



Course Syllabus

COURSE NUMBER: EDUC 4020	COURSE TITLE: Health, Nutrition, and Safety	TERM: Fall 2005 1
SITE: Webster	INSTRUCTOR CONTACT INFORMATION: Dr. Maxine L. Bauermeister Webster Hall #227D bauermei@webster.edu maxinebauermeister@yahoo.com phone: 314-961-2660 ext. 7710	CREDIT HOURS: 3 cr hrs.

1. **COURSE DESCRIPTION:** This course is designed to assist students in understanding 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 for young children will be examined. This class also addresses program, curriculum for children, and parent education as it relates to these areas.

2. **LEARNING OUTCOMES:** (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards)

Course Outcomes	SOE Goals and SOE Dispositions Addressed	MoSTEP Standards Addressed
Students will understand daily health appraisals for young children.	Goals 1.1, 2.4 Dispositions 1.1, 1.4	MoSTEP 1.2, 1.3, 1.4, 2.1, 2.2
Students will develop and implement critical thinking skills.	Goals 1.1, 1.2, 1.4, 4.3 Dispositions 1.1, 1.2, 1.4, 3.5	MoSTEP 1.2, 1.3, 1.4, 2.3, 3.4, 4.1, 5.2, 6.3, 8.3
Students will actively engage in multiple teaching and learning strategies.	Goals Dispositions	MoSTEP

Course Outcomes	SOE Goals and SOE Dispositions Addressed	MoSTEP Standards Addressed
Students will identify information related to health issues necessary for record keeping in early childhood programs.	Goals 1.1, 1.3, 1.4 Dispositions 1.2, 1.4	MoSTEP 1.3, 1.5, 2.1,
Students will demonstrate knowledge of socio-emotional and environmental factors that affect the status of children's health.	Goal 4.1, 4.2 Dispositions 1.1, 1.4, 2.1	MoSTEP 3.4, 7.2
Students will demonstrate current knowledge in areas of health safety, and nutrition relative to the U.S. and within the context of a global society.	Goal 1.1, 1.4, 4.1, 4.2 Dispositions 1.1, 1.2, 1.4, 2.1	MoSTEP 1.3, 2.2, 3.4, 7.2
Students will demonstrate knowledge of nutritional needs of children through planning meals and snacks.	Goal 1.1, 1.4, 2.1 Dispositions 1.2, 1.3, 1.4, 2.1, 3.5	MoSTEP 1.3, 2.3,
Students will demonstrate knowledge of curriculum planning for young children in the areas of health, safety, and nutrition.	Goal 1.1, 1.2, 1.4, 4.2, 4.3 Dispositions 1.2, 1.4, 2.1	MoSTEP 1.3, 2.2, 2.3, 7.2,
Students will demonstrate knowledge of ways to provide a safe, nutritious, and healthy environment for children including 1) weekly planning, 2) positive role models, and 3) family involvement	Goal 1.1, 1.4, 2.1, 3.2, 3.3, 3.4 Dispositions 1.1, 1.2, 2.4, 3.3	MoSTEP 1.3, 2.2, 2.3, 10.3, 10.4
Students will be aware of community resources that focus on health, nutrition, and safety for young children.	Goal 1.1, 4.4 Dispositions 1.1, 2.4, 3.3	MoSTEP 1.3, 3.3, 3.4, 9.2

3. RESOURCES:

Required Text(s):

Marotz, L., Cross, M., & Rush J. (2005). *Health, Safety and Nutrition for the Young Child*. (6th ed.). Clifton Park, NY: Thompson Delmar Learning.

Supplemental Readings: provided by instructor

Bredenkamp, S. (2000). Examples of appropriate and inappropriate practices for 3-through 5-year-olds. *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

NAEYC Code of Ethical Conduct, amended 1997

Licensing rules for group day care homes and child day care centers. (chapter 62). *Department of Health, Division 30 – Division of Health Standards and Licensures MO.*

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

Week 1

Introductions

Outline of course, student participation, goals and assumptions

Setting up presentations: What is critical thinking? How does it guide decision-making? What is Bloom's Taxonomy and how is it used? Selecting topics on global health issues and chapters in the text. Each presentation must include information about health, safety, or nutrition concerns in other countries and how this information is relevant to the United States.

Students will generate ideas about multiple teaching strategies that effectively engage students in the learning process, then participate in an activity using Bloom's taxonomy and graphic organizers.

Discussion of Developmentally Appropriate Practice: NAEYC position statement, Guidelines for decisions about DAP, and policies essential for achieving developmentally appropriate early childhood programs.

NAEYC examples of appropriate and inappropriate practices for 3- to 5-year-olds.

NAEYC Code of Ethical Conduct, amended 1997.

