I. OVERVIEW

The following information will appear in the 2010 - 2011 catalog

CLDDV 111 Health, Safety, and Nutrition 3 Units

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety, and nutrition. 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.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

Transfer: (CSU) General Education: (MJC-GE: E)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Under all conditions utilize developmentally appropriate practices (DCLAP.) (Curriculum Alignment Project, CAP)

   b. Promote good health with families, teachers, and children involved in culturally linguistically and developmentally appropriate ways. (CAP)

   c. Conditions affecting children’s health. (CAP)

   d. Health appraisals and health assessment tools. (CAP)

   e. Communicable and acute illnesses: identification, the infectious process, and effective control. (CAP)

   f. Creating safe environments. (CAP)

   g. Safety management for all children. (CAP)

   h. Injury prevention and care. (CAP)

   i. Considerations for children with special needs, medical needs, and interventions. (CAP) (Early Intervention Core Competency, EICC)

   j. Policies and prevention strategies related to child abuse and neglect. (CAP)

   k. Common health issues (i.e. obesity, asthma, special needs, allergies.) (CAP) (EICC)

   l. Planning for typical and atypical children's health, safety, and nutrition education. (CAP) (EICC)

   m. Nutrition guidelines. (CAP)

   n. Physical fitness. (CAP)
o. Diet analysis. (CAP)

p. Meal time policies. (CAP)

q. Special considerations for typical and atypical infants and toddlers. (CAP) (EICC)

r. Food safety. (CAP)

s. Menu planning considering culture, tradition, and family choices. (CAP)

t. Responsibilities of teacher as role model of best health, safety, and nutrition practices. (CAP)

u. Collaboration with health care professionals including professionals from early intervention. (CAP) (EICC)

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B. ENROLLMENT RESTRICTIONS

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

2. **Requisite Skills**

   Before entering the course, the student will be able to:

   a. Comment and analyze reading selections in directed class discussion.

   b. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

   c. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

   d. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

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C. **HOURS AND UNITS**

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<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
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<td>3.00</td>
</tr>
<tr>
<td>Lab</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.
2. Field Trips (maybe)
3. Group Activities
4. Guest Speakers
5. Lecture
6. Audio visual media
7. Multiple choice and/or essay quizzes and examinations
8. Assigned readings
9. Written in-class and outside-of-class homework assignments that require synthesis of content including menu planning.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   - Weekly quizzes covering outside reading (12)
   - Exams (4)
   - Article review (1)
   - Research paper (1)

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Written Assignments: complete one month of menu plans for a children's center including snack and lunch. (4 per term)
   b. Written Assignment: complete one research paper emphasizing a topic on either health, safety, or nutrition. (1 per term)
   c. Written Assignment: select one childhood health issue and create a plan to present information on this health issue to the families. (1 per term)
   d. Perform a safety checklist on a home or center environment. (1 per term)

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   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.

B. **STUDENT LEARNING GOALS**  
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**  
   **Upon satisfactory completion of this course, the student will be able to:**
   
a. Demonstrate effective strategies for evaluating health and safety policies and procedures.  
   (Curriculum Alignment Project)

b. Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings including intervention programs for children ages birth to five.  
   (CAP)(EICC)

c. Compare and contrast various health assessment tools and policies. (CAP)

d. Identify environmental health and safety risks for typical and atypical children ages birth to five years old. (CAP)(EICC)

e. Identify symptoms of common communicable diseases and other health conditions that effect typical and atypical children. (CAP)(EICC)

f. Identify and discuss common health and safety issues in early childhood settings including intervention programs. (CAP) (EICC)

g. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures. (CAP)

h. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children. (CAP)

i. Write appropriate early childhood curriculum on the topics of health, safety and nutrition appropriate for families and all children. (CAP)

j. Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits. (CAP)

k. Research current health issues related to typical and atypical developing children and families. (CAP)(EICC)

l. Review laws and regulations (e.g. Title 5, Title 22, Fire Code) supporting health, safety and nutrition in children's programs including intervention programs. (CAP)(EICC)

m. Discuss and recognize basic health issues and conditions, which promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of typical and atypical children. (Early Intervention Core Competency-EICC)

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio visual media.

2. Written in-class and out-of-class homework assignments including summary of Title 22 health practices, portfolio.

B. **SUMMATIVE ASSESSMENT**
1. Multiple choice and/or essay for mid-term and final examination.
2. Research Paper
3. Small group presentations