

Guiding Behaviours with Young Children – ECED 150

Child, Youth and Family Studies Program

Course Outline

COURSE IMPLEMENTATION DATE:	September 2022
OUTLINE EFFECTIVE DATE:	September 2022
COURSE OUTLINE REVIEW DATE:	April 2027

GENERAL COURSE DESCRIPTION:

This course focuses on effective ways to guide and understand the needs and behaviours of children. Learners will also explore the influences that inform their own behaviour and reflect on how these influences impact their understanding of themselves. A variety of theoretical, developmental, and experiential perspectives will be explored.

Program Information: This course is required for the Child, Youth and Family Studies Program: Early Childhood Education Specialty.

Delivery: This course is delivered in a hybrid format (45 hours face-to-face and 15 hours online) and in a fully online format (60 hours online).

COTR Credits: 4

Hours for this course: 60 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	60
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	60

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	N/A

Course Outline Author or Contact:

Kristie Krisher, BA

Signature

APPROVAL SIGNATURES:

Department Head
Sandi Hill
E-mail: shill@cotr.bc.ca

Dean of Health and Human Services
Heather Hepworth
E-mail: hepworth@cotr.bc.ca

Department Head Signature

Dean Signature

EDCO

Valid from: September 2022 – April 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

CYFS 102: Observing & Recording

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: CYFS 103⇒⇒ ECED 150⇒⇒ CYFS 103⇒⇒ ECED 150

Date changed: Sep 2022

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Marion, M. (2019). *Guidance of young children* (10th ed). Pearson Inc. Upper Saddle River, New Jersey.

Haig, J., Raikes, G. & MacMillan, V. (2018). *Cites and sources: An APA documentation guide* (5th ed.). Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

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

- recognize their own values and beliefs and identify the impact of influences such as culture and lived experiences, as it shapes their own needs and personal behaviours;
 - demonstrate knowledge of various theoretical perspectives related behaviour change through practical application in the course;
 - develop an awareness of Indigenous perspectives, knowledge, cultural values, and practices related to behaviour;
 - develop, implement and evaluate a plan to change a behaviour;
 - reflect on personal change experiences and apply this awareness to support engaging in behaviour change;
 - define and describe positive guiding strategies that can be used with children, from a variety of cultures, environments and situations;
 - recognize different pedagogical practices when guiding behaviour;
 - recognize the guiding principles of trauma informed practice;
 - develop strategies to assist in managing stress;
 - integrate strategies to promote and enhance self-esteem;
 - identify and recognize the factors that foster, build and strengthen resilience;
 - identify and apply components of prosocial skills, self-regulation and social emotional development;
 - develop and evaluate a plan to teach someone a prosocial skill; and
 - describe how the BC Early Learning Framework and the ECEBC Code of Ethics informs intentional practice when guiding behaviour.
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COURSE TOPICS:

- Foundational Concepts
- Beliefs, Values and Culture
- Positive Guiding strategies
- Styles of Caregiving and Attachment
- Environments
- Challenging Behaviours
- Behaviour Change
- Prosocial Skills
- Resilience and Stress
- Theoretical Perspectives
- Indigenous Perspectives
- Trauma Informed Practice

See instructor's syllabus for the detailed outline of weekly readings, activities, and assignments.

EVALUATION AND ASSESSMENT: Face-to-Face and Online Delivery

Assignments	% Of Total Grade
Discussion Activities	35%
Personal Change Assignment	30%
Case Study Assignment	15%
Quizzes	<u>20%</u>
Total	100%

Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.