

Course Syllabus: Health, Safety & Nutrition for the Young Child

Course Prefix and Number: CHLD 202

Course Title: Health, Safety & Nutrition for the Young Child

Credit Hours: 3

Lecture Hours: 3 **Laboratory Hours:** 0

Catalog Description:

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy life style practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child.

Course/Lab Outline:

1. Introduction to Health Safety and Nutrition
2. Children's Health: Maximizing the Child's Potential
3. Safety for the Young Child
4. Foods and Nutrients: Basic Concepts
5. Nutrition and the Young Child

Relationship to Academic Development Programs and Transfer:

CHLD 202 fulfills 3 semester hours of elective credit for the A.A. and A.S. degrees. It should transfer to most colleges and universities as an elective course. However, since this course is not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about its transferability to other institutions.

This course is a part of the Illinois Gateways Infant and Toddler and ECE Credential.

Required Textbook(s):

Marotz, L., Cross, M., & Rush, J. (2012). *Health, safety, and nutrition for the young child*. (8th ed.) Clifton Park, NY: Thomson Delmar Learning

Suggested Resources:

AbilityPath.org. (2012) *Finding balance: Obesity and children with special needs*. Available from <http://www.abilitypath.org/health-daily-care/health/growth-and-nutrition/articles/obesity/pdfs/obesity-report.pdf>

- Anti-Defamation League. (2004). *Assessing Children's Literature*. Available from <http://www.adl.org/education/assessing.asp>
- American Childhood Cancer Organization. (2012). *Just for kids*. Available from <http://www.acco.org/Information/ForKids/ForKids.aspx>
- American Childhood Cancer Organization. (2012). *Free books for families of children with cancer*. Available from <http://www.acco.org/Information/Resources/Books.aspx>
- AstraZeneca. (2004). *Bubbliboo*. Available from <http://www.bubbliboo.com/>
- Atmakur, Sruthi. (N.D.). UNICEF. *The State of the World's Children 2013: Children with Disabilities. Focus: Playgrounds of Inclusion*. Available from http://www.unicef.org/sowc2013/focus_playgrounds_of_inclusion.html
- Center for Disease Control. (2012). *Winnable Battles: Nutrition, physical activity and obesity*. Available from <http://www.cdc.gov/WinnableBattles/Obesity/index.html>
- Children's Disabilities Information. (n.d.). *Feeding Issues of Children*. Available from <http://www.childrensdisabilities.info/feeding/index.html>
- Division for Early Childhood. (2007). *Prevention of social, emotional, physical and cognitive disabilities and the promotion of health, safety and well-being*. Available from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_PreventPromote.pdf
- Division for Early Childhood. (2004). *Responsiveness to family, culture, values and education*. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/ConceptPaper_Resp_FamCul.pdf
- Division for Early Childhood. (2010). *Responsiveness to all children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionStatement_CulturalandLinguisticDiversity_updated_sept2010.pdf
- Emma, L., & Jarrett, M. (2010). *How we play- cultural determinants of physical activity in young children*. Virginia: Head Start Body Start: National Center for Physical Development and Outdoor Play. Retrieved from http://www.aahperd.org/headstartbodystart/activityresources/upload/HowWePlay_LitReview.pdf
- Fleitas, J. (2009). *Bandaides and Blackboards*. Available from <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/>
- Head Start. (2012). *I am Moving, I am Learning: A proactive approach for addressing childhood obesity in Head Start children*. Available from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/healthy-active-living/imil/imil_report.pdf

- Hill, C. and Campos, M. (2012). *I am moving, I am learning: a proactive approach for addressing childhood obesity in Head Start Children* [slide show]. Available from <http://caheadstart.org/2012HI/CHill.pdf>
- Illinois Department of Children and Family Services. (2010, December 15). *Licensing standards for day care centers*. Available from <http://www.state.il.us/dcf/docs/407.pdf>
- Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>
- Illinois State Board of Education: Division of Early Childhood Education. (2013). *Illinois Early Learning Guidelines for Children Birth to Age 3*. Available from <http://www.isbe.net/earlychi/pdf/el-guidelines-0-3.pdf>
- Illinois State Board of Education, Nutrition and Wellness Programs, Child and Adult Care Food Program. (2013). *Child and Adult Care Food Program Administrative Handbook For Child Care Centers*. Available from <http://www.isbe.net/nutrition/cacfp-handbook/cacfp-handbook.pdf>
- National Association for the Education of Young Children. (2012). NAEYC for Families. *Quality Child Care Matters NAEYC Accredited Programs The Right Choice for Kids*. Available from <http://families.naeyc.org>
- National Food Service Management Institute. (2006). *Handbook for Children with Special Food and Nutrition Needs*. University of Mississippi: Author. Available from <http://nfsmi-web01.nfsmi.olemiss.edu/documentlibraryfiles/PDF/20111103084132.pdf>
- National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition*. Available from <http://nrckids.org/CFOC3/PDFVersion/list.html>
- National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition*. Appendix EE: *America's Playgrounds Safety Report Card*. Available from http://nrckids.org/CFOC3/PDFVersion/PDF_Color/CFOC3_EE.pdf
- Nemours Foundation. (2012). KidsHealth Health Problems. Available from http://kidshealth.org/kid/health_problems/index.html
- Sahlin, Erik. (2012). No Camels – Israeli Innovative News. *Friendship Park: A playground for children with disabilities*. Available from: <http://nocamels.com/2012/02/friendship-park-a-playground-for-children-with-disabilities>

