



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1005 Health, Safety and Nutrition

Date: Spring 2018

Credit Hours: 3

Prerequisite(s): NONE

Delivery Method: Lecture **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: Fall Spring Summer

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure children's well-being in group settings. Content includes roles and responsibilities of adults in meeting children's needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritionally appropriate meals.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Demonstrate knowledge of basic physical, mental health, nutritional and safety needs of individuals and environmental and curricular policies and procedures supportive of meeting each young child's needs.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 2Q, 3A, 3C, 3D, 3G, 3J, 3K, 3L, 3M, 3O, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6B, 6E, 6J, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8Q, 8T, 9I, 9J	HSW2, HSW3, CPD3, CPD4, FCR1	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c

2. Demonstrate skills consistently implementing basic health, safety, and nutritional practices and articulate strategies for helping children practice safe behaviors through daily routines and activities.

IPTS	ECE Competencies	NAEYC Standards
1D, 1L, 2N, 3O, 4I, 8Q, 9J	HSW2, HSW3	1b, 1c, 2a, 2b, 2c, 4b, 6b

3. Explain and identify ways to maintain a safe environment including: identifying hazards and risks; conducting regular health and safety assessments consistent with regulations and quality standards; and taking corrective action when necessary.

IPTS	ECE Competencies	NAEYC Standards
1D, 1L, 2N, 3O, 4I, 8Q, 9J	HSW2, HSW3	1b, 1c, 2a, 2b, 2c, 4b, 6b

4. Identify signs and symptoms and emergency treatment options of childhood diseases and those which might indicate physical, sexual and psychological abuse or neglect, and describe the impact of stress and trauma on children and their families.

IPTS	ECE Competencies	NAEYC Standards
1C, 1D, 4G, 4I, 4K, 8P, 9C, 9F, 9L, 9R	HSW1, HGD3	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b

5. Identify and describe first aid procedures, the proper use of first aid items, record-keeping, and communication to parents and co-workers.

IPTS 1C, 1D, 2K, 4G, 4I, 4K, 8F, 8H, 8I, 8J, 8K, 8L, 8O, 8P, 8Q, 8R, 8S, 8T, 9C, 9F, 9L, 9N, 9R	ECE Competencies HSW1, HSW6	NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4b, 6b
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6. Identify strategies supportive of making food preparation and mealtime a developmentally appropriate learning experience for children.

IPTS 1A, 1B, 1C, 1D, 1E, 1L, 2A, 2E, 2N, 3A, 3C, 3K, 3O, 3P, 4A, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4P, 4Q, 8G, 8H, 8I, 8K, 8Q, 8S, 9A, 9J	ECE Competencies HSW2, HSW3, HSW5, HSW6, IRE3	NAEYC Standards 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6b
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7. Explain ways to plan culturally responsive, nutritionally sound meals and identify strategies supportive of collaboration with families and health professionals in meeting children's individual nutritional needs.

IPTS 1C, 1D, 1L, 3O, 4G, 4I, 4K, 8P, 8Q, 9C, 9F, 9J, 9L, 9R	ECE Competencies HSW1, HSW2	NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b
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8. Provide examples of effective health and immunization record-keeping system.

IPTS 1A, 1B, 1C, 1D, 1E, 2A, 2I, 2N, 4I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 9I, 9J, 9L	ECE Competencies HSW3, OA3	NAEYC Standards 1b, 1c, 2a, 2b, 2c, 3b, 4b, 6b, 6c
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9. Identify and describe necessary screening and referral procedures to assess children's developmental and health status.

IPTS 1A, 1B, 1C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 9I, 9L	ECE Competencies HSW4, OA3	NAEYC Standards 1b, 1c, 2a, 2b, 2c, 3b, 6b, 6c
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MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	1. Demonstrate knowledge of basic physical, mental health, nutritional and safety needs of individuals and environmental and curricular policies and procedures supportive of meeting each young child's needs.
Second Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	1. Demonstrate knowledge of basic physical, mental health, nutritional and safety needs of individuals and environmental and curricular policies and procedures supportive of meeting each young child's needs.
Third Goal	
To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.	6. Identify strategies supportive of making food preparation and mealtime a developmentally appropriate learning experience for children.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Interrelationship of Health, Safety and Nutrition

Health of the Young Child: Maximizing the Child's Potential; Promoting Good Health; Health Appraisals; Health Assessment Tools; Conditions Affecting Children's Health; The Infectious Process and Effective Control; Communicable and Acute Illness: Identification and Management

Safety for the Young Child: Creating Quality Environments; Safety Management; Management of Injuries and Acute Illness; Child Abuse and Neglect; Planning for Children's Health and Safety Education

