

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HMDV 581

COURSE TITLE

ALTERNATE TITLE(S)

TODDLER DEVELOPMENT & CARE

12-23 MONTHS DEV & CARE

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

This course provides the student with information on the physical, cognitive, social, and emotional development of children from 12 months of age to 23 months of age (Toddlers). Emphasis is placed on creating safe and nurturing environments and how toddlers learn and develop through play. Students 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 from 12 months of age to 23 months of age.
2. Develop research-based knowledge of theoretical and appropriate practical elements of caregiving to facilitate decisions for providing a healthy environment for children from 12 months of age to 23 months of age.
3. Understand the impact of culture on physical, social, emotional and intellectual development of children from 12 months of age to 23 months of age.
4. Become aware of the roles of adults and caregivers in toddler 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 12 months of age to 23 months of age.
2. Assess research of theoretical and appropriate practical elements of caregiving to facilitate discussions regarding developing a healthy environment for children during their second year of life.
3. Evaluate the effects of society and culture upon the toddler's microsystems, family types and the subsequent macrosystems with which they co-exist
4. Demonstrate an understanding of the roles of adults and caregivers in toddler professional areas of service.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Introduction
  - 1.1. Program philosophy
  - 1.2. Student responsibilities
  - 1.3. Course requirements for successful completion
  - 1.4. Age guidelines for children in the laboratory classroom
2. Theories and Stages of Child Development
  - 1.1 Theories (Piaget, Erikson, current research)
  - 1.2 Physical and motor skills

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2.1 Typical milestones
- 1.2.2 Developmental delays/warning signs
- 1.2.3 Community resources
- 1.2.4 Gross and fine motor development
- 1.3 Cognitive Development
  - 1.3.1 Fostering cognitive development
  - 1.3.2 Warning signs of atypical development
- 1.4 Language Development
  - 1.4.1 Typical and atypical development
  - 1.4.2 Receptive vs expressive vocabulary
  - 1.4.3 Facilitating language and vocabulary development
  - 1.4.4 Multi-lingual families
  - 1.4.5 Community resources
- 1.5 Social-emotional development and skills
  - 1.5.1 Emotional regulation, self-concept and self-esteem
  - 1.5.2 Peer interaction
  - 1.5.3 Temperament and personality
  - 1.5.4 Attachment Parenting
  - 1.5.5 Separation anxiety
- 2. Well Being/Stress Management
  - 2.1 Healthy Habits
  - 2.2 Proper Nutrition
  - 2.3 Physical activity/exercise
  - 2.4 Proper sleep
  - 2.5 Reducing screen time
- 3. Parenting Styles and outcomes for children
  - 3.1 Authoritarian
  - 3.2 Authoritative
  - 3.3 Permissive
  - 3.4 Neglectful/Uninvolved
- 4. Managing Toddler Behavior
  - 4.1 Guidance and discipline
  - 4.2 Definition of discipline
  - 4.3 Positive Guidance techniques
  - 4.4 Sharing issues
  - 4.5 Tantrums
  - 4.6 Understanding the role of emotions in toddlers and how to handle them
- 5. Learning Experiences
  - 5.1 Value of play and exploration
  - 5.2 Exposure to different community opportunities
  - 5.3 Reading and literacy activities
  - 5.4 Singing/music
  - 5.5 Developmentally appropriate toys, books and play equipment
  - 5.6 Multiple intelligences
- 6. Culture and tradition
  - 6.1 Family roles and expectations

