*Community College of Philadelphia*

*Department of Psychology, Education and Human Services*

**ED 151:** Health, Safety and Nutrition of Young Children

***Fall 2019***

***7 week online***

**Meeting Times:** Online Course

**Meeting Location:** Online

**Instructor:**Allison E. Constable, M.Ed.

**Office hours:**

Additional hours as needed.

*Request appointment by email at* [*aconstable@ccp.edu*](mailto:aconstable@ccp.edu)

**Office:**W1-9

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**Course Description:**

This course provides an overview of information and procedures related to the health, safety and nutrition of young children, birth to fourth grade.  Students will learn techniques for maintaining a safe and healthy classroom environment; for providing health, safety, and nutrition education for young children and their families; for working with children with special needs; for advocating for children and families; and for responding to a range of childhood illnesses and emergencies. In addition, students will be provided with information about the ways that specific health or social problems, including HIV/AIDS, homelessness, and family violence, affect child health and development

**Course Location:**

As an online course this class will be conducted entirely through Canvas, the College’s Distance Learning framework, and students must be comfortable with the minimum technical skills described below. **YOU MUST** have access to reliable internet service and the ability to complete all coursework via Canvas. During the first week of class students will have an opportunity to familiarize themselves with Canvas and ask questions about the online logistics of this course.

**Technical Skills**

To be successful in this course, students **must** have and feel comfortable using several technical skills, including:

-Accessing the internet

-Following hyperlinks on the internet

-Opening up and reading a variety of different types of files including Microsoft Word documents, PowerPoint Documents, and PDF files

-Creating and submitting files in commonly used word processing formats, such as Microsoft Word

-Copying and pasting text

-Working in Canvas, CCP’s Distance Learning Framework

-Accessing online videos

-Accessing MindTap

**Required Materials:**

**Text:** Marotz, L. (2018)  Health, Safety, and Nutrition for the Young Child.  (10th ed.). Belmont,  CA: Wadsworth Cengage Learning.

Additional materials will be provided by the instructor throughout the semester and available within “Modules” on Canvas or through hyperlinks embedded in the lecture material. To access these materials you must be able to follow internet hyperlinks, download PDF and Word files.

**Components of the Course**

This course is designed to help students learn about the very critical nature of the physical and emotional well-being of young children, and its impact on their overall development and learning.   

The major components of the course are:

1. Developing an understanding of health and its contributing factors, inherited and environmental.  Definitions of health include both physical and emotional well-being, while influences include genetic inheritance; diet; exposure to societal violence, pollutants, and other factors.
2. Creating early childhood environments to promote and facilitate safety and health, including classroom atmosphere, layout, and materials/equipment.  This component focuses on the responsibility of the teacher in the development of milieu to facilitate the overall growth of the child.
3. Developing skills for the identification of children at-risk for abuse/ neglect, developmental delay, or other problems, and for identifying resources for referral of families to outside services to support special needs.  Students become aware of the fact that school programs are increasingly inclusive of a wide range of children, and teachers must be prepared to meet diverse developmental and learning needs, and know when to seek additional information or expertise.
4. Developing awareness of the impact of good and/or poor nutrition on young children, the elements of a healthy diet, and techniques for persuading children to eat appropriately. This component addresses the role of early childhood educators in nutritional aspects of health, since young children rely on adults, both at home and in child care/school settings to meet their nutritional needs.  With support from the instructor, students will also use the College classroom computer to review software for appropriateness in teaching children about health, safety and nutrition.
5. Promoting skills for students to become advocates for young children and their families.  This component supports understanding of the nature and purpose of advocacy.
6. Developing awareness of legal and ethical issues related to children and their family’s health (e.g., confidentiality and pertinent legislation).
7. Acquiring information regarding the impact on developing children of serious family social and health issues, including HIV/AIDS, homelessness, and family violence, impact on the developing child.
8. Knowledge of the components of safety, health, and nutrition education for young children and their parents, and skills for planning developmentally-appropriate learning experiences.  This component stresses putting health education on a par with other curriculum areas, along with the role of teachers as providers of child health education for parents.

**Student Learning Outcomes:**

Upon a successful completion of the course, students will be able to:

1. Define "health" as it pertains to young children living in the United States today and describe the range of factors stemming from heredity and environment that contribute to a children’s health condition during the first five years of their life.
2. Describe various types of childhood illnesses, their symptoms, and appropriate treatments.
3. Explain the proper procedure for responding to and/or treating various childhood injuries.
4. Explain the elements of good nutrition for infants, toddlers, preschool-aged and school-aged children through 4th grade, and identify common nutrition problems found in children living in the United States.
5. Identify types of child abuse and neglect, and the signs and symptoms associated with them.
6. Discuss the topics appropriate for health, safety, and nutrition education for young children.
7. Describe the impact of special familial, health and social problems, such as HIV/AIDS, homelessness, and family violence, on child growth and development.
8. Explain the components of effective advocacy on behalf of children and/or families.

**Class Attendance, Participation, and “Netiquette”:**

As an online course, attendance, and participation in this course will work in a different way from traditional face-to-face classes. Nevertheless, expectations for active and professional participation in all aspects of the course are high.

* Please note that course PowerPoint lectures associated with the readings for each class session are a supplement to the textbook readings. PowerPoint slides are not a substitute for reading the assigned chapters from the course textbook. All written work should reflect thoughtful reading and reflection on the assigned textbook chapters.
* Attendance will be counted by completion of each week’s assignments. Failure to complete the weekly discussion board and/or video case assignments will be considered an “absence” from that class session.
* College policy permits students to drop the course without penalty by the published deadline for each term. Please check the college calendar for the last day to drop. *Failure to attend and not drop the course will result in a grade of “F.” This is the student’s*
* As an online class, students and instructor are expected to use “netiquette,” a term used to describe professional etiquette through online communication. All postings on class discussion boards (graded and ungraded) should adhere to common courtesy so that we can maintain a supportive and communal learning environment for our class.

**GROUP LEARNING EXPECTATIONS**

In order to create optimum learning experience for each and every student, it is imperative that we all agree to abide by these guidelines. Please remember, We are a community of learners. Everyone must feel safe, respected and secure. Take care of your learning: ask questions, keep an open mind, ACTIVELY listen and participate, search for ways to apply new knowledge

* Students must be actively engaged by participating in all activities. Students will agree to listen attentively, speak openly and honestly, act professionally and ethically and participate cooperatively with all members of the class.
* Self-reflect. Good teachers continually review their own work searching for ways to improve. Be prepared to not just read or hear information but to process it in a way that is meaningful to you.
* Take ownership of your learning. It is your responsibility to understand the material. If you don’t understand something, ask a question. We are here to learn together and from each other.

**WITHDRAWAL POLICY**

The last date to withdraw from your courses is 4/10/2019. Though you won’t earn an F if you withdraw, before you decide to withdraw from this course or any other course, think about the following information:

* The W will be reflected on your transcript permanently.
* Ws on transcripts may have a negative impact on acceptance into select programs.
* Transfer institutions may view Ws negatively, and it may go against your application.
* Your financial aid may be impacted.
* Please discuss your options with your instructor or an advisor/counselor before you decide to withdraw from a course.

**Ethical Considerations:**

Refer to the College Handbook to familiarize yourself with College policies on cheating, plagiarism, and student conduct. Use of internet/printed passages in any course assignment must be appropriately identified to avoid plagiarism. Refer to other appropriate guidelines for notation format. Cheating cannot be tolerated at the college level; it is expected that all participants will make every effort to avoid this serious ethical failure. It is the student’s responsibility to adhere to College and course expectations for citation. Credit will not be given for any assignment that does not contain all necessary citation. This means that any assignment that does not have proper citation (if/when needed) will receive a grade of zero.

**Student Accommodations and College Resources:**

All students will receive the needed accommodations and assisted strategies to support their success in this course. Students should provide this information at the beginning of the semester, so the instructor can assist them in the most appropriate accommodation possible.  The College offers tutorial support in the various Learning Labs. Information on locations and hours can be found on CCP’s website. This information is also available in the College Handbook. Our library often has course text(s) on hold for student use and many other resources available to you. The Center on Disability should be contacted if you require instructional or testing accommodations. It is located in the Bonnell Building, Room BG-39.

**College Early Alert System:**

The Early Alert System provides faculty the opportunity to assist students by effectively communicating feedback about current academic performance and supplying recommendations beneficial to achieving academic success. At the 20% and 50% reporting periods during the semester, students may be assessed on the following items: attendance, punctuality, meeting assignment deadlines, classroom behavior, classroom participation, and other factors pivotal to student success. Should you receive an Early Alert letter, please follow up on the suggested intervention strategy as soon as possible.

**Technical Help:**

Students can receive assistance with the online aspects of this course in one of three ways: contacting the instructor, going to “Help” on Canvas (upper right hand of the screen), or calling the College IT helpline: (215) 496-6000.

**Requirements and Grading:**

As an online course, all assignments and communication will be through Canvas. It is imperative that you keep up-to-date with all course information provided in the syllabus, Canvas Modules, announcements, and emails. Make sure you are aware of all the assignments for each week and complete them on time.

**Follow the outline detailed in each sessions expectations so that you are sure to complete all mandatory assignments. You may want to print the syllabus and use it as a guide to be sure you complete the assignments. Stay on top of deadlines and due dates so that you are not missing work. As an online course, it is imperative that you have the ability to pace yourself and meet deadlines. Time management is key!**

Also note that course attendance will be counted by completion of each week’s assignments. Failure to complete the weekly assignments on time will be considered an “absence” from that class session. Please note the absence policy below. Also, **you may not make up work** from previous sections**. All assignments are due by Saturday. Each session will end on Sunday at 11:59pm. You will not be able to submit after that day. Each new session will begin on Monday morning.**

*Follow the detailed instructions in Canvas to complete each individual assignment. Follow the rubric associated with each assignment to be sure you meet the requirements. Be sure you follow all of the instructions and complete the assignment in its entirety.*

**Description of Assignments**

**Readings and Lecture Material**:

Each week you are expected to thoroughly read the assigned chapter from the textbook. You are also expected to work through the PowerPoint lecture slides associated with each class session. These slides contain questions to help guide your thinking related to the readings, outlines of key content, explanations of particular terms and concepts, and links to additional materials.

\*\*Please note that course PowerPoint lectures associated with the readings for each class session are a supplement to textbook readings. **PowerPoint slides are not a substitute for reading the assigned chapters from the course textbook**. All assignments and discussion board postings should reflect thoughtful reading and reflection on the textbook

**Videos and Supplementary Materials**

There are videos and suggested supplementary reading and materials in each module. These materials will help give you a comprehensive learning experience and build on your knowledge. They will also help as you develop your assignments and respond to discussion board. Add them to your teaching resources and use them as a guide in your practice.

**Quizzes**

You will complete the Quizzes as listed in the module. All quizzes consist of one essay question and relate to the readings that are assigned in the text. You will have one opportunity to complete the timed quiz. Details are in the quiz tab for each module.

**Discussion Boards**:

**BE MINDFUL OF DUE DATES IN THE MODULE under EXPECTATIONS. The initial discussion board is due on Wednesdays; response posts by Fridays.**

Since we do not meet face-to-face in this class, discussion boards are the central means by which we dialogue about course topics as a group. The discussion boards also play an important role in this course as a means of introducing you to multiple perspectives on the topics we will be covering. The instructor will participate in all discussion groups. Discussion board topics will relate to the readings and supplemental content material from PowerPoint lecture materials.

A full description of the discussion board topic is found in the actual discussion boards, located in Discussions

* + Initial postings for each discussion board should be at least 250 words long and should show thoughtful reflection on course content, incorporating evidence from assigned readings and previous class discussions whenever relevant.
  + Response postings are reactions to another student’s initial posting. Response postings should be at least 150 words, should indicate that you respect another person’s point of view, and then provide your own Please justify your opinion with evidence from the readings or class content/discussions.
  + Besides the one substantial (and graded) response posting, you are also encouraged to make short remarks on other students’ postings. There is also a “Like” option in the discussion boards (similar to Facebook). As a class we will strive to make the discussion boards as lively as a real discussion in a classroom!
  + Please commit yourself to participating in ways that encourage the critical and creative thinking of class members and refrain from engaging in any form of plagiarism (this includes not citing sources for your postings). *All postings on Discussion Boards should be completely in your own words.*

**Grading of Discussion Boards:**

* If any initial postings are submitted late your score on that discussion board will be deducted points accordingly: -5% for each calendar day posted

\*However, the discussion boards will close the last day that response postings are due and students will not be able to post after that.

* In the first class session the discussion boards will be ungraded so that all students can practice accessing and using this online
* Both the initial posting and the response posting will be included in your grade for each discussion board.

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**Assignments and Due Dates**

*ALL ASSIGNMENTS SHOULD BE SUBMITTED IN CANVAS BY ASSIGNED DATES (unless otherwise noted)*

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| --- | --- | --- |
| **Assignment** | **Due Date** | **Points** |
| Discussion Board | Weekly (weeks 1-6) | 120 |
| Essay Quizzes (10 points each; 7 quizzes) | Weekly (no quiz week 7) | 70 |
| **Module Assignments** |  |  |
| Child Television Programming | Week 1 | 15 |
| Chronic diseases/medical conditions | Week 2 | 20 |
| Safe Sleep | Week 3 | 20 |
| Hand Washing: Clean Hands Save Lives | Week 3 | 30 |
| Safe Spaces | Week 4 | 25 |
| Seizure Recognition | Week 4 | 30 |
| Nutrition Flyer | Week 5 | 20 |
| Activity Guide | Week 5 | 25 |
| Healthy Me Nutrition Lesson Plan | Week 6 | 30 |
| Healthy Snacks | Week 6 | 10 |
| Celebrations & Food | Week 7 | 15 |
| Physical Activity Lesson Plan | Week 7 | 30 |
| End of Course Reflection | Week 7 | 15 |
| Final | Week 7 | 30 |
|  | **TOTAL** | **505** |

***Scores on all of the above will be combined to determine your final grade.***

Final Grade: 90-100%= A; 80-89%= B; 70-79%= C; 60-69%= D; 0-59%= F

*Please note that rubrics are included with each assignment and can be found in the “Files” tab on Canvas. The instructor will make every effort to return graded assignments with feedback within a week of their submission.*

**COURSE SCHEDULE:**

*The following schedule represents the way in which the course will unfold. Be sure to log into canvas and follow each session module. All work is loaded per module/session. Click on “Modules” and find the week in which work is assigned.* **Modules will be published on Sunday for the week.**

**Weekly Schedule:**

For each session/week there are several different activities. Due dates for activities are as follows (please note: all modules do NOT have all the activities listed below):

**Sunday**: Modules Posted

**Monday & Tuesday**: Suggested to Read PowerPoints and Chapters Assigned, as well as read supplementary resources and materials

**Wednesday**: Discussion Board Initial Post Due by 11:59pm

**Thursday**: Work on Assignments

**Friday**: Discussion Board Response Due by 11:59 pm

**Saturday**: ALL Assignments and Quizzes DUE

*You may work ahead of schedule and submit assignments early. Points will be deducted for items that are late and you are unable to submit assignments for previous modules once the new session is published.*