Foods and Nutrients: Basic Concepts; Nutritional Guidelines; Nutrients That Provide Energy; Nutrients That Promote Growth of Body Tissue; Nutrients That Regulate Body Functions

Nutrition and the Young Child: Infant Feeding; Feeding the Toddler and Preschool Child; Planning and Serving Nutritious and Economical Meals; Food Safety; Nutrition Education Concepts and Activities

INSTRUCTIONAL METHODS:

Lecture & class discussions

Class presentations

Exams

Assignments – weekly menu, appraisal tool, lesson plans

Article reviews

Health Fair Presentation – (NAEYC, Gen Ed, and Competency Assessment – HSW1- HSW6)

INSTRUCTIONAL MATERIALS:

Health, Safety, and Nutrition for the Young Child. Ninth Edition. Lynn R. Marotz. Wadsworth, Cengage Learning 2015.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Class attendance/participation

Methods of evaluation include:

Exams

Personal reflections

Material development

Development of learning plans

Article reviews

In-class presentation

Group/Team project

Completion of Mandated Reporter Training

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

Part 407 Licensing Standards for Day Care Centers. Department of Children and Family Services (DCFS) April 2010.

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Professional Teaching Standards (IPTS 2010) http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards http://www.dec-sped.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20n%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
<http://www.naeyc.org/ncate/files/ncate/Std%201%20pager.pdf>

Abused and Neglected Child Reporting Act (online training)

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Course Competency/Assessment Methods Matrix

ECE 1005 – Health, Safety and Nutrition	Assessment Options																																																			
<p>For each competency/outcome place an “X” below the method of assessment to be used.</p>	<table border="1"> <thead> <tr> <th data-bbox="520 212 569 740">Assessment of Student Learning</th> <td data-bbox="569 212 617 740">Article Review</td> <td data-bbox="617 212 665 740">Case Studies</td> <td data-bbox="665 212 714 740">Group Projects</td> <td data-bbox="714 212 762 740">Lab Work</td> <td data-bbox="762 212 810 740">Oral Presentations</td> <td data-bbox="810 212 858 740">Pre-Post Tests</td> <td data-bbox="858 212 907 740">Quizzes</td> <td data-bbox="907 212 955 740">Written Exams</td> <td data-bbox="955 212 1003 740">Artifact Self Reflection of Growth</td> <td data-bbox="1003 212 1052 740">Capstone Projects</td> <td data-bbox="1052 212 1100 740">Comprehensive Written Exit Exam</td> <td data-bbox="1100 212 1148 740">Course Embedded Questions</td> <td data-bbox="1148 212 1197 740">Multi-Media Projects</td> <td data-bbox="1197 212 1245 740">Observation</td> <td data-bbox="1245 212 1293 740">Writing Samples</td> <td data-bbox="1293 212 1341 740">Portfolio Evaluation</td> <td data-bbox="1341 212 1390 740">Real World Projects</td> <td data-bbox="1390 212 1438 740">Reflective Journals</td> <td data-bbox="1438 212 1486 740">Applied Application (skills) Test</td> <td data-bbox="1486 212 1535 740">Oral Exit Interviews</td> <td data-bbox="1535 212 1583 740">Accreditation Reviews/Reports</td> <td data-bbox="1583 212 1631 740">Advisory Council Feedback</td> <td data-bbox="1631 212 1680 740">Employer Surveys</td> <td data-bbox="1680 212 1728 740">Graduate Surveys</td> <td data-bbox="1728 212 1776 740">Internship/Practicum /Site Supervisor Evaluation</td> <td data-bbox="1776 212 1824 740">Licensing Exam</td> <td data-bbox="1824 212 1873 740">In Class Feedback</td> <td data-bbox="1873 212 1921 740">Simulation</td> <td data-bbox="1921 212 1969 740">Interview</td> <td data-bbox="1969 212 2018 740">Written Report</td> <td data-bbox="2018 212 2045 740">Assignment (Health Fair Presentation – NAEYC, COMPETENCY, GEN.ED, ASSESSMENT)</td> </tr> </thead> </table>																				Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment (Health Fair Presentation – NAEYC, COMPETENCY, GEN.ED, ASSESSMENT)
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<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D																											
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<p>Identify strategies supportive of making food preparation and mealtime a developmentally appropriate learning experience for children. ECE COMPETENCY: HSW2, LVL2; HSW3, HSW5, LVL3; HSW6, LVL4; IRE3, LVL3 IPTS: 1A, 1B, 1C, 1D, 1E, 1L, 2A, 2E, 2N, 3A, 3C, 3K, 3O, 3P, 4A, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4P, 4Q, 8G, 8H, 8I, 8K, 8Q, 8S, 9A, 9J NAEYC: 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6b</p>												X																								X

