

EASTERN ARIZONA COLLEGE
Health, Safety, and Nutrition
Course Design
2018-2019

Course Information

Division Social Sciences
Course Number ECE 105
Title Health, Safety, and Nutrition
Credits 3
Developed by JoAnn Morales
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
(ECD 220 (2) & Elective Credit (1)) OR NTR Dept Elective (3)	Elective Credit	Elective Credit

Activity Course No
CIP Code 13.1210
Assessment Mode Pre/Post Test (75 Questions/75 Points)
Semester Taught Fall
GE Category None
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

None

Educational Value

This course will be helpful to students who are interested in providing childcare in a home environment, a childcare center, private preschools, and early education careers. The information provided is based on current theories and research. Early childhood educators, administrators, advocates, and parents will find practical information that can be put to immediate use to promote the highest-quality care and education possible for children.

Description

Nutrition education, menu planning, childhood diseases and illness, and sanitation and safety in group settings will be introduced. Protecting the health and safety of young children and promoting the development of lifelong health habits. Communication with health professionals and parents on health, safety, and nutrition issues will be included for children birth through age eight.

Supplies

None

Competencies and Performance Standards

1. Describe the term children's well-being.

Learning objectives

What you will learn as you master the competency:

- a. Discuss health, safety and nutrition and the interdependent relationship.
- b. Promote healthy lifestyles.
- c. Discuss the importance of daily health observations and observations as a screening tool.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner participates in discussions and activities assigned
- o learner provides acceptable written responses to questions

2. Discuss daily health observations and processes to assess children's health.

What you will learn as you master the competency:

- a. Explain why it is important to conduct daily health observations.
- b. Discuss how teachers can involve children's families in the health appraisal process.
- c. Describe ways that teachers can incorporate health education into daily health checks.
- d. Discuss how teachers can use information in health records to promote children's development and well-being.
- e. Describe five screening procedures and the common disorders they can be used to detect.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner participates in discussions and activities assigned
- o learner provides acceptable written responses to questions

3. Identify common chronic medical conditions affecting children's health, the infection process, and strategies to reduce transmission.

Learning objectives

What you will learn as you master the competency:

- a. Explain why it is important for teachers to have an understanding of common chronic diseases and medical conditions that affect children's health.
- b. Discuss why some chronic conditions are difficult to identify in children.

- c. Name and describe the symptoms and management strategies for common medical conditions that children may experience.
- d. Describe the components required for an illness to be communicable.
- e. Name and discuss four control measures that teachers can use to reduce the transmission of communicable illnesses in the classroom.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

4. Describe high quality indoor and outdoor environment.

Learning objectives

What you will learn as you master the competency:

- a. Clarify how to provide both challenge and safety for children.
- b. Explain how licensure and registration of early childhood programs differ.
- c. Describe basic guidelines for safe environments.
- d. Identify the features of high-quality programs and discuss how teachers' educational preparation affects children's development.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

5. Demonstrate knowledge of the procedures for dealing with emergencies that might occur in an early childhood program and the steps to be prepared for such emergencies.

Learning objectives

What you will learn as you master the competency:

- a. Discuss safety practices that teachers should implement in the classroom and outdoors to safeguard children.
- b. Explain the process that programs should follow when developing emergency and disaster response plans.
- c. Discuss the steps schools should take to prepare for medical emergencies.
- d. Define the term unintentional injury.
- e. Describe how emergency care and first aid differ.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities

- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

6. Demonstrate an understanding of the indications of possible child abuse and neglect, and the procedures to follow if child abuse or neglect is suspected.

Learning objectives

What you will learn as you master the competency:

- Explain the significance of Public Law 93-247.
- Describe how discipline and punishment differ.
- Provide an example of each form of abuse (physical, emotional/verbal, sexual) and neglect (physical and emotional/psychological).
- Identify individuals who are mandated by law to report abuse and neglect.
- Explain how teachers can help children who have been maltreated.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

7. Provide opportunities for the children and parents to learn and practice safety concepts and skills.

Learning objectives

What you will learn as you master the competency:

- Describe the benefits of including families in children's learning experiences.
- Discuss the role of teacher inservice training as it relates to children's health and safety education.
- Identify and describe the four basic elements of instructional design.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

8. Define basic nutrition principles.

Learning objectives

What you will learn as you master the competency:

- a. Outline the steps required to evaluate the nutrient content of a meal or meals.
- b. Use the Dietary Guidelines for Americans to achieve your personal nutritional goals.
- c. Classify foods according to "Choose My Plate".
- d. Identify nutrient strengths that provide energy, promote growth, and regulate body functions.
- e. Evaluate the nutritional quality of a food from its package label.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

9. Review basic feeding principles used for infant, toddler, and young children.

Learning objectives

What you will learn as you master the competency:

- a. Discuss the advantages and disadvantages of breastfeeding and formula feeding.
- b. Describe how to determine when an infant is developmentally ready for semi-solid foods.
- c. Identify and discuss several health concerns associated with infant feeding.
- d. Explain the challenges involved in getting toddlers to eat and how these challenges can be addressed.
- e. Identify and discuss the common health problems associated with children's poor eating patterns.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

10. Plan nutritious and economic meals for young children.

Learning objectives

What you will learn as you master the competency:

- a. Identify the criteria for adequate menus for young children.
- b. Describe where information can be obtained regarding licensing requirements for food and nutrition services.
- c. Plan meals and snacks for toddlers, preschoolers, and school-aged children that meet

their nutritional requirements.

- d. Outline a simple cost control plan to keep the menu within budget.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions
- o learner participates in discussions and activities assigned

11. Discuss the importance of food safety.

Learning objectives

What you will learn as you master the competency:

- a. Discuss why the incidence of food-borne illness is increasing and what audiences are at greatest risk.
- b. Describe methods of sanitizing food preparation areas and equipment.
- c. Explain how to prevent contamination of food.
- d. Cite examples of food-borne illnesses, including their food sources, symptoms, and prevention methods.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

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- o learner participates in discussions and activities assigned

12. Develop strategies for implementing nutrition education concepts and activities.

Learning objectives

What you will learn as you master the competency:

- a. Identify the primary goal of nutrition education for young children.
- b. Summarize the basic nutrition concepts and safety considerations that must be addressed in planning learning experiences for children.
- c. Discuss the principles of effective curriculum and lesson development.
- d. Describe the general safety principles that must be observed in planning children's nutrition education activities.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities
- o in the completion of a chapter test

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions

- o learner participates in discussions and activities assigned

Types of Instruction

Direct instruction-Chapter readings-Website links

Discussion-Forum responses-Article reviews

Grading Information

Grading Rationale

Grades will be determined with the following criteria being considered.

Class attendance /participation - Weight - 5%

Assignments – Weight - 45%

Examinations / tests - Weight - 35%

Post Test 15%

A pre and posttest will be given. Pre-test will not count.

Grading Scale

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60 %