COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 1232 Guidance and Group Dynamics

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): Test into READ 0840, ENGL 0910 and 0980
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course introduces concepts, principles and strategies for building supportive relationships with children and youth in order to enhance learning, development, and well-being. Focus is on recognizing individual needs, establishing positive expectations, motivating and engaging, managing groups, preventing difficult behavior, positive guidance methods, and responding effectively to difficult behavior.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Building caring, respectful relationships
2. Establishing positive expectations
3. Knowing your children and youth and their special needs
4. Engaging and motivating
5. Group dynamics and managing groups
6. Preventing problem behavior
7. Positive guidance methods
8. Challenging Behavior
9. Protecting and Restoring Order

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Promote an emotionally secure environment.
2. Differentiate between discipline, punishment, and positive guidance.
3. Understands elements of group dynamics.
4. Avoid actions that would cause physical and emotional harm to children and youth.
5. Use culturally responsive guidance and group strategies.
6. Interact in a manner that encourages empathy and mutual respect among children, youth, and adults.
7. Shows respect for children in all situations.
8. Establishes and communicates limits for acceptable behavior.
10. Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors as individuals and as a group.
11. Uses a variety of age-appropriate, positive, direct and indirect guidance methods.
12. Provides an environment that helps all children and youth know, accept, and take pride in their identities and to develop a sense of belonging and inter-dependence.
13. Builds a trusting relationships that provides physical and emotional security.
14. Maintains professionalism and respect for children and youth when communicating with other adults about children’s behavior.
15. Reports positively to families about children and youth’s progress and challenges.
16. Adapts the environments and curriculum to minimize potential for challenging behaviors, especially in multi-age settings.
17. Actively communicates with children and youth and provides opportunities and support for children and youth to use verbal and nonverbal means of communicating thoughts and feelings.
18. Uses strategies to assist children and youth in learning to express emotions, solve problems, and make decisions in positive ways.
19. Offers acceptable alternatives to unacceptable, undesirable, or dangerous behavior.
20. Facilitates smooth transitions of individuals and groups from activity to activity.
21. Builds relationships with parents that allow for constructive communication about children and youth’s behavior.
22. Understands and uses observation methods that inform guidance strategies.
23. Develops individual guidance plans.
E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   1. Written papers demonstrating critical reflection on theory and practice
   2. Exams
   3. Case Studies
   4. Class discussion

G. RCTC CORE OUTCOME(S) ADDRESSED:
   - Communication
   - Critical Thinking
   - Global Awareness/Diversity

H. SPECIAL INFORMATION (if any): None