

SAN DIEGO COMMUNITY COLLEGE DISTRICT
SAN DIEGO CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 582

COURSE TITLE

TWO-YEAR-OLD DEV & CARE

ALTERNATE TITLE(S)

24-36 MONTH DEV & CARE
2-YEAR-OLD DEV & CARE
EARLY LEARNING: 2-YEAR-OLD

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

Students learn about the physical, cognitive and social-emotional development of the 24-36 month-old, including developmentally appropriate expectations and behavior. Focus is placed on the importance of independence, self-regulation, language development, play and learning, safety, and wellness in two-year-olds. 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 for the 24-36 month-old child.
2. Develop research-based knowledge of theoretical and appropriate practical elements of caregiving to facilitate decisions for providing a healthy environment for the 24-36 month-old child.
3. Understand the impact of culture on physical, social, emotional and intellectual development during the third year of life.
4. Become aware of the roles of adults and caregivers in professional areas of service for the 24-36 month-old child.

COURSE OBJECTIVES

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage for the 24-36 month-old child.
2. Assess research of theoretical and appropriate practical elements of caregiving to facilitate discussions regarding developing a healthy environment for children from the 24-36 month-old child.
3. Evaluate the effects of society and culture upon the 24-36 month-old child microsystems, family types and the subsequent macrosystems with which they co-exist.
4. Demonstrate an understanding of the roles of adults and caregivers in professional areas of service.

SECTION II

COURSE CONTENT AND SCOPE

1. 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. Overview of the 24-36 Month-Old Child
 - 2.1. Current research and theories
 - 2.2. Transition from infancy to early childhood
3. Physical and Motor Development
 - 3.1. Typical milestones
 - 3.2. Warning signs of atypical development/developmental delays

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3. Community resources
- 3.4. Gross and fine motor development
- 3.5. Toilet training
- 4. Cognitive Development
 - 4.1. Current research and theory
 - 4.1.1. Piaget, characteristics of the preoperational child
 - 4.1.2. Other theorists
 - 4.2. Fostering cognitive development
 - 4.3. Warning signs of atypical development/developmental delays
 - 4.4. Community resources
- 5. Language Development
 - 5.1. Typical and atypical development
 - 5.2. Receptive vs expressive vocabulary
 - 5.3. Facilitating language learning and vocabulary development
 - 5.4. Multi-lingual families
 - 5.5. Community resources
- 6. Social-emotional Development
 - 6.1. Temperament
 - 6.2. Autonomy and Initiative
 - 6.3. Emotional regulation, self-concept and self-esteem
- 7. Managing Behavior
 - 7.1. Common behavioral challenges
 - 7.1.1. Tantrums
 - 7.1.2. Sharing
 - 7.1.3. Control issues
 - 7.2. Positive guidance and discipline
 - 7.2.1. Developmentally appropriate consequences
 - 7.2.2. Caregiver modeling
 - 7.2.3. Positive reinforcement
 - 7.3. Parenting styles
 - 7.3.1. Authoritarian
 - 7.3.2. Authoritative
 - 7.3.3. Permissive
 - 7.3.4. Other styles – Neglectful/Uninvolved
 - 7.3.5. Outcomes for children and implications for caregiving
 - 7.4. Routines and Schedules
 - 7.4.1. Benefits of sleep, eating, toileting and play routines
 - 7.4.2. Creating consistent environments
 - 7.5. Screen time
 - 7.5.1. Recommendations and developmentally appropriate practices
 - 7.6. Social Skills
 - 7.6.1. Development of Social Skills in Young Children
 - 7.6.2. Peer interaction
 - 7.6.3. Developing empathy
 - 7.6.4. Healthy attachment parenting
 - 7.6.5. Typical separation anxiety and fostering independence
 - 7.7. Play

