

ECE R129: CHILD NUTRITION, HEALTH AND SAFETY

Originator

pmendez

College

Oxnard College

Discipline (CB01A)

ECE - Early Childhood Education

Course Number (CB01B)

R129

Course Title (CB02)

Child Nutrition, Health and Safety

Banner/Short Title

Child Nutrition/Health/Safety

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an introduction to the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in both care and education settings for children, from birth through middle childhood. 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 taught into everyday planning and program development. -ID: ECE 220.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may be asked to visit community resources for support (i.e., Tri-Counties, referrals for infants/toddlers with special needs; WIC, Cal-Fresh, Department of Health, SELPA, Cal-Works).

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.50

Maximum Contact/In-Class Lecture Hours

52.50

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.50

Total Maximum Contact/In-Class Hours

52.50

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105.00

Maximum Outside-of-Class Hours

105.00

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Analyze, describe, and rate strategies used to promote the health, safety, and nutrition of children and adults in care and education settings. |
| 2 | Identify, evaluate, and describe environments for both positive and negative impacts on children's and adults' health, safety, and nutritional meals. |
| 3 | Analyze and identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Define the broad concepts of health, safety, and nutrition. |
| 2 | Identify laws and regulations related to health, safety, and nutrition. |
| 3 | Identify health and safety risks in care and education settings. |
| 4 | Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits. |
| 5 | Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children. |
| 6 | Explore community resources available to support children and families. |
| 7 | Apply the recommendations for children's nutrition to the development of healthy and economical meals and snacks based on the age and individual needs of children. |
| 8 | Plan learning experiences on the topics of health, safety, and nutrition. |

Course Content

Lecture/Course Content

1. Interrelationships Between Health, Safety, and Nutrition for Children Birth Through Middle Childhood
 - a. Define physical and mental health
 - b. Define safety
 - c. Define nutrition
2. Laes, Codes, Regulations, and Policies
 - a. Fire and health codes
 - b. Title 22
 - c. Title 5
 - d. Emergency Medical Services Authority
 - e. Local requirements
 - f. Food programs
 - g. Child abuse and neglect
 - i. Mandated reporting
 - ii. Prevention strategies
 - iii. Community resources
3. Safety Management
 - a. Safe environments
 - b. Accommodations for special needs
 - c. Injury prevention and care
 - d. Emergency preparedness response and recovery
 - e. Car seats
4. Health Management
 - a. Universal precautions
 - b. Daily health check
 - c. Food safety
 - d. Communicable diseases
 - e. Infectious process
 - f. Illness and exclusion policies
 - g. Common health issues such as pink eye, mental health, obesity
 - h. Sleeping and napping
 - i. Diapering and toileting
 - j. Health assessment tools
 - k. Staff safety and well being
 - i. Risk management
 - ii. Employee policies
 1. Physical health
 2. Mental health
5. Teachers and Caregivers Roles
 - a. Teachers as role models of best health, safety, and nutrition practices
 - b. Collaboration with families and other professionals to promote health, safety, and nutrition
 - c. Communication
 - i. families
 - ii. Other health professionals
 - d. Community resources for children and families at risk
 - i. Homelessness
 - ii. Foster care/child welfare
 - iii. Incarceration
 - iv. Trauma and abuse
 - v. Medical fragile
6. Meals and Snacks
 - a. Nutrition guidelines
 - b. Diet analysis
 - c. Mealtime policies and regulations
 - d. Menu planning
 - e. Budgeting

- f. Culture, traditions, and family choices
- g. Allergies and food sensitivities
- h. Special feeding needs
- i. Sanitary food handling
- 7. Planning Learning Experiences in Health, Safety, and Nutrition
 - a. Developmentally sound practices
 - b. Cultural, linguistic, and developmental differences of families, teachers, and children
 - c. Learning opportunities integrated during daily routines
 - d. Physical fitness
 - e. Use of instructional technology
 - f. Accommodations for children with special needs

