

San Bernardino Valley College
Course Outline
Child Development-101
Parent- Child Interaction

I. CATALOG DESCRIPTION:

CD –101: Parent – Child Interaction
3 hours lecture = 3 units

A review of the concept of human development and its interactions within the biological, psychological, social and cultural phenomena and their relationship to children's and parent's attitudes and behavior. Family dynamic, communication and discipline are explored.

Prerequisite: None

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Discuss effective communication skills to be used between parent and child, such as listening, responding, effective actions and reactions and problem solving.
- B. Describe the process of parenting to include expectations, traits of good parents, families at risk and goals of parenting.
- C. Explain effective bonding and attachment practices to be used with children to develop psychological safety.
- D. Demonstrate skills necessary to effectively deal with child misbehavior and family anger.
- E. Describe the components of pregnancy and delivery such as trimesters, prenatal care, hazards, preparations for labor, delivery, bonding and family relations.
- F. Discuss developmental stages of a child from birth through adolescence and the impact on parenting.
- G. Enumerate the issues and concerns for children of working parents, step/parents, single parents and parents of children with special needs.
- H. Evaluate community and other resources available to families.
- I. Describe a personal value system and philosophy pertaining to the family.

IV. CONTENT:

- A. Parenting and the life cycle
- B. Effects of culture and ethnicity on parenting
- C. The process of parenting
 1. Context of stresses and support
 2. What parents expect of their children
 3. Reasonable and effective goals of parenting
 4. Traits of good parents
 5. Families at risk
- D. Establishing close emotional relationships with children
 1. Psychological safety
 2. Communication skills
 - a. Active listening
 - b. I-messages
 - c. Effective problem solving
 3. Democratic family living
 4. Misbehaving
 5. Family anger
 6. Love, affection, caring, attachment and joy

- E. Modifying children's behavior
 - 1. Realistic and appropriate expectations
 - 2. Natural and logical consequences
 - 3. Developmental changes and parenting behavior
 - F. Pregnancy and delivery
 - 1. The three trimesters
 - 2. Prenatal care, hazards
 - 3. Preparations for labor, delivery, childbirth classes
 - 4. Labor and delivery
 - 5. Bonding
 - 6. Effects on family
 - G. The first year of life, toddlerhood, preschool years, school-age, early adolescence and late adolescence: What to expect, what to do
 - 1. Developmental overview
 - 2. Parenting tasks
 - a. Routines
 - b. Problems and strategies
 - H. Parenting/working
 - 1. The working parents
 - 2. Handling guilt and frustration
 - 3. Child care
 - 4. Maintaining ties to children
 - I. Single-parenting
 - 1. Divorce
 - 2. When a parent dies
 - 3. Effects of absent parents
 - J. Step-parenting
 - 1. Effects of remarriage on parents and children
 - 2. Special problems of step families
 - K. Parenting children with special needs
 - 1. Premature babies
 - 2. Adopted children
 - 3. Physical special needs
 - 4. Emotional special needs
 - 5. Attention Deficit, Hyperactivity Disorder (ADHD)
 - 6. Gifted and talented
 - L. Resources available to families
 - 1. Community resources
 - 2. Other resources
- V. METHODS OF INSTRUCTION:
- A. Methods of instruction **will** include the following components:
 - 1. Weekly lecture time with a percent of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
 - B. Methods of instruction may include any or all of the following components as well:
 - 1. Presentations
 - 2. Use of audio-visual aids
 - 3. Demonstration experiments
 - 4. Problem solving assignments
 - 5. Field trips
 - 6. Computer-aided instruction

VI. TYPICAL ASSIGNMENTS:

- A. Read Chapter 1; "Parenting Is A Cooperative Venture" (Brooks, 1998) and answer questions 1-11 at the end of the chapter.
- B. Write a two-page paper describing a public parent-child confrontations that you have witnessed and devise appropriate I-messages for the parent
- C. Project: Chose a behavior that you would like to increase or decrease and use a behavior modification technique to do just that. Chart your base line data and results using guidelines identified in the behavior modification handout.
- D. Interview five parents to determine awareness of diversity, needs assessment and resources availability for parents such as the: pregnant parent, step-parent, single parent.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:
 - 1. Written tests in the form of essay/question
Example: Write a description of the parenting techniques you can recall your parents using with you in your elementary and high school years.
 - 2. Quizzes
 - 3. Evaluation of research
 - 4. Term papers
 - 5. Final examinationOther methods may include:
 - 1. true-false tests
 - 2. multiple choice tests
 - 3. matching items tests
 - 4. completion tests
 - 5. special projects
- B. Frequency of Evaluations
 - 1. Weekly assignments
 - 2. Monthly unit tests
 - 3. One mid-term
 - 4. One final-exam

VIII. TYPICAL TEXT(S)

Brooks, Jane, Parenting, Second Edition, Mayfield, 1994

Brooks, Jane B, The Process of Parenting, Fourth Edition, Mayfield, 1998

Child Growth and Development, Annuals Editions, 1998/99

Hammer and Turner, Parenting, Third Edition, Allyn and Bacon, 1996

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None