

COURSE OUTLINE

PARED 055
Parenting Multiples

I. Catalog Statement

Parent Education 055 focuses study on the unique issues involved in parenting twins or triplets from birth through the pre-kindergarten years. Parents attend class with one or more children of the designated age.

Units - 0.0

Lecture Hours - 24.0

Total Laboratory Hours - 24.0

Prerequisites: None.

Note: Students are asked to attend their first class meeting without children.

II. Course Entry Expectations

Skills Level Ranges: Reading: 4, Writing: 4, Listening/Speaking: 5, Math: 1

III. Course Exit Standards

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

1. observe and record preschool children's social, emotional, physical, and intellectual development in an educationally enriched environment;
2. examine existing parent education and child development theories;
3. develop and practice effective parenting and decision-making skills;
4. discuss typical parent-child situations and how to cope with them;
5. develop and participate in a parent support network;
6. plan an age-appropriate nutritious snack or meal;
7. plan an age-appropriate enrichment activity, such as art, music, or reading experiences;
8. describe age-appropriate discipline practices;
9. examine the challenges specific to being a parent of multiples;
10. explore the effect of having multiples on family dynamics;
11. examine sibling issues between singletons and multiples;
12. examine the unique bond between multiples;
13. discuss effects of culture on child-rearing practices.

IV. Course Content

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| A. | Introduction and Orientation | 3 hours |
| | 1. Philosophy, goals, and objectives | |
| | 2. Class organization | |
| | 3. Supervision and safety on campus | |
| | 4. Parent Education Assistant's duties and responsibilities | |
| | 5. Values and use of various equipment, materials, and library books | |
| | 6. Introduction to the Glendale College Parent Education Association | |
| | 7. Responsibilities of participation in the class | |
| | 8. Observing and Recording | |
| | a) observing as a method of inquiry | |
| | b) types of recording worksheets | |
| | c) evaluation and use of Observation Records | |
| B. | Principles of Child Growth and Development | 12 hours |
| | 1. Characteristics of children in specific age groups | |
| | 2. Temperament and individual differences | |
| | 3. Interrelation of developmental factors | |
| | 4. Physical development | |
| | 5. Emotional development | |
| | a) identification of feelings | |
| | b) development of empathy | |
| | c) attachment and bonding | |
| | d) fears and anxieties | |
| | 6. Social development | |
| | a) importance of play | |
| | b) sharing | |
| | c) aggression | |
| | 7. Intellectual development | |
| | 8. Parent's role in facilitating learning experiences | |
| | 9. Overview of child development theories | |
| | 10. How theory affects child rearing practice | |
| C. | Dynamics of Family Interaction | 9 hours |
| | 1. Myths and realities of parenthood | |
| | 2. Adjusting to parenting multiples | |
| | 3. Stages of parent development | |
| | 4. Changing family patterns | |
| | 5. Family relationships | |
| | 6. Patterns of response with multiples in the family | |
| | 7. The unique bond among multiples | |
| | 8. Sibling issues between singletons and multiples | |
| D. | Discipline and Setting Limits | 10 hours |
| | 1. Definition of discipline vs. punishment | |
| | 2. Purpose and consistency | |
| | 3. Parental attitudes | |
| | 4. Tantrums | |

5. Age appropriate techniques
 6. Issues and challenges related to disciplining multiples
 7. Issues and challenges related to disciplining singletons when there are multiples in the family
 8. Fostering responsibility
 9. Definition and prevention of child abuse/domestic violence
- E. Dealing with Life Events 4 hours
1. Birth, reproduction, sexuality
 2. Preparing for new siblings
 3. Death, grief and loss
 4. Preparation for preschool or kindergarten
 5. Serious illness in the family
- F. Family Health 4 hours
1. Childhood illness/immunizations
 2. Promotion of health and hygiene
 3. Nutrition and eating behaviors
 4. Family mental health
- G. Safety 6 hours
1. Home and community safety
 2. Automobile safety
 3. Accident and poison prevention
 4. Disaster preparedness

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. lecture;
2. group discussion;
3. demonstration;
4. laboratory participation with children;
5. role play;
6. field trips and/or excursions;
7. audiovisual instruction;
8. independent study using worksheets and recorded observations.

VI. Assignments and Methods of Evaluation

Recorded observation worksheets.
Participation in group discussion.
Return demonstration.
Plan an age appropriate art activity.
Plan an age-appropriate nutritious snack.

VII. Textbook(s)

Handouts.

VIII. Students Learning Outcomes

- Plan and implement age-appropriate enrichment activities.
- Describe at least three age- appropriate discipline techniques.
- Identify how to minimize the risk of at least four potential age-specific safety hazards.
- Describe a minimum of four age-specific developmental characteristics including social, emotional, physical, and intellectual ones.
- Plan and provide age appropriate, nutritional snacks.