

Safety, Health, and Nutrition in Early Childhood Fall 2015 Course Syllabus



“Our lives begin to end the day we become silent about things that matter.”

~ Martin Luther King, Jr.

Course Information

- A. Number: ECED 111
- B. Title: Safety, Health, and Nutrition in Early Childhood
- C. Credits: 2 credits
- D. This course is offered Fall Quarter
- E. Schedule: Tuesdays 10:00 – 11:50
- F. Location: Education Building Room 113
- G. Prereq: none
- H. Coreq: none

Personal Information

- A. Instructor: Amy Burland
- B. Office: Education Building Room 131
- C. Office Hours: Thursdays 8:00-12 and 2:00 – 4:00
I encourage you to call and make an appointment if these times are not convenient for you.
- D. Telephone: 275-4761
- E-mail: amy_burland@skc.edu

Required Materials

- A. Bergen, S. & Robertson, R. (2013). Healthy children, healthy lives: The wellness guide for early childhood programs. St. Paul, MN: Redleaf Press.
- B. Handouts from the Instructor

Description

Safety, Health, and Nutrition in Early Childhood Education focuses on nutrition, health, and safety practices and procedures appropriate for use when teaching young children. This course includes state and local regulations concerning abuse and neglect, emergencies, disease- poison prevention, healthy classroom environment, and self-care.

NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ECED111.
<p>Standard 1. Promoting child development and learning: <i>Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i></p>	<p>Read and Response Applications</p>
<p>Standard 2. Building family and community relationships: <i>Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</i></p>	
<p>Standard 3. Observing, documenting, and assessing to support young children and families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</i></p>	<p>*Indoor Safety Checklist *Outdoor Safety Checklist</p>
<p>Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i></p>	
<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum: <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i></p>	<p>*Lesson Plans (2) 1. Safety or Health 2. Nutrition and Culture</p>
<p>Standard 6. Becoming a Professional: <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i></p>	<p>Group Project</p>

Course Objectives

As a result of having taken this course candidates will be able to:

- a.) Describe the health, safety and nutrition factors that influence the development of young children.
- b.) Plan, implement, and articulate developmentally appropriate strategies for teaching health, safety, and nutrition to young children.
- c.) Describe legal concerns facing educators/caregivers concerning the health, safety, and nutrition of young children.
- d.) Assess current strengths they can build on to facilitate the care of infants and toddlers.
- e.) Develop skills to provide a supportive environment that is safe, interesting, and developmentally appropriate for young children.

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Student Objectives:

1. Students will apply information from the course in their work with children from similar and diverse cultures in order to enhance children's development.
2. Identify culturally appropriate ways of addressing health, safety, and nutrition with young children and their families.



Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement. In this course, students will do outreach work by teaching their lessons to the SKC Childcare Center children.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
3. Observation of local childcare facilities and/or guest speakers from the local community to share knowledge and expertise on topic related to health, safety, and nutrition.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information. Lesson plans will also be designed for the children to use critical thinking with instruction that utilizes open-ended questioning techniques.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children, and other professionals.
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and comparing information to cultural issues.
3. Students will analyze their own skills and abilities in enhancing children's development.
4. Reflect on and evaluate a personal learning curve related to research on safety, health, and nutrition issues.
5. Analyze current media information that presents contrasting views and facts about course topics.



Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments and when teaching the children in the childcare center.
2. Use proper writing when completing class assignments.

Course Requirements: Purposeful and Meaningful Assignments and Assessments

- A. Attendance and Participation in class activities and discussions
- B. Food pyramid assignments
- C. Read and Respond Assignments
- D. *Lesson Plans
- E. Group Presentation
- F. *Indoor and Outdoor Safety Checklist

Credit Hours

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this two unit course, delivered over a 10 week term will approximate:

Two hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of four hours each week.

Grading System

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:

Attendance and Participation in class activities and discussions...(5 x 11)....	55 pts.	= 14%
Food pyramid assignments..... (6 x 10 = 60 points).....	60 pts.	= 15%
Read and Respond Assignments.....(8 x 10).....	100 pts.	= 25%
Lesson Plans..... (2 x 50).....	100 pts.	= 25%
Group Presentation.....	45 pts.	= 11%
*Indoor and Outdoor Safety Checklist.....(2 x 20).....	40 pts.	= 10%

Total points: 400 pts.

