

### Course Outline

**COURSE:** CD 9                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 04/11/2023

**SHORT TITLE:** CHLD HLTH/NUTR/SAFE-FOUN/FRAM

**LONG TITLE:** Child Health/Nutrition and Safety-Foundations and Frameworks

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54
		Total Learning Hrs:	162	

**COURSE DESCRIPTION:**

The key components that promote physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Introduction to the laws, regulations, standards, policies, procedures, curriculum, and to the health domain of the California Preschool Learning Foundations and Frameworks related to early childhood health habits, safety and nutrition. Focus on integrating the concepts into curriculum planning and program development. Applicable to required or professional development units for Child Development Permit holders, as well as pre-school, transitional kindergarten, and early-primary teachers. This course may be taken for a letter grade or pass/no pass. (C- ID: ECE 220)

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
2. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.
3. Plan environments and experiences related to the development of healthy habits, personal safety, and nutrition, based on the observation of children in classroom settings.
4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.
5. Identify health, safety, and environmental risks in children's programs.
6. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
7. Articulate the teacher's role in collaboration with families and the community to support the development of healthy habits in young children and distinguish aspects of quality in programs for young children as related to health and safety.

## COURSE OBJECTIVES:

By the end of this course, a student should:

1. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community. I
2. Demonstrate effective strategies for evaluating health and safety policies and procedures, including various health assessment tools and policies.
3. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
4. List program policies and practices related to the role of the caregiver regarding modeling health, utilizing safety and nutrition practices, and how to increase the general health of all children.
5. Discuss and demonstrate a professional commitment to confidentiality and the need for a safe, secure and nurturing program for each child and family.
6. Demonstrate developmentally appropriate health, safety and nutrition lesson plans.

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/11/2023

3 Hours

Content: Course overview. Lecture on the holistic environmental approach to safety, health and nutrition in quality, developmentally appropriate early childhood education environments. Class discussion on the impact of the environment, culture, values and beliefs on the behavior and choices that impact children's health, safety and nutrition. Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children. Describe ADA-required health and safety modifications for inclusive classrooms. Presentation on laws, codes and regulations that guide health, safety and nutrition policies in group settings. Introduction to the California Preschool Learning Foundations for Health; Including its purpose and use, relationship to the Content Standards for California Public Schools (kindergarten), and the Relationship to Desired Results Developmental Profile (DRDP).

10 Hours

Content: Safety Unit - Identify safety risks in children's programs. Prevention of injuries. Safety practices and policies. Licensing guidelines and management of injuries and acute illnesses. Caring for the health of medically fragile and special-needs children. Field trip safety planning for typical outings: communication with parents, permission slips, driver liability and insurance requirements. Planning based on observation of children's interests, skills and abilities.

9 Hours

Content: Nutrition Unit - Identify health, safety, and environmental risks in children's programs. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. Topics: Nutrition policies, nutritional guidelines from birth-young child, basic macronutrients, basic micronutrients, food allergies, childhood nutritional challenges, physical activity, and exercise, menu planning, healthy food choices, state and licensing guidelines for food selection and preparation. Safe food handling laws, special needs diets and meal modifications (Type 1 Diabetes, severe allergies and obesity) will be discussed. Planning based on observation of children's interests, skills and abilities.

12 Hours

Content: Health Unit - Presentation on the use of daily experiences and routines as a vehicle to promote children's understanding of good health. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Identify health and environmental risks in children's programs. Health policies, health records, staff health, and mentally healthy environments. Compare and contrast health assessment tools and policies. Prevention of infectious disease and preventative health practices, such as universal precautions, daily health checks and recalling the standard symptoms and required actions (exclusion practices, posting exposure notices and notifying community health officials) for 10 most common childhood illnesses and the licensing guidelines for exclusion due to illness. Caring for the health of medically fragile and special needs children. Field trip safety planning for typical outings: communication with parents, permission slips, driver liability and insurance requirements.

