



## HFST 2610

**Division:** Social and Behavioral Science

**Department:** Home and Family Studies

**Course:** HFST 2610

**Title:** Guidance of Young Children

**Catalog Description:**

In this course students develop skills and techniques associated with child guidance principles, with a focus on meeting children's needs, individually and in groups, in the Child Development Lab. These principles may also be applied to other child care settings such as the home, as a nanny and in the primary grades of elementary school.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 2; Lab: 2

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** HFST 1500 - Human Development or Instructor's permission required.

**Justification:**

This course is designed to give students a knowledge of the principle of child guidance and to give them experience in applying these principles in a child care setting. This course is required for students majoring in Child Care Management, Child Development, and Early Childhood Education. This course transfers to other institutions within the Utah System of Higher Education.

**Student Learning Outcomes:**

Students will be able to

- apply classroom concepts to real life situations and record them in their lab journal.
- describe and define Developmentally Appropriate Practice (DAP).
- apply classroom concepts to a variety of situations from selected case studies.
- identify and use in the lab the elements of positive discipline.
- discuss the special topics associated with child guidance.
- identify the positive and negative examples of indirect guidance in the lab.

Students will review the major theories in the area of child guidance.

**Content:**

- Three Essential Elements for Guiding Young Children
  - DAP Child Guidance: Authoritative Style and Decision-Making Model
  - Construct Child Guidance Decisions: Apply Knowledge of Child Development
  - Observing Behavior in Child Guidance

- "Direct" and "Indirect" Child Guidance
  - Positive Guidance and Discipline Strategies: Direct Guidance
  - Early Childhood Classroom Management: Indirect Guidance
- Special Topics in Child Guidance
  - Authentic Self-Esteem and Moral Identity
  - Resilience and Stress in Childhood
  - Emotional Intelligence and Anger Management
  - Preventing Violent Behavior and Understanding Aggression in Children
  - Guiding the Development of Prosocial Behavior
- Develop an Eclectic Approach to Child Guidance
  - Theories: Strengthening the Foundations of DAP Child Guidance
  - Apply Your Knowledge: Use the Decision-Making Model of Child Guidance

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students read and outline each chapter of the text. They can use their outlines on the mid-term and the final exams. Students read and summarize 5 articles from professional (research) journals on a topic of their choice related to children and schools

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students read and summarize 5 articles from professional (research) journals on a topic of their choice related to children and schools. At least one of these articles must be from a journal found in the library while the others may be drawn from the Internet using EBSCOhost. Groups of students are assigned a section of the supplemental text to read, and prepare a multimedia presentation to the class.

### **Key Performance Indicators:**

The following percentages are approximate:

Chapter Outlines (10 @ 5pts each) 8%

Reading Quizzes (10 @ 10 pts each) 15%

Mid Term Exam (100 pts.) 15%

Lab/Journal (15 @ 10 pts. each) 24%

Presentations (50 pts.) 8%

Abstracts (5@ 20 pts. each) 15%

Final Exam (100 pts.) 15%

### **Representative Text and/or Supplies:**

Marion, Marian (current edition). *Guidance of Young Children*. Merrill/Prentice Hall Publishing.

Essa, Eva (current edition). *A Practical Guide to Solving Preschool Behavior Problems*. Thompson/Delmar Learning.

**Optimum Class Size: 20**

**Maximum Class Size: 36**

**Signatures:**

I hereby submit this course syllabus:

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Tracie Bradley, MEd, Associate Professor

I hereby find this course consistent with the goals and resources of the Home and Family Studies Department:

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Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

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Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)