***Tutors are available for students. Please contact the instructor if you have any questions and/or need a tutor.**

Grading

A = 360 – 400

B = 320 – 359

C = 280 – 319

D = 240 – 279

F = Below 240

All assignments are due on their due date. Failure to come to class to participate and present assignments on their due date will be considered late assignments. Late Assignments will not receive full credit. 35% will be deducted on all late assignments.

No late assignments accepted after the beginning of class on the last class of the quarter.

Bonus: 100% Attendance and Participation = 10 bonus points.

Assignments marked with an () designate the assignments that should be saved for your portfolio.



Attendance Policy

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is required that students attend all class sessions. Attendance and participation is graded at 10 points/class. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than six hours of class without make-up work may receive a failing grade. Group assignments or reaction papers done in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. **Arriving late for class or leaving before class is dismissed will result in a significant loss of points** (0-10 minutes = minus 0 pts., 11-15 minutes = minus 2 pts., 16-20 minutes = minus 4 pts., 21-25 minutes = minutes 6 pts., 26-30 minutes = minus 8 pts., 31 minutes or more = loss of all points).

1) Credit Hours:

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate: 2 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 4 hours each week to complete the weekly assignments.

2) Cell Phones:

Students must keep cell phones in the off position during class. Any student who chooses to either make a call or take a call during class will be asked to leave for the remainder of the class period. (This does not include calls made during class breaks.)

Taken from the SKC student handbook: VI Good Things To Know:

Cell Phones: Cell phones will not be permitted in classrooms. Please turn off phone upon entering classroom. This is showing respect for your instructor and other students. Failure to do so may result in class suspension.

3) Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work, allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism by always acknowledging the ideas of others through citing your sources of the information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

4) **Reasonable Accommodations**

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete, in the Bookstore Building Room 111. Her email is linda_pete@skc.edu and phone number is 275-4968.

5) **SKC Retention**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or if he/she is concerned about your attendance and performance). Any student who does not come to class the first week is automatically referred according to SKC retention policies in place. *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: retention@skc.edu)



Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect. This also extends to the work out in the field where professionalism is to be demonstrated through being prepared and punctual.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Safety, Health, and Nutrition in Early Childhood



September 29, 2015

Course/Class Introductions
Review Course Syllabus and Outline
Tour the Handouts
Expectations
MyPyramid.gov

Homework (See Weekly Homework Assignment for details)



Reading and Response: Healthy Lives: The Wellness Guide for Early Childhood Programs (text) Introduction

Tour the Textbook
Explore MyPyramid.gov



October 6, 2015

Reading Response Homework Follow-up Discussion and Activities
Discuss lesson plan design and expectations
In-Class Assignments

Homework (See Weekly Homework Assignment for details)



Reading & Response: Handouts from the Instructor and Text Chapter One
Wellness Checklist: Spotlight new information learned
One Page Response



Food Pyramid #1



October 13, 2015

Reading Response Homework Follow-up Discussion and Activities
Guest Speaker: Andrea Ruhman, RN and Breastfeeding Coach
In-Class Assignments

Homework (See Weekly Homework Assignment for details)



Reading and Response: Read Handouts from the Instructor and Text Chapter Two
Wellness Checklist: Spotlight new information learned

One Page Response



Lesson Plans Assigned....Sign Up for Presentations



Food Pyramid #2



October 20, 2015 5:30 to 8:30 pm

Cyndi Elliot, Child Occupational Therapy, evening presentation on Sensory Motor Development

***Turn in lesson plan for review – working through Moodle.**



October 27, 2015

Reading Response Homework Follow-up Discussion and Activities

***Teach First Lesson at the Childcare Center**

Homework (See Weekly Homework Assignment for details)



Reading and Response: Read Handouts from the Instructor and
Text Chapter Three
Wellness Checklist: Spotlight new information learned
One Page Response



Food Pyramid #3



November 3, 2015

Reading Response Homework Follow-up Discussion and Activities



Group Presentations Assigned (December 1st)

Homework (See Weekly Homework Assignment for details)



Reading and Response: Read Handouts from the Instructor and
Text Chapter Four
Wellness Checklist: Spotlight new information learned
One Page Response



Food Pyramid #4



November 10, 2015

Reading Response Homework Follow-up Discussion and Activities

Kalispell Nurturing Center Guest Speaker – Denise (406-756-1414)

Homework (See Weekly Homework Assignment for details)



Reading and Response: Handouts from the Instructor and
Text Chapter Five
Wellness Checklist: Spotlight new information learned
One Page Response



