



A: Division: **Instruction** Date: **27 November 2000**
B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies: Early Childhood**
Education
 If Revision, Section(s) Revised: **J**
 Date Last Revised: **6 October 1993**

C: ECED 420 D: Methods for Inclusive Play-Based Programs for Infant/Toddler Care (Advanced) E: 3

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: Students will build on their prior understanding of developmentally appropriate curriculum for very young children. Students will have opportunities to design high quality infant and toddler programs, develop team leadership and work in close partnership with parents for the collaborative care of very young children.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture 60 hours Number of Contact Hours: (per semester for each descriptor) 60 total hours Number of Weeks per Semester: 15 weeks	H: Course Prerequisites: ECED 320	
	I: Course Corequisites: NIL	
	J: Course for which this Course is a Prerequisite or Corequisite: ECED 482	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: Block Transfer Credit to UVIC, UCFV, Malaspina College, Requested - Pacific Oaks <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives/Learning Outcomes

A. Knowledge of Methods for Infant/Toddler Care (Advanced)

1. Research - demonstrates an understanding of current research and connects it to practice.
2. Individual Care - understands that each child's unique needs are best met through an individual care plan.
3. Family Centered Care - demonstrates the understanding that the interests and needs of the family guide the care of the child.
4. Curriculum - knows that caregiving and play are the two main parts of the curriculum. Defines play as including age appropriate sensory, motor, language, social and cognitive experiences.
5. Health, Safety and Nutrition - demonstrates a thorough knowledge of current health, safety and nutrition standards and practices for infants and toddlers.

B. Skills in Delivery of High Quality Infant/Toddler Care (Advanced)

1. Research - uses research as the basis for quality and progressive infant/toddler care
2. Individualized Care - sees each child as a unique individual and creates an individual care plan based on careful observation of the child's needs.
3. Family Centered Care - works with the family in partnership to provide consistent care for the child. Communicates well with families in both oral and written form. Uses a creative approach to meet the needs of the child as seen by the family.
4. Professional Qualities - practices caregiving in a mature, loving and reflective manner.
5. Curriculum - uses caregiving opportunities to interact with the child on a one to one basis to promote trust, attachment and independence. Organizes a child centered environment, including objects and people, which promotes rich age appropriate play.
6. Health, Safety and Nutrition - demonstrates a thorough knowledge of health practices, including diapering, toilet training, feeding, appropriate dressing, and promoting healthy sleep patterns. Encourages toddlers to participate in their own hygiene routines such as hand washing and teeth brushing. Creates a safe environment both indoors and outside and constantly monitors safety standards. Use current nutrition information to promote good nutrition at the centre and at home.

C. Attitudes Around Advanced Methods for Inclusive Play Based Programs for Infant/Toddler Care

1. Family Centered Care - believes that the family are the most important caregivers in the child's life. Supports the family-child relationship through creating consistency of care between home and centre.
2. Professional Qualities - recognizes the vulnerability of the birth to three year ago group and believes that each child deserves as much time, attention and love as possible.
3. Inclusion - possesses positive personal attitudes toward diversity in ethnicity, class, age, race, ability, temperament and culture.

N: Course Content

1. Quality practice in infant and toddler group care grows out of reflective and interpretive understanding of the connection between research and practice, e.g. research on attachment and the transfer of trust from the primary caregiver (parent) to the secondary caregiver.
2. Each infant or toddler in care requires a highly individualized care plan for high quality child care. These plans can only be developed by careful, ongoing observation, as well as the documentation and interpretation of each child's development and uniqueness.
3. The interests and needs of the family guide the individualized care program for each infant or toddler in licensed care. This reciprocal relationship depends upon effective communication skills and creativity on the part of the caregiver.
4. Quality infant toddler care requires mature, loving, and reflective practitioners. The younger and/or more vulnerable the child, the more time, attention and love the caregiver must provide.
5. A major priority for infant and toddler care 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. A continual examination of one's developing attitudinal competence is required.
6. In quality programs, caregiving is the curriculum (e.g. diapering routine and emotional development) and play is the medium for a caregiving curriculum.
7. Caregivers orchestrate play in aesthetic, warm and responsible environments which include music, movement, visual arts, literature and basic manipulative materials such as water, sand and clay.
8. Quality practices in the care of infants and toddlers focuses on the promotion of physical health and development according to individual and family needs. The principles behind health, safety and nutrition practices reflect a review of research in development of infants and toddlers and improvements in standards in safety and nutrition.

O: Methods of Instruction

Lecture

P: Textbooks and Materials to be Purchased by Students:

T.B.A.

Q: Means of Assessment

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR: Yes

(Pat Brown) Course Designer

Education Council/Curriculum Committee Representative

Dean

Registrar

© Douglas College. All Rights Reserved.