6 Hours

Content: Current Issues in Early Childhood Education Safety, Nutrition, and Health - Child Abuse Discussion: Types of abuse, symptoms and behavior typical of abused children, mandated reporting and how to fill out the State Reporting form. Discussion includes how cultural, socio-economic, emotional disturbances and special needs issues can lead to abusive behaviors. Children with disabilities or other special needs discussion on inclusion of children with disabilities, the team approach, supporting families with special needs, and creating linkages with children, families, and the community. Lecture and Discussion - Supporting English language learners in developing healthy habits as they concurrently acquire English.

12 Hours

Content: Health, Safety and Nutrition Curriculum, Thematic Units and Leading Activities - Instructor demonstration of standard activities to teach basic health, safety and nutrition concepts to children, such as basic hygiene, dental health, fire drills, and healthy eating. Discussion on how to integrate health related routines into all areas of the curriculum. Demonstrate how to design an activity for delivery to all children, including goals, objects, materials, process, evaluation and adaptations for children with special needs used to promote healthy habits; making sure the objects and materials are relevant and meaningful. Planning based on observation of children's interests, skills and abilities. Review for final exam.

2 Hours

Final Exam

#### **METHODS OF INSTRUCTION:**

Lecture, demonstration, video, class discussion, role play, observation, guest speakers, online nutrition games and online research.

## **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 6

Assignment Description

Complete reading and review questions. Homework: Interview a professional who works in inclusive settings to find out how the impact of the 4 factors differ in inclusive settings.

Required Outside Hours 24

Assignment Description

Complete reading and review questions. Daily safety check observation and summary. Short essay. Video response paper and safety unit test.

Required Outside Hours 18

Assignment Description

Chapter reading and review questions. Grocery store shopping trip and menu planning assignment. Nutrition games. Videos response paper. Nutrition unit test.

Required Outside Hours 24

Assignment Description

Reading and review questions. Daily health check observation and summary. Short essay. Video response paper. Research project. Health unit test.

Required Outside Hours 12

Assignment Description

Chapter reading and review questions. Response paper. Prepare presentation on "special books". Create a resource list. Research current health issues related to children and families (i.e. obesity, asthma, autism, allergies). Create a list of "special subjects" books and report out. Complete a written reflections paper on: your strategies for building partnerships with parents and/or your ideas to support English language learners in developing healthy habits.

Required Outside Hours 24

Assignment Description

Design a parent education workshop. Use local resources to address a health, safety or nutrition topic or special need that either (1) a family had when student was growing up, (2) a family in a local child development center now has, or (3) student is interested in. Write practice lesson plans: identify goals, materials and process steps for instructor-demonstrated activities. Design and lead one activity with student role plays and student feedback sheets. Participate in a class discussion of best practices in working with all children. Complete a resource and activity binder with at least 10 local resources each for health, safety and nutrition, three of which serve children and families with special needs, and 3-4 activities each in health, safety and nutrition using the activity lesson plan form.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 50

Evaluation Description

Percent range of total grade: 40% to 60%

Written Homework,

Term or Other Papers

Problem-solving assignments

Evaluation Percent 10

Evaluation Description

Percent range of total grade: 10% to 20%

Exams,

Other: Role play

Objective examinations

Evaluation Percent 40

Evaluation Description

Percent range of total grade: 25% to 50%

Multiple Choice,

True/False,

Matching Items,

Completion

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Cathie Robertson. Safety, Nutrition, & Health in Early Education, 10th Edition. Boston, MA: Cengage Learning, 2020 or a comparable textbook/material.

ISBN: 978-035-704-0775

Reading Level of Text, Grade: 12th Verified by: MS Word

**Required Other Texts and Materials**

California Preschool Curriculum Framework, Volume 2 and California Preschool Learning Foundations, Volume 2, Publisher: California Department of Education, Child Development Division Sacramento, CA

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200730

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ECE

CSU Crosswalk Course Number: 220

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000224341

Sports/Physical Education Course: N

Taxonomy of Program: 130500