



## MASTER COURSE OUTLINE

Prepared By: Jenny Nighswonger

Date: July 2019

## COURSE TITLE

Home Visiting & Family Engagement

## GENERAL COURSE INFORMATION

Dept.: ECED&

Course Num: 138

(Formerly:)

CIP Code: 13.1210

Intent Code: 21

Program Code: 402

Credits: 3

Total Contact Hrs Per Qtr.: 33

Lecture Hrs: 33

Lab Hrs:

Other Hrs:

Distribution Designation: General Elective (GE)

## COURSE DESCRIPTION (as it will appear in the catalog)

Plan and provide home visits and group activities that promote secure parent-child relationships and support families to provide high-quality early learning experiences that are embedded in everyday routines and experiences. Course may include fieldwork.

## PREREQUISITES

Instructor Permission

## TEXTBOOK GUIDELINES

Roggman, L.A., Boyce, L.K., & Innocenti, M.S. (2008). *Developmental Parenting: A Guide for Early Childhood Practitioners*. Maryland: Paul H. Brookes Publishing Co. Or other appropriate texts as recommended by Washington State Certificate Work Group committee.

## COURSE LEARNING OUTCOMES

*Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills.*

Outcomes are aligned with the Washington State Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children Standards.

1. Describe developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms.

**Core Competencies:** Area I: Child Growth & Development-3a, 3c.

**NAEYC:** Standard 1: Promoting Child Development and Learning, Standard 3: Observing, Documenting and Assessing to Support Young Children and Families, Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.

2. Articulate a plan that creates reciprocal, culturally sensitive partnerships with families.

**Core Competencies:** Area IV: Family & Community Partnerships-Relationships with Families-3c.

**NAEYC:** Standard 2: Building Family and Community Relationships.

3. Develop an outline for effective home visits that includes awareness of family and home visitor safety.

**Core Competencies:** Area VIII: Professional Development and Leadership-2b, 2f.

**NAEYC:** Standard 6: Becoming a Professional.

4. Create a plan for effective communication with families to develop shared goals and understanding of school readiness skills.  
**Core Competencies:** Area II: Curriculum & Learning Environment-3e.  
**NAEYC:** Standard 1: Promoting Child Development and Learning, Standard 2: Building Family and Community Relationships.
5. Define Reflective Practice and identify how it might be implemented.  
**Core Competencies:** Area VIII: Displaying Professionalism in Practice-3a.  
**NAEYC:** Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families, Standard 5: Using Content Knowledge to Building Meaningful Curriculum. Standard 6: Becoming a Professional.
6. Construct a curriculum to be delivered in a home visiting or group socialization model, checking for developmentally, linguistically, and culturally appropriateness.  
**Core Competencies:** Area II: Curriculum & Learning Environment-3e, Area III: Ongoing Measurement of Child Progress-4c.  
**NAEYC:** Standard 1: Promoting Child Development and Learning, Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families, Standard 5: Using Content Knowledge to Building Meaningful Curriculum.

## **INSTITUTIONAL OUTCOMES**

IO1 **Communication:** Students will be able to communicate clearly and effectively within a workplace context

## **COURSE CONTENT OUTLINE**

1. What is Developmental Parenting?
2. Building a Facilitative Developmental Parenting Program
3. A Is for Approach and Attitudes
4. B is for Behavior
5. C is for Content
6. Putting It into Practice
7. Curricula and Activity Resources
8. Assessment and Outcome Measures
9. Theories of Change for a Developmental Parenting Program
10. Managing and Supervising a Developmental Parenting Program
11. Evaluating and Improving a Developmental Parenting Program
12. Voices of Experience
13. Memories of Lessons Learned

## **DEPARTMENTAL GUIDELINES** *(optional)*

Course may include, but not limited to the following activities:

1. Review of Washington State Early Learning Guidelines
2. Summaries of articles from professional journals, magazines, or websites
3. Quizzes/assessments of student's knowledge
4. Interviews with early childhood professionals (Family Educators, Family Advocates-those that provide home visit support to families)
5. Reflections of student learning
6. Review of National Association for the Education of Young Children Standards and Code of Ethical Conduct
7. Review of Washington State Core Competencies for Early Care and Education Professionals
8. Video clips to reinforce specific skills

---

**DIVISION CHAIR APPROVAL**

---

**DATE**