



COURSE SYLLABUS

CDEC 1418-WELLNESS OF THE YOUNG CHILD

Catalog Description: A study of factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Lecture hours = 4 Lab hours = 0

Prerequisites: None

Corequisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and College. Failure to comply will result in a grade of F for the course.

Semester Credit Hours: 4

Lecture Hours per Week: 4

Lab Hours per Week: 0

Contact Hours per Semester: 64

State Approval Code: 13.0101.53 09

Class Section Meeting Time: Online—students are expected to spend at least four hours per week reading and reviewing course materials and completing assignments.

Instructional Goals and Purposes: The purposes of this course are a) to present information on the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices., and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child-care/educational setting.

Learning Outcomes: Workforce Education Course Manual

After studying all materials and resources presented in the course, the student will be able to:

1. Identify principles of nutrition, health, and safety
2. Conduct a nutritional, health, and safety assessment
3. Examine regulatory requirements for nutrition, health, and safety

Texas Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Application Standard I: All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Application Standard II: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Technology Application Standard III: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Application Standard IV: All teachers communicate information in different formats and for diverse audiences.

Technology Application Standard V: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

NAEYC DAP (Developmentally-Appropriate Practice) Statement:

<https://www.naeyc.org/positionstatements/dap>

Key Messages of the Position Statement:

<https://www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf>

- All teaching practices should be appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
- Narrowing achievement gaps must be a priority for early childhood educators as well as policy makers.
- Effective, developmentally appropriate curriculum is based on what is known about the interrelationships and sequences of ideas, so that children's later abilities and understandings can be built on those already acquired.
- Effective teachers are intentional in their use of a variety of approaches and strategies to support children's interest and ability in each learning domain. Besides embedding significant learning in play, routines, and interest areas, strong programs also provide carefully planned curriculum that focuses children's attention on a particular concept or topic. Further, skilled teachers adapt curriculum to the group they are teaching and to each individual child to promote optimal learning and development.

Specific Course Objectives: After studying all materials and resources presented in the course, the student will be able to:

1. Describe the relationship between health, safety and nutrition. (PPR Standard I; SCANS: 1a-i-ii; 1bi-vi; 2c)
 - a. Explain how health, safety, and nutrition are interrelated and discuss factors that influence the quality of each.

2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children. (PPR Standards I, III, IV; SCANS: 1a-i, 1a-ii, 1b-I, 1b-v, 1b-vi, 1c-I, 2c-i, 2c-ii, 2c-iii, 2c-iv, 2e-I)
 - a. Describe typical growth and developmental characteristics of infants, toddlers, preschool-age, and school-age children.
 - b. Discuss how teachers can use information in health records to promote children's development and well-being.
 - c. Discuss ways that teachers can be proactive in promoting children's wellness in the areas of injury prevention, oral health, physical activity, and mental health.
 - d. Describe five screening procedures and the common disorders they can be used to detect.
 - e. Explain why it is important to follow up with families after making an initial referral.
 - f. Name and discuss the symptoms and management strategies for several common medical conditions addressed in this chapter.
 - g. Discuss why young children experience frequent communicable illness.
 - h. Describe the components required for an illness to be communicable.
 - i. Identify the four stages of a communicable illness.
 - j. Name and discuss four control measures that teachers can use to reduce the transmission of communicable illnesses in the classroom.
 - k. Explain how communicable childhood illnesses such as chickenpox, colds, pinkeye, and head lice are spread and identify the appropriate control measures to be taken.
 - l. Describe the teachers' role in addressing common acute childhood illnesses, such as ear infections, Lyme disease, and Sudden Infant Death Syndrome (SIDS).
 - m. Describe the four basic principles of risk management.
 - n. Explain the process that programs should follow when developing emergency and disaster response plans.
 - o. Discuss the steps schools should take to prepare for medical emergencies.
 - p. Describe how emergency care and first aid differ.
 - q. Name six life-threatening conditions and demonstrate the emergency treatment for each.
 - r. Identify six non-life-threatening conditions and describe the first aid treatment for each.
 - s. Describe how discipline and punishment differ.
 - t. Provide an example of each form of abuse (physical, emotional/verbal, sexual) and neglect (physical and emotional/psychological).
 - u. Describe factors that may perpetuate abusive or neglectful acts.
 - v. Discuss the protective steps programs can take to avoid allegations of abuse.
 - w. Identify individuals who are mandated by law to report abuse and neglect.
 - x. Explain how teachers can help children who have been maltreated.

3. Analyze principles of nutrition and the application to nutritional assessment. (PPR Standards I, IV; SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
 - a. Calculate the nutrient content of a meal.
 - b. Use the Dietary Guidelines for Americans to achieve your personal nutritional goals.
 - c. Identify the five MyPlate food groups and the major nutrient contributions of each.
 - d. Evaluate the nutritional quality of a food item from its package label. Identify four nutrients that are often inadequate in children's diet and explain why this occurs.
 - e. Describe how complete and incomplete proteins differ and give several examples of each.
 - f. Discuss the primary functions that vitamins serve in the body.