Chapter 1: Interrelationship of Health, Safety, and Nutrition: Health of the Young Child: Maximizing the Child's Potential

Week 2

Chapter 2: Promoting Good Health, **Chapter 3:** Health Appraisals, **Chapter 4:** Health Assessment Tools
Student Group Presentation 1

Week 3

Chapter 5: Conditions Affecting Children's Health, **Chapter 6:** The Infectious Process and Effective Control, **Chapter 7:** Communicable and Acute Illness: Identification and Management Safety for the Young Child
Student Group Presentations 2 and 3

Week 4

Chapter 8: Creating a Safe Environment, **Chapter 9:** Safety Management, **Chapter 10:** Management of Injuries and Acute Illnesses, **Chapter 11:** Child Abuse and Neglect
Student Group Presentation 4

Week 5

Chapter 12: Planning for Children's Health and Safety Education, **Chapter 13:** Nutritional Guidelines, **Chapter 14:** Nutrients that Provide Energy (carbohydrates, fats, and proteins), **Chapter 15:** Nutrients that Promote Growth of Body Tissues (proteins, minerals, and water), **Chapter 16:** Nutrients that Regulate Body Functions (proteins, minerals, water, and vitamins)
Student Group Presentations 5 and 6

Week 6

Chapter 17: Infant Feeding, **Chapter 18:** Feeding the Toddler and Preschool Child, **Chapter 19:** Planning and Serving Nutritious and Economical Meals

Student Presentations 7 and 8

Week 7

Chapter 20: Food Safety, **Chapter 21:** Nutrition Education: Concepts and Activities

Student Group Presentation 9

Week 8

Student Presentation of Research

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

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

Assessments	Links to Course Outcomes	Percentage of Grade
Research Project	Students will demonstrate current knowledge in areas of health, safety, and nutrition	30%
Class Participation	Students will actively engage in multiple teaching and learning strategies, including class discussions	20%
Class Presentations	Students will actively engage in multiple teaching and learning strategies	30%
Professional Behavior and Attendance	Students will actively engage in multiple teaching and learning strategies	20%

Research Project – 30%

Students will identify a question relating to health, safety and nutrition and write an in-depth research paper on the topic. The paper must be typed, double-spaced, and follow APA guidelines. It must be 7-10 pages in length, not including references or appendices. A minimum of 10 references must be used. No more than 4 of these can be electronic (internet) references. Interviews, graphs, charts, photos, children's work, and observations are an integral part of the data collection process and should be included in the project. A documentation or visual display illustrating major points of the research will be presented to the class during the final week.

If you have never written a research paper or have forgotten, it is the student's responsibility to find the appropriate resources and learn.

Plagiarism is a serious offense. Be sure you reference your work appropriately and cite page numbers and authors for direct quotes (this information is found in the APA manual). Any student plagiarizing material will receive an automatic **No Credit** for the course. See #7 below for specific information about plagiarism.

Class Participation – 20%

Students are responsible for reading all materials assigned in class. Students are expected to come to class prepared to discuss issues related to weekly topics.

Class Presentations – 30%

Students will choose readings to present in discussion groups during the term. Students are then responsible for designing discussion questions based on the readings and will facilitate a 25-minute group discussion.

Professional Behavior and Attendance: 20%

Students are expected to conduct themselves in a professional manner. Attendance is mandatory. No more than one excused absence is acceptable. A **No-Credit** is given to anyone missing more than two classes. It is the student's responsibility to notify the instructor of an absence. It is also the student's responsibility to make-up missed work, and pick up any handouts, or notes.

6. Incompletes are given at the discretion of the instructor and only 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.

Note: The syllabus is subject to change at the discretion of the instructor

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

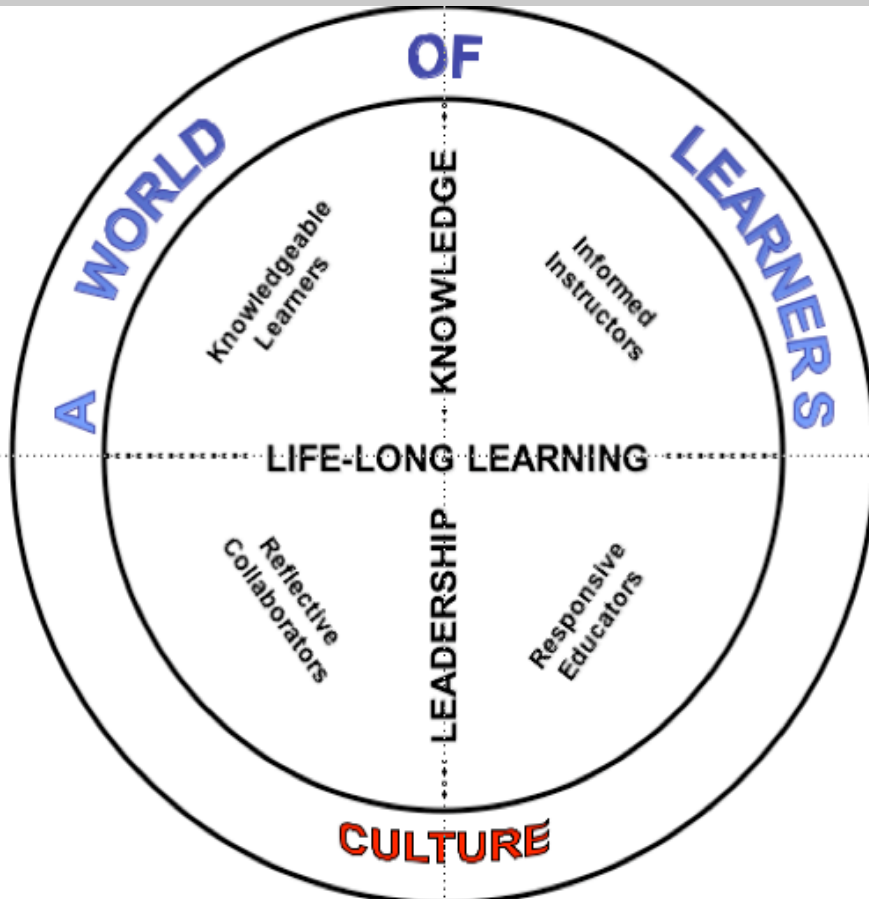
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence