

Course Syllabus

Department :Child Development

Course Title : Wellness of the Young Child

Section Name : TECA 1318

Start Date :08/25/2014

End Date :12/12/2014

Credits :3

Lab: 20 hours required

Instructor Information

Name--Cheryl A. Cunningham

ECISD Email—cheryl.cunningham@ectorcountyisd.org

ECISD Phone #--432-456-4949

Course Description

A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focus State Board for Educator Certification standards, requires students to participate in 16 hours of field experiences with children from infancy through age 12 in a variety of settings with varied and diver populations

ICOs

1,2 3, 4, 5,6,7,9, 10, and 11

Course Objectives

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

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CATALOG DESCRIPTION:

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COURSE LEARNING OUTCOMES/PROFICIENCIES:

Course 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:

Robertson, Cathie. *Health, Safety, and Nutrition for the in Early Education* (5th Edition)
Wadsworth Learning, 2013

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper pencil, pen, highlighter and a USB Drive.

LEARNING OUTCOMES:

1. Analyze principles of nutrition. (1, 2, 5, 6, 7, 8, 10)
 - a. 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)
2. Evaluate nutrition assessment. (1, 4, 7, 8)
 - a. Discuss the relationship between nutrition and children's health and wellbeing. (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)
- 3. 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)
- 4. 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)
 - 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)
 - e. 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. Demonstrate safety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuation procedures, 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)
 - c. Evaluate indoor and outdoor environments for safety. (1, 7, 8, 10)
12. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety. (2, 4, 7, 8)
- a. Identify community resources for specific types of referrals. (4, 7, 8)
 - 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
- 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 Wellness of the Young Child

Assignments

Discussion Questions and Quizzes per chapters

Nutritional Snacks

Childhood Diets

Full-Body Poster of Nutrients and Vitamins

Lesson plan teaching indoor safety

Lesson plan teaching outdoor safety

Employability Skills

Notebook and Planner

Lab Hours Required

20 Hours observing and working with children from diverse populations

Final

The final for this course is atypical. I would like you to write three (3) test questions from each chapter. The type of test question you write is up to you. They can be true and false, short essay, fill in the blank, multiple choice, etc.. You may use a variation from your choices, too. In other words, you may have a T/F question for one question, followed by a multiple choice question for the next. After each test question, please write the answer and the page number as to where the answer is located. There will be 42 questions in total.

Special Needs 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)

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

Please access your Odessa College Student E-mail, 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

Please access your Odessa College Student E-mail, 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.

Technical Support

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.

Important School Policies

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.

GRADES

Your overall goal is earn an average your daily grades of Attendance, Employability skills, Daily participation, Pop Test, and Chapter Test with assigned projects to obtain your grade.

A=90-100

B=89-80

C=79-70

D=69-60

F= Below a 60

Assignments Grade

Employability Skills 15%

Lab 20%%

Project 10%

Daily Work 20%

Test/Quizzes 15%

Journal 15%

Notebook and Planner 05%

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,

- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
ask questions if I don't understand; and,

- attend class regularly to keep up with assignments and announcements