

West Los Angeles College Child Development Syllabus

Health, Safety and Nutrition (CD 10)

(Section #3536)

(Spring 2014)



<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	CD 1
<b>Co-requisites:</b>	
<b>Section #:</b>	3536
<b>Days/Hours:</b>	Wednesday-6:15-9:30 pm
<b>Class Room Location:</b>	GC 130
<b>Instructor:</b>	<b>Kenyatta Bakeer</b>
<b>Website:</b>	Etudes.org
<b>Blog:</b>	
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-7241</b>
<b>Instructor Office Hours:</b>	Monday-2:30-4:30 pm and Wednesday-2:30-5:30 pm
<b>Required Text:</b>	Health, Safety, and Nutrition
<b>Author:</b>	Marotz
<b>Publisher: ISBN #</b>	WAD (1-111-29837-8)
<b>Edition:</b>	8th

<b>Supplemental Reading:</b>	Ending the food fight.
<b>Author:</b>	Laura Hooks
<b>Publisher:</b>	
<b>Editions:</b>	
<b>Website Links:</b>	<a href="http://www.naeyc.org">www.naeyc.org</a> , <a href="http://www.childcarequarterly.org">www.childcarequarterly.org</a>

**Health, Safety and Nutrition (CD 10)**

(Section #3536)

Spring 2014

**Course Description:**

This course is an introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. Information dealing with children with special needs and cultural values and traditions that affect and support the well being of children birth to adolescence is explored.

**West Los Angeles College Institutional Student Learning Outcomes**

- A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

**West Los Angeles College Child Development Program Student Learning Outcomes**

- 4. Promoting Child Development and Learning: Practice and demonstrate an understanding of how to promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.
- 6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

<b>WLAC College Child Development Course Specific SLO's Required by 24 unit Core Requirements for CSU's</b>	<b>Objectives and Activities to Demonstrate and Validate the Acquisition of the SLO's.</b>
<ul style="list-style-type: none"> <li>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.</li> <li>2. Identify health, safety, and environmental risks in children's programs.</li> <li>3. Analyze the nutritional needs of children at various ages</li> </ul>	<p><b>Each semester the instructor will select 4-5 of the Objectives</b></p> <ul style="list-style-type: none"> <li>1. Demonstrate effective strategies for evaluating health and safety policies and procedures.</li> <li>2. Compare and contrast various methods of collaboration with teachers and families to</li> </ul>

<p>and evaluate the relationship between healthy development and nutrition.</p> <ol style="list-style-type: none"> <li>4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.</li> <li>5. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.</li> <li>6. Identify the needs of children with special needs health issues that might affect their participation and how to make adaptations to support their success</li> </ol>	<p>promote health, and safety in settings for children ages 0-8.</p> <ol style="list-style-type: none"> <li>3. Compare and contrast various health assessment tools and policies.</li> <li>4. Identify environmental health and safety risks for children ages 0-8.</li> <li>5. Identify symptoms of common communicable diseases and other health conditions that effect children.</li> <li>6. Identify and discuss common health and safety issues in early childhood settings.</li> <li>7. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures.</li> <li>8. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.</li> <li>9. Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.</li> <li>10. Recognize a caregivers' role and responsibility to model good health, safety and nutrition habits.</li> <li>11. Research current health issues related to children and families.</li> <li>12. Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety and nutrition in children's programs.</li> <li>13. Review and acknowledge that the health, safety and nutritional choices must also accommodate those children with special needs.</li> </ol>
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<b>Week:</b>	<b>Date</b>	<b>Lecture Topics and Classroom Activities</b>	<b>Outside Assignments</b>
1	2/12	Orientation: Syllabus	Assignment: Due Date:
2	2/19	Interrelationship of Health, Safety and Nutrition	Assignment: Read Chapter 1 Due Date:
3	2/26	Promoting a Healthy, Lifestyle	Assignment: Read Chapter 2 Due Date:
4	3/5	Health Appraisals Health Assessment Tools	Assignment: Read Chapter 3 and 4 Due Date:
5	3/12	Conditions Affecting Children's Health	Assignment: Read Chapter 5
6	3/19	The Infectious Process and Environmental Control Communicable and Acute Illness: Identification and Management	Assignment: Read Chapter 6 and 7 Due Date:
7	3/26	Creating Quality Environments Safety Management	Assignment Due Date: Health Impairment Report Due Date: Tonight
8	4/2	Management of Acute Illness	Assignment: Read Chapter 8 and 9

