

CDE A184: INFANT DEVELOPMENT AND RELATIONSHIPS

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Growth and development of the child from birth to two years: current theories and adult-infant relationships along with practical applications for relating to and caring for infants. Formerly known as HMDV A184. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Analyze major developmental milestones for children from conception through the first two years in the areas of physical, psychosocial, cognitive, and language development and identify typical and atypical development.
2. Compare and contrast various theoretical frameworks that relate to the study of infant and toddler development.
3. Apply developmental theory to the analysis of child observations, surveys, and /or interviews using investigative research methodologies.
4. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Course Objectives

- 1. Gain knowledge of the process and development during the prenatal period.
- 2. Examine the differences in child birth choices today for the labor and delivery of babies.
- 3. Analyze the abilities, skills and responses of the developing newborn.
- 4. Identify the milestones of each area of development; gross motor, fine motor, social emotional, language and cognitive.
- 5. Observe infants and toddlers, identify and apply the area of development.
- 6. Describe the relations and influences that affect the process of development of babies.
- 7. Discuss the theories and theorists related to personality and cognitive development.

- 8. Evaluate appropriate toys and uses for infants/toddlers at each stage of development.
- 9. Identify nutritional needs and stages of feeding for infants and toddlers.
- 10. Identify general health factors and concerns for infants and toddlers.
- 11. Discuss how to facilitate each stage of development.

Lecture Content

Prenatal Development Implantation Embryonic Stage Fetus Stage Mother Status Trimester changes Nutrition Health Substance Effects Stimulants/narcotics Alcohol Smoking Medications Labor Stages Onset natural induced complications Dilation latent active transition Expulsion baby placenta Recovery Medications Analgesics Anesthetics Birthing Methods Lamaze Bradley Leboyer Birthing Facilities Hospital setting - traditional Hospital - LDR Birthing Center Midwives Newborn Respiration Umbilical cord Lungs/respiration Apgar testing Measurements Weight Length Head circumference Nutrition Colostrum Breastfeeding Bottle feeding/formula Elimination Meconium Stools Jaundice Sleeping States Sensory Ability Crying States Motor Development Large Motor Milestones Fine Motor Milestones Dressing skills Toilet learning skills Social/Emotional Development Milestones Social skills Emotions Attachment(s) Competence Transitional objects Autism Personality Theories Psychoanalytical Freud Mahler Stern Psycho-social - Erickson Behaviorism - Skinner Self Awareness Recognition Definition Esteem Temperaments Components Patterns Interactions Cognitive Development Influences Milestones Piaget Theory Concepts Stages Learning Response Imitation Play Sensory experiences Memory Sensory Recognition Recall Language Milestones Language structures Morphology Syntax Semantics Nonverbal Language Influences Interactions Motherese Twins Multilingual Facilitating Language Nutrition Stages of Infant Feeding Nursing period (birth - 6 mo.) Transitional period (4 - 12 mo.) Modified adult period (1 - 2 yrs.) Feeding choices Breastfeeding Formula feeding Schedule feeding Baby initiated feeding (demand) Weaning Food Allergies Dental Caries Anemia Malnutrition Health Symptoms of Illnesses Common Illnesses Blood Pathogens Precaution and Prevention Methods SIDS Child Abuse and Neglect Safety Early Warning Signs of Children at Risk

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

1. Lecture and demonstration of concepts
2. Small group activities to explore and evaluate process of development
3. Discussions and evaluation of issues in relation to development today
4. Video presentation of world perspectives and theories of child development
5. Video sequences of children at various ages and stages of development
6. Class demonstration of observation skills with infants/toddlers

Reading Assignments

Reading from text (~3 hours/week).

Writing Assignments

Students will complete written assignments(1-2 hours/week) on the following: Infant and toddler observation, record behaviors, and

evaluate the child's development in motor, social/emotional, language, and cognitive skills. Interview parents and evaluate their responses and perspective of parenting. Infants and toddlers interactions and development skills during class observation activities. Students will write up evaluation papers of group activities and their significance in relation to milestones of child development. Students will write essays on each test and final exam.

Out-of-class Assignments

Out of class assignments (1-2 hours/week).

Demonstration of Critical Thinking

Students will complete writing assignments on the following: Observe infants and analyze how behavior relates to motor, social/emotional, language, and cognitive development. Observe toddlers and analyze how behavior relates to motor, social/emotional, language, and cognitive development. Interview parents and analyze the relation of their experiences of childbirth, parenting, and developmental knowledge. Students will participate in class discussions and group activities that present experiences and evaluation of the processes in motor, social/emotional, language and cognitive development. Students will take tests and final exam.

Required Writing, Problem Solving, Skills Demonstration

Students will complete written assignments on the following: 1. Infant and toddler observation, record behaviors, and evaluate the child's development in motor, social/emotional, language, and cognitive skills. 2. Interview parents and evaluate their responses and perspective of parenting. 3. Infants and toddlers interactions and development skills during class observation activities. 4. Students will write up evaluation papers of group activities and their significance in relation to milestones of child development. 5. Students will write essays on each test and final exam.

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Wittmer, Donna S. and Petersen, Sandra H.. Infant and Toddler Development and Responsive Program Planning, 4 ed. Pearson, 2018