



Spring 2020

CHDEV 6

Health, Safety and Nutrition in Early Childhood Education Syllabus

Instructor: Rubisela Sanchez

Department: Child Development

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Office Hours: By Appointment Only

Classroom: NAZ # 1

Location: Dinuba Community Center

Term: Spring 2020

Section Number: 59205

Class Meeting: M, T, W, TH, F 2:10-3:00 p.m.

3 Unit(s)

3 Lecture hour(s)/week

0 Laboratory hour(s)

18 Weeks

54 Total number of contact hour

Prerequisites: None

Advisory: English 125 and 126

Course Description: This course covers an introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. Topics include 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. Integration of the concepts discussed into planning and program development for children ages 0 to 5 will be emphasized.

Course Goals and Student Learning Outcomes:

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

- 🔥 Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
- 🔥 Evaluate environments for both positive and negative impacts on children's health and safety.
- 🔥 Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings

Objectives:

In the process of completing this course, students will:

- 🔥 Define the broad concepts of health, safety, and nutrition.
- 🔥 Identify laws and regulations supporting health, safety, and nutrition in early childhood settings.
- 🔥 Identify health and safety risks in early childhood settings.
- 🔥 Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
- 🔥 Plan economical and nutritious meals and snacks based on the age and individual needs of children.
- 🔥 Plan learning experiences on the topics of health, safety, and nutrition.

Required or Recommended Textbooks and Materials:

Required Text:

A. Textbooks:

1. **Required:** Sorte, J., Daeschel, I., & Amador, C.. Nutrition Healthy and Safety for Young Children: Promoting Wellness, 2 ed. Boston: Pearson, 2014
2. **Recommended** Aronson, S. S.. Healthy Young Children: A Manual for Programs, 5 ed. Washington, DC: National Association for the Education of Young Children, 2012
3. **Recommended** Marotz. Health, Safety and Nutrition for Young Children, 9th ed. Cengage Publishing, 2015

B. Materials Other than textbooks:

1. **Recommended** instructor-prepared materials
2. **Recommended** Various Internet Resources

Lecture Content:

1. Interrelationship between health, safety, and nutrition
 1. Defining physical and mental health
 2. Defining safety
 3. Defining nutrition
2. Laws, codes, regulations, and policies
 1. Fire and health codes
 2. Title 22
 3. Title 5
 4. Emergency Medical Services Authority
 5. Municipal requirements
 6. Food programs
 7. Child abuse and neglect
 1. Mandated reporting
 2. Prevention strategies
 3. Community resources
3. Safety management
 1. Safe environments
 2. Prevention and care
 3. Emergency preparedness response and recovery
 4. Car seats
4. Health management
 1. Universal precautions
 2. Food safety
 3. Infectious process
 4. Illness and exclusion policies
 5. Sleeping and napping
 6. Diapering and toileting
 7. Daily health check
 8. Health assessment tools
 9. Staff safety and well being
 1. Risk management
 2. Employee policies
 1. Physical health
 2. Mental health
5. Common health issues such as pink eye, lice, and runny nose
6. Chronic and acute illnesses such as allergies, mental health, and obesity
7. Teacher as role model of best health safety, and nutrition practices
8. Collaboration between teacher and families to promote health and safety
 1. Communication

1. Families
 2. Other health professionals
2. Community resources
9. Meals and snacks
 1. Nutrition guidelines
 2. Diet analysis
 3. Mealtime policies
 4. Menu planning
 5. Budgeting
 6. Culture, traditions, and family choices
 7. Sanitary food handling
10. Planning learning experiences in health, safety, and nutrition
 1. Developmentally sound practices
 2. Cultural, linguistic, and developmental differences of families, teachers, and children
 3. Integrated into daily routines
 4. Physical fitness
11. Adjusting for
 1. Various ages
 1. Infants and toddlers
 2. Preschool
 3. School age
 2. Children with special needs
 3. Medical needs
 4. Interventions

Tentative Schedule:

