

NORTHEASTERN TECHNICAL COLLEGE

COURSE OUTLINE

COURSE:	PREFIX NO. ECD 135	EFFECTIVE DATE Spring 2008	NEXT REVIEW DATE Spring 2009
TITLE:		CREDITS	CONTACTS
Health, Safety and Nutrition		3	CLASS - LAB - TOTAL 3 0 3

Instructor: Mrs. Rosa B. Bright **Office:** West Hall Room 701

Phone: 843- 921-6917 **EMAIL:** rbright@netc.edu

PREREQUISITES: Acceptable Placement Test Score

DESCRIPTION: This course covers a review of health/safety practices recommended for child care and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and first aid. Guidelines and information on nutrition and developmentally appropriate activities are also studied in the course.

TEXTBOOK(S) OR ALTERNATIVE: Health, Safety and Nutrition for the Young Child, by Lynn Marotz, Jeanettia Rush and Marie Cross, Sixth edition. Publisher: Thomson-Delmar. Clifton Park, NY 2005.

CLASS MANAGEMENT ACTIVITIES:

Attendance: Students are expected to attend all scheduled classes. According to the attendance policy of the college, students **must attend 80% of classes**. Upon missing more classes than allowed the student will be dropped from the class with an "F". There are **no excused absences**; the allowed absences are for illness and emergency. Day students may miss 6 absences, you will be dropped on your 7th absence!!!

Students are responsible for all material covered and for all assignments made in all classes. Students should realize the direct relationship that exists between good grades and class attendance. **If student misses a test review date, teacher is not responsible for getting the missed notes to the student.**

If you must be absent, you are responsible for finding out what you missed. If an announced test is missed, prior notification of your absence must be given in order for make-up work even to be considered. **If student does not contact teacher before missed absence, 10 points or a letter grade will be deducted from test or missed assignments!!!**

ASSIGNMENTS ARE DUE WHEN THEY ARE DUE. LATE WORK WILL BE PENALIZED—minus 10 points for each day late!!!

Statement of Written Assignments: The instructor reserves the right to refuse any paper which is messy or unreadable or appears to be copied. Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar, and neatness.

Tardy Policy: Realizing that regular attendance is a contributing factor toward academic success, it is also important that students arrive promptly for classes. Arriving late for a class not only disrupts a class in progress but interrupts the learning process. A tardy is defined as the arrival of the student to class after attendance has been taken. **Three tardies will**

constitute one full absence.

Disabilities Statement: Students with disabilities are encouraged to contact the Vice President for Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Vice President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See Catalog, Page 14).

Student ID Badges: All students must wear their photo student ID badges at all times in class and on the NETC campus. If you come to class without an ID, you will be asked to go get it. If you are gone the whole class period, this will count as one of your absences!!! NO Exceptions!!!

RESOURCES:

Guest lectors
Films/Videos
Peer Teachers
Audiovisual Equipment

TENTATIVE COURSE OUTLINE

<u>Date</u>	<u>TOPIC</u>
1/9	Introduction and Syllabus Review
1/11	Chapter 1
1/14	Chapter 2
1/16	Presentations, Video “By Leaps and Bounds”
1/18	Chapter 3
1/21	Chapter 4, Presentation
1/23	Chapter 5, Presentation
1/25	Presentations, Video “Child Illnesses”
1/28	Chapter 6, Presentation
1/30	Presentations, Video “Common Childhood Illnesses”
2/01	Chapter 7, presentation
2/04	Presentations, Review for Test 1
2/06	Take Test 1 (Chapters 1-7), Presentation

- 2/08 Chapter 8, Presentation
- 2/11 Chapter 9, Presentation
- 2/13 Chapter 10, Video “First Aid”
- 2/15 Chapter 11, Presentation
- 2/18 Chapter 12, Presentation
- 2/20 Chapter 13, Presentation
- 2/22 Chapter 14, Presentation
- 2/25 Chapter 15, Review for test 2
- 2/27 **Take Test 2: (Chapters 8-15)**
- 2/29 Chapter 16, Presentation
- 3/03 Chapter 17, Presentation
- 3/05 Chapter 18, Presentation
- 4/5 **NO CLASS: Field Day**
- 4/10 **NO CLASS: Easter**
- 4/12 **NO CLASS: Easter**
- 4/17 **Weekly Menus Due!!!** Chapter 19, Presentation
- 4/19 **Research Paper Due!!!** Chapter 20, Presentation
- 4/24 **Observations Due!!!** Chapter 21, Presentation
- 4/26 **Nutrition Card File Due!!!** Video “Nutrition”, Presentation, Review for Final Exam

4/28---5/4 **EXAMS---Test 3: Chapters (16-21)**

COURSE COMPETENCIES: The student should be able to:

1. Plan, prepare and serve nutritionally balanced meals for young children.
2. Plan implement, and evaluate activities for promoting good nutrition and health practices in children.
3. Provide and maintain a healthy and safe environment.
4. Identify symptoms and treatments of major childhood diseases and illnesses.
5. **Complete the infant/child Red Cross or American Heart Association First Aid exam.**
6. **Complete the infant/child Red Cross or American Heart Association CPR exam.**
7. Recognize and take appropriate actions when confronted with minor and major injuries to children.

8. Identify elements of safe and unsafe environments.
9. Plan, implement and evaluate activities designed to teach safety concerns to young children.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES: Lectures, classroom activities, guest lecturers, and discussion will be used for instruction. Materials from the textbook and outside resources will supplement course information. Films will be used to present and clarify information. Other support audiovisuals may be available.

Class Requirements:

1. Create a **nutrition/safety activity card file** (ages Birth to 8). Student must include 25 activities in their file box. A 4x 6 file box and index cards should be used. Format for each card will be given attached to the syllabus. (100 points)
2. Develop one-week **sample menu**. (50 points)
3. Students will research and **write a 2-page typed, double spaced paper concerning childhood illness or disease**. It must have a bibliography page at the end and include at least 3 different sources. MLA format must be used. Instructor will explain MLA format with syllabus. (150 points)
4. **Tests 3 @ 100 points each** (300 points). Tests will consist of multiple choice, true/false, and completion.
 5. Student will complete **3 observations** at 3 different child care sites. Student must spend at least 1 hour at each site, get the directors signature and complete a TYPED component on each visit. A list of criteria to observe at each site will be given by instructor on first day of class. A 1-page, double spaced, TYPED report from each site visited must be turned in at the end of the course, 3 pages in all. (300 points)
6. Students will have **2 class Presentations**. 1 on an activity dealing with “Nutrition” and 1 dealing with an activity on “Safety”. These activities must be for ages Birth to 8 and they must come from the students “activity card file box”. A sign-up sheet will be given on first day of class with dates for presentations. (100 points)

PARTICIPATION: Your success in this course will depend on your preparation and participation in activities and discussions. Students are expected to participate fully and come to class regularly!!!

FINAL GRADE: The final grade is determined by the total of points on assignments, observations, and tests.

<u>Basis for Final Grade</u>	<u>Points</u>
Activity Card File	100
Sample Menu	50
Research Paper	150
Test (3 @ 100 pts each)	300

3 Observations	300
2 Class Presentations	100

1000 points

Grading Scale:

100-90= A	1,000-900 points= A
89-80= B	899-800 points = B
79-70= C	799-700 Points = C
69-60= D	699-600 Points = D
Below 60= F	Below 600 = F

Unit Objectives: Upon completion of instructor lectures and/or demonstrations, classroom discussions, textbook readings, the student will be able to:

1. Describe the interrelationship of health and nutrition.
2. List 3 environmental factors that have a negative effect on health.
3. List 3 environmental factors that have a positive effect on health.
4. State how nutrition affects children.
5. Differentiate between over-nutrition and under-nutrition.
6. Define preventive health.
7. Identify growth and developmental characteristics of the infant and preschool child.
8. List 2 areas of special concern regarding children's health.
9. Explain how teachers/parents influence children's mental health.
10. State the relationship between good dental health and learning.

11. State why it is important for teachers and care providers to make health observations.
12. Explain the relationship between health and learning.
13. List 5 sources of information about children's health.
14. Identify 5 health specialists who may be called upon to evaluate children's health.
15. State how to perform a health inspection.
16. Discuss the value of parent contacts.
17. List 7 screening procedures that can be used to assess a child's health status.
18. List 3 uses for children's health records.
19. Name 3 vision defects which can be detected through vision screening.
20. Match the recommended screening test to the condition/behavior indicated.
21. Describe 5 chronic conditions that affect children's health.
22. List the symptoms of 5 chronic health conditions.
23. State the factors that make identifying chronic health problems difficult in children.
24. Describe good body mechanics for sitting, standing, and lifting.
25. Identify the care provider's role in dealing with chronic health problems.

**NORTHEASTERN TECHNICAL COLLEGE
ECD 135 – HEALTH, SAFETY AND NUTRITION
OUTCOMES**

Upon successful completion of this course, each student should be able to perform the following. Instructors may use a variety of methods to assess student knowledge, such as written documents, posters, presentations, test questions, etc.

1. Plan menu and shopping guide, as well as preparation directions, for a minimum of five nutritionally balanced meals according to age appropriateness.

2. * Design a minimum of two activities for promoting good nutrition and health practices, one for two different developmental stages. Assessment example: Presentation of a lesson plan or activity guide.
3. Name the practices necessary to maintain a healthy and safe environment for indoor and outdoor activities for various developmental stages.
4. Identify symptoms and treatments or preferred actions of major childhood diseases and illnesses.
5. Recognize the requirements for first aid and CPR certification and renewal.
6. Design a minimum of two activities for promoting safety practices, one for two different developmental stages.