		Maltreatment of Children: Abuse and Neglect	
9	4/9		Assignment Due Date: Spring Break-No Class
10	4/16		Due Date: : Read Chapter 10 and 11 Due Date:
11	4/23	Planning for Children's Health and Safety and Education	Assignment: Chapter 12 Exam #1- Chapters 1-11
12	4/30	Nutrition Education Concepts and Activities	Assignment: Read Chapter 21 Due Date: Due Date: Assignment: Public Service Announcements-Child Abuse and Neglect
13	5/7	Nutritional Guidelines	Assignment: Read Chapter 13 Nutrition Activity Due Date: Tonight
14	5/14	Nutrients that Provide Energy  Nutrients that Promote Growth of Body Tissues  Nutrients that Regulate Body Functions	Assignment: Read Chapter 14,15, and 16  Due Date: Exam #2 –Chapters 12, 13, 14, 15, 16, and 21.
1	5/21	Infant Feeding  Feeding Toddlers and Young Children	Assignment: Read Chapter 17 and 18  Exam Due Date:

16	5/28	Planning and Serving Nutritious and Economical Meals Food Safety	Assignment: Chapter 19 and 20 Due Date:
17	6/4	Making a Difference- Proactive Health, Safety and Nutrition Practices-Final Week	Assignment: Final Project Due-Lesson Plan Due Date:
<b>Supplemental Reading and Recommended Reading and Additional Links</b>			
Title:		Author:	Publisher:
Ending the Food Fight.		Laura Hooks	McMillion
Ecological Issues related to children's health and Safety		Jerry Aldridge,	Pearson
Optimum Nutrition for our child's mind: Maximize our Child's Potential		Kohler	Pearson

### **Attendance**

Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period.

**Excessive absenteeism will lower your grade, as well as walking in and out of class.** 3 tardies = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of the class.

### **Walking In and Out of Class**

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

Course Specific SLO:	Evaluation:	Activity:
<p>The student will be given a nutritional menu to analyze and revise to meet the State nutritional requirements for an Early Childhood Program that are mandated by the State Department of Education.</p>	<p><b>Assessment and Evaluation Process for SLO's:</b></p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	<ul style="list-style-type: none"> <li>• Plan a five-day menu appropriate for 4-year old children that includes morning snack, lunch, and afternoon snack for two weeks.</li> <li>• Menus must meet nutritional guidelines and requirements.</li> <li>• Menu will provide one-half of the foods needed according to the basic Four Food Groups</li> <li>• Provide one good source each of vitamin C, calcium, and iron daily.</li> <li>• Provide at least three good sources of Vitamin A during the five-day period.</li> </ul> <p>In conjunction with our menu, please type a (2) page essay on the importance of good nutrition for young children and the nutritional components that are needed for healthy growth and development.</p>

## Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Health Impairment Report	<ul style="list-style-type: none"><li>• Topics will be assigned by Instructor.</li><li>• Each student in the group will be assigned an individual topic relating to the overall presentation topic. A captain of the group will either volunteer or be selected by the Instructor.</li><li>• <b>Students will be graded for their group effort and individual contributions.</b></li><li>• Each student will be responsible for turning in to the instructor/captain their individual report.</li><li>• Each group will provide one or more banner visual poster relating to their topic and additional relevant materials to be distributed to each classmate during presentation.</li><li>• Students will include practical and helpful information in the material that they will present as well as information teachers would also need to know to help children in their care.</li><li>• In addition to your class report that you will be presenting as a group, you will also provide for the Instructor and classmates a two page reference as you make</li></ul>	50		3/26

