

Western Technical College

## 10307167 ECE: Health, Safety, and Nutrition

### Course Outcome Summary

#### Course Information

<b>Description</b>	This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.
<b>Career Cluster</b>	Education and Training
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	72

#### Textbooks

*Cengage Advantage Books: Health, Safety, and Nutrition for the Young Child. 9th Edition. Copyright 2015. Marotz, Lynn R. Publisher: Cengage Learning. ISBN-13:978-1285-42733-1. Required.*

#### Learner Supplies

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

Western Polo Shirt. **Vendor:** To be discussed in class. Required.

Poster board \$2.00. **Vendor:** To be discussed in class. Required.

Three-ring binder. **Vendor:** Campus Shop. Required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience

5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability

## **Program Outcomes**

1. Cultivate relationships with children, family, and the community.
2. Assess child growth and development.
3. Use best practices in teaching and learning.
4. Integrate health, safety, and nutrition practices.

## **Course Competencies**

### **1. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives.**

#### **Assessment Strategies**

- 1.1. using a written or oral activity as provided by the instructor
- 1.2. in a classroom setting or simulated environment
- 1.3. individually or in groups

#### **Criteria**

*You will know you are successful when*

- 1.1. you follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar anti-bias resource
- 1.2. you recognize that health, safety and nutrition practices are based in your own cultural traditions and values
- 1.3. you compare and contrast variations in health, safety and nutrition practices among different cultures

#### **Learning Objectives**

- 1.a. Define anti-bias terms.
- 1.b. Identify anti-bias language.
- 1.c. Identify personal culture.
- 1.d. Identify stereotypes.
- 1.e. Recognize personal biases and stereotypes.
- 1.f. Recognize an anti-bias approach to holidays.
- 1.g. Describe best practices in anti-bias curriculum.

### **2. Examine governmental regulations and professional standards as they apply to health, safety, and nutrition.**

#### **Assessment Strategies**

- 2.1. in written or oral presentations
- 2.2. individually or in small groups
- 2.3. in the classroom or in simulated settings

#### **Criteria**

*You will know you are successful when*

- 2.1. you summarize the interrelationships among health, safety, and nutrition
- 2.2. you explain documentation and reporting procedures for health, safety and nutrition issues
- 2.3. you articulate the rationale underlying government regulations and professional standards

#### **Learning Objectives**

- 2.a. Describe regulations related to early childhood programs.
- 2.b. Identify licensing requirements for family and group settings.
- 2.c. Discuss the relationship among health, safety and nutrition principles.
- 2.d. Describe steps in documentation and reporting.

### **3. Plan a safe early childhood environment**

### **Assessment Strategies**

- 3.1. in written or oral presentations
- 3.2. individually or in small groups
- 3.3. in the classroom or in simulated settings

### **Criteria**

*You will know you are successful when*

- 3.1. you assess environments for safety standards
- 3.2. you demonstrate emergency procedures
- 3.3. you employ established sanitary procedures
- 3.4. you apply standard precautions for routine care activities

### **Learning Objectives**

- 3.a. Analyze toys, furniture and equipment for potential hazards.
- 3.b. Examine federal, state and local safety regulations.
- 3.c. Summarize characteristics of safe indoor and outdoor environments.
- 3.d. Identify professional resources to aide in providing a safe environment.
- 3.e. Describe emergency procedures for: fire, natural disasters, violence, etc.
- 3.f. Identify first aide procedures related to early childhood programs.
- 3.g. Describe the use of various fire extinguishers.

## **4. Plan a healthy early childhood environment**

### **Assessment Strategies**

- 4.1. in written or oral presentations
- 4.2. individually or in small groups
- 4.3. in the classroom or in simulated settings

### **Criteria**

*You will know you are successful when*

- 4.1. you describe health issues affecting children and adults
- 4.2. you describe mental health issues affecting children and adults
- 4.3. you follow required sanitary procedures
- 4.4. you conduct health assessments of children following established guidelines
- 4.5. you follow standard first aid procedures
- 4.6. you adhere to state and facility policies for sick or injured children and adults
- 4.7. you follow universal precaution procedures

### **Learning Objectives**

- 4.a. Explore aspects mental health for children and adults.
- 4.b. Describe stress management techniques.
- 4.c. Identify specific care-giving behaviors promoting attachment.
- 4.d. Explore aspects of physical health for children and adults.
- 4.e. Summarize prevention strategies to minimize health risks of children.
- 4.f. Examine procedures related to communicable diseases.