Food Pyramid #5

November 17, 2015

Reading Response Homework Follow-up Discussion and Activities

Homework (See Weekly Homework Assignment for details)



Reading and Response: Read Handouts from the Instructor and
Text Chapter Six
Complete Wellness Checklist Six on Focus Classroom
One Page Response



Food Pyramid #6



November 24, 2015

Reading Response Homework Follow-up Discussion and Activities

**Teach Second Lesson at the Childcare Center*

Homework (See Weekly Homework Assignment for details)



Reading and Response: Handouts from the Instructor
One Page Response



Indoor Safety Checklist/Outdoor Safety Checklist



December 1, 2015

Reading Response Homework Follow-up Discussion and Activities

Homework (See Weekly Homework Assignment for details)



Reading: Handouts from the Instructor



December 8, 2015

Reading Response Homework Follow-up Discussion and Activities

Wrap-Up of Course

Safety, Health, and Nutrition in Early Childhood Assignment Descriptions



Attendance and Participation in Class Activities and Discussions:

This class is highly interactive and learning occurs through participation in class discussions and activities. It is very important that students attend all classes for this course. Students will be expected to complete In-Class assignments each day of class. Students must be in class on assignment day in order to receive credit for the assignment. Also we will be having guest speakers from the community coming to share with us. Students should show up ready to learn. If a student cannot be in class on any particular day it is their responsibility to get notes and handouts from a classmate or the teacher. Assignments are expected to be on time even if you are absent.

Food Pyramid Assignments: Submit 6 Food Pyramid Records with a critique of diet intake by including the following:

- Attached document of Supertracker Nutrition report with a minimum of 3 nutrients expanded to detail deficiencies or high consumption compared to RDA measures. (2 pts) (done)

Summarize the analysis -

- expand a minimum of 3 nutrients to discuss (deficiencies or high intake observations made or nutrients that were formerly unknown to you) (4 pts), and discuss what you learn from each.
- Analysis includes specific foods that would improve the diet by adding or avoiding (4 pts),

***Indoor and Outdoor Safety Checklist:** Students are required to complete an Indoor Safety Checklist and an Outdoor Safety Checklist of an early childhood education center. A field trip is planned for the completion of this assignment. These assignments should be saved and added to your portfolio.

Read and Respond Assignments: Students will be required to type a one-page response summarizing and sharing their opinions regarding the reading assignments (including Wellness Checklists from the text) and observations. This will include a first paragraph, giving the title and brief description of the topic being covered in the reading. The second paragraph should summarize what you learned from the chapter or article and how it applies to what you observed in an early childhood setting. The third paragraph will state your opinion on the chapter/article and how you envision yourself using the information from the chapter/article as a future teacher.

Checklist Spotlight:

Observations & Wellness Checklists (including nutrition and healthy eating habits, physical activity and fitness, emotional health and resilience, physical health, safety and risk management, and leadership) should be read through and then spotlight items on the checklist and/or information provided throughout the checklist that you may not have thought of to look for in a childcare center. There are different sub-headings for each section – spotlight something(s) from each.

Lesson Plans: Using the SKC Education Department lesson plan format students will develop and teach two lesson plans to the preschool students at the Childcare Center. The first lesson will cover a topic in Safety or Health (your choice). The second lesson plan will cover a topic in Nutrition and Culture. You will only present one lesson, if you choose to present your nutrition and culture lesson. Visit with the instructor regarding supplies).

Group Presentation: Student will be assigned to a group of two or three. Students will choose a local group or resource that is related to health, safety, and/or nutrition. The groups

will conduct some research on this local group or resource and make a visual presentation to the class.

ECED 111 Health, Safety, and Nutrition

Student: _____ Date: _____ Instructor: _____

Candidates will demonstrate competency of this standard through 2 learning plans that support physical and mental health, safety, and nutrition development.

