

COURSE OUTLINE

**Child Development 160
Guiding Children & Adolescents**

I. Catalog Statement

Child Development 160 is a course that focuses on the processes, techniques, models, research, and selected issues in child guidance as applied to 0-adolescence in family and community settings. Students will develop a personal approach to guidance based on current scientific research and theory concerning human development.

Units - 3.0

Lecture Hours - 3.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

III. Course Exit Standards

Upon successful completion of the course the student will be able to:

1. identify and evaluate personal assumptions and values about guiding children by contemporary child development research standards;
2. discuss environmental and interpersonal guidance techniques;
3. identify, compare, and contrast principal contemporary models of child guidance;
4. describe effective techniques for communicating;
5. identify theoretical and empirical linkages between adult guidance attempts and child compliance outcomes;
6. describe the child's point of view in guidance situations
7. list techniques for enhancing the child's self-esteem
8. apply developmental information and guidance techniques to the solution of "difficult" guidance situations.

IV. Course Content

A. Introduction and Orientation

2 hours

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| B. Personal Assessment | 7 hours |
| 1. Guidance practices of one's parents/guardians | |
| 2. Personal values related to child guidance | |
| 3. Personal assumptions about the preschool-age child | |
| 4. Personal assumptions about adolescents | |
| 5. Personal assumptions about the adult/child relationship | |
| C. Overview of Development from 0 - Adolescence: Confronting Personal Values and Assumptions with Developmental Data | 8 hours |
| 1. Physical-motor development | |
| 2. Cognitive-intellectual development | |
| 3. Social-emotional development | |
| D. Distinguishing Categories of Preschool, School Age, & Adolescent Guidance | 8 hours |
| 1. Environmental | |
| 2. Interpersonal | |
| E. Models of Preschool, School Age, & Adolescent Guidance | 10 hours |
| 1. Maturational | |
| 2. Psychoanalytic | |
| 3. Behavioral | |
| 4. Cognitive | |
| 5. Developmental | |
| F. Selected Contemporary Issues | 10 hours |
| 1. Communication with children & teenagers | |
| 2. Adult guidance attempts and child compliance outcomes | |
| 3. Guidance: The child & adolescent's perspective | |
| 4. Enhancing the child's self-esteem | |
| 5. Dealing with "difficult" guidance situations | |
| G. Summary and Conclusions | 3 hours |

V. **Methods of Presentation**

The following instruction methodologies may be used in this course:

1. lecture;
2. discussion;
3. video tapes;
4. guest speakers;
5. individual and/or group projects.

VI. **Assignments and Methods of Evaluation**

1. Quizzes.
2. Reviews of the literature.
3. Oral presentations.
4. Midterm.
5. Final project.
6. Final Examination.

VII. **Textbooks**

Greenburg, P. Character Development: Encouraging Self-Esteem and Self-Discipline in Infants, Toddlers, & Two-Year-Olds. Current Edition. Washington D.C.: National Association for the Education of Young Children, 1997.
10th Grade Reading Level. ISBN:0935989439

Kaiser, B. Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively. Current Edition. New York: Pearson Education, Inc., 2003.
10th Grade Reading Level. ISBN: 0205342264

Jones, V. Comprehensive Classroom Management: Creating Communities of Support and Solving Problems. Seventh Edition. New York: Allyn & Bacon; 2003.
10th Grade Reading Level. ISBN: 0205380832