

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 4020.01

COURSE NUMBER AND SECTION

Dr. Theresa Prosser

INSTRUCTOR

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Health, Nutrition and Safety

COURSE TITLE

TERM: FA II 2002

1. Course Description:

This course is designed to assist students understand basic factors that affect the health, nutrition, and safety of the young child. Nutritional needs, feeding, health routines, safety, hygiene, childhood illnesses, social-emotional needs and first aid will be examined. This class also addresses program administration, curriculum for children, and parent education as it pertains to these areas.

2. Learning Outcomes:

1. Conduct daily health appraisals on young children (MoStep 1a)
2. Identify information related to health necessary for record keeping in an early childhood program (MoStep 1a)
3. Demonstrate knowledge of social-emotional and environmental factors that affect the status of children's health (MoStep 2a)
4. Demonstrate current knowledge in areas of health, safety, and nutrition (MoStep 1a)
5. Demonstrate knowledge of nutritional needs of children through planning meals and snack (MoStep 2a)
6. Demonstrate knowledge of curriculum planning for young children in the areas of health, safety and nutrition (MoStep 4a)
7. Demonstrate knowledge of ways to provide a safe and healthy environment for young children (MoStep1a)
8. Demonstrate knowledge of ways in which adults provide positive role models for children in terms of health, safety, and nutrition (MoStep 7a)
9. Demonstrate knowledge of ways to involve families in health, safety, and nutrition (MoStep 3d)
10. Demonstrate knowledge of community resources (MoStep 3d)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentation, out-of-class assignments and exams.

Week 1:

Introductions

Overview of the course

Interrelatedness of health, safety and nutrition

******In class activity******

Chapter 1

Week 2:

Promoting good health in young children

Understanding and conducting health appraisals

Analyzing a case study relating to health appraisals

Assessing the health needs of young children

Devising a daily food intake monitoring system

******in class activity******

Chapters 2, 3, and 4

Week 3:

Examining conditions affecting the health of young children

Identifying the disease process and implement effective control

Identifying and manage communicable and acute illness in young children

Developing lessons and teach good physical development

Developing strategies to overcome problems of infection in early childhood settings

******in class activity******

Chapters 5, 6, and 7

FIRST ASSIGNMENT DUE

Week 4:

Creating a safe environment

Dealing with safety issues in an early childhood setting

Managing accidents and injuries

Understanding and identifying child abuse and neglect

Developing educational experiences that teach health and safety issues to young children
Solving health/safety problems associated with early childhood settings
Investigating strategies to help make the public aware of concerns surrounding child abuse

*****in class activity*****

Chapters 8, 9, 10, 11, and 12

SECOND ASSIGNMENT DUE

Week 5:

Understanding nutritional guidelines
Identifying nutrients that provide energy, promote growth of body tissues and regulate body functions
Planning a nutritionally balanced diet for young children
Calculating appropriate caloric intake based on nutritional needs of young children
Identifying foods that supply specific nutrients

*****in class activity*****

Chapters 13, 14, 15, and 16

THIRD AND FOURTH ASSIGNMENT DUE

Week 6:

Understanding issues relating to infant, toddler, and preschool feeding
Planning and serving nutritious meals
Developing guidelines to support infant feeding in a child care facility
Formulating a plan to determine the nutritional intake of young children and implement strategies to support good nutrition

*****in class activity*****

Chapters 17, 18, and 19

FIFTH ASSIGNMENT DUE

Week 7:

Examining issues relating to food, safety, and economy

Developing lessons that support understanding of good nutritional practices

Developing a menu that is inexpensive and nutritionally sound

*****in class activity*****

Chapters 20 and 21

SIXTH ASSIGNMENT DUE

Week 8:

UNIT PLAN PRESENTATIONS

4. Resources

Text:

Marotz, L.R., Cross, M.Z., & Rush, J.M. (1997) (4th ed.). *Health, safety, and nutrition for the young child*. Boston: Delmar Publishers.

Supplemental Readings: Provided as needed.

5. Evaluation

Students must complete 6 assignment activities during this term. The students will choose which activity they want to complete from several possibilities. The assignments are to be typed and submitted on the day indicated on the syllabus.

Points will be deducted for late assignments

STUDENT PROJECT: YES

Students will develop a Unit Plan addressing some aspect of health, nutrition, or safety. The Unit will consist of no less than 6 lessons. Lesson plan format is at the end of the syllabus.

Both content and the ability to communicate in a clear, accurate, and grammatically correct manner determine student grades. Points will be deducted for typing, spelling and grammatical errors.

CLASS ATTENDANCE AND PARTICIPATION: YES

Each week students will complete activities related to the content of the week. These activities focus on practical application and problem solving. Students will work in groups of 4 or 5 to complete these activities.

No more than one excused absence is permitted. A no-credit is given to anyone missing more than one class.

It is the student's responsibility to notify instructor of an absence. It is also the student's responsibility to make up missed work, pick up any handouts, or get missed notes.

Incompletes are given at the discretion of the instructor and under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class except in extreme cases.

A letter grade of "B" is the highest grade given to students granted an incomplete.

Grading System: A – Outstanding
B – Very Good – Above Average
C – Average
D – Below Average
F – Failing

6. Final Projects

Final projects will be returned to students in the following manner:

Student should provide a self-addressed stamped envelope (appropriate size and correct postage) to the instructor.

Make arrangements with instructor prior to the end of the final class.

Lesson Plan Format

Description of the Setting: What characteristics of the classroom or setting are important to the lesson?

Goals and Objectives (Outcomes): In what way does this lesson address what you are trying to accomplish with these students? (Goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson. Objectives are related to goals but narrow enough to be measurable. Every objective (outcome) will need to be assessed. Objectives (outcomes) answer the question, "What will the student need to know and be able to do after this lesson?"

Introduction: How will you engage the learners?

Instructional Process: What will the learners do to assure they will be able to meet the objectives. What are you going to do? What materials will you use? How are you going to do it?

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student?

Unit Plan

What is the topic?

How do the objectives/activities integrate all areas of the curriculum?

Determine what strategies and activities will be done with the whole class, a small group, or individually.

Resources you plan to use

Time line

Assignments

Select **ONE** of the following activities from your text:

Page 34: 1, 3, 5

Page 49: 4

Page 76: 3, 5, or 7

This assignment is due week 3

Select **ONE** of the following activities from your text:

Page 96: 2

Page 116: 2 or 3

This assignment is due week 4

Select **TWO** of the following activities from your text:

Page 174: 1, 6, 7

Pages 203: 1, 3

Page 236: 4

Page 254: 3

Page 282: 1

These **two** assignments are due week 5

Select **ONE** of the following activities from your text:

Pages 331: 1

Page 334: C

Page 354: C

This assignment is due week 6

Select **ONE** of the following activities from your text:

Page 372: 2, 5

Page 390: 1, 2

Page 413: 1

This assignment is due week 7

All of these assignments are to be typed, using appropriate grammar and spelling.