

COURSE OUTLINE

OXNARD COLLEGE

I. Course Identification and Justification:

- A. Proposed course id: ECE R129
Banner title: Child Nutrition/Health/Safety
Full title: Child Nutrition, Health and Safety

Previous course id: ECE R129
Banner title: Child Nutrition/Health/Safety
Full title: Child Nutrition, Health and Safety

B. Reason(s) course is offered:

This course is a requirement for the California Teacher Permit Matrix (CTPM) as one of the basic courses for students who want to be employed in child development centers. At Oxnard College this course is required in the AS-T in Early Childhood Education, the Certificate of Achievement in Child Development/Early Childhood Education Master Teacher, and the Certificate of Achievement in Child Development/Early Childhood Education Teacher.

II. Reason(s) for current outline revision:

Catalog Information:

A. Units:

Current: 3.00
Previous: 3.00

B. Course Hours:

1. In-Class Contact Hours:
Lecture: 52.5 Activity: 0 Lab: 0
2. Total In-Class Contact Hours: 52.5
3. Total Outside-of-Class Hours: 105
4. Total Student Learning Hours: 157.5

C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:

1. Prerequisites

Current:
Previous:

2. Corequisites

Current:
Previous:

3. Advisories:

Current:
Previous:

4. Limitations on Enrollment:

Current:
Previous:

- D. Catalog description:
Current:
This course is an introduction to the laws, regulations, standards, policies, procedures, and early childhood curriculum related to child health, safety, and nutrition. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. This course focuses on integrating the concepts into everyday planning and program development.
- Previous, if different:*
This course is an introduction to the laws, regulations, standards, policies and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with family's health professionals. This course focuses on integrating the concepts into everyday planning and program development.
- E. Fees:
Current: \$ None
Previous, if different: \$ None
- F. Field trips:
Current:
Will be required: []
May be required: [X]
Will not be required: []
- Previous, if different:*
Will be required: []
May be required: []
Will not be required: []
- G. Repeatability:
Current:
A - Not designed as repeatable
Previous:
A - Not designed as repeatable
- H. Credit basis:
Current:
Letter graded only [X]
Pass/no pass []
Student option []
- Previous, if different:*
Letter graded only []
Pass/no pass []
Student option []
- I. Credit by exam:
Current:
Petitions may be granted: []
Petitions will not be granted: [X]
- Previous, if different:*

Petitions may be granted: []
Petitions will not be granted: []

III. Course Objectives:

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

- A. Address the health, safety, and nutrition knowledge and skills expected of early childhood educators with regard to supporting children's physical, emotional, and mental health.
- B. Learn and fulfill policies and regulations stated by License Title 22 (Child Care Center)
- C. Articulate elements of safe and healthful indoor and outdoor environments.
- D. Implement emergency plans and assign roles using systematic exchange of information with families, staff, and colleagues to ensure they all are prepared to respond.
- E. Explain food safety guidelines to adults and children, as developmentally appropriate. Adapt procedures for food handling and storage to accommodate family preferences, as appropriate.
- F. Implement collaboration plans with families to develop and implement economical and nutritional plans to meet the dietary requirements of individual children. Maintains current documentation of children's dietary requirements.
- G. Conduct individual health checks daily for signs of illness or injury in children, maintain documentation, and responds accordingly.
- H. Discuss illness policies with staff, colleagues, families, and children as developmentally appropriate, and explains collaborates with families and specialist service providers, as appropriate, to develop individualized daily plans for children with identified special health-care requirements.
- I. Address concerns of abuse or neglect according to regulation and law.
- J. Apply First Aid to children who need it as a result of an injury in the classroom or on the playground, and writes proper procedures.
- K. Research and design strategies to maximize the mental and physical health of children and adults in programs for young children in accordance with culturally, linguistic and developmentally sound practice.
- L. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
- M. Define collaboration with families and the community around issues and roles for supporting healthy and safe environments for children.
- N. Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

IV. Course Content:

Topics to be covered include, but are not limited to:

