



# Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at [www2.nwic.edu/faculty](http://www2.nwic.edu/faculty) (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to Anne Marie Karlberg [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu)

Last date this form was updated or edited	March 17, 2008
Course Number (e.g., ENGL 101)	ECED 160
Course Name (e.g., English Composition I)	Infant-Toddler Caregiving
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy (consultant—Marilyn Chu, Skagit Valley College)
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Gonzales-Mena, Janet and D. Widmeyer Eyer (2007). <i>Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive Care and Education</i> . (7 <sup>th</sup> ed.). McGraw-Hill College. ISBN-13: 978-0072878462.
	Gonzales-Mena, Janet and D. Widmeyer Eyer (2007). <i>The Caregiver's Companion: Readings and Professional Resources to Accompany Infants, Toddlers, and Caregivers..</i> ( 7 <sup>th</sup> ed.). McGraw-Hill College. ISBN-13: 978-0072873436 or 978-0073131320
	Hand-in-hand Parenting articles <a href="http://www.handinhandparenting.org/articles">www.handinhandparenting.org/articles</a>
	<i>Keys to Caregiving (1990)</i> , Parent Booklets 1-5. Nursing Child Assessment Satellite Training (NCAST). University of Washington. Seattle.
	Washington State Department of Public Health (September 2000). <i>Public Health Consultation in Child Care</i> . Washington State Department of Health, Community and Family Health, Publications Number 950-137. 1-(800) 525-0127.
	(for instructor use) Lally, J.R., Griffin, A., Fenichel, E., Segal, M., Szanton, E., and Weissbourd, B. (2003). <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i> . Washington DC. Zero to Three. (supplemental text)
	(for instructor use) Parlakian, R., (2003). <i>Before the ABCs: Promoting School Readiness in Infants and Toddlers</i> . Washington DC. Zero to Three.

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. <i>Conduct oral interactions (formal and informal) with a recognition of social mores.</i>	Discussions-small and large group Presentation Brainstorms Conduct interview Be interviewed Expressions of understanding	Instructor observation and assessment of student participation in discussions, and student presentation.  Presentation of “Expressions”
2. <i>Write in Standard English.</i>	Written journals, typed, double spaced. Write up for Interview and observation assignment.  Portfolio of in-class activities	Student writing  Completed portfolio

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. Name at least one attribute of each of the seven characteristics of quality care for infants and toddlers.	<p>1. Health</p> <ul style="list-style-type: none"> <li>• Group activity-- Demonstration of handwashing, diapering/toileting, sanitizing, handling body fluids, food/bottle handling, staying home when you are sick.</li> <li>• Readings—mini lecture—how some diseases are spread (Invite child care licenser as guest speaker if possible)</li> <li>• Question and Answer (Q&amp;A) activity</li> <li>• Problem solving activity</li> <li>• Q&amp;A Activity “Research the WACs” (state regulations concerning medication practices)</li> </ul> <p>2. Safety</p>	<ul style="list-style-type: none"> <li>• Student group demonstrations of healthy practices</li> <li>• Q&amp;A Participation</li> <li>• Appropriateness of solutions to problems</li> <li>• Q&amp;A Participation</li> </ul>

