

**CHLD 96 Course Outline as of Spring 2025****CATALOG INFORMATION**

Dept and Nbr: CHLD 96 Title: CHLD & FAM STRESS/LOSS  
 Full Title: Working Through Stress and Loss With Children and Families  
 Last Reviewed: 10/12/2020

| Units   |      | Course Hours per Week |      | Nbr of Weeks | Course Hours Total |       |
|---------|------|-----------------------|------|--------------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled     | 3.00 | 17.5         | Lecture Scheduled  | 52.50 |
| Minimum | 3.00 | Lab Scheduled         | 0    | 6            | Lab Scheduled      | 0     |
|         |      | Contact DHR           | 0    |              | Contact DHR        | 0     |
|         |      | Contact Total         | 3.00 |              | Contact Total      | 52.50 |
|         |      | Non-contact DHR       | 0    |              | Non-contact DHR    | 0     |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course focuses on family stress and the effects on children and their families. The course is designed to enhance the ability of parents, childcare providers, teachers, and other professionals to understand and support children and their families through difficult challenges and transitions. Topics include: fostering resilience; changes in family structure; incarceration, illness (physical and mental) and death; exposure to violence in and out of the home; traumatic events; substance abuse; bullying, bias and discrimination.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A OR EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course focuses on family stress and the effects on children and their families. The course is designed to enhance the ability of parents, childcare providers, teachers, and other

professionals to understand and support children and their families through difficult challenges and transitions. Topics include: fostering resilience; changes in family structure; incarceration, illness (physical and mental) and death; exposure to violence in and out of the home; traumatic events; substance abuse; bullying, bias and discrimination. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A OR EMLS 10 (formerly ESL 10) or equivalent or appropriate placement based on AB705 mandates

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                      |                      |                      |           |
|----------------------|----------------------|----------------------|-----------|
| <b>AS Degree:</b>    | <b>Area</b>          | Effective:           | Inactive: |
| <b>CSU GE:</b>       | <b>Transfer Area</b> | Effective:           | Inactive: |
| <b>IGETC:</b>        | <b>Transfer Area</b> | Effective:           | Inactive: |
| <b>CSU Transfer:</b> | Transferable         | Effective: Fall 2014 | Inactive: |
| <b>UC Transfer:</b>  |                      | Effective:           | Inactive: |

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Identify, analyze and describe the types of stress and loss faced by children and their families.
2. Implement appropriate strategies to support children and their families who are experiencing stress and loss.
3. Identify community resources and support services for families dealing with stress and loss.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify the social contexts in which family stressors occur.
2. Analyze the varying effects of crisis, trauma and loss on children and families.
3. Apply strategies for communicating effectively with children, families, co-workers and other professionals affected by family stress and loss.
4. Develop strategies that assist children and families in coping with and healing from stress and loss at home, at school and in their community.
5. Recognize how early childhood teachers' own experiences, beliefs, and values affect their interactions with children and their families.
6. Evaluate literature and community resources relating to family stress and loss, and refer children and families to appropriate services.

**Topics and Scope:**

## I. Context of Stress and Loss

### A. Definitions of key terms

1. stress
2. loss
3. crisis
4. trauma
5. grief

### B. Factors relating to the ecology of the family

1. Bronfenbrenner's Ecological Systems Model
2. Stress and loss factors in the ecological systems model
  - i. Microsystem
  - ii. Mesosystem
  - iii. Exosystem
  - iv. Macrosystem
  - v. Chronosystem

### C. Risk factors for children and families

1. Societal myths
2. Stress inventories for children and adults
3. Adverse childhood experiences
4. Neurobiological considerations

### D. Protective factors and resilience

1. Resiliency variables in temperament and personality
2. Protective factors in families
3. Community and school resources as protective factors

### E. Developmental signs and symptoms

1. Emotional responses
2. Cognitive responses
3. Behavioral responses

## II. Types of Stress and Loss

### A. Transitional

1. Moving and homelessness
2. Mental illness
3. Substance abuse
4. Parental job loss
5. Military deployment

### B. Developmental stress

1. Loss of childhood
2. Puberty and physical changes
3. Gender identity and sexuality
4. School transitions
5. Disability
6. Bullying, bias, and discrimination

### C. Family life-cycle changes

1. Divorce, remarriage, step-parenting
2. Adoption and foster care
3. New baby
4. Death of family member
5. Chronic or terminal illness

### D. Tragic loss

1. Sudden death

- 2. Natural disaster
- E. Stigmatic loss
  - 1. Child maltreatment
  - 2. Domestic violence
  - 3. Substance abuse
  - 4. Parental incarceration
  - 5. Murder and suicide

### III. Working with Children and Families

- A. Relationships with children in a cultural context
  - 1. Communication strategies
  - 2. Children's literature
  - 3. Safe environments
  - 4. Strategies for daily activities
  - 5. Trauma informed care
- B. Relationships with families in a cultural context
  - 1. Communication strategies
  - 2. Family strengths
  - 3. Literature for adults
  - 4. Social supports
    - i. Organizations and services
    - ii. Reporting and referral processes
    - iii. Supports for families of children with special needs

### IV. Stress Management for Parents and Professionals

- A. Community resources and literature
- B. Interpreting personal experiences, beliefs, and values

#### **Assignment:**

1. Read text and instructor-provided handouts; approximately 20 pages per week.
2. Weekly journals or response papers, approximately 2 pages per journal or response paper, that demonstrate reflective and critical thinking.
3. Group research project on selected topic requiring research and an interactive, in-class presentation of approximately 10 minutes.
4. Oral report, approximately 5 minutes, on a local social service agency or professional service that provides support to children and families dealing with stress and loss.
5. Exams (2-5) on readings, terminology, presentations, and lectures.
6. Term portfolio (case study or other in-depth study using scenarios, research and application of theory and terminology); approximately 10 pages.

#### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

|   |
|---|
| Journals or response papers, term portfolio |
|---|

|                     |
|---------------------|
| Writing<br>30 - 50% |
|---------------------|

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Exams

Exams  
20 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation; group research project, oral report on local services, portfolio

Other Category  
20 - 40%

**Representative Textbooks and Materials:**

Counseling Children and Adolescents Through Grief and Loss. Fiorin, Jody and Mullen, Jodi Ann. Research Press. 2006 (classic)

Instructor prepared materials