- A. Interrelationship of Health, Safety, and Nutrition
 - 1. Factors influencing children's health: heredity, predisposition, and environment.
 - 2. Effects of nutrition on children: nutrition status, malnutrition, and obesity.
 - 3. Health, safety, and nutrition: an interdependent relationship.
- B. Health of the Young Child: Maximizing the Child's Potential
 - 1. Promoting good health: identify growth and developmental characteristics of the infant, toddler, and preschool child.
 - 2. Explain the relationship between health and learning.
 - 3. Teacher's role in promoting children's health: daily health checks, and observations.
 - 4. Teachers as role models of best health, safety, and nutrition practices.
 - 5. Health assessment tools hearing, vision, and special education referrals.
- C. Common Health Issues Effecting Children's Health

1. Recognize the causes of Fetal Alcohol Syndrome (FAS) and preventive measures.
 2. Chronic health conditions: asthma, diabetes, eczema, fatigue, lead poisoning, seizure disorders, and sickle cell anemia.
 3. Communicable illness: the conditions that must be present to spread or transmit illnesses.
 4. Stages of illness: incubation, acute and convalescence.
 5. Environmental control: universal infection control precautions.
- D. Safety for the Young Child: Creating Quality Environments
1. Environment affects all aspects of children's growth and development (i.e. playground safety and regulations; space and safety in the classroom; food allergies prevention).
 2. State the purposes of licensing requirements.
 3. List the necessary steps for securing the California license permit; Title XXII.
 4. Understand what a safety environment is and develop a statement with regulation.
- E. Collaboration with health care professionals
1. Implementing safety practices: toys and equipment.
 2. Legal implications: liability and negligence.
 3. Understand what unintentional injuries are.
- F. Management of Injuries and Acute Illness
1. Describe the difference between emergency CPR and first aid.
 2. Identify the ABC's for assessing emergency.
 3. Obtain first aid and CPR training to manage injuries.
- G. Child Abuse and Neglect
1. Identify the California law regulations on child abuse and neglect.
 2. Discipline vs. punishment.
 3. Legal definitions of abuse and neglect.
 4. Describe characteristics of abusive adults and abused children.
 5. Describe actions the teacher should take in a case of suspected child abuse.
- H. Illustrate Children's Health, Safety and Nutrition in Education
1. Understand principles of instruction.
 2. Lesson plans for teaching health and safety concepts.
 3. Education is a key concept in reducing health problems.
- I. Foods and Nutrients: Basic Concepts
1. Nutrition: why the human body needs nutrition, how much and where they may be obtained from foods.
 2. Food guidelines; classify foods according to the Food Guide Pyramid.
 3. Identify nutrient strengths and weaknesses for each major food group in the Food Guide Pyramid.
 4. Nutrients that provide energy: carbohydrates, fats, and proteins.
 5. Nutrients that promote growth of body tissues: proteins, minerals, and water.
 6. Nutrients that regulate body functions: proteins, minerals, water, and vitamins.
 7. Food safety: state aspect of personal hygiene that relates to food safety, sanitizing food preparation areas and equipment and prevent contamination of food.
- J. Work with families in culturally, linguistically and developmentally appropriate ways
1. Parent handbooks and policies that are in the parents' language
 2. Developing policies that are culturally and linguistically appropriate for diverse families.
- K. Physical Fitness
1. Using movement and exercise with young children
 2. Outdoor play and safe playgrounds
- L. Reflect on infants, toddlers, and children with special needs, medical needs, and what is intervention
1. Identify developmental levels on children with physical and mental challenges

2. Recognize disability terms and the consequences: pre-term babies; low-birth weight; down-syndrome; cerebral palsy; among other terms.
3. Infant feeding: breast-feeding an infant, introduction to solid food and safe food.
4. Feeding the toddler and preschool child; appropriate serving size and promote good eating habits.