- g. Describe the major roles that minerals play in maintaining normal body functions.
 - h. Explain why children have a greater need for water than adults do.
 - i. Explain how the feeding relationship helps to satisfy the infant's needs in other developmental areas.
 - j. Discuss the advantages and disadvantages of breast and formula feeding.
 - k. Demonstrate how to feed an infant correctly (e.g., food preparation, positioning, burping).
 - l. Describe how to determine when an infant is developmentally ready for semi-solid foods.
 - m. Identify and discuss several health concerns associated with infant feeding.
 - n. Discuss how adults can foster children's healthy eating behaviors.
 - o. Identify and discuss the common health problems associated with children's poor eating patterns.
 - p. Describe four criteria that must be addressed when developing children's menus.
 - q. Explain how weekly and cycle menus differ.
 - r. Plan snacks for toddlers, preschoolers, and school-aged children that meet their nutritional requirements.
 - s. Create mealtime environments that are inviting for children.
 - t. Outline a simple cost control plan to keep the menu within budget.
 - u. Explain why it is important to educate young children about nutrition and the role schools and families play in this process.
 - v. Summarize the basic nutrition concepts and safety considerations that must be addressed in planning learning experiences for children.
 - w. Discuss the principles of effective curriculum and lesson development.
 - x. Identify several additional sources that influence children's ideas about food and nutrition.
4. Identify policy and regulatory requirements for nutrition. (PPR Standards I, IV; SCANS: 1a, 1b, 2c)
 - a. Use the Dietary Guidelines for Americans to achieve your personal nutritional goals.
 - b. Identify the five MyPlate food groups and the major nutrient contributions of each.
 - c. Describe four criteria that must be addressed when developing children's menus.
 5. Describe the role of physical fitness as it contributes to healthy behavior. (PPR Standard I, IV; SCANS: 1a, 1b, 2c)
 - a. Discuss ways that teachers can be proactive in promoting children's wellness in the areas of injury prevention, oral health, physical activity, and mental health.
 6. Evaluate and make recommendations for modifications of regulations regarding child's safety, safety procedures, and children's environments for safety. (PPR Standards I, II, IV; SCANS: 1a, 1b, 2c, 2d)
 - a. Define the preventive health concept and describe several national programs that address children's health needs.
 - b. Describe how IDEA serves children who have special developmental and medical needs.
 - c. Explain how licensure and registration of early childhood programs differ.
 - d. Explain the significance of Public Law 93-247.
 7. Describe how physical, social, and emotional environments influence a child's health. (PPR Standards I, II, III, IV; SCANS: 1a, 1b, 2c)
 - a. Discuss how to identify high-quality programs.
 - b. Identify the features of high-quality programs and discuss how teachers' educational preparation affects children's development.
 - c. Describe at least ten ways to make children's indoor and outdoor environments safe.
 - d. Define the term "unintentional injury," and explain why the victims are most often young children.
 - e. Describe the benefits of including families in children's learning experiences.

- f. Discuss the role of teacher in-service training as it relates to children's health and safety education.
 - g. Identify and describe the four basic elements of instructional design.
 - h. Develop health and safety activity plans based on the format outlined in the textbook.
 - i. Discuss the principles of effective curriculum and lesson development.
8. Complete field experiences in a child-care/educational setting. (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)
- a. Describe and use components of the observation sequence.
 - b. List effective observation strategies.
 - c. Document observations and present information using standard conventions of English in the required class format.

Course Content: Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials. (Tech Standards I-IV)
3. Locate information in the library databases or on the Internet when assigned. (Tech Standards II, IV)
4. Use Canvas email to communicate with the instructor. (Tech Standard IV)
5. Interact with other students and the instructor via assigned tools. (Tech Standard IV)
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus: (Tech Standards I-V)
 - a. Projects
 - b. Discussions
 - c. Chapter Quizzes
 - d. Exams (including comprehensive Final Exam)
7. Complete field study requirements. (Tech Standards I-IV)
 - a. Field Experience Documentation (Time Logs, Teacher Evaluations)
 - b. Field Experience Reflective Journal

Methods of Instruction/Course Format/Delivery: Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Assessment: The grade for this course will be based on the following items assigned during the semester:

- Field Experience Journal and Documentation = 30%
- Assignments: = 20%
 - Projects
 - Discussions
 - Chapter Quizzes
- Exams, including a comprehensive Final Exam = 50%

Course Grade:

The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the sixteen-hour field study component MUST be submitted ON or BEFORE the DUE DATE. Students who do not complete **all** sixteen hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:

TEXTBOOK(S): *Healthy Young Children, A Manual for Programs, 5th ed.*, by Susan S. Aronson (2012). Washington, DC: National Association for the Education of Young Children. ISBN: 9781928896821.

SOFTWARE: Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer— updated as necessary; access to MS WORD.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information. i)

- Acquire and Evaluate Information.

- ii) Organize and Maintain Information.

- iii) Interpret and Communicate Information. iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.

- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.

- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.

- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.