Shane's Inspiration. (2013). *Shane's Inspiration*. Available from:
www.shanesinspiration.org

TED: Ideas Worth Sharing. (Feb. 2010). *Jamie Oliver's TED prize wish: Teach every child about food* [video]. Available from http://www.ted.com/talks/jamie_oliver.html

US Consumer Product Safety Commission. (2010). *Public playground safety checklist (CPSC Document #327)*. Available from <http://www.cpsc.gov/en/Safety-Education/Safety-Guides/Sports-Fitness-and-Recreation/Playground-Safety/Public-Playground-Safety-Checklist/>

UNICEF. (2013). *The State of the World's Children 2013: A report about children with disabilities around the world- What needs to happen*. Available from http://www.unicef.org/sowc2013/files/Easy_Read_5_June_SWCR_2013_Amend_1.pdf

United States Department of Agriculture, Food and Nutrition Services. (2012). *Breastfeeding Promotion and Support in WIC*. Available from <http://www.fns.usda.gov/wic/Breastfeeding/mainpage.HTM>

United States Department of Agriculture. (n.d.). *Choose My Plate.gov*. Available from <http://www.choosemyplate.gov/index.html>

United States Department of Agriculture. (n.d.). *Choose My Plate, Picky Eating, Kitchen Activities*. Available from <http://www.choosemyplate.gov/preschoolers/picky-eaters/kitchen-activities.html>

United States Department of Agriculture. (n.d.). *Choose My Plate, Health and Nutrition Information for Preschoolers, Picky Eating*. Available from <http://www.choosemyplate.gov/preschoolers/picky-eaters.html>

United States Department of Agriculture. (2014). *Crediting Handbook for the Child and Adult Care Food Program*. Available from http://www.fns.usda.gov/sites/default/files/CACFP_creditinghandbook.pdf

United States Department of Agriculture. (2011). *Let's Eat for the health of it: Choose My Plate Brochure*. Available from <http://www.choosemyplate.gov/food-groups/downloads/MyPlate/DG2010Brochure.pdf>

United States Department of Agriculture. (n.d.). *SuperTracker: My foods, My fitness, My health*. Available from <https://www.choosemyplate.gov/SuperTracker/default.aspx>

Expected Learning Outcomes:

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of how basic physical, mental health, nutritional, and safety needs of each young child are met through environmental and curricular policies and procedures.
2. Demonstrate skills for consistently implementing and evaluating research-based basic

health, safety, and nutritional practices and articulate strategies for helping children practice safe behaviors through daily routines and activities.

3. Explain and identify ways to maintain a safe environment including: identifying hazards and risks; conducting regular health and safety assessments consistent with regulations and quality standards; and taking corrective action when necessary.
4. Identify signs and symptoms and emergency treatment options of childhood diseases and those which might indicate physical, sexual and psychological abuse or neglect, and discuss the impact of stress and trauma on children and their families.
5. Identify and describe first aid procedures, emergency response procedures, record-keeping, communication processes, and related legal, ethical and policy issues related to medical services to families and co-workers.
6. Identify strategies supportive of making food preparation and mealtime a culturally responsive, developmentally appropriate learning experience for each child, including those of diverse abilities.
7. Explain ways to plan culturally responsive, nutritionally sound meals and identify strategies supportive of collaboration with families and health professionals in meeting children's individual nutritional needs.
8. Provide examples of effective health and immunization record-keeping systems.
9. Identify and describe necessary screening and referral procedures to assess children's developmental and health status.

Method of Evaluation (Tests/Exams, Grading System):

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

Exams	20% - 60%
Activities	20% - 60%
Discussion / Participation	5% - 25%

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F