

Del Mar College Course Syllabus

TECA 1318 Wellness of the Young Child

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Course Description: A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations. Students are required to participate in a minimum of 15 hours of field experiences with varied and diverse populations. (REM Levels: R1, E1, M1)
Prerequisites: None
Student Learning Outcomes: The student will describe the basic principles of healthy behavior that influences healthy promotion and disease prevention for young children. The student will describe universal health precautions, legal implications regarding health, and analyze environmental and personal hygiene. The student will analyze principles of nutrition, evaluate nutrition assessment, examine regulatory requirements for nutrition, and describe the importance of physical fitness. The student will describe principles of safety as they relate to children, evaluate regulations regarding child safety, evaluate safety procedures, and evaluate children's environments for safety. The student will participate in 15 clock hours of field observation experiences focusing on the health, safety, and nutrition of young children.

Course Objectives:

- 1. Describe the basic principles of healthy behavior that influence health promotion and disease prevention for young children.**
 - a. Describe the relationship between personal health behavior and individual well-being in young children.
 - b. Identify indicator of mental, emotional, social and physical health during childhood.
 - c. Describe how the family influences a child's health.
 - d. Describe how physical, social and emotional environments influence a child's health.
 - e. Describe factors in the local community affecting the health of children and families.
 - f. Describe the symptoms of common childhood health concerns and diseases, communicability, prevention and reporting requirements as they relate to young children.
 - g. Observe health appraisals of children in early childhood settings including child care and public schools.
 - h. Work cooperatively with colleagues and parents to meet individual/special health needs of children.
- 2. Describe universal health precautions.**
 - a. List circumstances requiring the use of universal/standard health precautions.
 - b. Demonstrate appropriate use of universal/standard health precautions.
- 3. Describe legal implications regarding health.**
 - a. Identify agencies with legal or regulatory authority over children's health issues.
 - b. Identify city, county, state and federal health regulations which apply to

early childhood settings. c. Identify organizations with health guidelines affecting early childhood settings.

4. Analyze environmental and personal hygiene. a. Describe hygiene principles. b. Practice daily environmental and personal hygiene routines with young children. c. Provide young children with opportunities to learn about and apply personal health practices. d. Practice communicable disease control functions in early childhood settings.

5. Analyze principles of nutrition. a. Describe the role of carbohydrates, proteins, fats, water, vitamins and minerals in children's health. b. Describe the Food Guide Pyramid and its application to children's needs. c. Identify criteria for developmentally appropriate feeding practices with children: 0 – 12 months, 13 months – 2 years, 3 – 5 years, 6 – 12 years. d. Discuss nutritional needs of children including special dietary or cultural considerations. e. Describe specific methods for planning nutritious meals and snacks for young children through elementary school. f. Describe how nutritional factors may affect children in one or more developmental domains and implications for the classroom teacher. g. Plan and implement nutrition education activities for children.

6. Evaluate nutritional assessment. a. Discuss the relationship between nutrition and children's health and well-being. b. Evaluate a menu plan in early childhood settings for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed at various ages. c. Observe and analyze meal/snack times for children. d. Analyze a varied, nutritionally balanced diet for children. e. Propose modifications for special dietary needs. f. Participate in meal/snack times for children. g. Prepare and share appropriate nutrition information with families.

7. Examine regulatory requirements for nutrition. a. Identify city, county, state and federal nutritional regulations with apply to early childhood settings. b. Identify state and local guidelines affecting early childhood settings. c. Compare nutritional guidelines and regulations.

8. Describe the importance of physical fitness. a. Discuss the relationship of health education and physical activity for young children based on current literature. b. Describe appropriate practices in developing, planning, teaching and assessing physical activities for young children. c. Identify state and local physical education guidelines affecting early childhood settings.

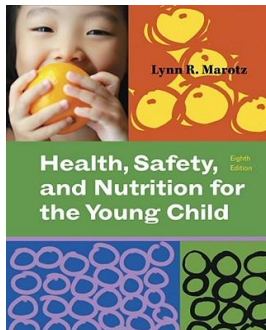
9. Describe principles of safety as they relate to children. a. List safety principles as they apply to children of different ages. b. Apply safety principles when working with children.

10. Evaluate regulations regarding child safety. a. Identify agencies and organizations with regulations affecting safety in early childhood settings. b. Compare safety guidelines and regulations. c. Evaluate early childhood settings for compliance with safety regulations and/or guidelines. d. Identify and describe reporting procedures when unsafe conditions exist. e. Apply regulations and guidelines which ensure the safety of children in care. f. Describe ethical and legal responsibilities for child safety.

11. Evaluate safety procedures. a. Explain the relationship between supervision and accident prevention. b. Demonstrate safety procedures and practices in early childhood settings including specific situations related to various age groups (e.g. transportation, field trips, evacuation procedures, etc. c. Describe appropriate use of first aid procedures in early childhood settings. d. Demonstrate how to

provide children with opportunities to learn about and apply safety practices. e. Evaluate procedures necessary for the safety of children of various ages and special needs.

12. Evaluate children's environments for safety. a. Describe the most common causes and types of unintentional injuries to children and ways of preventing such injuries. b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs. c. Evaluate indoor and outdoor environments for safety. d. Use computation skills in menu analysis and planning.