Laboratory or Activity Content

None (this is not a lab-course)

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Portfolios
 Research papers
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor may utilize case studies, information about community programs/videos (i.e., Tri-Counties, referrals for infants/toddlers with special needs; WIC, Cal-Fresh, Department of Health, SELPA, Cal-Works).
2. Lecture and present material from Title 22, and Title 5, safety and regulations requirements, including pandemics, allergies, health issues.
3. Instructor will provide a source for CPR/First aid certification in infants/toddlers and young children. The instructor will provide with video and PowerPoint the process to identify and report child abuse.

Representative Course Assignments

Writing Assignments

1. Students will answer the questions at the end of each chapter related to nutrition, health, and safety as assigned by professor.
2. 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.
3. Students will complete forms that evaluate children's health status, including observations, health records, screening procedures, daily health checks, and interactions with parents.
4. 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.

Critical Thinking Assignments

1. Professor will present case-studies, scenarios in which students will need to think and solve the scenario presented based on knowledge gained in class (i.e., You are the teacher of a 5-year-old whose parents are going through a very contentious divorce. The father has been a model parent and always helps out in your class. He seems very loving and concerned. The mother often comes into school raging and complaining. She is harsh with her child. You have been asked by the child's father to testify on his behalf in a child custody hearing).
2. Participate in class and small-group discussions analyzing laws and regulations for Health, Safety, and Nutrition.
3. Analyzing Regulations for Title 22 (Licensing).
4. Critical thinking and application of laws in developing environments, curriculum, and meals.

Reading Assignments

1. This course requires the students to read weekly one chapter from the textbook: *Health, Safety, and Nutrition for the Young Child*.
2. For additional health, safety, and nutrition resources: <http://www.safekids.org> and <http://www.EarlyChildEd.delmar.com>

Other assignments (if applicable)

1. Students will obtain access to the state's licensing regulations (Title 22 & 5). Organize a class debate on the topic of minimal quality vs. high quality standards for early childhood programs
2. 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
3. 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?
4. 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.

Outside Assignments

Representative Outside Assignments

1. Students will identify agencies that support children's health, safety, and nutrition. Students will conduct research, visit the agencies, research online, an/or interview someone that works in those agencies. Student will develop a PowerPoint and present it to the class. Examples of Programs include: Interface, Tri-Counties, referrals for infants/toddlers with special needs; WIC, Cal-Fresh, Department of Health, SELPA, Cal-Works, Licensing Title 22.
2. Students will read weekly chapters from the textbook
3. 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.
4. 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.

Articulation

C-ID Descriptor Number

ECE 220

Status

Approved

Comparable Courses within the VCCCD

CD M23 - Health, Safety, & Nutrition

CD V24 - Child Nutrition, Health, and Safety

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Other Resource Type

Description

Complete basic CPR and first aid courses..

Resource Type

Other Resource Type

DescriptionFor additional health, safety, and nutrition <http://www.safekids.org> and <http://www.EarlyChildEd.delmar.com>.**Resource Type**

Textbook

Classic Textbook

No

Description

Marotz, Lynn R., Health, Safety, and Nutrition for the Young Child. 9th.edition. Stamford, CT. Cengage Learning (2017).

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular email correspondence between students and between students and instructor.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion board or other collaborative tools, such as zoom/Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital materials.
Telephone	The instructor may choose to provide telephone conference times.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular email correspondence between students and between students and instructor.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion board or other collaborative tools, such as zoom/Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times.

Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital materials.
Telephone	The instructor may choose to provide telephone conference times.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence between students and between students and instructor.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion board or other collaborative tools, such as zoom/Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital materials.
Telephone	The instructor may choose to provide telephone conference times.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications

Early Childhood Education

Review and Approval Dates

Department Chair

09/09/2020

Dean

09/09/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000543995

DOE/accreditation approval date

MM/DD/YYYY

