

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 131 – CHILD, FAMILY AND COMMUNITY**

3 hours lecture, 3 units

**Catalog Description**

This course examines the socialization process, including the role families, school, media, peers, and the community play in children's development. Students will learn strategies to support children and families in a diverse society, including how to develop and maintain effective teacher and family relationships. Community resources and agencies that strengthen families will be examined. This course is required by the California Department of Social Services for teachers and directors.

**Prerequisite**

None

**Recommended Preparation**

"C" grade or higher or "Pass" in CD 123, 125 or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Apply the theoretical concepts of Piaget, Freud, Erikson and the learning theorists to the development of children.
- 2) Demonstrate a firm understanding of the process of change in physical, cognitive, social and emotional development of children.
- 3) Evaluate how culture and social institutions can affect child development.
- 4) Formulate effective child guidance techniques based upon acceptable developmental theories.

**Course Content**

- 1) Major current and historical theoretical frameworks of socialization
- 2) Interrelatedness of family, school and community as agents of socialization
- 3) History and function of the family
- 4) Diverse family structures and parenting styles including values, practices and dynamics
- 5) The influence of culture, socioeconomic factors, contemporary issues as well as biological factors on children and families
- 6) Identifying needs of children and families and providing appropriate assistance in finding resources in the community
- 7) The impact of personal socialization on relationships with families and children, including the identification of one's own values, goals, and sense of self as related to family history and life experiences.
- 8) The role of the teacher, childcare and early education programs in supporting families and children reflecting a broad range of languages, cultures, backgrounds and abilities
- 9) Effective strategies and methods of communication as a tool for family support
- 10) Legal requirements and ethical responsibilities of professionals working with children including mandated reporting
- 11) Advocacy strategies for enacting positive change for families and children

**Course Objectives**

Students will be able to:

- 1) Examine how children develop within an ecological system and are influenced by numerous factors of socialization including family, school, peers, media and community.
- 2) Analyze family dynamics as influenced by diverse family structures, parenting styles, culture, socioeconomic factors, change and transitions.
- 3) Examine contemporary issues and risk factors that impact children, families, and the community and develop developmentally appropriate strategies to assist families.
- 4) Analyze stereotypes from a systemic and personal perspective to understand one's expectation and behaviors and how they impact children and families.
- 5) Identify, evaluate, and assemble community support services, resources and agencies for children and families in order to respond to family needs.
- 6) Identify early childhood practices including the legal and ethical responsibilities of professionals working with children and families.
- 7) Identify appropriate and effective communication strategies for working with diverse and special needs populations.
- 8) Investigate advocacy strategies to influence public policy on behalf of children and families.
- 9) Analyze theories of socialization that address the interrelationship of child, family and community including one's own socialization process and assess how this impacts relationships with diverse children and families.
- 10) Synthesize research and information regarding socio-cultural influences and how educational, political and socioeconomic factors impact the lives of diverse children and families.
- 11) Formulate strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written assignments that measure students' ability to identify advocacy strategies, examine their own socialization, and evaluate and synthesize research on diverse socio-cultural influences.
- 2) Classroom activities and presentations that require students to effectively assemble community resources for families, implement effective communication strategies, and analyze cultural factors in the socialization process.
- 3) Exams and quizzes that measure students' ability to examine and analyze the various factors and influences in a child's socialization and diverse family styles and dynamics, including one's own; contemporary issues and strategies; and the impact of stereotypes on children and families.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Lecture and discussion
- 2) Directed small group activities and projects

**Out-of-Class Assignments**

- 1) Reading assignments
- 2) Investigation of online and community resources
- 3) Research papers related to San Diego cultures, family needs, and social agencies

**Texts and References**

- 1) Required (representative examples):
  - a. Berns, R. (2016). *Child, family, school, community: socialization and support*. Stamford, CT: Cengage Learning. 10th edition.
  - b. *Family Partnerships and Culture*  
You can download this book in pdf format for free.  
<https://www.cde.ca.gov/sp/cd/Re/documents/familypartnerships.pdf>
- 2) Supplemental: None

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Compare and contrast the roles, philosophies and services of a variety of community facilities which serve families and children in San Diego County.
- 2) Comprehend the need to interact with parents and children in a manner which values their diversity in a variety of ways including family structure, parenting styles, culture, socioeconomic factors, and special needs.
- 3) Describe effective skills for working with families, which will promote a positive relationship between the professional and the parent, with the end goal of promoting healthy self-esteem in the child.
- 4) Critique the major issues regarding child abuse and neglect including the components of the mandated reporting law.
- 5) Recognize the importance of child advocacy and professional advocacy.

**Student Learning Outcomes**

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

- 1) Describe how children develop within an ecological system and are influenced by numerous factors of socialization including family, school, peers, media and community.
- 2) Analyze family dynamics as influenced by diverse family structures, parenting styles, culture, socioeconomic factors, change and transitions.
- 3) Identify and evaluate community support services, resources and agencies for children and families in order to respond to family needs.