	<ul style="list-style-type: none"> <li>• Matching game—quality indicators and elements</li> <li>• “What’s wrong with this picture” scenario review</li> </ul> <p>3. Responsive caregiving and planning:</p> <ul style="list-style-type: none"> <li>• Interview of 2 parents from different cultural backgrounds and one caregiver concerning caregiving routines and challenges of parenting</li> </ul> <p>4. Planning</p> <ul style="list-style-type: none"> <li>• Develop a week’s curriculum for each age group, keeping multiple considerations in mind.</li> <li>• Choose scenarios from Gonzales-Mena, Ch 8 “Cognition”. Read and discuss development fostered by the behaviors described.</li> <li>• In pairs, sequence the seven steps (cards) of cognitive development for infants..</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriateness of matching game responses and involvement in subsequent discussion.</li> <li>• Responses to “what’s wrong with this picture.”</li> <li>• Student presentation of interviews.</li> <li>• Attention to at least 5 of considerations for infants and 7 for toddlers.</li> <li>• Participation in discussion</li> <li>• Accuracy of sequencing</li> </ul>
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<p>2. Identify at least 3 infant/toddler cues and appropriate caregiver responses to them.</p>	<ul style="list-style-type: none"> <li>• “Keys to Caregiving” Video on infant behavior and state modulation.</li> <li>• <i>Matching States and behaviors</i> worksheet.</li> <li>• Using “Baby Cues: A child’s first language” cards. Share responses.</li> <li>• Read and discuss “Helping Young Children Sleep” (Hand in Hand Parenting).</li> <li>• Observe effects of emotional release on one sleep issue for an infant or toddler.</li> <li>• As a group, create a list of tips for families in your program entitled, “When your child ____, you can do ____”</li> <li>• Video clips from “Keys to Caregiving—the Feeding Interaction.”</li> <li>• Introduce concept of “contingent response.” And discuss.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in discussion of video</li> <li>• Worksheet accuracy</li> <li>• Discussion participation</li> <li>• Student presentation on effects of emotional release.</li> <li>• Student presentation of tips</li> <li>• Student involvement in discussion.</li> <li>• Student ability to identify contingent response from her/his own experience.</li> </ul>
<p>3. Describe sensori-motor development, and the development of trust and autonomy. Explain one role the caregiver can take in supporting each of these.</p>	<ul style="list-style-type: none"> <li>• Video—“The baby’s attention at play” from Loczy</li> <li>• Readings—then Brainstorm the adult role in infant and toddler play.</li> <li>• Worksheet to fill out to Highlight the theories of J McVicker Hunt, Jean Piaget, Lev Vygotsky, Erik Erikson, and Harvey Jackins as they pertain to the first three years of life</li> <li>• Matching game and discussion of sensory milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of video</li> <li>• Participation in brainstorming</li> <li>• Completion of worksheet</li> <li>• Matching game results</li> </ul>

	<ul style="list-style-type: none"> <li>• “See How they Move” (video from Resources for Infant Educators—RIE) and discussion.</li> <li>• Mini-lecture on Motor Development milestones <ul style="list-style-type: none"> <li>a. Reflexive movements</li> <li>b. Gross motor development</li> <li>c. Fine motor level.</li> </ul> </li> <li>• Sequencing activity</li> <li>• Discussion of scenarios of appropriate and inappropriate practices for infants and toddlers from “Caring for Infants and Toddlers in Groups”</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in discussion of video</li> <li>• Appropriateness of sequencing series for two motor development areas ( gross motor, fine motor)</li> <li>• Participation in discussion</li> </ul>
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<p>4. Describe the caregiver's role in supporting secure attachment in early care settings.</p>	<ul style="list-style-type: none"> <li>• Small group discussion &amp; large group sharing of guiding questions.</li> <li>• View Video/DVD "Promoting First Relationships"</li> <li>• Readings—Gonzales-Mena and Hand in Hand Parenting articles</li> <li>• Video: "From the Beginning"</li> <li>• Video: "Attention during the Bath"</li> <li>• "Trustopoly" Game (based on Erik Erikson)</li> <li>• Small group discussion/large group sharing.</li> <li>• Mini-lecture on the work of Magda Gerber</li> <li>• Reading—<i>Respectful, Individual, and Responsive Caregiving for Infants.</i></li> <li>• Discuss scenarios from readings.</li> <li>• Discuss infants emotional needs</li> <li>• Read and discuss six stages of social emotional development</li> <li>• Video: "Attachment—the template for future relationships"</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor observation and assessment of student participation in discussions.</li> <li>• Student sharing "expressions of the importance of attachment."</li> <li>• Mini-quiz</li> <li>• Video discussions</li> <li>• Responses to Trustopoly scenarios</li> <li>• Mini-quiz</li> <li>• Student sharing—individual or in small groups—how one "caregiving" practice supports healthy soc/emotional development</li> <li>• Participation in discussions</li> <li>• Student participation in discussion of the video.</li> </ul>
<p>5. Discuss and plan or modify an infant/toddler learning environment</p> <p>a. that is responsive and relationship-based</p> <p>and</p> <p>b. that fosters optimal social/emotional, physical, and</p>	<ul style="list-style-type: none"> <li>• Readings and discussion—Choice of Hand-in-hand parenting article</li> <li>• Mini-lecture and Emotional Health checklist activity</li> <li>• <i>Trustopoly</i> game revised to highlight confidence,</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion participation</li> <li>• Participation in discussion</li> <li>• Group synthesis of <i>Trustopoly</i> experience.</li> </ul>

