://www.nncc.org> (National Network for Childcare) for nurturing practices related to the physical, cognitive, emotional, and social development of children from 6 to 12 years of age.
3. Reading and writing assigned based on 6 to 12 years of age children and their development.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to analyzing the relationships children have from 6 to 12 years of age with their parents, caregivers, peers as well as themselves.

EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives but are not limited to: exams, writing assignments, field projects and participation.

Examples of assessments may include:

1. Identify and describe normative similarities and differences of cognitive, emotional, social and physical theories at each developmental stage from 6 to 12 years of age.
2. Differentiate community resources supporting children from 6 to 12 years of age.
3. Discuss the ways in which culture and family influence caregiving and parenting.
4. Construct a role-play that demonstrates childcare practices that build resiliency.
5. Identify adverse childhood experiences that can affect school-age development.

Upon successful completion of each 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: lectures, laboratory, guest speakers, films, observation, field trips and participation with children ages 6 to 12 years in a laboratory setting.

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

TEXTS AND SUPPLIES

Textbook(s) may include, but are not limited to:

Child Growth and Development, Paris, J., Ricardo, A., Raymond, D. (2019). Santa Clarita: College of the Canyons, (OER, Google Drive)
Caring for School-Age Children, Click, Phyllis M., Parker, Jennifer. Boston: Cengage Learning. current edition

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DATE June 3, 2020

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