

# Course Syllabus

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**Department** : Child Development  
**Course Title** : Wellness of the Young Child  
**Section Name** : TECA 1318  
**Start Date** : 01/18/2011  
**End Date** : 05/07/2011  
**Modality** : ONLINE  
**Credits** : 3

## Instructor Information

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**Name** : Mary L. Hanson  
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## Course Description

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**A study of nutrition, health, and safety including community health, universal health precautions, and legal implication. Practical application of these principles in a variety of settings. Requires choosing, planning and implementing food, health and safety activities with children.**

**Prerequisites/Corequisites**

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**None necessary**

[Scans](#)

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**1,3**

**Course Objectives**

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**ODESSA COLLEGE**  
**HUMANITIES AND COMMUNICATION DIVISION**  
**CHILD AND PARENT DEVELOPMENT DEPARTMENT**  
**COURSE SYLLABUS**

**COURSE NUMBER: 1318**

**COURSE TITLE: Wellness of the Young Child**

**CREDITS: 2 LAB HOURS: 3**

**PREREQUISITE: NONE**

**CO-REQUISITE: NONE**

**CATALOG DESCRIPTION:**

A study of nutrition, health, and safety and related activities, including skill development in management of issues, guidelines and practices in nutrition, as well as community health, universal health precautions, hygiene, safety, and legal implications. Practical application and integration of these principles applied to a variety of settings. Requires choosing, planning and implementing food, health and safety activities with children.

**COURSE LEARNING OUTCOMES/PROFICIENCIES:**

Students will analyze principles of nutrition, evaluate nutrition assessment and examine regulatory requirements for nutrition; describe community health problems, universal health precautions, legal implications regarding health and analyze environmental and personal hygiene; describe principles of safety as they relate to children, evaluate regulations regarding child safety, safety procedures and children's environments for safety. The student will demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety.

**TEXTBOOKS: Marotz, Lynn R.; Cross, Marie Z.; Rush, Jeanettia M. Health, Safety, and Nutrition for the Young Child (4<sup>th</sup> Edition) Delmar Publisher, 1997**

**SUPPLIES:** Text, You will also need Supplementary Materials from the Bookstore.

**LEARNING OUTCOMES:**

1. Analyze principles of nutrition. (1, 2, 5, 6, 7, 8, 10)

Describe the role of carbohydrates, proteins, fats, water, vitamins and minerals in children's health. (1)

- b. Describe the Food Guide Pyramid and its application to children's needs. (1, 8)
- c. Identify criteria for developmentally appropriate feeding practices with children, 0 - 12 months; 13 months - 2 years; 3 - 5 years; 6 - 10 years. (1, 7, 10)
- d. Discuss nutritional needs of children including special dietary or cultural considerations. (1, 2)
- e. Describe specific methods for planning nutritious meals and snacks for children. (1)
- f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher.

(ExCET 020)

- g. Plan and implement nutrition education activities with children. (1, 7, 8, 10)

## **class=Section2>**

1. Evaluate nutrition assessment. (1, 4, 7, 8)
  - a. Discuss the relationship between nutrition and children's health and well-being. (1)
  - b. Evaluate a menu plan from a child care setting for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed at various ages. (1, 7)

- c. **Observe and analyze a meal/snack time. (1, 4)**
- d. **Plan a varied, nutritionally balanced diet for children. (1, 4, 8)**
- e. **Propose modifications for special dietary needs. (8)**
- f. **Participate in meal/snack times with children. (1, 4, 7, 8)**
- g. **Share nutrition information with families. (7, 8)**

**2. Examine regulatory requirements for nutrition. (1)**

- a. **Identify agencies with nutritional regulatory guidelines affecting child care settings. (1)**
- b. **Identify organizations with nutritional guidelines affecting child care settings. (1)**
- c. **Compare nutritional guidelines and regulations. (1)**

**3. Describe community health problems. (1, 2, 3, 5, 7, 8, 10)**

- a. **Describe factors in the local community affecting the health of children and families. (7)**
  - b. **Describe symptoms of common childhood diseases, how they spread and reporting requirements. (1, 2, 8, 10)**
  - c. **Conduct health appraisals of children in child care settings. (1, 8)**
  - d. **Work cooperatively with colleagues and parents to meet individual/special health needs of children. (1, 3, 7, 8)**
- 5. Describe universal health precautions. (1, 2, 7, 8, 10)**
- a. **List circumstances requiring the use of universal health precautions. (7, 10)**
  - b. **Demonstrate appropriate use of universal health precautions. (1, 2, 7, 8, 10)**