Wk	In Class Assignments	Homework
1	Introduction to course, Syllabus course overview and book walk	Read Syllabus and handouts; Begin reading chapter 1
2	Chapter 1 Your role in children's wellness	Read chapter complete necessary assignment
3	Chapter 2 The foundations of optimal nutrition	Read chapter complete necessary assignment
4	Chapter 3 The science of nutrition	Read chapter/prepare for test #1
5	Chapter 4 Feeding Infants and TEST #1	Read chapter complete necessary assignment
6	Chapter 5 Feeding toddlers preschoolers and school age children	Read chapter complete necessary assignment
7	Chapter 6 Menu Planning	Read chapter complete necessary assignment
8	Chapter 7 Food Safety	Read chapter complete necessary assignment and prepare for midterm
9	Chapter 8 Creating a climate of health and wellness and MIDTERM	Read chapter complete necessary assignment,
10	Chapter 9 Health Screening and assessment	Read chapter complete necessary assignment, submit paper topic
	SPRING BREAK	Begin research on selected topic
11	Chapter 10 Managing Infectious Disease	Read chapter complete necessary assignment
12	Chapter 11 Teaching Children with Special Health Care Needs	Read chapter complete necessary assignment
13	Chapter 12 Children's mental health	Read chapter complete necessary assignment
14	Chapter 16 Child abuse and neglect TEST #3	Read chapter complete necessary assignment
15	Chapter 15: Responding to emergencies	Read chapter complete necessary assignment Paper DUE
16	Chapter 14 Promoting safe practices through effective classroom management	
17	Chapter 13 Enhancing safety through Appropriate environments	Prepare for Final Exam
18	FINAL EXAM – May 22	

Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

Evaluation:

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale. The instructor reserves the right to adjust scores as it may be required throughout the semester.

Grading Policy:

Objective Examination—Tests

There will be four tests based on the textbook chapters. Each test will be made up of multiple choice and short answer questions. *No make-up tests will be given. If you are absent on the day a test is given, then you miss the opportunity to gain the points for that test.* (See Course Outline and Schedule for exact test dates.) The final test will be a comprehensive test based on all 16 chapters covered throughout the semester.

Writing Assignment—Student Paper

Each student will be required to research and write a 3 - 6 page paper on a topic related to health, safety and nutrition. The student paper is worth 100 points and will require a minimum of two sources in addition to the textbook. Please see Student Project handout for more information. *NO late papers are accepted- no exceptions.*

Participation Points

There will be various in class activities and homework throughout the semester that will total 100 points. Many of these activities require use of the textbook. Some activities may be worth more points than others. Please keep all your assignments until the end of your semester and track you points in the section below. *NO late assignments are accepted- no exceptions.*

Final Grades: Grades are determined on the basis of accumulated points from all assignments.

<u>Percentage</u>	<u>Points Range</u>	<u>Grade</u>	<u>Percentage</u>	<u>Points Range</u>	<u>Grade</u>
90 – 100%	360 -400	A	60 – 69%	240 - 279	D
80 – 89%	320 - 359	B	0 – 59%	0 – 239	F
70 – 79%	280 - 319	C			

Point Breakdown and Tally Sheet:

Chapter Tests:

	<u>Points Possible</u>	<u>Points Earned</u>
Test #1.....	25.....	_____
Test #2 (Midterm).....	50.....	_____
Test #3.....	25.....	_____
Test #4 (Final)	100.....	_____

Writing Assignment:

Student Paper	100.....	_____
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Participation:

Participation	_____	_____
Participation	_____	_____
Participation	_____	_____
Participation	_____	_____
Participation	_____	_____
Participation	_____	_____
Participation	_____	_____

Total Points Possible: 400 Total:_____

Attendance

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. A “tardy” is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by High School Attendance Office. Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

Grading Policy/Scales/Evaluation Criteria

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course or 2 weeks past the deadline, whichever is sooner; however, late assignments will be penalized 1/5 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/5 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

College Policies:

Cheating & Plagiarism

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

Cheating is:

- A. Copying someone else’s class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else’s work as your own.
- E. Text messaging and multi-media messaging.

Consequences, Per School Year:

1st Offense - The teacher shall send a referral to office. Student shall receive an “F” or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an “F” or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a “W/F” for the semester.

3rd Offense - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program.

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus. DSP&S can be reached at (559) 638-3332. If you are already registered with the DSP&S office, please provide your Notice of Accommodation form as soon as possible.

Work Ethic - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- **Punctual:** It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.
- **Responsible:** It is expected that an employee works every scheduled work day. Individuals will be terminated if they are not responsible.
- **Prepared:** It is expected that an employee be prepared when he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

Language - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

Behavioral Standards

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking, chewing tobacco, alcohol, or drugs allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor’s appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

Important Dates Spring 2020

- January 13 Start of Spring 2020 semester
- January 20 Martin Luther King, Jr. Day observed (college campus closed)
- January 31 Last day to drop a Spring 2020 full-term class to avoid a “W”
- February 14 Lincoln Day observance (college campus closed)
- February 17 Washington Day observance (college campus closed)
- March 13 Last Day to drop a full-term class (letter grades assigned after this date)
- April 14 - 19 Spring recess (college campus open)
- May 18-22 Spring 2020 final exams week
- May 22 End of Spring 2020 semester

** Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.