Wilmington University  
College of Education  
Course Syllabus

Faculty Member:  
Term:

Course Number: ECE 201  
Course Title: Health, Safety, and Nutrition

Office Hours/Method of Contact:

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone
- The latest version of Java

Course Description:
Health, Safety, and Nutrition introduces learners to factors influencing wellness during the early childhood years. It is essential for early childhood professionals to understand the factors that influence wellness so that they may provide a safe and nurturing environment that meets the needs of all children. Topics explored include promoting health with good nutrition, promoting health with physical activity, preventing and responding to injuries and illnesses, accommodating children with special health needs, preventing infections, and cultivating an environment that encourages the development of healthful practices.

<table>
<thead>
<tr>
<th>College Education Program Attributes</th>
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<tbody>
<tr>
<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<tr>
<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<tr>
<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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### Course Objectives

**Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2 – Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3 – Learning Environment**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Objectives in the course:

**Week 1:**

- Describe the interrelationship between health, safety, and nutrition.
- Identify current issues related to childhood wellness.
- Describe ways to promote healthy habits in children, their families, and the community.
- Articulate qualities of effective wellness policies.

**Week 2:**

- Discuss methods of assessing children’s health and development.
- Review tools used for assessing health and development.
- Identify ways of conducting health evaluations.
- Identify the infectious disease process.
- Identify methods of preventing the spread of infection
- Identify signs of infection and strategies for managing infection

**Week 3:**

- Identify strategies for planning inclusive environments
- Discuss requirements for medication administration
- Identify management of various special health care needs
- Define mental health
- Identify strategies for promoting social and emotional development
- Discuss methods for addressing mental health challenges

**Week 4:**
• Discuss strategies for ensuring physical and emotional safety
• Identify strategies for improving safety
• Recognize qualities of safe environments
• Recognize developmentally appropriate environments
• Identify strategies for managing a safe classroom environment
• Recognize specific safety needs for various age groups
• Identify qualities of effective supervision
• Identify components of effective classroom routines

Week 5:

• Identify steps for emergency planning
• Identify steps for managing emergencies
• Discuss first aid measures
• Identify steps for disaster management
• Discuss strategies for supporting children following emergencies
• Identify signs of neglect and abuse
• Discuss steps for responding to neglect and abuse
• Discuss effects of abuse and neglect
• Identify strategies for the preventing children’s exposure to maltreatment and violence

Week 6:

• Develop an understanding of how good nutrition promotes wellness in children
• Recognize challenges to meeting nutritional needs
• Recognize malnutrition
• Identify recommended healthy eating standards
• Develop an understanding of digestion and absorption
• Identify important vitamins and minerals for children
• Identify requirements for menu planning
• Identify strategies for implementing nutritional goals

Week 7:

• Identify strategies for feeding children at various ages
• Identify strategies for addressing feeding problems
• Identify cultural differences in feeding practices
• Identify hazards that cause foodborne illnesses
• Identify regulations that protect food safety
• Develop an understanding of food safety systems

Assignment Descriptions and Point Values:

Discussion Boards: Each week discussion board assignments provide students with the opportunity to apply content while interacting with classmates. Students are expected to
reference course materials while engaging in a thoughtful discussion with classmates on the topics provided.

**Written Responses:** Students will reflect on weekly topics and use APA format to cite resources as support.

**Curriculum Planning:** Students will complete three lesson-planning assignments that demonstrate an awareness of developmentally appropriate topics and activities. Lessons will address health, safety, and nutrition.

**Wellness Journal:** Students will listen to podcasts that relate to weekly topics. Then students will reflect on the content of the podcasts, how the podcasts relate to other course materials, and how new understandings may be applied to professional practice.

**SEA- Written Policies:** This is a culminating activity that requires students consider content covered throughout the course as they create a handbook for families that specify policies that address health, safety, nutrition, and wellness. Students will also create an “orientation” style presentation to share handbook information with families.
### SEA Rubric:
#### Policies

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<tr>
<th></th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td><strong>Policy</strong></td>
<td>May be missing policies or policy statements are superficial, leaving the room for interpretation.</td>
<td>Policies are well written and cover a range of topics. Policies may leave room for interpretation or questions regarding how policies are enforced.</td>
<td>Three policies addressing different topics are written thoughtfully and comprehensively.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Rationale for the policies is largely opinion-based, no support for policies is offered. No reference to research or course materials.</td>
<td>Adequate rationale is provided with limited connections to course resources.</td>
<td>Thorough rationale thoughtfully explains why policies are necessary and links to course resources</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Several errors are noted in spelling and/or grammar. The article and course resources are referenced in the narrative, however not cited accurately. Errors in APA style.</td>
<td>Minor errors in spelling and/or grammar but do not impede ability to convey ideas. An attempt at APA style is evident, however, errors are noted.</td>
<td>Writing is free from spelling and grammar errors. APA style is followed with accuracy.</td>
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### Presentation

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<tr>
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<tr>
<td><strong>Organization</strong></td>
<td>Presentation lacks sequence. Ideas are presented in a scattered manner.</td>
<td>Presents information in logical sequence which audience can follow.</td>
<td>Information is effectively sequenced. Clear and effective introduction, summary of content, and</td>
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<td></td>
<td>Does not give adequate coverage of topic; lacks sources</td>
<td>Covers topic; uses appropriate sources; is objective</td>
<td>Demonstrates substance and depth; is comprehensive; shows mastery of material</td>
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<td>Content</td>
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<tr>
<td>Media, Visuals, Graphics</td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics explain content and reinforce screen text and presentation.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation is visually unattractive or difficult to read, may have spelling or grammar errors,</td>
<td>Presentation is readable; text guides the audience/presenter, few minor errors noted.</td>
<td>Presentation is visually appealing and does not contain spelling or grammar errors.</td>
</tr>
<tr>
<td>Sources</td>
<td>An attempt at citing source is made, however, does not follow APA style.</td>
<td>Sources cited with overall accuracy and an attempt at APA style is noted</td>
<td>Sources are cited in APA style with complete accuracy.</td>
</tr>
</tbody>
</table>
Resources:

Text:

Articles:


Rose, B. 2012. “Creating an Environment for Safe and Healthy Sleep in Child Care Programs.” *Exchange* 204: 70–72


Websites:
http://www.letsmove.gov/

http://www.pecentral.org/preschool/preschoolindex.html

http://www.safekids.org/