

Course Syllabus

Educ4020.01

Diane Givens

COURSE NUMBER AND SECTION
Health, Nutrition and Safety

INSTRUCTOR
FA I 2003

E-MAIL ADDRESS

COURSE TITLE

TERM

CREDIT HOURS

SITE

Course Description: (provide details of student focus, rationale, scope, and prerequisites)

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, socio-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.

Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MoStep or professional standards that are met by each learning outcome.

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 1 a)
5. Demonstrate knowledge of nutritional needs of children through planning meals and snacks (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 (MoStep 1a)
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)

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, 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, 4

Week 3:

Examining conditions affecting the health of young children

Identifying the disease process and implement effective control

Identifying and managing communicable and acute illness in young children

Developing lessons and teaching good physical development

Developing strategies to overcome problems of infections in early childhood settings

In class activity

Chapters 5, 6, 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 expensive and nutritionally sound

In class activity

Chapters 20 and 21

Sixth Assignment Due

Week 8

UNIT PLAN PRESENTATIONS

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.



Resources:

Text:

Marotz, L. R. Cross, M. Z. & Rush, J. M. (2000) (5th ed.). Health, safety and nutrition for the young child. Boston: Delmar Learning Publishers.

Supplemental Readings: (Provided as needed)

Audio-visual/other: Provided as needed

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assignments: Students must complete six assignment activities during this term. The students will choose which activities 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: 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, grammatically correct manner determine student grades. Points will be deducted for typing, spelling and grammatical errors.

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 any 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.

The letter grade of "B" of 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

Class preparation/assignments – 45%
Curriculum project/presentation – 50%
Attendance -5%

FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

*Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned. Please do so prior to the end of the final class.

NOTE: Papers will not be available for pick up from the School of Education Office.

*This syllabus is subject to change at the discretion of the instructor.

*Regular class attendance is required.

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 objective? 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