

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD 110 Department: Early Childhood Education

Course Title: Child Growth & Development Semester: Spring Year: 1997

Objectives/Competencies

Course Objective	Competencies
<ol style="list-style-type: none">1. To gain an understanding of the forces promoting growth and development and to develop an understanding of the principal concepts of child development.2. To develop an understanding of the findings of Erikson, Piaget, Skinner, Bandura, Mahler, and Bowlby.	<ol style="list-style-type: none">1. Identify reasons for studying child development.2. Describe what child development is and how it is studied.3. Name and define and describe the concepts of growth and development through participation in class discussion. <ol style="list-style-type: none">1. Describe the scientific method.2. Describe different models of data collection and important considerations in weighting the value of particular research results.3. Compare, contract and apply research theories, demonstrating levels of understanding through knowledge, comprehension, evaluation, application, and synthesis.4. Match particular theories of child development and psychology to case study examples for the range of age and stages covered in the course.5. Substantiate the application of theory in writing and through class discussion.

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<p>3. To understand how heredity, prenatal care and development, the birth process and the environment influence a child's life.</p> <p>4. To gain an awareness of the child as he/she grows in the family setting and identify specific roles of family members within that structure.</p>	<p>6. Summarize the main principles set forth by the theorists and recognize behaviors indicating specific application for all stages of development through early school years.</p> <p>1. Discuss the role of genetics and describe the range of individual traits.</p> <p>2. Discuss the processes and issues involved in genetic counseling.</p> <p>3. Describe the physical and behavioral development in the three stages of pregnancy.</p> <p>4. Explain the nature versus nurture debate and apply the tenets to particular case studies.</p> <p>5. Cite health care issues and risk factors affecting pregnancy, prenatal care and development at birth.</p> <p>6. Trace the processes involved in the three stages of birth.</p> <p>7. Describe the physical and emotional needs of new parents.</p> <p>8. Name and explain services provided within this community which may have a positive impact on unborn children and their families.</p> <p>1. Describe the variety of family patterns, types and circumstances.</p> <p>2. Discuss how child care professional can help families cope in today's society.</p> <p>3. Describe three styles of parenting and explain the influences on children's behavior resulting from each style.</p>

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<p>5. To gain an understanding of the ways in which the needs of a newborn may be met.</p>	<p>4. Recognize cultural differences in development and demonstrate a willingness and commitment to explore those cultural differences in child rearing practices and family living.</p> <p>1. Describe procedures to ensure the health and test the viability and neurological maturity of newborns.</p> <p>2. Describe three neonatal reflexes and discuss the importance of early reflexes to a child’s development.</p> <p>3. Discuss the perceptual abilities of newborns and learning in the first weeks of life.</p> <p>4. Compare and contrast breast and bottle-feeding and discuss the physical needs of the newborn.</p> <p>5. Describe the nature of the three newborn crying patterns and suggest appropriate responses to each.</p> <p>6. Discuss skeletal growth, neural growth, and the concepts of cephalocaudal and proximodistal development in terms of crawling/walking and grasping.</p> <p>7. Name the areas of development and describe the sequence of the development of infant motor skills.</p> <p>8. Describe the changes which occur in the infant during the first year.</p> <p>9. Name five developmental milestones in motor development during the first year of life.</p> <p>10. Describe the development of physical and sensory capacities and list the sequence of infant learning (what infants learn, how they express themselves, social tasks,</p>

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<p>6. To understand the qualitative and quantitative developmental changes which occur between the first and third year of life.</p>	<p>roots of emotion, temperament).</p> <p>11. Name and describe the six stages in Piaget’s theory of sensorimotor intelligence.</p> <p>12. Discuss and explain the following concepts: bonding, temperament, attachment, engagement.</p> <p>13. Apply appropriate theories of social and emotional development to practical examples of infant-parent, infant-caregiver relationships.</p> <p>14. Recognize developmental milestones in the infant with regard to social and emotional development.</p> <p>15. Explain Erikson’s first four stages of social-emotional development, the establishment of basic trust and its importance in terms of overall personality development.</p> <p>1. Discuss changes in growth rates, bodily proportions and physical make-up from infancy through toddlerhood.</p> <p>2. Identify and sequence the gross and fine motor skills of the toddler.</p> <p>3. Describe how and what toddlers learn, sequencing the milestones of language and motor development.</p> <p>4. Cite strategies to foster optimal physical and language development in toddlers.</p> <p>5. Describe how toddlers develop a sense of importance, reveal their emotions and extend their social relationships.</p> <p>6. Describe plans reflecting appropriate care for toddlers which meet developmental needs and differences.</p> <p>7. Explain how the areas of development are interrelated.</p>

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<p>7. To gain an understanding of the development of preschool children in the areas of physical, social, emotional and cognitive development.</p>	<ol style="list-style-type: none"> 8. Discuss Piaget’s ideas on cognitive development and discuss theories relating to the development of concepts and scripts. 9. Discuss the acquisition of cognitive and language skills sequentially. 10. Describe the role of manipulation and exploration in cognitive development. 11. Relate the theories of Erikson and Mahler to the emotional development of toddlers in practical case studies. 12. Design enabling strategies to promote autonomy. 13. Discuss self-esteem and helping toddlers deal with separation. 14. Explain toddlers’ growing mental abilities as they relate to the development of emotional expression including affection, fears, anxiety and anger. <ol style="list-style-type: none"> 1. Identify the motor skills acquired during the preschool years. 2. Design strategies to foster optimal physical and motor development in the preschool years. 3. Discuss the relationship between the developing sensory abilities of children and their motor activity. 4. Describe Piaget’s approach to understanding the cognitive development of preschool children (including the concepts of deferred imitation, symbolic play, representational drawing, mental images, signs and symbols, egocentrism, centration, transformation,

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<p>8. To gain an understanding of the physical, social, emotional and intellectual growth and development of the school-age child.</p>	<p>reversibility and transductive reasoning) and compare his theories to new research.</p> <ol style="list-style-type: none"> 5. Discuss language and literacy development of the preschool child. 6. Develop strategies for working with preschool children and their families to enhance and support their intellectual and language development. 7. Explore the development of self-concept and sexual identity in preschoolers. 8. Reflect on moral development of preschoolers and explain how the attitudes and interventions of adults affect children's behaviors. 9. Discuss play and family and the impact of those structures on social and emotional development. 10. Summarize the findings of Freud and Erikson and apply them practically to the psychological development of preschoolers. 11. Explain how children express and control emotions such as dependency, fear and anxiety, anger and aggression, jealousy and grief and discuss appropriate adult support roles. <ol style="list-style-type: none"> 1. Describe the physical development of school-age children and the motor skills acquired during this period. 2. Discuss the nutritional needs and health issues for this age group. 3. Discuss the physical changes of older school-age children

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	<p>and ways in which caregivers can help children accept and cope with these changes.</p> <ol style="list-style-type: none"> 4. Cite the common disabilities of school-age children and explain the referral process and ways in which children with common disabilities can have their needs met. 5. Explain the progression from the preoperational stage to the operational stage according to Piaget. 6. Identify influences on achievement in school-age children. 7. Describe the onset of adolescence and the progression to the highest stage of cognitive development. 8. Describe the social, emotional development of this age group including moral development and the onset of puberty. 9. Identify ways in which peer relationships contribute to self-esteem, self-concept, and social competence. 10. Explain the problems faced by school-age children and suggest practical solutions for working toward positive social and emotional development.