

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 575A

COURSE TITLE

FOUNDATIONS OF CHILD CARE

ALTERNATE TITLE

INTRO TO DEVELOPMENT & CARE
INTRO TO EARLY CHILDCARE
INTRO TO INF/TOD DEV & CARE
INTRO TO EARLY DEV&CARE
CHILD CARE FOUNDATIONS

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

An introduction to the foundations of early childcare, including: basic child development, health and safety, nutrition, and behavior management and discipline. Course includes practical guidelines for childcare and explores options for careers and vocations in early childcare. (FT)

LECTURE/LABORATORY HOURS

72

ADVISORIES

ESL Level 6 or equivalent

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand the normative similarities and differences of intellectual, emotional, social and physical developmental of children, especially in infants and toddlers.
2. Develop knowledge of theoretical and appropriate practical elements of caregiving to facilitate discussions for a healthy environment designed for early childhood caregiving.
3. Consider the effects of society, culture and special circumstances upon the family microsystems, family types and the subsequent macrosystems with which they co-exist.
4. Understand the roles of adults and caregivers in professional areas of service providing for the needs of infants and toddlers.

COURSE OBJECTIVES

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage in early childhood, especially in infants and toddlers.
2. Critically assess research of theoretical and appropriate practical elements of caregiving to facilitate decisions for a healthy environment designed for early childhood, especially in infants and toddlers.
3. Apply knowledge of family microsystems, family types and the subsequent macrosystems to childcare providing strategies.
4. Demonstrate an understanding of the roles of adults and caregivers in professional areas of service providing for the needs of infants and toddlers.

SECTION II

COURSE CONTENT AND SCOPE

1. Overview of Child Development
 - 1.1. Theories of child development
 - 1.1.1. Piaget
 - 1.1.2. Mahler
 - 1.1.3. Bowlby
 - 1.1.4. Erickson
 - 1.1.5. Vygotsky
 - 1.2. Child development for infants and toddlers
 - 1.2.1. Bonding
 - 1.2.1.1. Attachment
 - 1.2.1.2. Autonomy

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2.1.3. Separation anxiety
- 1.3. Child Development for Early Childhood
 - 1.3.1. Independence
 - 1.3.1.1. Negativism
 - 1.3.1.2. Language
- 1.4. Domains of development
 - 1.4.1. Growth patterns: ages and stages
 - 1.4.1.1. Physical
 - 1.4.1.2. Social and emotional
 - 1.4.1.3. Cognitive
 - 1.4.1.4. Language and communication
- 2. Positive Guidance and Discipline
 - 2.1. Discipline strategies
 - 2.2. Self-esteem
 - 2.2.1. Positive reward systems
 - 2.3. Temperament
 - 2.3.1. Chess and Thomas
 - 2.4. Communication
 - 2.5. Stress and anger management
 - 2.6. Guidance for children with special circumstances
 - 2.6.1. Divorce
 - 2.6.2. Step-parenting
 - 2.6.3. Immigrant families
 - 2.6.4. Military families
 - 2.6.5. Grief and loss
- 3. Children with Special Needs
 - 3.1. Overview of special needs
 - 3.2. Identification and assessment
 - 3.3. Modifying discipline strategies and schedules
- 4. Health and Nutrition
 - 4.1. Common illnesses
 - 4.1.1. Treatment
 - 4.2. Nutrition in a childcare setting
 - 4.2.1. Establishing healthy habits
 - 4.2.2. Portion sizes
 - 4.2.3. Reading nutrition labels
 - 4.3. Physical activity
 - 4.3.1. Childhood obesity
- 5. Special Topics
 - 5.1. Examination of current issues/research in child development with emphasis on infants and toddlers
 - 5.2. Career, vocational and educational pathways

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodicals, magazines, instructor written materials, instructor selected URL's and other publications related to the childcare profession.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to: taking class notes, completing worksheets related to lectures, submitting analytical essays that compare and contrast topics learned in class, developing a course portfolio, and satisfactory performance on class written exams.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to: participating in field trips, completing Internet assignments and observing childcare environments.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to: comparing and contrasting assigned readings and online materials with field research, written assignments which include analyzing and implementing course concepts, visiting a currently operating day care business, teaching an age appropriate lesson in a classroom environment and applying problem-solving skills in case studies.

EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives but are not limited to: pre- and post-test, self-evaluation, maintaining a journal, creating a portfolio, attendance and participation.

Examples of assessments may include:

1. Teacher observation in classroom, online or in training areas.
2. Role-play classroom activity for peer evaluation.
3. Peer and instructor feedback
4. Student and teacher evaluation of the student's application of the information, methods and techniques used in the classroom (i.e. portfolios, notebook with written assignments etc.)
5. Student performance on class exams.
6. Application of theories of child development in childcare settings.
7. Oral or written description of the physical, cognitive and socioemotional growth and development in children from birth to 5 years.
8. Demonstration of the difference between typical and atypical development and behavior in children, especially for infants and toddlers.
9. Identification of positive guidance and developmentally appropriate discipline techniques.

EVALUATION (CONTINUED)

10. Identification of appropriate nutritional guidelines for infants and young children according to the Academy of Nutrition and Dietetics.
11. Identify signs and symptoms of common childhood illnesses as well as appropriate comfort measures.
12. Discussion of techniques to promote child/caregiver bonding.
10. Identification of ways the caregiver can enhance and nurture the development of infants and young children.
11. Identification of vocational, career or educational pathways for working in early childhood care/education.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

The methods of instruction may include but are not limited to: direct instruction, group discussion, handouts, videos, lecture, guest speakers, hands-on demonstrations, computer-assisted instruction, laboratory assignments, role-modeling, problem-solving and group activities using critical thinking, exams, assignment portfolio and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbook(s) may include, but are not limited:

- American Academy of Pediatrics: Caring for Your Baby and Young Child Birth to Age 5*, American Academy of Pediatrics, Bantam, current edition
- Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education*, Janet Gonzales-Mena and Dianne Widmeyer Eyer, McGraw-Hill Education, current edition
- Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers*, Helen Raikes and Jane McCall Whitmer, Brookes Publishing, current edition

Open Educational Resources (OER) may include:

The Principles of Social Psychology, BCcampus, <https://opentextbc.ca/socialpsychology/>

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DATE October 2, 2019

REVISED BY _____

DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog