# Los Angeles Mission College Child Development 10 – Health, Safety and Nutrition Taught Bilingually: English & Spanish Spring 2014 - Section # 3175 / Wednesday's 3:30pm – 6:40pm Guide to Success in the Course

Instructor: Patricia Rodriguez

Contact Information: rodrigps@lamission.edu

818-364-7670

Student Visiting Hours: I am available to meet with students the following hours:

Monday's: 2:00-3:00pm Tuesday's: 3:00-6:35pm Thursday's: 5:00-6:00pm

Office Location: LAMC Center for Child Development Studies Office #210

### Required Text and Materials

Healthy Young Children - Susan Aronson, NAEYC 2012

### **Catalog Course Description**

Study the laws, regulations, standards, policies, procedures and early childhood curriculum related to child health, safety and nutrition. The focus will be on planning and program development for all children. First Aid and CPR certificates will be earned.

## **Course Objectives**

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

- 1. Examine environmental health and safety risks for children in programs.
- 2. Differentiate the characteristics of abuse and demonstrate knowledge of mandated child abuse reporting procedures.
- 3. Compare and distinguish common health and safety issues in early childhood settings.
- 4. Distinguish relationships between health and nutrition.
- 5. Analyze the nutritional needs of children at various ages and plan economical and nutritional meals and snacks based on the individual needs of children.
- 6. Compare and contrast various health assessment tools and policies.
- 7. Identify symptoms of common communicable diseases and other health conditions that affect young children.
- 8. Examine current health issues related to children and families.
- 9. Relate the value of collaboration with families and health professionals.
- 10. Evaluate laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs.
- 11. Design effective strategies for evaluating health and safety policies and procedures.
- 12. Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits.
- 13.Plan developmentally appropriate early childhood curriculum on the topics of health, safety, and nutrition for families and all children.
- 14.Demonstrate completion of California Certification in Infant/Child CPR and First Aid.

## **Student Learning Outcomes:**

- 1. Students will identify and describe biological and environmental factors affecting children's healthy growth and development.
- 2. Students will demonstrate knowledge and skills of first aid procedures and Cardiovascular Resuscitation.
- 3. Students will identify common childhood illness and protocols for recommended care in the instructional environment.

### College GE SLO

- 1. Information Competency
- 7. Global Awareness
- 3. Problem Solving
- 1. Written and Oral Communication

#### **Assessment Method**

- 1. Assess Environments/Construct Menus
- 2. Written Examination And Demonstration
- 3. Compilation of Directory of Common Illness/Oral & Written Presentation on specific illness

Helpful Online Resources: www.lamission.edu/childdevelopment www.lamission.edu/library www.lamission.edu/learningcenter www.naeyc.org www.cdc/childdevelopment.org www.myplate.gov

#### Article Reports-

Find two articles on a disease, illness or condition that affects children. Each article must be on a different disease, illness or condition.

Read the article thoroughly. Summarize your findings in the article report. Describe what you learned in the article. Describe how the disease, illness or condition affects children.

#### First Aid Kit-

Each student will create a personal First Aid Kit. Use a portable plastic container. Fill the container with a variety of first aid materials. A complete list of materials will be distributed to students enrolled in the course. The First Aid Kit will also contain emergency contact information as well as emergency phone numbers. Students are expected to create a First Aid Kit that is well organized and well stocked.

#### Weekly Menu/Meal Plan-

Students will create a sample weekly menu for a children's classroom environment.

The weekly menu should include detailed daily meal & snack information.

The weekly menu must be well- thought out and health conscious. Remember recommended portion sizes for children as well as possible allergens.

Please visit www.myplate.gov for more information on healthy meal recommendations for children.

#### Site Safety/Health Checklist-

Each student will visit an accredited licensed facility that provides programs for groups of children. A checklist will be provided for each student to complete. Carefully observe the classroom environment. Make notes and comments about the classroom environment.

#### Disease /Illness Report &Oral Presentation-

Each student will be assigned a Disease or Illness to research. Students will use the internet to gather information as well as resources which provide information on the disease or condition. Describe the following: Characteristics, Signs & Symptoms, How it spreads, Treatments, Implications for a child affected by this disease or illness. Use reliable sources to gather your information. Example: www.cdc.gov/childdevelopment

#### Collaborative Projects-

Students will be assigned into small groups of 4-5 students. Students will be assigned a topic to present on by the instructor. Examples: Dental Care, Fire Safety, Nutrition, Water Safety, Playground, Pedestrian, Bicycle Safety.

The activity should be developmentally appropriate for preschool age children. Students are required to write a four page informational paper, a Learning Plan, A summary of the activity for each class member as well as create a visual aid demonstrating the activity. Points will be earned through collaborative group work as well as careful attention to preparing a developmentally appropriate activity.

