COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 1510: Balancing Work and Family

A. CATALOG DESCRIPTION
1. Credits: 1
2. Hours/Week: 1
3. Prerequisites (Course discipline/number): None
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course focuses on the dual demands that impact employed parents as they manage both work and family expectations. Topics include personal and parent growth, family communication and development, child development characteristics, and managing children’s behavior. Time management strategies for busy families will be emphasized.

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

C. OUTLINE OF MAJOR CONTENT AREAS:
Students who are, or plan to be parents will benefit from this course. The multiple demands on parents who are employed or going to school will be explored, along with an overview of family life stages. Child development characteristics, behavior management, and promoting self-esteem and responsibility in young children are additional topics. Selecting child care and identifying child maltreatment is also included. Students will identify personal and family stressors and explore coping strategies. Time management strategies for busy families will be examined and a personal plan of action will be developed by each student.

1. Family Characteristics
   a) Family development throughout the parenting years
      i. Common issues/concerns at various stages
   b) Characteristics of “healthy” families
   c) The impact of our family of origin on our current family lifestyle
   d) Role expectations of family members: mom, dad, oldest child, etc.

2. Role Sharing Strategies
   a) Men’s work and women’s work?
   b) Delegating
      i. Children’s capabilities for chores at various stages
      ii. How to teach children household jobs
      iii. Steps to recruiting cooperation
   c) Changing your standards and/or priorities

3. Child/Adult/Parent Development
   a) Erikson’s eight stages of life and characteristics of each stage
   b) Child development from birth to the teen years: an overview of typical characteristics at each stage
   c) Principles of growth and development
   d) The six stages of parenthood

4. Encouragement: Building Self Esteem
   a) Encouragement and praise
   b) Encouragement and discouragement: effects on self esteem
   c) Recognizing encouraging and discouraging messages
   d) Words and actions that encourage: practicing

5. Child Guidance
   a) Ten reasons why children misbehave
   b) Alternative methods for child guidance and discipline: ten effective strategies “without spanking or spoiling”
   c) The principle of natural/logical consequences
   d) Guidance strategies adapted to the age of the child
C. OUTLINE OF MAJOR CONTENT AREAS: Continued...

6. Child Care Concerns
   a) Impact of child care on children: research findings.
   b) Impact of child care on parent: guilt, worry
      i. Guilt reduction strategies
      ii. Selecting quality child care
      iii. Recognizing child maltreatment
      iv. Children home alone: suggestion for self-care safety
   c) Talking to children about sexual abuse/personal safety

7. Family communication
   a) How do we communicate?
   b) Effective family communication
   c) Effective listening
   d) Communication styles

8. Work/Family Stressors
   a) Sources of stress
   b) Ten top everyday family stresses
   c) Family index of Balance
   d) Coping with stress: strategies
   e) Action steps to reduce stress

9. Time Management
   a) Time management self assessment
   b) Planning, Pruning, Delegating
      i. How to plan
      ii. Setting goals
      iii. Action planning worksheet
      iv. Prioritizing
      v. Time wasters
      vi. Principles of delegating
   c) The time management matrix
      i. How to use our time
      ii. Focus on the important and Not-so-urgent
      iii. Balancing demands
      iv. Overcoming procrastination
   d) Using Yearly, Monthly, Weekly, Daily Planning worksheets
      i. Developing a personal action plan
      ii. Developing a family action plan
   e) Back-up planning: anticipating crises
   f) Family organizational tips
      i. Family calendar
      ii. Family message center
      iii. “Do-ahead’s”
      iv. Consolidating tasks
      v. Others

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Describe the impact of one’s family of origin on parenting style.
2. Define the six major characteristics of healthy families.
3. Describe the principles of delegating.
4. Define and describe the eight stages of life.
5. Define and describe the six stages of parenthood.
6. Describe typical child behaviors at each stage of child development
7. Define and demonstrate encouragement, verbally and physically.
8. Describe ten effective strategies for guiding children’s behavior.
9. Describe natural and logical consequences.
D. LEARNING OUTCOMES (GENERAL): Continued... The student will be able to:
10. Recognize the characteristics of quality child care.
11. Recognize the indicators of child abuse.
12. Describe strategies for teaching children about personal safety.
13. Describe and demonstrate effective communication.
14. Recognize the ten top everyday family stressors.
15. Describe and list personal action steps to reduce stress
16. Describe the steps of goal setting.
17. Define, describe, and demonstrate prioritizing.
18. Describe the use of the time management matrix.
19. Describe how to utilize yearly, monthly, weekly, and daily planning worksheets. Develop and implement a personal action plan.
20. Develop and implement a family action plan.
21. Incorporate at least three new organizational strategies into their daily family life.

E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Written exams
2. Student demonstration of communications skills
3. Evaluation of written assignments
4. Development of plan of action
5. Parenting book review (oral and written)

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): NA