

**CAP Course Outline Recommendations**  
**Child Growth and Development** (Revised March 2021)

**Course Description:**

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories.

**Student Learning Outcomes:**

1. Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, and historical contexts that impact children's development.
3. Apply knowledge of development and major theoretical frameworks to child observations.

**Objectives:**

1. Summarize major theories of child development.
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.
3. Identify the typical progression of development across all domains.
4. Differentiate between characteristics of typical and atypical development.
5. Apply objective and ethical techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

**Course Content and Topics:**

1. **Current and Historical Theories of Child Development and Learning**
2. **Influences on Development**
  - a. Biological factors
    - i. Heredity and genetics
    - ii. Maturation
  - b. Environmental influences
  - c. Supporting optimal development in school and at home
  - d. Contexts of development
    - i. Cultural
    - ii. Socio-Economic
    - iii. Historical perspectives
    - iv. Societal
  - e. Other influences including but not limited to
    - i. Family and parenting styles
    - ii. Schools and teachers
    - iii. Community support and resources

## CAP Child Growth and Development (cont'd)

### iv. Socio-political climate

## 3. **Typical and Atypical Development in Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence in the Domains of:**

- a. Conception, prenatal development, and birth
  - i. Influences on healthy development and birth
  - ii. Cultural variations
  - iii. Parenting a newborn
- b. Physical
  - i. Growth and health
  - ii. Brain development
  - iii. Fine and gross motor
  - iv. Gender and sexuality
- c. Cognitive
  - i. Learning
  - ii. Memory
  - iii. Processing skills
  - iv. Moral development
  - v. Learning disabilities
  - vi. Language
  - vii. First and dual language development
  - viii. Literacy development
- d. Socioemotional
  - i. Temperament
  - ii. Attachment
  - iii. Relationships
    1. Peers and Friendships
    2. Families
  - iv. Self-Concept
  - v. Self-Esteem
  - vi. Self-Regulation
  - vii. Impact of guidance and discipline

## 4. **Risk Factors Including but Not Limited to:**

- a. Forms of abuse and neglect
- b. Trauma
- c. Homelessness and food insecurity
- d. Substance abuse and addictions
- e. Mental health

## 5. **Observing Children**

- a. Methodology
- b. Objective and subjective reporting
- c. Ethical considerations