

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 580

COURSE TITLE

ALTERNATE TITLE(S)

INFANT DEVELOPMENT & CARE

0-12 MONTHS DEV & CARE

TYPE COURSE

NON-FEE

VOCATIONAL

COURSE DESCRIPTION

Students gain knowledge of the physical, cognitive and social/emotional development that takes place during the first year of life. Focus of the course will include ideas for creating a caring and enriching environment that promotes positive infant development and developing skills in family communications, problem-solving and stress reduction for caregivers. Students will explore careers and vocations in Early Childhood Care and Education. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

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 theories at each developmental stage during the first year of life.
2. Develop research-based knowledge of theoretical and appropriate practical elements of caregiving to facilitate decisions for providing a healthy environment for infants.
3. Understand the impact of culture on physical, social, emotional and intellectual development during the first year of life.
4. Become aware of the roles of adults and caregivers in infant professional areas of service.

COURSE OBJECTIVES

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage from prenatal through 12 months.
2. Assess research of theoretical and appropriate practical elements of caregiving to facilitate discussions regarding developing a healthy environment for children during their first year of life.
3. Evaluate the effects of society and culture upon infant microsystems, family types and the subsequent macrosystems with which they co-exist
4. Demonstrate an understanding of the roles of adults and caregivers in infant professional areas of service.

SECTION II

COURSE CONTENT AND SCOPE

1. Child Development Introduction
 - 1.1. Program philosophy
 - 1.2. Responsibilities
 - 1.2.1. As a caregiver in a laboratory classroom
 - 1.2.2. As a student in a laboratory classroom
 - 1.3. Course requirements for successful completion
 - 1.4. Age guidelines for children in the laboratory classroom
2. Domains of Development
 - 2.1. Physical
 - 2.2. Cognitive

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2.1. Language
 - 2.2.1.1. Language delays
 - 2.2.1.1.1. Ear infections
 - 2.2.1.1.2. Hearing problems
- 2.3. Social /Emotional
- 3. Theories of Child Development
 - 3.1. Cognitive development
 - 3.1.1. Piaget
 - 3.2. Social and emotional development
 - 3.2.1. Erikson
 - 3.3. Attachment
 - 3.3.1. Bowlby
 - 3.3.2. Mahler
 - 3.3.3. Ainsworth
- 4. Caregiving for Infants
 - 4.1. Parenting and family adjustments
 - 4.1.1. Postpartum depression
 - 4.1.1.1. Signs and symptoms
 - 4.1.1.2. Intervention and resources
 - 4.2. Stress reduction techniques
 - 4.3. Communicating effectively
 - 4.4. Rest, nutrition and self-care for parents and caregivers
 - 4.5. Family, community and neighborhood support and influence
- 5. Fostering Optimum Growth and Development
 - 5.1. Current research
 - 5.1.1. Providing a nurturing environment
 - 5.1.2. Media and screen time
 - 5.2. Health and safety
 - 5.2.1. Oral health
 - 5.2.1.1. Teething
 - 5.2.1.1.1. Signs and symptoms
 - 5.2.1.1.2. Comfort measures
 - 5.2.2. Sleep
 - 5.2.2.1. Routines
 - 5.2.2.2. Cultural differences
 - 5.2.2.3. Sudden infant death syndrome
 - 5.2.3. Immunizations
 - 5.2.4. Common childhood illnesses
 - 5.2.4.1. Comfort measures
 - 5.2.4.2. Prevention
 - 5.2.5. Childproofing
 - 5.3. Providing Proper Nutrition
 - 5.3.1. Breast-feeding and bottle feeding
 - 5.3.1.1. Weaning
 - 5.3.2. Introduction of solid food
 - 5.3.3. Obesity prevention

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.4. Developmentally Appropriate Activities
 - 5.4.1. Play as learning
 - 5.4.1.1. Music and movement
 - 5.4.1.2. Outdoor exploration
 - 5.4.2. Choosing appropriate toys for infants
 - 5.4.3. AAP
- 5.5. Positive guidance
 - 5.5.1. Positive guidance techniques
 - 5.5.2. Maltreatment
 - 5.5.2.1. Definitions and signs of abuse
 - 5.5.2.2. Prevention
 - 5.5.2.3. Intervention and resources
- 6. Current and Emerging Topics Affecting Parents and Caregivers
 - 6.1. Childcare options
 - 6.2. Communicating effectively with a provider
- 7. Career and Vocational Opportunities
 - 7.1. Infant care specialist

APPROPRIATE READINGS

Reading assignments may include, but are not limited to resources in classroom library.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, journals and self-evaluations.

OUTSIDE ASSIGNMENTS

Outside assignment may include, but are not limited to, application of course material.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may, include but are not limited to:

1. Plan an age appropriate art, music, play or motor activity for infants
2. Lead a developmentally appropriate group activity for infants in the lab classroom

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, attendance and participation.

Examples of assessments may include:

1. Identification and description of the major milestones of development in the first year of life.
2. Discussions regarding typical vs. atypical development in infants, and identify concerns that may indicate the need to consult with a pediatrician or other professional.
3. Oral or written descriptions of infant behavior that illustrates Piaget's stage of sensorimotor development.
4. Discussions surrounding the latest research on brain development in the first years of life and how to foster the development of a healthy brain network, including ways to encourage language development in infants.
5. Discussions on the importance of establishing secure attachments and trust in the first year of life.
6. Oral or written descriptions of the differences in infant temperament and identification of ways to respond to an infant and their unique temperament that foster optimal development.
7. Identification of age appropriate playthings for infants that promote healthy development and learning.
8. Identification of age appropriate activities for infants at each sub-stage of the first twelve months of life.
9. Discussions regarding current nutritional guidelines of the Academy of Nutrition and Dietetics and the American Academy of Pediatrics for infants, including the timing and methods for introducing solid foods.
10. Discussions regarding sleep routines in infancy, including the differences in cultural practices and identification of risk factors associated with Sudden Infant Death Syndrome.
11. Discussions surrounding infant health including common illnesses, immunizations, teething, and safety concerns.
12. Descriptions of the components of a high quality infant care program and the qualifications necessary for an infant care specialist.
13. Discussions regarding the importance of caregiver self-care and wellness, as they pertain to child rearing and childcare, with a focus on the identification of community resources for families and caregivers.
14. Identification of the signs of postpartum depression and intervention strategies.
15. Oral or written descriptions of the types of child abuse (physical, sexual, neglect, emotional), possible causes, and methods of prevention and intervention.
16. Identification and demonstration of effective communication skills, utilizing role-playing and conflict resolution strategies.
17. Discussions surrounding the current American Academy of Pediatrics guidelines on media and children.
18. Identification of vocational/career options for working in early childhood care and/or education, especially with 0-12 months.

EVALUATION (CONTINUED)

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

Methods of instruction may include, but are not limited, lectures, laboratory, guest speakers, videos, field trips and participation with infants ages 0-12 months in laboratory setting.

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

TEXTS AND SUPPLIES

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

Infants, toddlers, and caregivers: A curriculum of respectful, responsive, relationship-based, care and education, Gonzalez-Mena, J., & Eyer, D. W., New York, McGraw-Hill.

PREPARED BY Rachel Trevino Rose, Laurie Mikolaycik 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