



COURSE SYLLABUS

CDEC 1419-CHILD GUIDANCE

Catalog Description: An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Lecture hours = 4, Lab hours = 0

Prerequisites: None

Corequisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and college. Failure to comply will result in a grade of F for the course.

Semester Credit Hours: 4

Lecture Hours per Week: 4

Lab Hours per Week: 0

Contact Hours per Semester: 64

State Approval Code: 19.0709

Class Section Meeting Time: Online—students are expected to spend at least four hours per week reading and reviewing course content and completing assignments. Additional on-site field experience is required.

Instructional Goals and Purposes: The purposes of this course are a) to present information on strategies for promoting prosocial behaviors in young children and the role of families and culture in child guidance, and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child-care/educational setting.

Learning Outcomes: After studying all materials and resources presented in the course, the student will be able to:

1. Describe theories related to child guidance.
2. Explain how guidance promotes autonomy, self-discipline, and pro-social skills.
3. Identify familial and cultural influences on child guidance.
4. Recognize the impact and influence of families and culture in guiding children.
5. Apply guidance techniques.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. **Describe theories related to child guidance.** (SCANS: 1a-i, 1a-ii, 1b-v, 1c-i, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-iv, 2e-i)

- a. Identify contemporary issues in child guidance.
 - b. Define and understand the relevance of developmentally-appropriate practice (DAP).
 - c. Explain the major philosophies and approaches of guidance.
 - d. Describe Maslow's theory of motivation.
 - e. Identify methods to shape positive behavior.
2. **Explain how guidance promotes autonomy, self-discipline, and pro-social skills.** (SCANS: 1a-i, 1a-iv, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2e-i)
- a. Describe the purpose and objectives (short- and long-term) of child guidance.
 - b. Identify emotions underlying communication.
 - c. Describe the characteristics of assertive communication and nonproductive communication.
3. **Identify familial and cultural influences on child guidance.** (SCANS: 1a-i, 1a-ii, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iv, 1b-v, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2b-iv, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2d-i, 2e-i)
- a. Explain how the environment nurtures appropriate behavior.
 - b. Explain why parent and professional training is key to child guidance.
 - c. Discuss historical events related to beliefs about children.
 - d. Outline the child's role in society.
 - e. Identify personal biases that affect guidance.
 - f. Explain how culture gives meaning to our lives.
 - g. Describe how family and community context influences child behavior.
 - h. List ways in which prejudice, racism, and discrimination damage development.
 - i. Describe how culture shapes child guidance.
 - j. Discuss ways to recognize, value, and respect cultural differences.
4. **Apply guidance techniques.** (SCANS: 1a-i, 1a-ii, 1b-v, 1c-i, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-iv, 2e-i)
- a. Recognize developmental stages of early childhood from birth through age 12.
 - b. Identify developmental milestones that affect behavior.
 - c. Understand relationships between maturation and guidance strategies.
 - d. Describe changes over time in adult-child relationships.
 - e. Identify strategies for effective guidance of children with ability differences.
 - f. Describe laws and programs critical to providing care and education for children with ability differences.
 - g. List characteristic features of various health conditions and describe how they affect children's behavior.
 - h. Define negative behavior, punishment, and positive guidance.
 - i. Identify and remediate underlying causes of problem behavior.
 - j. Describe and design positive developmentally-appropriate environments.
 - k. Specify strategies to remove causes of problem behavior.
 - l. Identify signs of child abuse and neglect.
 - m. Identify supportive and effective adult behaviors.
 - n. Describe and use components of the observation sequence.
 - o. List effective observation strategies.
 - p. Document observations and present information using standard conventions of English in the required class format.

Course Content:

Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials.
3. Locate information in the library databases or on the Internet when assigned.
4. Use Canvas email to communicate with the instructor.
5. Interact with other students and the instructor via the Canvas discussion board.
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:

- a. Projects
 - b. Discussions
 - c. Chapter Quizzes
 - d. Class Portfolio
 - e. Exams (4—including comprehensive Final Exam)
7. Complete field study requirements.
- a. Field Experience Documentation (Time Logs, Teacher Evaluations)
 - b. Field Experience Reflective Journal

Methods of Instruction/Course Format/Delivery:

Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be **required** to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Assessments:

Field Experience Journal and Documentation = 30%

Assignments: = 20%

- Projects
- Discussions
- Chapter Quizzes

Exams, including a comprehensive Final Exam = 50%

Field Experience Journal and Documentation: Students will complete eight hours of on-site observation in a preschool/daycare setting. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire eight-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

Assignments: Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

Exams: Students will complete three unit exams and a comprehensive final exam.

Course Grade:

The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the eight-hour field study component **MUST** be submitted **ON** or **BEFORE** the DUE DATE. Students who do not complete all eight hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:

- **TEXTBOOK(S):** *Positive Child Guidance, 7th Edition*, by Darla Ferris Miller. (2013). Belmont, CA: Wadsworth. ISBN: 9781111833404
- **SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD.

Required Readings: Textbook

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator, Stacy Gee, in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.