



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CHDEV 6

(2) HEALTH, SAFETY AND NUTRITION IN EARLY CHILDHOOD EDUCATION

(3) 3

Number		Title		Units
(4)	Lecture / Lab Hours:	(8)Classification:		
	Total Course Hours			
	Total Lec hours:	3.00	Degree applicable:	X
	Total Lab hours:	0	Non-degree applicable:	
	Total Contact hours:	54.00	Basic skills:	
	Lec will generate <u>0</u> hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)	
	Lab will generate <u>0</u> hour(s) outside work.		General education category:	
(5)	Grading Basis:	Grading Scale Only	Major:	CHILD DEVELOPMENT
		Pass/No Pass option	Certificate of:	CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER CHILD DEVELOPMENT
		Pass/No Pass only	Certificate in:	CHILD CARE FOR SCHOOL-AGE CHILDREN/ASSOCIATE TEACHER FAMILY CHILD CARE
(6)	Advisories:		(10)CSU	Baccalaureate:
	Eligibility for English 126			X
	Eligibility for English 125		(11)Repeatable: (A course may be repeated three times)	0
(7)	Pre-requisites(requires C grade or better):			
	Corequisites:			

(12) Catalog Description:

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. Prevention, detection, and management of communicable disease; medical issues associated with disabilities and chronic illness; physical health; mental health and safety for both children and adults; collaboration with families and health professionals will be discussed. Integration of the concepts discussed into planning and program development for children ages 0 to 5 will be emphasized.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. assess strategies to maximize the mental and physical health of children and adults in group care and early intervention settings in accordance with culturally, linguistically and developmentally appropriate practice.
- II. identify health, safety, and environmental risks in early care and education settings.
- III. analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- IV. demonstrate knowledge of health and safety standards for infants and young children in group care and early intervention settings.
- V. identify characteristics of high quality early care and education settings as related to health, safety and nutrition for children ages 0-5

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. demonstrate effective strategies for evaluating health and safety policies and procedures.
- II. compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- III. compare and contrast various health assessment tools and policies.
- IV. identify environmental health and safety risks for children ages 0-5.
- V. identify symptoms of common communicable diseases and other health conditions that effect children young children.
- VI. identify and discuss common health and safety issues in early childhood settings.
- VII. identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures.
- VIII. differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the

- individual needs of children.
- IX. write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.
  - X. recognize a caregiver's role and responsibility to model good health, safety and nutrition habits.
  - XI. research current health issues related to children and families.
  - XII. review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs.

#### IV. COURSE OUTLINE:

##### Lecture Content:

- A. Promoting Good Health for Typical and Atypical Infants and Young Children
    - 1. Health policies
    - 2. Children's health records
    - 3. Staff health
    - 4. Assessing and recording infant and young children health status
    - 5. Common health issues
    - 6. Promoting good health in children and families
  
  - B. Infection Control in Early Care and Intervention Settings
    - 1. Health policies for infection control
    - 2. Immunizations for disease prevention
    - 3. Universal sanitary precautions
    - 4. Environmental quality control for disease prevention
    - 5. Identification and management of infectious disease
    - 6. Managing care for mildly ill infants and young children
    - 7. Managing care for medically frail and chronically ill infants and young children.
  
  - C. Setting Up and Maintaining a Safe Environment
    - 1. Safety policies
    - 2. Examining indoor and outdoor environments for safety hazards and accessibility to all infants and young children
    - 3. Injury prevention and care
    - 4. Inclusion of infants and young children with disabilities and other special needs
  
  - D. Promoting Good Nutrition in Early Care and Intervention Settings
    - 1. Nutrition policies
    - 2. Understanding nutritional guidelines
    - 3. Menu planning and food safety
    - 4. Food allergies and other special needs
    - 5. Special considerations for infants and toddlers
    - 6. Special feeding techniques, tube feeding, metabolic issues
    - 7. Educational experiences for young children
  
  - E. Child Care Provider and Early Intervention Assistant's Roles in Protecting Infants and Young Children from Abuse.
    - 1. Child abuse reporting mandate
    - 2. Recognizing types and signs of child abuse and neglect
    - 3. The process of making the report
  
  - F. Creating Linkages
    - 1. Responding to diversity
    - 2. Accessing community resources
- Collaborating with health care professionals

#### V. APPROPRIATE READINGS

##### ***Reading assignments may include but are not limited to the following:***

- I. Sample Text Title:
  - 1. Recommended - Marotz *Health, Safety and Nutrition for Young Children*, ed. 7th Delmar Publishing, 2009,

##### II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Health and safety concerns affect all ethnicities. Prevention, detection and intervention will be addressed within the context of cultural awareness and sensitivity.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)		d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

**Required assignments may include but are not limited to the following:**

Write critiques of articles related to children’s health and safety issues.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

**Required assignments may include but are not limited to the following:**

1. Apply course content through in-class activities.
2. Apply course content through quizzes.

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

In class activities

<b>D. Objective examinations including:</b>			
X	a) multiple choice		d) completion
X	b) true/false		e) other (specify):
	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

25% Writing Assignments 25% Skill 25% Objective 25% Problem Solving

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>X</u>	_____
Reference materials	<u>X</u>	_____
Instructor-prepared materials	<u>X</u>	_____
Audio-visual materials	<u>X</u>	_____

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher) \_\_\_\_\_  
 Text is used in a college-level course   X    
 Used grading provided by publisher \_\_\_\_\_  
 Other: (please explain; relate to Skills Levels) \_\_\_\_\_

*Computation Level* (Eligible for MATH 101 level or higher where applicable) \_\_\_\_\_   X    
 Content \_\_\_\_\_  
 Breadth of ideas covered clearly meets college-level learning objectives of this course   X   \_\_\_\_\_  
 Presentation of content and/or exercises/projects: \_\_\_\_\_  
 Requires a variety of problem-solving strategies including inductive and deductive reasoning.   X   \_\_\_\_\_  
 Requires independent thought and study   X   \_\_\_\_\_  
 Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.   X   \_\_\_\_\_

List of Reading/Educational Materials

Recommended - Marotz *Health, Safety and Nutrition for Young Children*, ed. 7th Delmar Publishing, 2009,

Comments:

\_\_\_\_\_ This course requires special or additional library materials (list attached).  
 \_\_\_\_\_ This course requires special facilities:

Attached Files:

<p><b><u>BASIC SKILLS ADVISORIES PAGE</u></b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u>  X  </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.  <u>      </u> Applying word analysis skills to reading in context.  <u>  X  </u> Using adequate basic functional vocabulary skills.  <u>  X  </u> Using textbook study skills and outlining skills.  <u>  X  </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Students will be required to read and be able to define terminology used in the area of health.                  2. Weekly readings of assigned articles are required.                  3. Students will need to be able to read and interpret information from the text.</p>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u>  X  </u> Writing complete English sentences and avoiding errors most of the time.  <u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.  <u>  X  </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.  <u>  X  </u> Expanding and developing basic sentence structure with appropriate modification.  <u>  X  </u> Combining sentences using coordination, subordination, and phrases.  <u>  X  </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<p>1. Students will write critiques on selected topical readings.                  2. A research paper is required on a related topic.                  3. Students will write and present an original project.</p>

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**CONTENT REVIEW**

**REQUISITES**

No requisites