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.7.1. Types of play
- 7.7.2. Benefits of play and exploration
- 7.7.3. Developmentally appropriate toys and play equipment
- 8. Culture and Tradition
 - 8.1. Family roles
 - 8.2. Varied attitudes toward child rearing
 - 8.3. Social change: traditional and non-traditional family structures
 - 8.4. Appreciating diversity, promoting community
- 9. Health and Wellness
 - 9.1. Current car seat laws/vehicle safety
 - 9.1.1. Proper seat selection and installation
 - 9.1.2. Resources
 - 9.2. Common Childhood illnesses
 - 9.2.1. Symptoms and comfort measures
 - 9.2.2. Warning signs/when to call the pediatrician
 - 9.2.3. Communicable diseases/prevention
 - 9.3. Immunizations
 - 9.4. Basic First Aid/CPR
 - 9.5. Water safety
 - 9.6. Childproofing: home, classroom, play yard
 - 9.7. Nutrition and physical fitness
 - 9.7.1. Current dietary guidelines
 - 9.7.2. Feeding routines, picky eaters, introducing new foods
 - 9.7.3. Allergies
- 10. Emotional Well-Being/Stress & Anger Management
 - 10.1. Caregiver stress: contributors
 - 10.2. Ways to manage stress and anger
 - 10.3. Child Maltreatment
 - 10.3.1. Signs
 - 10.3.2. Causes and prevention
 - 10.3.3. Intervention and resources
- 11. Selecting Childcare/Preschools
 - 11.1. Developmentally appropriate practice
 - 11.2. Types of childcare settings
 - 11.3. Childcare resources
- 12. Career and Vocational Choices Working with Young Children
 - 12.1. Exploring career choices
 - 12.2. Identifying pathways to achieving personal and vocational goals

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, child development library materials in each classroom.

WRITING ASSIGNMENTS

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

OUTSIDE ASSIGNMENTS

Outside assignments 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. Successfully plan and facilitate an age appropriate art, music, play or motor activity 24-36 month-old children;
2. Lead a developmentally appropriate group activity for children 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 of typical developmental milestones of the 24-36 month-old child.
2. Identification of warning signs of atypical development and at least two ways to access community resources for help/intervention.
3. Discussions of theories of child development with regards to the 24-36 month-old child.
4. Identification of three ways to enhance/promote language development.
5. Oral or written descriptions of proper facilitation of positive and successful toilet training.
6. Oral or written descriptions of strategies to foster a sense of self and nurture positive self-esteem in the 24-36 month-old child.
7. Discussion of common behavioral challenges of 24-36 month-old children, including a list of at least three developmentally appropriate strategies for intervening.
8. Articulation of developmentally appropriate ways to promote positive social skills for the 24-36 month-old child: sharing, separation, compliance, etc.
9. Oral or written description of developmentally appropriate practices for the 24-36 month-old child with regard to sleep, proper nutrition, screen time, and toilet training, exercise and play (including toys and play equipment); according to American Academy of Pediatrics (AAP) guidelines.
10. Discussions of common childhood illnesses and name appropriate comfort measures for each.
11. Identification of safety measures to protect young children in each of the following settings: home, childcare setting, outdoor play areas, water, and transportation, including car seat safety.
12. Identification of factors to consider when choosing developmentally appropriate childcare/preschool.
13. Identification of effective strategies for promoting caregiver health and well-being, including anger management and stress reduction.

EVALUATION (CONTINUED)

- 14. Discussion surrounding signs of child maltreatment and the identification of resources for parents and caregivers to assist with intervention and/or reporting.
- 15. Identification of ways in which family, culture and tradition impact young children and their families.
- 16. Oral or written description of each of the domains of development (Physical, Cognitive, Language and Social-emotional) of the 24-36 month-old, and the factors that are important to promote optimal development.

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 to, lecture, lab, guest speakers, observation, field trips, video, websites, and participation with children, ages 24 to 36 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

SDCCD Student Handbook
Instructor prepared materials

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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