CHLD 90.3 Course Outline as of Fall 2020

CATALOG INFORMATION

Dept and Nbr: CHLD 90.3 Title: YNG CHILD HLTH/SFTY/NUTR
Full Title: Health, Safety and Nutrition for the Young Child
Last Reviewed: 2/10/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00 Total Student Learning Hours: 157.50

Title 5 Category:	AA Degree Applicable
Grading:	Grade Only
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	CHILD 90.3

Catalog Description:
This course is designed to provide knowledge of health, safety and nutritional issues to child care providers in group settings for young children. Students will learn to advocate for and implement procedures to avoid health and safety problems and to respond as they occur. The course will include an introduction to laws, regulations, standards and policies related to health and safety in early childhood settings. It will focus on integrating the concepts into everyday planning and program development for all children.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
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Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 1A or equivalent
Limits on Enrollment:
Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**			Effective:	Inactive:
CSU GE:	**Transfer Area**			Effective:	Inactive:
IGETC:	**Transfer Area**			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Spring 1989	Inactive:	
UC Transfer:		Effective:		Inactive:	

CID:
CID Descriptor:ECE 220 Health, Safety and Nutrition
SRJC Equivalent Course(s): CHLD90.3

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistically and developmentally sound practice.
2. Identify health, safety, and environmental risks present in childcare settings.
3. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
4. Create procedures related to health, safety, and nutrition based on current regulations, standards, best practices and aspects of quality in programs.

Objectives:
At the conclusion of this course, the student should be able to:
1. Identify health and safety issues relevant to the care of all young children.
2. Evaluate appropriate methods to prevent health, safety and nutritional problems, and meet regulations in early childhood settings.
3. Identify health, safety and nutritional resources relevant for young children and their families and communicate effectively with parents about these resources.
4. Identify the role of the child care health advocate in the child care setting and the tasks associated with this role.
5. Identify social, emotional and developmental components of children's health safety and nutrition.

6. Identify culturally and linguistically relevant strategies to communicate with peers, parents and children on health, safety and nutrition.
7. Plan and implement health, safety and nutritional education and advocacy procedures in early childhood settings for children, staff and parents.
8. Use nutritional regulations and guidelines to plan cost effective and nutritious meals and snacks based on the individual needs of children.

Topics and Scope:

I. Healthy Child
   A. Health observation/assessment
   B. Mental health and behavioral Issues
   C. Oral health
   D. Preventative health care in group settings
   E. Nutritional needs of children
II. Childcare Facilities
   A. Appropriate play equipment
   B. Licensing regulations
   C. Disaster planning
   D. Food and nutritional regulations
   E. Lead poisoning
   F. Other environmental hazards
III. Communicable Diseases
   A. Symptoms and exclusion
   B. Preventative techniques
   C. Health policies
   E. Care of mildly ill child
IV. Adult Health in Childcare
   A. Health and safety hazards
   B. Stress and burnout
   C. Preventative techniques
V. Child Abuse
   A. Identification of 4 kinds of abuse, (physical, emotional, sexual and neglect)
   B. Mandated reporting
VI. Community Resources
   A. Identification of pediatric and parental health and safety resources and support in the community
   B. Accessing medical and dental insurance for low-income families
VII. Health, Safety and Nutritional Education and Advocacy in an Early Childhood Program
   A. The role of the childcare health advocate
   B. Communication skills for use with children and adults
   C. How to refer a parent to a doctor or program as a next step
VIII. Nutrition and Menu Planning
   A. Cultural considerations
   B. Meal policy development
   C. Diet analysis
   D. Food safety
   E. Nutritional considerations for infants and toddlers
IX. Communication Strategies
   A. Methods of dissemination of health and safety information to families (flyers, newsletters, workshops, curriculum)
   B. Language and other barriers to communication

Assignment:

1. Text and related readings of approximately 25 pages per week
2. Written homework, including at least 1 of the following:
   A. Research paper on health or safety topic (4-5 pages)
   B. Chapter responses (1- 4 papers at approximately 4 pages each)
3. Performance-based assignments with writing including one or more of the following:
   A. Child health assessment and written report (1-2 pages)
   B. Safety observation in an early childhood program (approximately 4 pages)
4. Performance-based assignments including one or more of the following:
   A. Role plays of parent referral to a community agency
   B. Presentation on a community health and safety resource
5. Develop a lesson plan for health, nutrition or safety topic for adult workshop and/or children's curriculum (written plan of approximately 3 pages)
6. Write a health policy paper for a childcare setting (approximately 4 pages in length)
7. Cooperative group assignments, such as developing a health policy manual and developing safety assessment checklists
8. Midterm and final exam

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework; policy paper; lesson plan; performance-based assignments with writing	Writing 30 - 45%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Performance-based assignments; cooperative group assignments	Problem solving 10 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Performance-based assignments	Skill Demonstrations 5 - 15%

Exams: All forms of formal testing, other than skill performance exams.

Midterm and final exam	Exams 10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Health policy; cooperative group assignments	Other Category 10 - 30%

Representative Textbooks and Materials:
Nutrition, Health and Safety for Young Children. 3rd ed. Sorte, Joanne, Daeschel, Inge, Amador, Carolina. Pearson. 2017
Healthy Young Children, a Manual for Programs. 5th ed. Aronson, Susan. NAEYC. 2012 (classic)
Instructor prepared materials