

Course Outline for ECD 54
CHILD HEALTH, SAFETY AND NUTRITION
Effective: Fall 2014

I. CATALOG DESCRIPTION:

ECD 54 — CHILD HEALTH, SAFETY AND NUTRITION — 3.00 units

Aspects of nutrition, health and safety that promote and maintains the health and well-being of all children and adults who work with young children. Topics include health and nutritional guidelines, maintaining safe and healthy learning environments, state regulations, policies and procedures, common childhood illness, infectious diseases, school-family collaboration and emergency preparedness, first aid and injury prevention.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. explain the interrelatedness of nutrition, health and safety;
- B. identify and plan nutritionally balanced snacks and meals for all children with consideration to cultural and special nutritional needs;
- C. describe the methods for safe food preparation, handling and disposal;
- D. demonstrate and model techniques of health, safety, and hygiene practices for all children including those with special needs;
- E. identify the symptoms and transmission of communicable diseases affecting children and adults in the early care and education environment;
- F. describe the signs and symptoms of child abuse, responsibility as a mandated reporter and prepare appropriate reports;
- G. demonstrate techniques and activities that help reduce stress in all children and supports children's emotional well being;
- H. identify and describe environmental health and safety risks for children as well as adults;
- I. demonstrate basic skills of first aid and responding to common emergencies encountered in Early Childhood settings;
- J. analyze current licensing regulations regarding health, safety and nutrition for Early Childhood facilities and family child care homes;
- K. evaluate children's environments for safety, health policies and records including health appraisal, immunization record, and emergency card compliance with regulations;
- L. describe ways that families and teachers can work together to develop good nutrition, health and safety habits in all children respecting family and cultural practices and traditions;
- M. develop Early Childhood curriculum and activities which are developmentally appropriate on topics of health, safety and nutrition;
- N. apply knowledge of research and community resources to address the specific health needs of all children, including those with special needs.

V. CONTENT:

- A. Nutritional Needs
 - 1. Birth – school age
 - 2. Dietary concerns, eating issues and other special needs such as allergies, obesity and diabetes
 - 3. Children with special needs
 - 4. Diet analysis
 - 5. Common nutritional issues and challenges
- B. Standards of food preparation, handling and disposal
 - 1. Department of Social Services regulations
 - 2. Nutritional requirements
 - 3. Menu planning
 - 4. Food preparation and curriculum design
 - 5. Planning meals that appeal to all children and represent the classroom culture
- C. Teachers modeling health and safety practices
 - 1. Exhibiting healthy practices
 - 2. Exhibiting safe behavior
 - 3. Practicing and modeling universal precautions
- D. Children's illness

1. Common communicable illnesses
 - a. Symptoms
 - b. Precautions
2. Responding to illness
 - a. Informal observation of children and routine health checks
 - b. Notifying families and record-keeping
- E. Recognizing signs of abuse and neglect
 1. Family and cultural dynamics
 2. Observing children
 3. Symptoms
 - a. Physical abuse
 - b. Physical neglect
 - c. Sexual abuse
 - d. Emotional abuse
 4. Mandated reporting
 5. Accessing community resources
- F. Minimizing stress in the environment
 1. Stress in young children
 2. Stress in providers and teachers
 3. Response to stress
 4. Supporting children's emotional well-being
 5. Techniques and activities to reduce stress
- G. Teaching safety and emergency procedures
 1. Involvement of children in identifying rules
 2. Explaining safety rules to children
 3. Activities that teach safety
- H. Creating a safe environment
 1. Environmental health and safety risks
 2. Equipment and facilities indoor and outdoor
 3. Explaining and practicing emergency and evacuation procedures
 4. Sudden Infant Death Syndrome
 5. Basic skills of first aid
 6. Responding to common emergencies
- I. Health, safety and nutrition regulations
 1. Familiarity with current regulations
 2. Following health and safety regulations
 3. Health appraisals and health assessment
 4. Maintaining records
- J. Integrating developmentally appropriate health, safety and nutrition curriculum into programs
 1. Activities which encourage healthy and nutritional practices
 2. Activities which reinforce safety, emergency preparedness and injury prevention
 3. Activities which promote children's physical fitness
- K. Collaborating with families to implement health and safety and nutritional practices
 1. Informing families regarding health, safety and nutritional issues within a cultural context
 2. Techniques for sharing health, safety and nutritional information
 3. Utilizing community services including health care professionals

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Small group discussion and projects
- B. Media resources
- C. **Projects** - Collaborative projects
- D. **Lecture** - Lecture and discussion
- E. **Demonstration** -
- F. **Guest Lecturers** - Guest presentations

VII. TYPICAL ASSIGNMENTS:

A. Reading and Writing

1. Select a communicable illness from the list supplied by instructor and research current literature. Write a 3-5 page paper.
2. Observe an early care and education environment. Assess the health and safety components. Submit a written action plan that addresses corrective measures.

B. Problem Solving

1. Apply emergency first aid to mock scenarios for an ill or injured child
2. Demonstration of responding to common emergencies encountered in early childhood settings;

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Group Projects
6. Class Participation
7. Class Work
8. Home Work

B. **Frequency**

1. Weekly quizzes
2. 1-3 tests
3. 1-2 projects
4. Final exam or project

IX. TYPICAL TEXTS:

1. Marotz, L.R., Gross, M.Z. & Rush, J.M. *Health Safety and Nutrition for the Young Child*. 9th ed., Del Mar Learning, 2012.
2. Robertson, Cathie *Safety, Nutrition & Health in Early Education*. 4th ed., Thomson Delmar Learning, 2013.
3. California Attorney General's Office *Child Abuse Prevention Handbook* . 3rd ed., California Department of Justice, 2000.
4. American Red Cross *First Aid, CPR/AED for Schools and the Community*., American National Red Cross, 2011.

X. OTHER MATERIALS REQUIRED OF STUDENTS: