

CHLD 95: HEALTH, SAFETY & NUTRITION IN CHILDREN'S PROGRAMS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2024
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate knowledge of information on planning for emergencies and natural disasters.
- Identify the components of "My Plate" and be able to plan healthy meals and/or snacks for children.
- Identify signs and symptoms of child abuse and know how to report suspected abuse.

Description

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.

Course Objectives

The student will be able to:

1. Recognize the signs and symptoms of communicable diseases and other health conditions that affect all children and describe the preventive health policies and procedures
2. Identify mental and physical health, safety, and nutritional practices needed for the protection and improvement of the health of young children
3. Identify the nutritional needs of various ages and plan economical and nutritional meals and snacks for children
4. Identify laws and regulations, standards, policies, and procedures supporting health, safety, and nutrition in children's programs, including mandated reporting and characteristics of abuse and neglect
5. Demonstrate knowledge of information on planning for emergencies and natural disasters
6. Conduct health and safety checklist to identify hazards in both the indoor and outdoor areas of a child care center
7. Identify health, safety, and environmental risks in children's programs

8. Design strategies to maximize the mental and physical health of children and adults in programs for young children in accordance with culturally linguistic and developmentally sound practice
9. Define collaboration with families and the community around issues and roles for supporting healthy and safe environments for children
10. Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally linguistic and developmentally sound practice

Course Content

1. Recognize the signs and symptoms of communicable diseases and other health conditions that affect all children and describe the preventive health policies and procedures
 - a. Common diseases in child care environments
 - b. Signs and symptoms of illnesses
 - c. Transmission of infectious diseases and preventative measures
 - d. Health policies and procedures for reporting infectious diseases
 - e. Health appraisal and assessment tools
 - f. Immunization record keeping and state reports
 - g. Common health issues (obesity, asthma, autism, allergies)
 - h. Research on current health issues related children and families
 - i. Caregiver's role and responsibility in modeling good health, safety, and nutrition habits
2. Identify mental and physical health, safety, and nutritional practices needed for the protection and improvement of the health of young children
 - a. Physical activity guidelines and physical fitness
 - b. Creating safe environments, safety management, and injury prevention and care
 - c. Environmental health and safety issues and risks for all children
3. Identify the nutritional needs of various ages and plan economical and nutritional meals and snacks for children
 - a. Nutritional guidelines for various ages
 - b. Menu planning and food portions for various ages
 - c. Consideration of culture, tradition, and family choice
 - d. Variety of nutritional foods
 - e. Economical and nutritional meals which promote healthy development
 - f. Policies and procedures for meals and snacks
 - g. Food safety, hand washing, storage and handling of food
 - h. Diet analysis
4. Identify laws and regulations, standards, policies, and procedures supporting health, safety, and nutrition in children's programs, including mandated reporting and characteristics of abuse and neglect
 - a. Laws and regulations in children's programs supporting health and safety
 - b. Considerations for infants, toddlers, children with special needs, medical needs, and interventions
 - c. Signs and symptoms of child abuse
 - i. Sexual abuse
 - ii. Neglect
 - iii. Physical injury
 - iv. Willful harming or injuring or endangering a child
 - v. Unlawful corporal punishment or injury

- d. Risk factors associated with abuse and neglect and prevention strategy
- e. Mandatory reporting of suspected abuse/neglect (LIC9108)
5. Demonstrate knowledge of information on planning for emergencies and natural disasters
 - a. First aid and emergency kit
 - b. 72-hour emergency procedures and food/water supply
 - c. Evacuation plans and emergency drills
 - d. Parent Notification Systems
6. Conduct health and safety checklist to identify hazards in both the indoor and outdoor areas of a child care center
 - a. Classroom safety policies
 - b. Playground safety policies
7. Identify health, safety, and environmental risks in children's programs
 - a. Environmental risks for all children
8. Design strategies to maximize the mental and physical health of children and adults in programs for young children in accordance with culturally linguistic and developmentally sound practice
 - a. Culturally linguistic and developmentally sound practice in health, safety, and nutritional policies
9. Define collaboration with families and the community around issues and roles for supporting healthy and safe environments for children
 - a. Collaboration with families and health care professionals to promote health, safety, and nutrition
 - b. Strategies for sharing health, safety, and nutrition information
10. Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally linguistic and developmentally sound practice
 - a. Activities which encourage healthy and nutritional practices
 - b. Activities which reinforce safety, emergency preparedness, and injury prevention
 - c. Activities which promote children's physical fitness

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Access to water.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Written projects include reflective writing of current articles on the subject of health and safety in childcare settings
 Class participation
 Oral presentations of research on childhood illnesses, creating a sample menu and healthy snack that meets nutrition guidelines, and preparing a first aid kit
 Assessing and/or establishing an emergency preparedness plan for the student's work site
 Test questions

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Cooperative learning exercises
 Oral presentations
 Demonstration
 Field trips

Representative Text(s) and Other Materials

Aronson, Susan S., MD. Healthy Young Children: A Manual for Programs. 2012.

Marotz, Lynn. Health, Safety and Nutrition for the Young Child, 10th ed. 2020.

Paris, Jennifer. Health, Safety, and Nutrition. 2021.

Although the Aronson text is older than five years, it remains relevant to course content.

The Paris text is an OER resource, retrievable from: <https://socialsci.libretexts.org/@go/page/70541>

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to video viewings and experiences, such as research projects
4. Research, planning, and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education