

Week one:

Intended Learning Outcomes

- Explain the unit aims and unit learning outcomes
- Locate available unit resources
- Describe unit assessment tasks
- Identify and compare key developmental theories
- Summarise principles of growth and development
- Critique factors which impact on growth and development

Identify and compare key developmental theories:

Key theorists:

Piaget= Cognitive development

Erikson= Psychosocial development

Kohlberg= Moral development

PIAGET – Cognitive development

- Swiss
- Theory bases around how we learn to think
- Occurring in four stages
- Each stage builds on the other before it, to enable and increase in complex forms of learning and reasoning
- He used his own children to base his theory (small sample size)
- The theory underestimated children's abilities



Summarise principles of growth and development:

What is growth?

An increase in size for example, height or length (children under two measured laying down), weight or head circumference.

It is a quantitative change

What is development?

An increase in complexity of function, it is a qualitative change for example, motor function or organ system maturation

Principle 1 – Growth and development occur from the head down and from the center out

- Cephalocaudal development eg- babies gain control of their head first before the control of their trunk
- Proximodistal development = center out

Principle 2 - Development occurs from the simple to the complex or from the general to the specific

Principle 3 – Growth and development occur in a relatively predictable sequence eg – rolling, sitting, standing, walking

Principle 4 – Growth and development occur at a different rate in each child for example growth spurts can occur earlier for some children

Principle 5 – Different domains may develop at different rates in the same child

Principle 6 – There are optimal periods for developing certain skills (due to the hard wiring of the brain). For example sensory pathways develop early on, followed by language. We need to be able to hear people speaking in order to develop language.

Principle 7 – Development across domains is interrelated

Principle 8 – Regression requires investigation

It is important to evaluate growth and development, follow up on any concerns and flag things with parents

Factors that may impact on development:

- Genetics
- Gender
- Nutrition
- Health
- Environment
- Parenting skills/ competencies and upbringing
- Social interactions

Week two:

Intended Learning Outcomes

- Discuss the major developmental milestones achieved in the first year of life
- Relate the infant's development to key developmental theories
- Debate the role of immunisation as a health promotion strategy in infants and children
- Analyse the relationship between immunisation rates and child health
- Develop strategies for educating parents about immunization

Discuss the major developmental milestones achieved in the first year of life

- Double birth weight in the first 4-6 months
- Triple birth weight by their 1st birthday
- Grow 50% in length
- Vision is poor (20/300) vision

Month	Motor development	Fine motor development	Socialisation and language	Play
0-1	Largely reflex	Keeps hands fisted; able to follow object to midline		Enjoys watching face of primary caregiver, listening to soothing sounds
2	Holds head up when prone	Has social smile	Makes cooing sounds ; differentiates cry	Enjoys bright-coloured mobiles
3	Holds head and chest up when prone	Follows object past midline	Laughs out loud	spends time looking at hands or uses them a toy (hand regard)
4	Grasp, stepping, tonic neck reflexes are fading			Needs space to turn
5	Turns front to back; no longer has head lag when pulled upright; bears partial weight on feet when held upright			Handles rattles well
6	Turns both ways; Moro reflex fading	Uses palmar grasp	May say vowel sounds (<i>oh-oh</i>)	Enjoys bath toys, rubber ring for teething
7	Reaches out in anticipation of being picked up;	Transfers objects hand to hand	Shows beginning fear	Likes objects that are good size for

8	first tooth (central incisor) erupts; sits unsteadily (still needs support)		of strangers	transferring
	Sits securely without support		Has peak fear of strangers (ability to tell known from unknown people)	Enjoys manipulation, rattles and toys of different textures
9	Crawls (abdomen off floor)		Says first word (<i>da-da</i>)	Needs space for creeping
10	Pulls self to standing	Uses pincer grasp (thumb and finger) to pick up small objects		Plays games like patty-cake and peek-a-boo
11	"Cruises" (walks with support)			Cruises"
12	Stands alone; some infants take first step	Holds cup and spoon well; helps to dress (pushes arm into sleeve)	Says two words plus <i>ma-ma</i> and <i>da-da</i>	Likes toys that fit inside each other (pots and pans); nursery rhymes; will like pull-toys as soon as walking

Relate the infant's development to key developmental theories

PIAGET = cognitive development

- Sensorimotor stage
- Initial use of simple reflex activity
- *Then at the age of 3 months infants move into the primary circular reaction.* During this time, an infant explores objects by grasping them with the hands or by mouthing them
- Then a 6 months *secondary circular reaction.* During this time, infants can grasp idea that their actions can initiate pleasurable sensations. Now when infants reach for a mobile above the cot, hit it and watch it move, they realise that it was their hand that initiated the motion, and so hit it again
- Infants of 10 months discover object permanence, or become aware that an object out of sight still exists