

San Bernardino Valley College
Course Outline
Child Development 081
Parenting The Infant

I. CATALOG DESCRIPTION:

CD – 081: Parenting The Infant
3 hours lecture = 3 units

This course presents an introduction to the basic development of the infant. The focus is on parenting roles and responsibilities for the nurturing and caring for the infant. It specifically identifies current trends and issues concerning the development and parenting of the infant.
Prerequisite: None

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT : One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Explain developmental behavior appropriate for each level of development in infancy.
- B. Identify a conscious level of appropriate response in infant/toddler behaviors
- C. Select a parenting goals appropriate for each individual situation
- D. Describe support for the parenting role in a variety of family settings
- E. Describe a developmentally appropriate philosophy about caring for and parenting the infant
- F. Demonstrate the ability to prepare a developmentally appropriate environment for the infant to include equipment, materials and toys
- G. Demonstrate the ability to act with respect and human regard towards the infant

IV. CONTENT:

- A. Introduction
 - 1. What is an infant?
 - 2. What are the tasks of parenthood?
 - a. The mother role
 - b. The father role
- B. Developmental Focus
 - 1. Genetic factors
 - 2. Normal developmental landmarks
- C. Infant Stimulation
 - 1. Exercise, activity and movement
 - 2. Tactile, vocal and visual
- D. Parent-Infant Relations
 - 1. Research findings
 - 2. Parenthood as a developmental phase
 - 3. The parent as a person
- H. The Environment
 - 1. Color, light and temperature
 - 2. Acoustics, arrangement and findings
 - 3. Persons, traffic and space
- I. Nurturing
 - 1. Styles of mothering
 - 2. The child's day
 - 3. Sex role stereotyping

- J. Patterns/Cycles
 - 1. Behavior
 - 2. Emerging discipline
- K. Feeding/Toileting
 - 1. Styles and concerns
 - 2. Nutritional requirements
 - 3. Research
- L. Sleeping/Bathing
 - 1. Resting
 - 2. Activities and quiet time
 - 3. Rapid Eye Movement
- M. Outings
 - 1. Stranger anxiety
 - a. Concerns and preparations
 - b. Separation
 - 3. The Infant and the people
 - 4. Expanding circle of anxiety
- N. Language Development
 - 1. Developmental landmarks
 - 2. The parental role
 - a. Mother, father and child
 - b. Grandparents
 - c. Other family members
- L. Social Development/Emotional Development
 - 1. Play groups
 - 2. Discussion and observations
- M. Safety
 - 1. Selections of sitters and child care takers
 - 2. Baby proofing a home
 - 3. Developmental concerns
 - a. Growth
 - b. Movement
 - c. Reaching
- N. Health
 - 1. Medical check-ups
 - 2. Baby's teething
 - 3. Parental concerns
- O. The Infant and his Heritage
 - 1. Position in the family
 - a. Siblings
 - b. Birth order
 - 3. Environmental factors
- P. The Culturization of the infant
 - 1. Society's expectation
 - 2. Family culture
 - 3. Research findings
- Q. Toys/Games-The Infant Plays
 - 1. Selection
 - 2. Purpose
 - 3. Intellectual observations

V. METHODS OF INSTRUCTION:

- A. Methods of instruction **will** include the following components:
 - 1. Weekly lecture time with a percent of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
- B. Methods of instruction may include any or all of the following components as well:
 - 1. Lecture
 - 2. Video-taped instruction
 - 3. Assigned readings and written work
 - 4. Small group and individual participation in class discussion and activities
 - 5. Interaction with infants

VI. TYPICAL ASSIGNMENTS:

- A. Read Chapter 1, "The Infant" and answer questions 1-4 at the end of the chapter.
- B. Write a two-page paper on an Infant/Child Development topic of their choice.
Example: Temperament, Physical environment, cognitive development
- C. Create a learning toy or activity appropriate for use with infants. The toy need not be elaborate. It must be safe, age appropriate and it must be of potential benefit to the growth and development of the infant. Accompanying the toy, you need to provide a complete written description of the production of the toy and its benefits and uses. You will present, describe and demonstrate your toy to the class and the instructor.

VII. EVALUATION (S):

- A. Methods of evaluation will consist of components that demonstrate the student's proficiency in course objectives. These include:
 - 1. Written tests in the form of question/answer or essay
Example: What are your reactions to the phrase, "Faster is better" as it relates to infant development?
 - 2. Evaluation of research and or term papers
 - 3. Final examinationOther methods may include:
 - 1. true-false tests
 - 2. multiple choice tests
 - 3. matching items tests
 - 4. completion tests
 - 5. special projects
- B. Frequency of Evaluations
 - 1. Weekly assignments
 - 2. Monthly unit exams
 - 3. One Mid-term
 - 4. One Final-exam

VIII. TYPICAL TEXT(S):

Brazelton, T.B., Touchpoints, Addison-Wesley, 1992

Brooks, Jane B., The Process of Parenting, Fourth Edition, Mayfield, 1998

San Bernardino Valley College
Curriculum Approved: FA99

Early Childhood Education, Annuals Edition, 1998/1999

Gonzales-Mena, Janet and Diane Widmeyer Eyer, Infants, Toddlers and Caregivers,
Fourth Edition, Mayfield, 1997

Silberg, Games to Play With Babies, Gryphon House, 1998

Silberg, More Games To Play With Toddlers, Gryphon House, 1998

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None