6. Describe legal implications regarding health. (1, 4, 7, 8, 10)
- a. Identify agencies with legal or regulatory authority over children's health issues. (1, 4, 7)
  - b. Identify city, county, state and federal health regulations which apply to child care settings. (1, 7, 8)
  - c. Identify organizations with health guidelines affecting child care settings. (1)
  - d. Compare health guidelines and regulations. (1)
  - e. Adhere to health regulations to ensure the health of all children. (7, 8, 10)
7. Analyze environmental and personal hygiene. (1, 2, 4, 5, 6, 7, 8, 10)
- a. Describe hygiene principles. (1, 10)
  - b. Give examples of ways to minimize the spread of disease in child care settings. (1, 7)
  - c. Demonstrate basic health management practices. (1, 2, 4, 7, 8, 10)
  - d. Practice daily environmental and personal hygiene routines with children. (1, 7, 8, 10)
  - e. Provide children with opportunities to learn about and apply personal health practices. (1, 5, 7, 10, ExCET 013)
  - f. Practice communicable disease control functions in child care settings. (1, 7, 8, 10)

8. Describe principles of safety as they relate to children. (8, 10)

## **class=Section3>**

- a. List safety principles as they apply to children of differing ages. (10)
- b. Apply safety principles when working with children. (8, 10)

9. Evaluate regulations regarding child safety . (1, 5, 7, 8, 10)
- a. Identify agencies with regulations affecting safety in child care settings. (1, 7, 8)
  - b. Identify organizations with safety guidelines affecting child care settings. (1, 10)
  - c. Compare safety guidelines and regulations. (1)
  - d. Evaluate the child care setting for compliance with regulations and/or guidelines. (1, 7)

Describe reporting procedures when unsafe conditions exist. (1, 7, 8)

- f. Apply regulations and guidelines which ensure the safety of children in care. (1, 7)
- g. Describe ethical and legal responsibilities for child safety. (1)

10. Evaluate safety procedures. (1, 2, 6, 7, 8, 10)

- a. Explain the relationship between supervision and accident prevention. (1)
  - b. Demonstratesafety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuationprocedures, etc.). (1, 7, 8, 10)
  - c. Demonstrate appropriate use of first aid procedures in child care settings. (1, 2, 7, 8)
  - d. Provide children with opportunities to learn about and apply safety practices. (1,7, ExCET 013)
  - e. Evaluate procedures necessary for the safety of children of various ages and special needs. (10)
11. Evaluate children?s environments for safety. (1, 2, 4, 6, 7, 8, 10)



- a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. (1, 7)
- b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs. (1, 2, 4, 7, 8, 10, ExCET 022)

Evaluate indoor and outdoor environments for safety. (1, 7, 8, 10)

- 12. Demonstrates skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety. (2, 4, 7, 8)

Identify community resources for specific types of referrals. (4, 7, 8)

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- b. Complete nutrition, health and/or safety records/reports as needed. (2, 8)
- c. Use computation skills in menu planning.
- d. Use appropriate health appraisal procedures with children. (4)

SCANS Competencies: Resources

Interpersonal Skills

Information

Thinking Skills

Basic Skills

Personal Qualities

Code:

- 1. 2+2 Tech Prep Early Childhood Professions Postsecondary Curriculum Guide

# **class=Section4>**

2. **Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills**
3. **The SCANS Work Place Competence Skills**
4. **Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children**
5. **Teacher Preparation Requirements of the Association for Childhood Education International**
6. **The Examination for the Certification of Educators in Texas, Test Competencies, Field 714: Early Childhood Education**
7. **Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute**
8. **Texas Essential Knowledge and Skills for Home Economics Education**
9. **Learner-Centered Schools for Texas - A Vision of Texas Educators**
  
10. **Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children**

**TECA 1318-WB**

**Wellness of the Young Child**

**ASSOCIATE PROFESSOR: MARY L. HANSON**

Fall 2011

## TENTATIVE SCHEDULE

WEEK	DATE	CHAPTER/ACTIVITY	ASSIGNMENT DUE
2	1/25		
3	2/1		
4	2/8	Chapter 1-5	Discussion questions and quizzes 1-5 due
5	2/15	Observation due; Collected Activities due; food activity lesson plan due	
6	2/22		
7	3/1	Chapter 6-10	Discussion questions and quizzes 6-10
8	3/8		
9	3/15		
10	3/22		
11	3/29	Chapters 11-15	Discussion question and quiz 13 due
12	4/5		
13	4/12		
14	4/19		
15	4/26	Chapter 16-19	Discussion questions and quizzes 16-19

			45 Lab hour attendancesheet due

## Special Needs

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Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library)

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The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

## Student E-mail

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Please access your [Odessa College Student E-mail](http://www.odessa.edu/gmail/), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

## Student Portal

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## Technical Support

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For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies

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For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).