



Douglas College Course Information

Date: 1 December 1997

A: Division: Instructional Division

B: Dept.: Child, Family and Community Studies

Program: Early Childhood Education

New Course:

Revision of Course Information form:

Dated: 17 May 1993 X

C: ECED 120

D: Introduction to Infant-Toddler Care and Health, Safety and Nutrition

E: 3

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: Students will begin to explore infant and toddler care and guidance in play-based group settings. A family-centered approach and developmentally appropriate practice will be the programming emphasis.

Summary of Revisions: (Enter date & section)
Eg: Section C,E,F

1 Dec. 97: D, N, Major Concepts

G: Type of Instruction: Hours per Semester

Lecture\Practice:	60	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Total:	60	Hrs.

H Course Prerequisites:
Nil

I: Course Corequisites:
Nil

J: Course for which this Course is a Prerequisite:
ECED 220

K Maximum Class Size:
30

L: College Credit Transfer
College Credit Non-Transfer

M Transfer Credit: Requested:
Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

Non-Credit

Pat Brown

(Pat Brown) Course Designer

B. Melter

Dean

Patricia H. Jones

Vice-President, Instruction

Registrar

**N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):**

Gonzalez-Mena, J and Eyes, D.W. Infants, Toddlers, and Caregivers. Mayfield Publishing Company, Mountain View, California, 1989.

Pimenta, B. And Kernersted, D. Healthy Foundations in Child Care, Nelson Canada, Toronto, 1996.

MAJOR CONCEPTS: *global ideas that guide the design and delivery of the course.*

Infant-Toddler Care

1. Inclusive environments and practices are built on respectful, responsive and reciprocal relationships that are the basis for caring with infants and toddlers.
2. A major priority for infant and toddler programs is the inclusion of all children. This requires caregivers to develop positive personal attitudes toward diversity in ethnicity, class, age, race, ability, temperament and culture.
3. Effective caregivers demonstrate respect for wide variations in family composition and culture.
4. Caregivers work with parents to develop and maintain a positive transition from the primary parent-child attachment to and from a healthy caregiver-child attachment.
5. Caregiving focuses on the promotion of physical health and development according to individual needs. Caring routines require sensitivity to the health, safety and nutritional practices of each child's family and culture.
6. Caring includes individualized attention to the development of each infant/toddler's perception, cognition and language. Social and emotional development is of prime importance and requires both sensitivity and respect from the adult.
7. In infant and toddler programs, caring routines are the medium for curriculum development.

8. Within the inclusive infant/toddler program, play is the medium through which children's interests are recognized and utilized, individual needs are met, and healthy development is promoted.
9. Caregivers orchestrate play in aesthetic, warm and responsive environments which include music, movement, visual arts, literature and basic manipulative materials such as water, sand and clay.
10. Caregivers plan and collaborate with parents and consultants to ensure smooth transitions from previous care (and experiences such as Infant Development Programs) to preschool and day care settings.

Health, Safety and Nutrition

11. Caregivers promote healthy practices in the centre by developing and following health, safety and nutrition policies and procedures modeling healthy habits, communicating with families and developing a network of community resources.
12. Prevention and management of illness includes the implementation of effective health and hygienic practices to discourage the spread of disease, the maintenance of children's health records and the implementation of effective health policies.
13. Caregivers provide a balance between safe and challenging environments for children by paying close attention to the four components of safety promotion - staff training, physical environment, supervision of children and safety rules.
14. Healthy nutritional practices ensure a balance between the child's right to have control over what and how much food s/he consumes and the adult's responsibility to provide enough food, a variety of wholesome foods and an environment that promotes healthy eating.
15. Caregivers contribute to the prevention of child abuse while recognizing and reporting suspected cases.

EVALUATION:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.