

COURSE OUTLINE

**Parent Education 30  
Three-Year-Olds**

**Catalog Statement**

PARED 30 focusses study on parenting the three-year-old child. Parents (or caregivers) attend class with one or more children of the designated age.

Total Lecture Units: 0.0

Total Laboratory Units: 0.0

**Total Course Units: 0.0**

Total Lecture Hours: 24.0

Total Laboratory Hours: 24.0

Total Laboratory Hours To Be Arranged: 0.0

**Total Faculty Contact Hours: 48.0**

**Total Student Contact Hours: 48.0**

Prerequisite: None

**Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

N/A

**Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- observe and record the three-year-old child's development in an educationally enriched environment;
- examine existing parent education and child development theories;
- develop and practice effective parenting and decision making skills;
- discuss typical parent-child situations and how to cope with them;
- develop and participate in a parent support network;
- discuss a variety discipline practices especially identifying the difference between discipline and punishment;
- examine the pros and cons of various toilet training techniques;
- examine cultural influences on child-rearing practices.

**Course Content**

**Total Faculty Contact Hours = 48.0**

Introduction and Orientation: **(lecture 1.5 hours, lab 1.5 hours)**

Philosophy, goals, and objectives

Class organization

- Supervision and safety on campus
- Parent Education Assistant's duties and responsibilities
- Values and uses of various equipment, materials, and library books
- Introduction to the Glendale College Parent Education Association
- Responsibilities of participation in the class
- Observation and recording
  - Observing as a method of inquiry
  - Types of recording worksheets
  - Evaluation and use of Observation Record
- Principles of Child Growth and Development: **(lecture 7.5 hours, lab 7.5 hours)**
  - Characteristics of children in specific age groups
  - Temperament and individual differences
  - Interrelation of developmental factors
  - Physical development
  - Emotional development
    - Identification of feelings
    - Development of empathy
    - Attachment and bonding
    - Fears and anxieties
  - Social development
    - Importance of play
    - Sharing
    - Aggression
  - Intellectual development
  - Parent's role in facilitating learning experiences
  - Overview of child development theories
  - How theory affects child rearing practice
- Dynamics of Family Interaction: **(lecture 3 hours, lab 3 hours)**
  - Myths and realities of parenthood
  - Adjusting to parenthood
  - Stages of parent development
  - Changing family patterns
  - Family relations
- Discipline and Setting Limits: **(lecture 3 Hours lab 3 Hours)**
  - Definition of discipline vs. punishment
  - Purpose and consistency
  - Parental attitudes
  - Age appropriate techniques
  - Definition and prevention of child abuse/domestic violence
  - Fostering responsibility
  - Tantrums
- Dealing with Life Events: **(lecture 3 hours, lab 3 hours)**
  - Birth, reproduction, sexuality
  - Death, grief, and loss
  - Divorce and single parenting
  - Remarriage and blended families

Employment issues (returning to work/job loss)  
Child care  
Preparation for preschool or pre-kindergarten  
Serious illness in the family

**Family Health: (lecture 3 hours, lab 3 hours)**

Childhood illness/immunizations  
Promotion of health and hygiene  
Toilet use issues  
Nutrition and eating behaviors  
Family mental health

**Safety: (lecture 3 hours, lab 3 hours)**

Home and community safety  
Preschool and Pre-Kindergarten safety issues  
Automobile safety  
Accident and Poison Prevention  
Disaster preparedness

**Methods of Instruction**

The following methods of instruction may be used in this course:

- lecture;
- group discussion;
- demonstration;
- laboratory participation with children;
- role play;
- field trips and/or excursions;
- independent study using worksheets and recorded observations;
- educational technologies including audiovisual instruction, internet and other electronic presentations.

**Out of Class Assignments**

The following out of class assignments may be used in this course:

- Planning an age appropriate creative activity;
- Planning an age appropriate nutritious snack.

**Methods of Evaluation**

The following methods of evaluation may be used in this course:

- group discussions;
- student demonstrations (e.g. age appropriate creative activity);
- student demonstrations (e.g. age appropriate nutritious snack);
- observation worksheets.

## **Textbooks**

Instructor generated handouts

## **Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- plan and implement age-appropriate enrichment activities; such as art, music, or reading experience;
- describe at least three age-appropriate discipline techniques;
- identify how to minimize the risk of at least four potential age-specific safety hazards;
- describe a minimum of four age-specific developmental characteristics including social, emotional, physical, and intellectual ones;
- plan and provide age appropriate nutritional snacks.