V. Lab Content:

VI. Methods of Instruction:

Methods may include, but are not limited to:

- A. Instructor will present different types of assessment/tools to identify healthy aspects of children's growth and development; as well as the importance and the influence by the interactions among health, safety, and nutrition.
- B. Instructor will demonstrate how an observation provides valuable information about children's physical, mental, social, and emotional feelings. One specific observation is the "Daily Health Check."
- C. Instructor presents information on the state licensing procedures and the review process including: meeting local zoning, fire, safety, and sanitation codes.
- D. Instructor presents the Public Law 93-247, the Child Abuse Penal Code Section 11166

Other methods of instruction:

- E. Instructor will present different types of assessment/tools to identify healthy aspects of children's growth and development; as well as the importance and the influence by the interactions among health, safety, and nutrition.
- F. Instructor will demonstrate how an observation provides valuable information about children's physical, mental, social, and emotional feelings. One specific observation is the "Daily Health Check."
- G. Instructor presents information on the state licensing procedures and the review process including: meeting local zoning, fire, safety, and sanitation codes.
- H. Instructor presents the Public Law 93-247, the Child Abuse Penal Code Section 11166

VII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:
 Essays
 Problem-solving assignments (Examples: Math-like problems, diagnosis & repair)
 Physical skills demonstrations (Examples: Performing arts, equipment operation)

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
 1. Mid-term test, multiple choice and essay answers e.g., identify the six components of health and provide an example for each; explain how genetics and environment influence the quality of a person's well-being.
 2. Students will conduct an observation and complete forms that evaluate children's health status, health records, screening procedures, daily health checks. The grade will consist on the completion of forms, detail and accuracy.
 3. Students will present term papers and oral presentations on: health care policies from a child-care center, home day care, Head Start program and/or elementary school. How are they similar? How do they differ?
 4. Students will be tested (Quiz) on the state licensing regulations; i.e., nutrition, health and safety.

5. Students will write a plan/diet for a four-year-old child. Include the recommended number of servings and the appropriate serving sizes from the Food Guide Pyramid and Licensing regulations.
- C. Typical outside of classroom assignments:
1. Reading
 - a. This course requires the students to read weekly one chapter from the textbook: Health, Safety, and Nutrition for the Young Child.
 - b. For additional health, safety, and nutrition resources:
<http://www.safekids.org> and <http://www.EarlyChildEd.delmar.com>
 2. Writing
 - a. Students will answer the questions at the end of each chapter related to nutrition, health, and safety as assigned by professor.
 - b. Students will develop a checklist where student will be able to identify appropriate characteristics for infants and toddlers, such as: physical characteristics, social behaviors and achievements.
 - c. Students will complete forms that evaluate children's health status, including observations, health records, screening procedures, daily health checks, and interactions with parents.
 - d. Students will formulate 10-20 health activity plans, safety, and nutrition for preschool children. Include the name of the activity, concept, objective, materials, learning activities and evaluation.
 3. Other
 - a. Students will obtain and read a copy of the state's licensing regulations. Organize a class debate on the topic of minimal vs. quality standards for early childhood programs
 - b. Students will plan a day's diet for a four-year-old child. Include the recommended number of servings and the appropriate serving sizes from the Food Guide Pyramid
 - c. Students will review and compare health care policies from a child-care center, home day care, Head Start program and elementary school. How are they similar? How do they differ?
 - d. Students will develop a pamphlet that illustrates self-protection skills for young children. Use it with a group of three-to-four-year-olds. Evaluate their response.

VIII. Textbooks And Instructional Materials:

- A. Textbooks/Resources:
 1. Marotz, R. L. (2014). Health, Safety, and Nutrition for the Young Child (9th/e). Clifton Park, NY Delmar Cengage.
- B. Other instructional materials:
 1. Complete basic CPR and first aid courses.
 2. For additional health, safety, and nutrition
 3. <http://www.safekids.org> and <http://www.EarlyChildEd.delmar.com>

IX. Minimum Qualifications and Additional Certifications:

- A. Minimum Qualifications:
 1. Child Development/Early Childhood Education (Masters Required)
 2. Early Childhood Education (Masters Required)
- B. Additional Certifications:
 1. Description of certification requirement:
 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

X. Approval Dates
CC Approval Date: 11/26/2014
Board Approval Date: 11/26/2014
Course ID: 1675