#### Reflective Writing-

A reflective question will be given at the beginning of each class session. Each week during the first 15 minutes of class each student will write a brief reflective essay. The essay will allow students to reflect on the class session from the previous week. Reflective essays may only be submitted within the first fifteen minutes of class. Credit will be given based upon thoughtful reflection of the question given as well as on-time submittal.

| Assignments and Grading:                    |      |
|---|------|
| Article Report I:                           | /50  |
| Article Report II:                          | /50  |
| First Aid Kit:                              | /75  |
| Week Menu/Meal Plan:                        | /100 |
| Site Safety/Health Checklist:               | /100 |
| Disease/Illness Report & Oral Presentation: | /100 |
| Group Projects:                             | /100 |
| First Aid/ CPR Exam:                        | /25  |
| Weekly Reflective Writing:                  | /100 |
|   | 700  |
| Extra Credit: Upon Instructors Discretion   |      |
| Grading Scale:                              |      |
| A - 650-700                                 |      |
| B - 600-649                                 |      |
| C - 550-599                                 |      |
| D - 500- 549                                |      |
| F- below 500                                |      |

Please Note: The course outline is a guide for the semester and may be revised to enhance learning outcomes or by events outside the control of the instructor.

# Class Schedule

| Week: | Topic:   | Assignment:                             |
|-------|--|---|
| 2/12  | Welcome & Introduction to the class  | Assigned Readings                       |
| 2/19  | Preventing Infections  | Read Chapter 3                          |
| 2/26  | Preventing Injuries  | Read Chapter 4                          |
| 3/5   | Ready for Emergencies and Injuries<br>First Aid Kit Due                            | Read Chapter 5                          |
| 3/12  | Promoting Health with Good Nutrition   | Read Chapter 6                          |
| 3/19  | Promoting Health with Physical Activity  | Read Chapter 7                          |
| 3/26  | Promoting Health through<br>Oral Health, Mental Health, Health Education           | Read Chapter 8                          |
| 4/2   | Disease/ Illness Presentations in Class  |   |
| 4/9   | Spring Break   | Read Chapter 9                          |
| 4/16  | Staff Members and Consultants for Safe and Healthy Childcare                       | Read Chapter 10<br>Safety Checklist Due |
| 4/23  | Facility Design and Support Services for Safe and Healthy Early Care and Education | Read Chapter 11                         |
| 4/30  | Caring for Children with Short-Term or<br>Chronic Health Needs or Disabilities     | Read Chapter 12                         |
| 5/7   | Menu Presentations   | Menu/Meal Plan Due                      |
| 5/14  | Inclusion of Children with Special Needs   | Article Reports I & II                  |
| 5/21  | Article Reports I & II Due in Class  | Prep for C.P                            |
| 5/28  | Collaborative Project Presentations  | CPR/F.A. Cards Due                      |
| 6/4   | Final Exit Ticket. You Did It! Congratulations!                                    |   |

#### Attendance:

Attendance is extremely important in order to be successful in class.

Please make sure you arrive to class on time and stay until the end of class.

No more than 3 absences are allowed through the course of the semester.

A student that is absent 3 times in a row will be automatically dropped from the class.

## Cell phones and iPods:

Please be courteous to your instructor and fellow classmates:

Put your cell phone on silent mode while in class

Text messaging: check and answer your messages during the break

Use of iPods during class is not appropriate.

Please use laptop computers for coursework/subject related material only.

## Students with special needs:

Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class. Special accommodations may be arranged but the instructor must be notified by the student in advance.

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Office Location:

Los Angeles Mission College Center for Child Development Studies Office #210

I look forward to your visit!

# **Emergencies:**

In case you have a serious emergency and cannot attend class due to that emergency, please contact the instructor as soon as possible.

# Class Requirements:

Detailed Assignment information and guidelines will be given in class.

- -Submit all assignments in a neat and well organized manner.
- -All assignments must be typed and printed in black ink.
- -Please notify your instructor as soon as possible if you do not have access to a computer/printer.
- -Having trouble with assignments? Visit the Child Development Student Resource Center. Free Tutoring Available. Friendly and Knowledgeable Tutors On Site.
- -Class assignments should be submitted in class on the due date.
- -Late assignments are subject to a point deduction
- -Emailing your assignment to the instructor as an attachment is not acceptable

# Child Development 10 – Section Number 3175 Spring 2014

| Name:   |  |
|---|--|
| Address:  |  |
| Home Telephone Number:  |  |
| Cell Phone Number:  |  |
| Email:  |  |
| Reason for taking this class:                                 |  |
| What is your major in college?                                |  |
| How many units/ classes are you enrolled in this semester?    |  |
| List the classes you are enrolled in:                         |  |
|   |  |
|   |  |
| How many Child Development classes have you taken previously? |  |
| Do you work? If so, how many hours do you work per week?      |  |
| Where do you work?  |  |
| What's your first language?                                   |  |
| Do you have any special needs?                                |  |
| Any other information you would like to share?                |  |