

CFS-155: SENSITIVE ISSUES IN EARLY CHILDHOOD

Effective Term

Fall 2017

BOT Approval

05/12/2016

SECTION A - Course Data Elements**CB04 Credit Status**

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code

CFS - Child and Family Studies

Course Number

155

Department

Child and Family Studies & Education

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Sensitive Issues in Early Childhood

Short Title

Sensitive Issues in EC

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

D - Possibly Occupational

Rationale

Updating text and minor changes based on Curricunet.

SECTION B - Course Description**Catalog Course 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.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Analyze how an individual's experiences, beliefs, and values affect his/her/hir actions with children and families.
2.	Identify appropriate strategies for responding to children in times of crises.
3.	Identify developmentally appropriate behaviors that children might exhibit in response to sensitive issues.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Discuss sensitive issues with young children
2.	Recognize how our own experiences, beliefs and values, affect our actions with children and their families
3.	Identify community organizations that programs could refer families to for assistance and guidance
4.	Examine child, family and community roles for a variety of sensitive issues
5.	Analyze the impact of "isms" (racism, sexism, culturalism, etc.) on children
6.	Compare and contrast the effect of separation and divorce on children

Course Content

1. 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

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Visiting Lecturers	Guest lecturers from agencies with special expertise or experiences relative to a specific topic.
Lecture	Content may be presented in a lecture or overview format.
Discussion	Students will discuss critical elements related to sensitive issues while identifying their biases.

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Group Work	
Individualized Instruction	
Lecture	
Journal	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
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. Locate quality children's books related to sensitive issues and identify how the books could be used.
Essays/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.
Other	Class participation and discussion.

Assignments

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.

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.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Trozzi, Maria

Title

Talking with Children About Loss

Publisher

Berkeley Publishing Group

Year

1999

ISBN

0048228016007

Material Type

Textbook

Author

Lieberman, Alicia

Title

Don't Hit My Mommy!

Edition/Version

2nd

Publisher

NAEYC

Year

2015

ISBN #

9781938558535

Material Type

Other required materials/supplies

Description

Periodical: Responding to Violence, Disaster, and Trauma

Author: Powers, Stephanie

Year: 2013

Volume: J362038342D

SECTION G - Diversity, Equity and Inclusivity**Course Codes (Admin Only)****CB00 State ID**

CCC000294905

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No