

**CHLD 90.3 Course Outline as of Fall 2014****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 problems and to respond as they occur. The course will include an introduction to the laws, regulations, standards and policies. It will focus on integrating the concepts into everyday planning and program development for all children.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:****Schedule of Classes Information:**

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 problems and to respond as they occur. The course will include an introduction to the laws, regulations, standards and policies. It will

focus on integrating the concepts into everyday planning and program development for all children. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
---------------	----------------------	------------	-----------

<b>CSU Transfer:</b> Transferable	Effective:	Spring 1989	Inactive:
-----------------------------------	------------	-------------	-----------

<b>UC Transfer:</b>	Effective:	Inactive:
---------------------	------------	-----------

### **CID:**

CID Descriptor: ECE 220	Health, Safety and Nutrition
-------------------------	------------------------------

SRJC Equivalent Course(s):	CHLD90.3
----------------------------	----------

### **Certificate/Major Applicable:**

Certificate Applicable Course

## **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, linguistic and developmentally sound practice.
2. Identify health, safety, and environmental risks in children's programs.
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 and best practices.
5. Differentiate aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

### **Objectives:**

Upon completion of this course students will be able to:

1. Identify health and safety issues (including mental health) relevant to the care of all young children.
2. Evaluate appropriate methods to prevent health, safety and nutritional problems.
3. Assess health, safety and nutritional regulations in early childhood settings.
4. Identify and communicate effectively about health, safety and nutritional resources relevant for young children and their families.
5. Identify the role of the child care health advocate in the child care setting and the tasks associated with this role.

6. Identify social, emotional and developmental components of children's health safety and nutrition.
7. Identify cultural and linguistically relevant strategies to communicate with peers, parents and children on health, safety and nutrition.
8. Plan and implement health, safety and nutritional education and advocacy procedures in early childhood settings for children, staff and parents.
9. Use nutritional regulations and guidelines to plan economical and nutritional 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. Child care 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. Disease issues (haemophilus influenzae virus, human immunodeficiency virus)
  - D. 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 abuse 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 child care 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. Cultural and developmental issues
- B. Linguistic issues
- C. Methods of dissemination of health and safety information to families (flyers, newsletters, workshops, curriculum)

**Assignment:**

Assignments may include the following:

1. Text and related readings of approximately 25 pages per week.
2. Perform a health assessment (check-in) and safety observation in an early childhood program (approximately 4 pages).
3. Research paper on child health, nutrition, or safety topic (approximately 5 pages in length).
4. Develop a lesson plan for health, nutrition or safety topic for adult workshop and/or children's curriculum.
5. Develop as a semester project, a health policy for a child care setting (approximately 4 pages in length).
6. Cooperative group assignments, including developing a health policy manual and developing safety assessment checklists.
7. Role plays of parent referral to a community agency.
8. Presentation on a community health and safety resource.
9. Mid-term 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, Check-in assessments, Policy and Health Papers.	Writing 20 - 45%
---	---------------------

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

Safety assessment checklist, group policy manual	Problem solving 20 - 45%
--	-----------------------------

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

None	Skill Demonstrations 0 - 0%
------	--------------------------------

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

Mid-term and final exam	Exams 10 - 35%
-------------------------	-------------------

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

Presentation on community health; semester project-health policy for childcare setting

Other Category  
10 - 30%

**Representative Textbooks and Materials:**

Nutrition, Health and Safety for Young Children. J. Sorte, I Daeschel, 2011.

Healthy Young Children, a Manual for Programs by Aronson. Published by NAEYC. 2002 (classic)