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| **Session/Wk** | **Topic** | **Assigned Reading** | **Activities & Assignments** |
| 1 | **Course Orientation:**   * *Assess your readiness for online work* * *Review the course goals and learning objectives* * *Use the discussion board feature to post questions or comments regarding the syllabus.* * *Explore the format and logistics of this as an online course.* * *Review the course expectations and responsibilities.* * *Practice using the discussion board feature by introducing yourself to your colleagues and by responding to your colleague's introductions* * Complete Session 1 Learning Activities * Introduction to the health and safety of young children * Contemporary wellness issues * National health and promotion initiatives | **Chapter 1**  **Childrens Well-Being: What it is and How we achieve it** | **Course Orientation Module**  **PowerPoint: Chapter 1**  **Discussion Boards:**  Introductions  Syllabus/Class Questions and/or Comments  KEY LEARNING AREA: Health, Wellness, and Physical Development – Learning About My Body  **Assignments:**  Child Television Programming  **Chapter 1 Essay Quiz** |
| 2 | Promoting Children's Health and Health Assessment Tools- Chapters 2 & 3  Chronic Medical Conditions Affecting Children's Health-Chapter 4 | Chapters 2, 3, 4 | **PowerPoint:** Chapters 2, 3, 4  **Discussion Board:** Keeping Children Safe: Allergies  **Chapter 2 Essay Quiz**  **Assignment:** Chronic diseases/medical conditions |
| 3 | The infectious process  Management of communicable and acute illness in group care settings | Chapters 5 & 6 | **PowerPoint:** Chapters 5 & 6  **Session 3 Discussion Board:** Daily Health Checks  **Session 3 Assignments:**  Safe Sleep  Handwashing: Clean Hands Save Lives  **Chapter 6 Essay Quiz** |
| 4 | Creating Safe Environments for Children  Management of Accidents and Injuries  Child Maltreatment | Chapters 7 , 8,  9 & 10  Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse | **PowerPoint**: Chapters 7, 8, 9 & 10  **Discussion Board:** Toy Safety  **Chapter 10 Essay Quiz**  **Assignment:** Safe Spaces  Seizure Recognition and Response Plan (30 points) |
| 5 | Planning for Children's Health and Safety Education  Nutrition Education: Rationale, Concepts and Lessons | Chapters 11 & 19 | **PowerPoint:** Chapters 11& 19  **Chapter 19 Essay Quiz**  **Assignment:**  Nutrition Flyer (20 points)  Activity Plans (25 points)  **Discussion Board:** Family Resources |
| 6 | Nutritional Guidelines   Introduction to Nutrition  ·*Why do we eat?*  *·What nutrition concepts are important for children to learn*  Feeding infants, toddlers, preschoolers, and school-age children | **Chapter 12, 13 & 15** | **PowerPoint:** Chapter 12, 13 & 15  [**Session 7 Gradable Discussion**](https://ccp.instructure.com/courses/1304187/modules/items/11673240): Nutrition  **Chapter 12 & 13 Essay Quizzes**  **Assignments:**  Preschool Nutrition Lesson Plan  Healthy Snacks List  [**Discussion Board:** Breastfeeding](https://ccp.instructure.com/courses/1304187/modules/items/11673268) |
| 7 | Nutrients that provide energy, promote growth, and regulate body functions  Healthy Food and Physical Activity for infants, toddlers, preschoolers, and school-age children | Chapter 14 & 16 | **PowerPoint:** Chapter 14 & 16  **Chapter 13 Assignments:**  Physical Activity Lesson Plan  Celebrations & Food  **End of Course Reflection** |
| Final | FINAL PROJECT  And  End of Course Reflection |  | See Assignments: Final Project.  Watch Video  Respond to Questions  2-3 page paper incorporating questions |