Textbook: Marotz, L. (2012). Health, safety, and nutrition for the young child (8th ed.). Belmont, CA: Cengage Learning. ISBN: 978-1-111-29837-1

Technology Requirements: Students are expected to have access to a working computer that meets the browser requirements for the course and are expected to check their CANVAS and WebDMC email. In addition, online resources are available through www.delmar.edu

College Policies: Students are expected to read and abide by the Standards of Student Conduct found in the College Catalog. If you have any questions about these standards, please consult with your instructor.

Students Requesting Disability Accommodations or Information are Encouraged to Contact the Disability Services Office, Harvin Center, Room 188, 698-1298.

SCANS Competencies: The SCANS competencies identified by the Secretary's Commission on Achieving Necessary Skills have been infused into this course. The SCANS competencies were developed to close the gap between training and workplace know how. The specific competencies to be developed in this course are:

C1 Resources: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedule.

C7 Information: Interprets and communicates information.

C17 Systems: Improves or designs systems, suggests modifications to existing systems and develops new or alternative systems to improve performance.

Frequently Asked Questions

When does this online class meet? Once the semester begins, students may access this online class Monday through Saturday each week. On Sundays, Discussions and Quizzes will be locked. Sundays will be used by the instructor to finish reading your discussion postings, grade quizzes, and tally weekly points.

Will we have tests? Yes, there are weekly exams that are administered online. Each exam consists of questions that will be over the assigned readings. Once the grading period is over for that week, students may review any question they may have missed.

Is there a Final exam? The final exam is a comprehensive Final Exam worth 175 points. The questions for the Final Exam come from the weekly quizzes. The final exam must be taken at the Distance Learning Testing Center (3013 Ayers Street, Corpus Christi, Texas) and is administered online.

Will we have homework? There are four assignments. Each assignment is worth 100 points. Late work automatically loses points as follows and will NOT be accepted during Final Exams week.

1 day late loss of 5 points

2 – 7 days late loss of 10 points

8 – 14 days late loss of 20 points

15 days or more loss of 50 points

Work should be submitted in either MLA or APA format. See the links below for guidance.

MLA format guidelines: <http://owl.english.purdue.edu/owl/resource/747/01/>

APA format guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

What else do I have to do? You are also required to participate in weekly discussion postings, including an introductory posting. This is your ATTENDANCE in the course and is one of the primary methods of earning points in the course.

Discussion Guidelines and Grading

Each week there will be a discussion question. You are required to participate by responding to these every week. In addition to your original response to the discussion question, you must also respond **at least two times on DIFFERENT days** during the week. ***You will not be able to view any other posts until you submit your own original answer to the question, so it is important that you post early in the week.*** This will give you time to check back and read your fellow students' posts. I will evaluate your postings on the following scale:

5 points – You responded to the original discussion question by posting a response.

10 points – You responded to the original discussion question AND responded to at least 2 other fellow classmate's comments. You actually engage in discussion with the class. Your postings are at least **50 words** long.

15 points – All of the above, plus your postings are well-thought contributions that exhibit a true understanding of the assignment. Your postings are at least **100 words** long.

Tips for engaging in discussion:

- Comment on the content of people’s remarks – not on the person. Use proper etiquette. I reserve the right to delete ANY inappropriate posting.
- Add relevant and appropriate stories or humor that illustrates the concepts being discussed.
- Read every post by everyone in the class, especially my posts. I may refine the topic throughout the week, depending on how the discussion is moving.
- Please do not use “text talk” such as LOL, TTYL, BTW, or other similar acronyms.....don’t assume that everybody knows what you mean.

Do NOT wait until the last day (Saturday) to "check in" to class....you will not get full points regardless of how many comments you make on the Discussion Board on that one day.

How will I be graded? Your final grade will be determined by total points earned on the exams and assignments.

Assignments Points Grade Scale

10 Quizzes @20 points each = 200 points

15 Discussion postings @ 15 points = 225 points

4 Assignments @ 100 points = 400 points

1 Final Exam @ 175 points =175 points

Total Possible Points 1000 points

900 - 1000 = A 800 - 899 = B 700 - 799 = C 600 - 699 = D 0 – 599 = F

Note: Child Development/Early Childhood majors must earn a minimum grade of “C” in this course to meet graduation requirements.

Academic Honesty

Instances of plagiarism or academic dishonesty may result in the student receiving a failing grade for the activity, being requested to withdraw from the course, or receiving a failing grade for the course according to the perceived intent and extent of the instance(s) of academic dishonesty.

Are there other expectations? An online course is unique in that you are somewhat able to work at your own pace, however, students are expected to adhere to stated deadlines for submission of assignments and taking quizzes. Students are expected to take part in weekly online discussions with their classmates, as this is your “attendance” in the course. Failing to participate in the discussions for 2 weeks may result in being dropped from the course. If you have any questions about anything during the term, please don’t hesitate to contact me. I will respond to your email message with 24 hours (48 hours on weekends and holidays).

What if I have Technical Problems? If you experience problems related to using CANVAS please contact the Del Mar College Help Desk at www.helpdesk@delmar.edu , or call them at 361-698-2330. It is very important that you maintain close contact with your instructor as these problems get resolved; however, malfunctioning or unavailable equipment is not an excuse for missed assignments or communications. Make a back-up plan now! (Even if you do not think anything will happen, make a back-up plan.) *There are NO makeup quizzes or discussions. Each quiz and discussion will be offered during a specified period, and if you do not take a quiz or enter the discussion during the designated time, for any reason, your grade on that activity will be zero.*