<p>cognitive development.</p>	<p>curiosity, intentionality, relaxed enjoyment, relatedness, communication, and cooperation.</p> <ul style="list-style-type: none"> <li>• Small group discussion of programs that support the 7 critical social/emotional skills and how they do that.</li> <li>• Read “How to Feed Babies and Toddlers in the 21<sup>st</sup> Century” by Roberts and Heyman. Discuss at least two of the 7 suggestions in the article.</li> <li>• Create a written plan for promoting verbal skills and one for promoting cognitive skills during feeding.</li> <li>• On a floor plan of an infant environment and of a toddler environment, identify locations for the 4 necessary functions of caregiving. (use highlighter and label)</li> <li>• On the floor plan, locate the 9 aspects that make up a quality environment.</li> <li>• Observe an environment for infants and toddlers, looking for the same 4 locations and 9 aspects.</li> <li>• Using overheads from C.H.E.F., define and explain definitions about how the brain works.</li> <li>• Numeracy--cognitive Mini-lecture with hands on “loose parts” materials for student exploration</li> <li>• Demonstrate methods to</li> </ul>	<ul style="list-style-type: none"> <li>• Student creates a list of at least one way of supporting development of each of the seven (7) social emotional critical skills.</li> <li>• Completeness and appropriateness of both written plans for the age of child.</li> <li>• Student submission of floor plan work.</li> <li>• Mini-quiz</li> <li>• Written description of the observed environment.</li> <li>• Student participation in discussion of brain function.</li> <li>• Student participation in exploration of hands-on math materials and discussion</li> <li>• Student demonstration of</li> </ul>
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	<p>support early numeracy with the loose parts.</p> <ul style="list-style-type: none"> <li>• Observation of adult using the teaching loop</li> <li>• Literacy: Lecture, brainstorm and discuss four early literacy skills.</li> <li>• With children, use the “spread the books” activity with a child over several days. Keep anecdotal records, and share with the class.</li> <li>• Language acquisition: Matching game of communication skills (Parlakian)</li> <li>• With a partner, choose 5 ways to promote early literacy for the four skills. Share with the large group. Use hands-on materials for students to explore as they do this activity</li> </ul>	<p>method to support infant toddler learning of early numeracy.</p> <ul style="list-style-type: none"> <li>• Student sharing (oral and/or written) her/his observation of the use of the teaching loop.</li> <li>• Literacy: Participation in brainstorming and discussion.</li> <li>• Student sharing of the “spread the books” activity.</li> <li>• Student participation in matching game.</li> <li>• Student presentations</li> </ul>
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<p>6. Articulate a strategy for culturally competent caregiving and honoring family diversity.</p>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Share and/or write about “Baby Music” within culture</li> <li>• Draft cultural interview questions in class</li> <li>• Family culture interview with parent; observe child</li> <li>• Lecture, readings on cultural continuity in care</li> <li>• Interview classmates concerning traditional and valued social skills.</li> <li>• Responsive guidance checklist, list of social skills, connected with supporting home culture</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation in discussions.</li> <li>• Oral or written presentation of baby music</li> <li>• Observation and interview notes.</li> <li>• Write-up on interview and observation.</li> <li>• One journal page choosing from:             <ol style="list-style-type: none"> <li>1. cultural continuity</li> <li>2. cultural child reading practices and beliefs</li> <li>3. culturally supportive care</li> </ol> </li> <li>• Student contribution to checklists and culture discussion</li> </ul>
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**C. Please list the NWIC outcomes and course outcomes from above on your syllabus.**

**D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.**