## **5. Plan nutritionally sound menus.**

### **Assessment Strategies**

- 5.1. in written or oral presentations
- 5.2. individually or in small groups
- 5.3. in the classroom or in simulated settings
- 5.4. by creating a week-long menu for children

### **Criteria**

*You will know you are successful when*

- 5.1. you analyze a week-long menu based on the nutritional needs of children
- 5.2. you meet menu-planning guidelines in the menu.
- 5.3. you describe the importance of the social, cultural and emotional aspects of feeding and eating
- 5.4. you plan for modifications for children with special dietary needs and restrictions
- 5.5. you identify safety modifications of food choices for children of different ages and abilities

- 5.6. you describe procedures for food safety, storage, preparation and handling

### **Learning Objectives**

- 5.a. Describe USDA and state guidelines related to nutrition.
- 5.b. Discuss budget concerns related to menu-planning.
- 5.c. Discuss the importance of color, texture, flavor, and form in menu planning.
- 5.d. Describe the nutritional needs of children.
- 5.e. Analyze your personal nutrition habits.
- 5.f. Summarize nutritional needs of children with special diets.
- 5.g. Describe the procedures for protecting the health of children when dietary restrictions are violated.
- 5.h. Discuss the importance of nutritional patterns related to the social, cultural and emotional aspects of feeding and eating.
- 5.i. Describe the procedures related to food safety.
- 5.j. Describe a teacher's role in facilitating meals and snacks that provide for social and emotional development of children.

## **6. Examine child abuse and neglect issues and mandates**

### **Assessment Strategies**

- 6.1. in written or oral presentations
- 6.2. individually or in small groups
- 6.3. in the classroom or in simulated settings

### **Criteria**

*You will know you are successful when*

- 6.1. you articulate mandated reporter regulations for child abuse and neglect
- 6.2. you document all data pertinent to reporting requirements
- 6.3. you assess the dynamics of child abuse and neglect.
- 6.4. you differentiate between the types and indicators of child abuse and neglect.
- 6.5. you identify community resources for family intervention and support
- 6.6. you complete current training for child abuse and neglect required by the state

### **Learning Objectives**

- 6.a. Assess the dynamics of child abuse and neglect.
- 6.b. Describe indicators of physical, sexual, and emotional abuse and neglect.
- 6.c. Classify consequences of child abuse and neglect.
- 6.d. List steps to document child abuse.
- 6.e. Describe mandatory reporting requirements.
- 6.f. List community resources for family intervention and support.

## **7. Describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies.**

### **Assessment Strategies**

- 7.1. in written or oral presentations
- 7.2. individually or in small groups
- 7.3. in the classroom or in simulated settings

### **Criteria**

*You will know you are successful when*

- 7.1. you describe safe sleep positions
- 7.2. you demonstrate safe sleeping positioning
- 7.3. you identify SIDS risk factors and prevention strategies
- 7.4. you complete SIDS training
- 7.5. you pass SIDS reduction test with 100% accuracy.

### **Learning Objectives**

- 7.a. Discuss risk factors related to SIDS.
- 7.b. Describe methods to prevent SIDS.
- 7.c. Identify resources for parents related to SIDS reduction.
- 7.d. Describe family and cultural choices related to sleep positioning.

## **8. Describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS).**

**Assessment Strategies**

- 8.1. by completing a class on SBS

**Criteria**

*You will know you are successful when*

- 8.1. you complete the WI state mandated SBS Training

**Learning Objectives**

- 8.a. Describe the risks and symptoms of shaken baby syndrome.
- 8.b. Identify resources for parents related to SBS
- 8.c. Describe strategies to avoid shaking a baby

**9. Incorporate health, safety, and nutrition concepts into the children's curriculum.****Assessment Strategies**

- 9.1. in written or oral presentations
- 9.2. individually or in small groups
- 9.3. in the classroom or in simulated settings

**Criteria**

*You will know you are successful when*

- 9.1. you create learning experiences to guide children in developing concepts, skills, and attitudes related to health
- 9.2. you create learning experiences to guide children in developing concepts, skills, and attitudes related to safety
- 9.3. you create learning experiences to guide children in developing concepts, skills and attitudes related to daily physical activity (indoor and outdoor)
- 9.4. you create learning experiences to guide children in developing concepts, skills and attitudes related to healthy food habits

**Learning Objectives**

- 9.a. Describe the importance guiding children in developing concepts, skills, and attitudes related to health, safety and nutrition.
- 9.b. Discuss the importance of planned curriculum related to health, safety and nutrition.
- 9.c. Identify strategies to teach health, safety, and nutritional practices to children.
- 9.d. Identify resources for teaching health, safety and nutrition to children.
- 9.e. List safety concerns related to food-activities with children.
- 9.f. Differentiate between appropriate and inappropriate nutritional activities for children.