	<p>your presentations.</p> <ul style="list-style-type: none"> <li>•</li> <li>• When all reports are assembled, it will constitute a hand reference for class members. Make sure that your researched health report is at least <b>Two (2) typed pages, one (1) page of relevant material, Bibliography and a cover page. (Total 5 pages)</b></li> <li>• <b>Use at least two references for our information and include a Bibliography with your report and a cover page. (total of 5 pages)</b></li> <li>• <b>No Late Reports will be accepted</b></li> </ul>			
Exam #1- Chapters 1-11	(Take Home Exam)	100		4/23
Exam #2-Chapters 12, 13, 14, 15, 16, and 21	(Take Home Exam)	100		5/14
Public Service Announcement: Child Abuse and Neglect	In small groups, students will write a two-minute public service announcement for radio and television alerting community to the problems of child abuse and neglect. Please refer to Chapter 11 for research and facts.	10		4/30
Nutrition Activity	<ul style="list-style-type: none"> <li>• Plan a five-day menu appropriate for 4-year old children that includes morning snack, lunch, and afternoon snack for two weeks.</li> <li>• Menus must meet nutritional guidelines and requirements.</li> <li>• Menu will provide one-half of the foods needed according to the basic Four Food Groups</li> <li>• Provide one good source each of</li> </ul>	50		5/7

	<p>vitamin C, calcium, and iron daily.</p> <ul style="list-style-type: none"> <li>• Provide at least three good sources of Vitamin A during the five-day period.</li> <li>• In conjunction with our menu, please type a (2) page essay on the importance of good nutrition for young children and the nutritional components that are needed for healthy growth and development.</li> </ul>			
Final Project-Lesson Plan	<ul style="list-style-type: none"> <li>• Each student will randomly select a developmentally appropriate topic relating to Health, Safety, and Nutrition (provided by the Instructor)</li> <li>• Two behavioral objectives that are developmentally appropriate for preschool age children. The objectives must relate the topic selected. (must be computer generated on proper lesson plan format which will be provided.</li> <li>• Two open ended questions that encourage children to see that there can be more than one answer( teacher language interaction) Questions listed must be related to the topic selected.</li> <li>• <b>Final paper will also include the following: Computer generated</b></li> <li>• <b>Font size of 12, Times New Roman, double spaced and enclosed in a plastic page protector (total of 2 pages)</b></li> <li>• <b>Cover sheet must be provided with name, class, date, and</b></li> </ul>	6/4		50

	<b>assignment title.</b>			
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**Course Grading System**

**COURSE GRADING:**

**Exams =200**

**Projects =150**

**Activities =10**

**Class Participation =20**

(ETC) 10 points will be given for attending the Spring Child Development Orientation

***Total Points 370***

**GRADING SCALE:**

(100%- 90%)      370-330      = A

(89%- 80%)      329-289      = B

(79%- 70%)      288-248      = C

(69%- 60%)      247-207      = D

(Under 59%)      206-0      = F

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### Course Evaluation and Requirements for Grading:

#### Expectations of Students for Appropriate Participation:

#### COURSE REQUIREMENTS:

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Readings: All chapters should be read during the week they are assigned.

#### College Attendance/Drop Policy:

- Your attendance is mandatory.
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" February 21, 2014
- Last Day to drop a class to receive a "W" May 9, 2014
- It is the student's responsibility to:
  - Inform the instructor at the end of class of your late arrival.
  - Inform the instructor of personal/medical emergencies affecting your attendance.
  - Obtain information about missed classes from fellow students.
- It is the student's responsibility to officially drop this class if you stop attending.
- Use the buddy system: Exchange phone numbers with classmate.
- If you are absent the day any presentation is due you will lose the points for that assignment.
- You must be present to participate in the presentations of other students.

#### SIMPLE RULES OF CLASSROOM COURTESY:

- Arrive on time.
- Attend class regularly.
- Stay until class is over.
- Come to class prepared with appropriate reading and writing materials.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- Do not bring food or drinks into the lab
- The classroom and class time is reserved for students enrolled in the class only  
(No Guests Please!)

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class

hours.

### **STANDARDS OF STUDENT CONDUCT:**

**The complete document can be found in the back of the schedule of classes.**

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
  - cheating,
  - knowingly furnishing false information to instructors and college personnel,
  - turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

### **CELL PHONE POLICY:**

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

### **CHEATING POLICY:**

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.

### **CHILDREN IN CLASS:**

- By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

### **Disabled Student Services**

If you know or think that you have any learning or physical disabilities, please contact Dr. Duke in the Disabled Student Programs and Services (DSPS) Office in the Student Services Building room 320 or at (310) 287-4423. The DSPS will then contact your instructors to

notify them of needed accommodations, such as additional testing time, or a note taker. If you require an accommodation for this class, please speak with me.