

Course Outline

COURSE: CD 9 DIVISION: 50 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2018 CURRICULUM APPROVAL DATE: 02/26/2018

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

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

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
3	18	Lecture:	3	Lecture:	54
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	3	Total:	54

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) ADVISORY: Eligible for English 250 and English 260.

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
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

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 (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).

Measure of assessment: homework: written assignments, exams

Year assessed, or planned year of assessment: 2018

Semester: Fall

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.

Measure of assessment: written assignments, exams

Year assessed, or planned year of assessment: 2018

Semester: Fall

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.

Measure of assessment: homework, exams

Year assessed, or planned year of assessment: 2018

Semester: Fall

4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Measure of assessment: written assignments, exams

Year assessed, or planned year of assessment: 2018

Semester: Fall

5. Identify health, safety, and environmental risks in children's programs.

Measure of assessment: written assignments, exams, oral presentations

Year assessed, or planned year of assessment: 2018

Semester: Fall

6. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Measure of assessment: written assignments, discussions

Year assessed, or planned year of assessment: 2018

Semester: Fall

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.

Measure of assessment: written assignments, exams, discussions

Year assessed, or planned year of assessment: 2018

Semester: Fall

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

Curriculum Approval Date: 02/26/2018

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).

Student Performance Objectives: 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. Identify health, safety, and environmental risks in children's programs. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families. Define the roles of the California Preschool Learning Foundations and Frameworks: Health in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).

12 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.

Student Performance Objectives: Demonstrate effective strategies for evaluating health and safety policies and procedures including various health assessment tools and policies. List program policies and practices to manage and prevent injuries in a classroom. Use knowledge of the safety health strand to select materials and plan classroom experiences based on observations of children.

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 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.

Student Performance Objectives: Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children. Complete reading and assignments, identify common healthy foods and their typical nutrients, select healthy alternatives to high fat, high salt, high calorie or "junk" foods, incorporate cultural choices when planning menus, selecting alternatives for children with allergies or dietary restrictions, Specify foods not appropriate for infants, toddlers and preschoolers. Describe how much and how often to feed all young children using developmental research guidelines and food program guidelines. Identify regulations, standards, policies and procedures related to nutrition. Describe the impact of special needs children's nutritional requirements for optimal development and how parent responses can impact development. Use knowledge of the nutrition health strand to select materials and plan classroom experiences based on observations of children.

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.

Student Performance Objectives: Describe what to do when a child in a group care environment has an infectious illness. Identify whether a set of symptoms should be considered for pediatric evaluation and/or referred for special needs screening. Make modifications to a daily health check form for special needs children. List program policies and practices related to the role of the caregiver regarding modeling good health, utilizing safety and nutrition practices, and how to increase the general health of all children.

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.

Student Performance Objectives: Discuss and demonstrate a professional commitment to confidentiality and the need for a safe, secure and nurturing program for each child and family. Name the 5 types of abuse and their typical signs and symptoms. Describe the duties of a mandated reporter and fill out the State Child Abuse reporting form accurately. Role play simple scenarios between teacher and parent about (1) how and why to create safe and protective environments for all children and (2) how to talk with parents while maintaining confidentiality. Describe strategies to support 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.

Student Performance Objectives: Demonstrate developmentally appropriate health, safety and nutrition lesson plans. Describe adaptations for at least one special needs population. Select age appropriate health, safety and nutrition activities which are culturally, linguistically and developmentally sound practice and demonstrate how to do the activities. Use knowledge of the healthy habits health strand to select materials and plan classroom experiences based on observations of children. Participate in a class discussion on modifications to selected activities for children with special needs. Participate in class discussion on how to integrate health related routines into all areas of the curriculum. Construct a reference binder of health, safety and nutrition resources and lesson plans for all children.

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

Percent of total grade: 50.00 %

Percent range of total grade: 40% to 60% Written Homework, Term or Other Papers

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10% to 20% Exams, Other: Role play

Objective examinations

Percent of total grade: 40.00 %

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, 6th Edition. Boston, MA: Cengage Learning, 2016.

ISBN: 978-1-305-08890-0

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: CD

CSU Crosswalk Course Number: 9

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