



CFS 155 - Sensitive Issues in Early Childhood Course Outline

Approval Date:

Effective Date: 01/13/2017

SECTION A

Unique ID Number CCC000294905

Discipline(s) Child Development/

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 155

Course Title Sensitive Issues in Early Childhood

TOP Code/SAM Code 1305.00 - Child Development* / D - Possible Occupational

Rationale for adding this course to the curriculum updating text and minor changes based on curricunet

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This is an introductory course on issues in life that affect children: marriage; separation and divorce; death; sex and sexuality; self-acceptance; cultural and racial identity; hospitalization; and child abuse. This course is designed for parents, individuals in the helping professions, early childhood students, and other interested persons.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze how an individual's experiences, beliefs, and values affect his/her/hir actions with children and families.
- B. Identify appropriate strategies for responding to children in times of crises.
- C. Identify developmentally appropriate behaviors that children might exhibit in response to sensitive issues.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Discuss sensitive issues with young children
- B. Recognize how our own experiences, beliefs and values, affect our actions with children and their families
- C. Identify community organizations that programs could refer families to for assistance and guidance
- D. Examine child, family and community roles for a variety of sensitive issues
- E. Analyze the impact of "isms" (racism, sexism, culturalism, etc.) on children
- F. Compare and contrast the effect of separation and divorce on children
- G.

3. Course Content

The impact on children and families and/or responses of children and families, and appropriate caregiver strategies to address the following:

- A. Marriage and divorce
- B. Adoption
- C. Foster parenting
- D. Child abuse
- E. Alcohol, drugs, and other addictions
- F. Job loss
- G. Homelessness
- H. Money

- I. Culture
- J. Racism and prejudices
- K. Disabilities and special needs
- L. Aging and the elderly
- M. Illness
- N. Death
- O. Food
- P. Sexual orientation
- Q.

4. Methods of Instruction:

Discussion: Students will discuss critical elements related to sensitive issues while identifying their biases.

Lecture: Content may be presented in a lecture or overview format.

Visiting Lecturers: Guest lecturers from agencies with special expertise or experiences relative to a specific topic.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Research Projects -- Research Project In small groups, students will identify a specific sensitive issue, formulate a hypothetical problem related to the issue, develop a plan for explaining the issue to parents, develop strategies for helping parents deal with the issue at home, and for helping the children cope with the problem in the school setting. The project should include a bibliography of books related to the subject and community resources for dealing with the issue.

Papers -- Reflective journal: Students will maintain an ongoing journal that will include their notes, reactions, responses, values, and critical thinking about the sensitive issues discussed in class.

Projects -- Locate quality children's books related to sensitive issues and identify how the books could be used.

Additional assessment information:

1. Class participation and discussion

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read Chapter 9 in "Talking with Children About Loss" which explores creating a video connection with a child that is dying.

2. Read Chapter 14 in "Talking with Children About Loss" which provides an overview of how to work with a child in the process of mourning a divorce.

B. Writing Assignments

1. Picture book critique

For example:

Students will complete a critique a minimum of 5 picture books on sensitive issues specifically identifying how appropriately the content of the books represents the issue,

and how the books should be presented to children.

2. In class activities

For example:

Students will complete an activity in which they identify their values and beliefs on specific scenarios presented, such as reconstructive surgery on the face of a child with Down's Syndrome so that he appears to be developing typically; whether to include God and Heaven when discussing death with children; the impact of their religious identification on their behavior; and the impact of their childhood on their views of parenting.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Trozzi, Maria
Title: Talking with Children About Loss
Publisher: Berkeley Publishing Group
Date of Publication: 1999
Edition:

Book #2:

Author: Lieberman, Alicia
Title: Don't Hit My Mommy!
Publisher: NAEYC
Date of Publication: 2015
Edition: 2nd

Periodical #1:

Author: Powers, Stephanie
Title: Responding to Violence, Disaster, and Trauma
Publication:
Publication Year: 2013
Volume: J362038342D

B. Other required materials/supplies.