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.2 Varied attitudes toward child rearing
- 6.3 Social change and varying family structures
- 6.4 Appreciating diversity, teaching tolerance, building community
- 7. Health and wellness
  - 7.1 Proper toddler nutrition
    - 7.1.1.1 Current dietary guidelines
    - 7.1.1.2 Introducing new foods, picky eaters
    - 7.1.1.3 Allergies
  - 7.2 Toddler sleep routines and problems
  - 7.3 Common childhood illness
    - 7.3.1 Communicable diseases
    - 7.3.2 Symptoms and comfort measures
    - 7.3.3 When to call the pediatrician
    - 7.3.4 Immunizations
  - 7.4 Childproofing
    - 7.4.1 Home, classroom, yard
    - 7.4.2 Water safety
  - 7.5 Basic First Aid/CPR
  - 7.6 Choking
- 8. Managing Multiple Roles
  - 8.1 Managing caregiver stress and burnout
  - 8.2 Resources for the caregiver
  - 8.3 Time management, routines and schedules
- 9. Community Resources
  - 9.1 Technology resources
  - 9.2 Family-centered agencies
  - 9.3 Child-care facilities
  - 9.4 Recreation facilities
- 10. Current and Emerging Topics Affecting Parents and Caregivers
  - 10.1 Childcare options
  - 10.2 Communicating effectively with a provider
- 11. Career and Vocational Opportunities
  - 11.1 Infant/toddler care specialist

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

Readings may include, but are not limited to the following:

1. *The New First Three Years of Life*, Burton L White, current edition
2. *Touchpoints: Your Child's Emotional and Behavioral Development*, T. Berry Brazelton, M.D., current edition
3. *What to Expect the Toddler Years*, Arlene Eisenberg, current edition

### APPROPRIATE READINGS (CONTINUED)

4. *The Baby Book*, William Sears
5. *The Family Nutrition Book: Everything You Need to Know, Birth to Age 2*, William Sears current edition

### WRITING ASSIGNMENTS

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

### OUTSIDE ASSIGNMENTS

Outside class assignments may include, but are not limited to:

1. Visit recreation centers in the area and investigate classes and services they provide for toddlers.
2. Research web sites on the Internet, such as: <http://www.zerotothree.org> and <http://www.nccc.org> (National Network for childcare) for childcare sites related to toddlers and their physical, cognitive, emotional, and social development.
3. Read a variety of childcare books based on toddlers and their development.
4. Bring in items to share (example: family photos, books, toys, community resources)

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Compare and contrast toddlers' relationships with parents to their relationships with their peers.
2. Analyze the various age-appropriate toys and books for toddler-age children.
3. Compare and contrast various methods of discipline and discuss the pros and cons of each.
4. Successfully plan and facilitate an age appropriate art, music, play or motor activity
5. Lead a developmentally appropriate group activity for toddlers 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 physical, cognitive, and socio-emotional developmental stages and milestones of the 12-23 month-old child.
2. Identification of warning signs of atypical development in the toddler.
3. Identification and discussion of community resources for early intervention for the toddler.

### EVALUATION (CONTINUED)

4. Description of the importance of good nutrition, physical activity, and proper rest as they relate to optimal development for toddlers.
5. Name four caregiving/parenting styles and at least one way in which each affects the developing toddler.
6. Identification of the types of attachment and the importance of secure attachment for toddlers, as well as discuss ways to handle separation protest and stranger anxiety.
7. Identification and discussion of common behavioral challenges of toddlers while identifying one or more positive guidance/discipline techniques for handling each.
8. Discussion surrounding the ways in which toddlers and young children learn through play.
9. Identification of developmentally appropriate toys, books and play equipment for toddlers.
10. Discussion regarding the ways in which culture, tradition and family influence caregiving and parenting
11. Discussion regarding current Academy of Nutrition and Dietetics nutritional guidelines for toddlers and list ways to promote healthy eating for toddlers.
12. Discussion regarding the APA recommendations for sleep in toddlers and identification of ways to promote a healthy sleep routine.
13. Identification of symptoms of common childhood illnesses and identify appropriate comfort measures for each.
14. Identification of common childhood accidents/safety hazards and strategies for preventing accidents and related injuries.
15. Oral or written description of ways in which a caregiver can help to ensure a physically, cognitively and socio-emotionally safe, healthy and nurturing environment for toddlers and young children.
16. Identification of personal and/or career goals working with and caring for children.

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 include lectures, laboratory, guest speakers, films, observation, field trips and participation with children, ages 12 to 23 months, in a 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:

*Caring for your Baby and Young Child. Birth to age 5*, American Academy of Pediatrics, Bantam, current edition

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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