

WILMINGTON UNIVERSITY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
BASIC COURSE INFORMATION

COURSE TITLE: Infant and Toddler Development

COURSE NUMBER: PSY 330

I. COURSE DESCRIPTION:

This course is an in-depth study of the growth and development of an individual from conception to age three. All aspects of human development will be explored, including physical, cognitive, language, and social-emotional development. Current topics in the areas of infant and toddler development will be reviewed. This course will also examine current policies (such as car seat regulations and parental leave) and topics related to infant and toddler care and education.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:

The student will show an understanding of significant milestones of development during conception to toddlerhood.

Learning Outcomes: The student will:

- A-1 Identify physical changes from prenatal through toddlerhood.
- A-2 Identify cognitive changes from prenatal through toddlerhood.
- A-3 Identify language changes from prenatal through toddlerhood.
- A-4 Identify socio-emotional changes from prenatal through toddlerhood.
- A-5 Describe literacy development in infancy and toddlerhood.

GOAL B:

The student will demonstrate an understanding of the importance of early development on later development.

Learning Outcomes: The student will:

- B-1 Examine the influence of prenatal development on infant and toddler development.

- B-2 Examine the influence of infant development on toddler development.
- B-3 Examine the influence of infant/toddler development on subsequent stages of development, especially early childhood.

GOAL C:

The student will understand the factors that influence development.

Learning Outcomes: The student will:

- C-1 Describe the influence of human relationships on infant and toddler development.
- C-2 Describe the influence of environmental influences on infant and toddler development.
- C-3 Explain the transactional nature of development in terms of the effect of the environment on the child and the child on the environment.
- C-4 Examine factors that put a child at risk prenatally, in infancy, and in toddlerhood.
- C-5 Critique community resources available for early Intervention.
- C-6 Explain the importance of brain research as it relates to the growth and development of infants and toddlers.

GOAL D:

The student will be aware of current issues related to development during this stage.

Learning Outcomes: The student will:

- D-1 Examine modern procedures that influence the development of the child, including reproductive choices, prenatal medicine, and birthing procedures.
- D-2 Examine current local and federal policies that influence infant and toddler development, including parental leave and health care.
- D-3 Analyze current perceptions and practices and areas of growth regarding infant and toddler care and education.
- D-4 Analyze current nutritional practices and identify activities to promote healthy eating for infants and toddlers.
- D-5 Define at-risk as it applies to infants and toddlers.

GOAL E:

The student will demonstrate an understanding of how early childhood education influences infant and toddler development.

Learning Outcomes: The student will:

- E-1 Evaluate the various forms of early childhood education settings and the effect they have on development, including the quality of various early childhood education arrangements.
- E-2 Examine how culture influences early childhood education arrangements.
- E-3 Design an early childhood environment 'utopia' based on best practices in early childhood education that best supports infant and toddler development.
- E-4 Create an activity that supports the physical, cognitive, and socioemotional developmental of all children.

GOAL F:

The student will understand the role that psychological and physical trauma plays in infant and toddler development.

Learning Outcomes: The student will:

- F-1 Explain the role and impact adverse childhood experiences have on mental, physical, and socioemotional health.
- F-2 Identify factors that promote resilience in infant and toddler development.
- F-3 Discuss ways to integrate a trauma-informed approach into areas in which children are treated and care for, including families, education, and health care.
- F-4 Discuss how culture impacts an individual's exposure to, understanding of, and response to trauma over a lifespan.
- F-5 Assess the role of educators in providing trauma-informed care to infants and toddlers.

GOAL G:

The student will use appropriate written and oral communication skills.

Learning Outcomes: The student will:

- G-1 Write with clarity and precision using correct English grammar mechanics (punctuation) and usage (sentence structure and vocabulary).