Standards:	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>PEPPS 10.58.531 <i>q(vii)</i> <i>demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for students.</i></p> <p>InTASC Principle 1: <i>Learner Development</i></p> <p><i>Educ. Division</i> <i>Conceptual</i> <i>Framework Guiding</i> <i>Principle: A</i></p>	<p>Candidate shows little or no evidence of linking learning activities to child's sensory motor development. Candidate shows no evidence of including the family in the activity (e.g., through sharing plans or asking for participation).</p>	<p>Candidate provides examples of linking learning activities to child sensory motor development that involves a minimum of 3 senses and either the vestibular or proprioceptive system. Candidate links families or culture in the activity.</p>	<p>Candidate provides rich examples of linking learning activities to child sensory motor development that involves children's 5 senses and vestibular and proprioceptive systems. In addition, candidate links families and their culture have been included in the activity.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments

Student: _____

Date: _____

Instructor: _____

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)
<p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i></p>	<p>Candidate shows little or no evidence of understanding and valuing the importance of, benefits, and uses of health and safety environment assessments.</p> <p>Safety & Risk Management is incomplete.</p> <p>Strengths, Challenges, Ideas for Improvement (The Environment and Supervision) are disjointed, disorganized, and difficult to follow. They contain little or no explanation of what the candidate learned about the target site.</p> <p>Supervision Reflection Observations, Reflections, and Ideas for Improvement are disjointed, disorganized, and difficult to follow. They contain little or no explanation of what the candidate learned about the target site.</p> <p>Indoor Basic Safety Checklist is incomplete.</p> <p>Outdoor Basic Safety Checklist is incomplete.</p> <p>General Emergency Preparation Observations, Reflections, and Ideas for</p>	<p>Candidate shows a beginning understanding and valuing of the importance of, benefits, and uses of health and safety environment assessments.</p> <p>Safety & Risk Management is complete.</p> <p>Strengths, Challenges, Ideas for Improvement (The Environment and Supervision) are overall organized, and can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Supervision Reflection Observations, Reflections, and Ideas for Improvement can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned during the observation.</p> <p>Indoor Basic Safety Checklist is complete.</p>	<p>Candidate shows a clear understanding and valuing of the importance of, benefits, and uses of health and safety environment assessments.</p> <p>Safety & Risk Management is complete.</p> <p>Strengths, Challenges, Ideas for Improvement (The Environment and Supervision) are well organized and easy to follow. The ideas are expressed clearly and contain elaboration. They contain a well thought out explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Supervision Reflection Observations, Reflections, and Ideas for Improvement can be easily followed. The ideas are expressed clearly. They contain a thorough explanation of what the candidate learned during the observation.</p>

<p>Improvement are disjointed, disorganized, and difficult to follow. They contain little or no explanation of what the candidate learned about the target site.</p> <p>Evacuation Readiness Strengths, Challenges, Ideas for Improvement are disjointed, disorganized, and difficult to follow. They contain little or no explanation of what the candidate learned about the target site.</p> <p>Shelter In Place Readiness is incomplete.</p> <p>Safe Sleep is incomplete.</p> <p>Pre venting Child Abuse is incomplete.</p>	<p>Outdoor Basic Safety Checklist is complete.</p> <p>General Emergency Preparation Observations, Reflections, and Ideas for Improvement can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned during the observation.</p> <p>Evacuation Readiness Strengths, Challenges, Ideas for Improvement are overall organized, and can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned about the target site and how to improve on them).</p> <p>Shelter In Place Readiness is complete. Plans for improvement are overall organized, and can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Safe Sleep is complete. Plans for improvement are overall</p>	<p>Indoor Basic Safety Checklist is complete.</p> <p>Outdoor Basic Safety Checklist is complete.</p> <p>General Emergency Preparation Observations, Reflections, and Ideas for Improvement can be easily followed. The ideas are expressed clearly. They contain a thorough explanation of what the candidate learned during the observation.</p> <p>Evacuation Readiness is well organized and easy to follow. The ideas are expressed clearly and contain elaboration. They contain a well thought out explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Shelter In Place Readiness Plans for improvement are well organized and easy to follow. The ideas are expressed clearly and contain elaboration. They contain a well thought out explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Safe Sleep is complete. Suggestions to improve</p>
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		<p>organized, and can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned about the target site and how to improve on them.</p> <p>Preventing Child Abuse is complete. Suggestions for strengthening our approach are overall organized, and can be followed even though there are periodic flaws. Many of the ideas are expressed clearly but others lack elaboration. They contain a beginning explanation of what the candidate learned about the target site and how to improve on them.</p>	<p>safety are well organized and easy to follow. The ideas are expressed clearly and contain elaboration. They contain a well thought out explanation of what the candidate learned about the target site and how to improve on them).</p> <p>Preventing Child Abuse is complete. Suggestions for strengthening our approach are well organized and easy to follow. The ideas are expressed clearly and contain elaboration. They contain a well thought out explanation of what the candidate learned about the target site and how to improve on them.</p>
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