



CFS 185 - Trauma and Early Childhood Development Course Outline

Approval Date: 03/10/2022

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632642

Discipline(s) Child Development/

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 185

Course Title Trauma and Early Childhood Development

TOP Code/SAM Code 1305.00 - Child Development* / C - Occupational

Rationale for adding this course to the curriculum Creating course to meet local community need and student requests.

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 30

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Provides an overview of trauma-informed care in early care and education, including the impact of trauma on the developing child, protective and resiliency factors, and the benefits and opportunities of partnering with families. It explores the impact of early childhood traumatic experiences on physical, cognitive, and psychological development throughout the lifespan.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended**

- CFS 120

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Identify the impact of trauma on physical, cognitive, emotional and psychological development in early childhood.
- Articulate strategies for working with children experiencing, or that have experienced, trauma.

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

- Articulate an understanding of the effects of trauma during early childhood on health and development across the lifespan
- Identify the development and function of the brain.
- Examine factors that impact the effects of trauma.
- Examine the impact of sustained or chronic exposure to trauma on child development.
- Identify trauma-sensitive practices to promote healthy child development.
- Examine the research on adverse childhood experiences and associated health problems in adulthood.
- Identify the benefits and barriers of partnering with children and families.
- Investigate The Protective Factors Framework in relationship to early childhood education settings and professionals.

I.

3. Course Content

- Develop an understanding of the effects of trauma during early childhood on health and development across the lifespan
 - Physical health and development

- b. Cognitive health and development
 - c. Emotional health and development
 - d. Psychological health, social and emotional development
- B. Examine the development and function of the brain
 - a. Structure and function of neuron, synapse, and neurotransmitters
 - b. Formation of synaptic connections and pruning
 - c. Types of stress: normal, tolerable and toxic
 - d. Neuroplasticity
- C. Examine factors that impact the effects of trauma
 - a. Nature of trauma
 - b. Age of child
 - c. Developmental stage
 - d. Relationship of victim or perpetrator
 - e. Past experience with trauma
 - f. Adversities faced following trauma
 - g. Availability of help and protection
 - h. Chronic and complex trauma
 - i. Sensory system of the child
- D. Examine the impact of sustained or chronic exposure to trauma on child development
- E.
 - a. Attachment
 - b. Self-regulation
 - c. Learning and focal attention
 - d. Executive functioning skills
 - e. Working memory
- F. Examine the research on adverse affects experiences and associated health problems in adulthood
 - a. Adverse Childhood Experiences study
 - b. Immune system
 - c. Stress response system
 - d. Cognitive development
 - e. Anxiety, depression, guilt, shame and/or inability to focus
 - f. Emotional, immune and metabolic abnormalities
 - g. Body dysregulation
 - h. Hypervigilance
 - i. Dissociation
 - j. Lack of self-regulation
 - k. Negative self-concept
 - l. Increased medical conditions
- G. Develop an understanding of the benefits of partnering with children and families
 - a. Identifying and building resiliency factors with children and families
 - b. Building trust
 - c. Creating reciprocity in the relationship
 - d. Promoting family buy-in
 - e. Tailoring community resources to meet the individual needs of children and families
 - f. Building on the family expertise
- H. Develop an understanding of barriers to partnering with children and families.
 - a. Logistics: access, time, priorities, child care, transportation
 - b. Confidentiality
 - c. Stigma

- d. Cultural differences
 - e. Money/ lack of resources
 - f. Power differential
 - g. Handling conflict and challenging conversations
 - h. High cumulative risk factors
- I. Investigate The Protective Factors Framework in relationship to early childhood education settings and professionals
- a. Parental resilience
 - b. Social connections
 - c. Knowledge of parenting and child development
 - d. Concrete support in times of need
 - e. Social and emotional competence of children
 - f.

4. Methods of Instruction:

Discussion: In class discussion on topics.

Lecture:

Online Adaptation: Discussion, Journal, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course outcomes: Content easily adaptable to online setting.

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

Typical classroom assessment techniques

Exams/Tests -- Final exam on content.

Quizzes --

Papers -- Example of writing assignment: Identify children's personal experiences related to early childhood trauma and strategies for working with the family.

Class Participation --

Class Work --

Letter Grade or P/NP

4. 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

Read the book "Trauma through a Child's Eyes: Awakening the Ordinary Miracle of Healing." Identify the key aspects of the child's experiences. Discuss potential strategies for working with the child based on each specific experience.

B. Writing Assignments

Create a portfolio of resources and strategies for working with children and families that is specific to child trauma and its impact.

C. Other Assignments

Watch the video Nadine Burke Video: How Childhood Trauma Affects Health Across a Lifetime

Identify the effects of trauma discussed in the video.

5. Required Materials

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

Book #1:

Author: Levine, Peter A., Kline, Maggie

Title: Trauma Through a Child's Eyes

Publisher: North Atlantic Books

Date of
Publication: 2006

Edition:

Book #2:

Author: Perry, Bruce D

Title: What Happened to You? Conversations on Trauma, Resilience, and
Healing

Publisher: Flatiron Books

Date of
Publication: 2021

Edition:

B. Other required materials/supplies.

- Child Trauma Academy
- National Child Traumatic Stress Network
<http://www.nctsn.org/resources/audiences/parents-caregivers/what-is-cts/12-core-concepts>