

MCLDDV 111: Health, Safety, and Nutrition (3 Units)
Section 4006 LATE START ONLINE COURSE
Spring 2018
2/20/18 – 4/28/18

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When emailing me, please put the course number and section number in the subject line.
Example: 111 Online 4006

Office Hours:

By appointment

REQUIRED TEXT AND MATERIALS:

➤ Robertson, Cathie (2013) Safety, nutrition, and health in early education, 5th ed. Wadsworth Cenage Learning

COURSE DESCRIPTION:

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety, and nutrition. Key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning, and program development of all children.

COURSE OBJECTIVES:

- a. Demonstrate effective strategies for evaluating health and safety policies and procedures (CAP)
- b. Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings including intervention programs for children ages birth to five. (CAP, EICC)
- c. Compare and contrast various health assessment tools and policies. (CAP)
- d. Identify environmental health and safety risks for typical and atypical children ages birth to five years old. (CAP, EICC)
- e. Identify symptoms of common communicable diseases and other health conditions that effect typical and atypical children. (CAP, EICC)
- f. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures. (CAP)
- g. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children. (CAP)
- h. Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children. (CAP)
- i. Recognize a caregiver's role and responsibility to model good health, safety, and nutrition habits. (CAP)
- j. Research current health issues related to typical and atypical developing children and families. (CAP, EICC)
- k. Review laws and regulations (e.g. title 5, Title 22, Fire Code) supporting health, safety, and nutrition in children's programs including intervention programs. (CAP, EICC)
- l. Discuss and recognize basic health issues and conditions, which promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of typical and atypical children. (EICC)

COURSE LEARNING OUTCOME:

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

1. Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic, and developmentally sound practice.
2. Identify health, safety, and environmental risks in children's programs.
3. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

This course also meets the General Education requirement for Area E - Health Education. So in addition to the specific course learning outcomes listed above, as a result of satisfactory completion of this course, the student should be prepared to:

- Demonstrate proficiency in HEALTH EDUCATION by describing the integration of the physiological and psychological human being.
- Demonstrate proficiency in HEALTH EDUCATION by analyzing the development of self and making plans for lifelong learning.
- Demonstrate proficiency in HEALTH EDUCATION by evaluating the impact of daily decisions on life and health.

CLASS FORMAT

Online instruction.

Assignments: (Examples)

1. Toy Recall: 5 points (1 point for each toy/reason/website) (1.5 pages)

- Search the web for toy recall sites, identify site(s)
- Identify 5 popular or common toys that have been recalled within the last year
- Identify the reason (lead paint, sharp edges, choking hazard, intestinal hazard, entrapment hazard, thermal burn or chemical hazard, finger amputation, strangulation, noise hazard that can cause hearing impairment)

2. Food Label Activity 25 points (2 – 3 pages)

- Collect 3 food labels from 3 foods/snacks that you regularly eat as a snack or meal
 - i. 2 must be snacks that are generally believed to be healthy snacks
 - ii. 1 must be snacks that are considered “normal” snacks for you
- For 2 of the foods/snacks collect two different brands of the food/snack for comparison
- For each label collected, identify:
 - i. Carbohydrates
 - ii. Fats
 1. Saturated
 2. Unsaturated
 - iii. Protein
 - iv. Sugar (all forms)
 - v. Micronutrients
 - vi. Minerals

- Rate each of the 5 food labels from best healthy snack to least healthy snack, 1 – 5, and state why you found it to be healthy or unhealthy
- Compare and contrast the two “same food/different label” and identify which of the two labels is healthier
- In one paragraph, identify surprises in your findings
- In one paragraph, identify any changes (if any) that you will perform as a result of this activity (be realistic)

3. **Four-Day Food Intake Journal and Analysis: 25 points**

- Record all food and snacks for four days (one of which must be a weekend day)
- Analyze by comparing to the MyPlate Food Guidance System or any online tracking system
 - i. Worksheets available online or with any fitness technology device
- Identify elements in your diet that are healthy
- Identify elements in your diet that are not healthy
- What could you do to improve your overall diet?
- Set three goals that you will commit to for the remainder of this course to improve your health
 - i. Make them realistic
 - ii. Be committed to them

4. **Smart Snack Article**

5. **Common Food Allergies in Children: 25 points (2 pages)**

- Identify five common food allergies in children, two of which must be peanuts and milk/dairy (**5 points each** to identify, symptoms, policies to prevent risk or address what to do when exposure occurs)
- Identify symptoms of each food allergy
- Identify what you should do if the child ingests the food they are allergic to
- Create a minimum of five nutritional policies to prevent risk for children
 - i. One to two sentences for each policy
 - ii. Be sure to identify who, what, where, when, how

6. **Immunization Article: 10 points (1.5 pages)**

- Reflect on your personal belief on the need for immunizations and your stance on immunizations
- Locate and read an article online that supports your belief
- Locate and read a second article that supports the opposite perspective
- Write a half-page summary of the perspective that supports your belief
- Write a half-page summary of the perspective that is the opposite perspective
- Identify fallacies in your article, holes in the argument (1 paragraph)
- Identify fallacies in the other article, holes in the argument (1 paragraph)
- Did either article sway your belief? (1 sentence)
- Be prepared to engage in a respectful discussion on immunization, pros and cons

7. **Flu Vaccine Research: 10 points (1 page)**

- Research current understanding of flu strain that will be experienced this year
- Identify how flu vaccines are designed and created
- Research last year’s flu shot

- i. Did the flu manifest as greatly as believed before the flu season?
- ii. Did the flu shot cover the flu that ended up being the flu that was the most widely spread?
- iii. How accurate have the predictions been of types of flu that will be encountered over the past five years?

8. Mandated Reporter Training Certificates: 25 points

- Go to <http://mandatedreporter.ca.com>
- Complete the online based Mandated Reporter Certification training. Copies of both certificates, General Training module AND Child Care Professionals module, must be turned by the due date
- The General Training module is self-paced and can take up to four hours
- The Child Care Professionals module is self-paced and has four sections and each section can take up to an hour

Detailed instructions for each of the following assignments are provided on Blackboard

9. Quizzes: 15 @ 10 points each
10. SIDS Quiz
11. Our SuperSized Kids Quiz
12. Children and Stress Video and Quiz
13. Video Summaries
14. Discussion Boards (2)

POLICIES FOR THIS COURSE

- Assignments may be turned in late for a 10% penalty per day
 - Assignments not turned in within two weeks of due date may not be accepted after that time
- **Students can choose activities totaling 20 points that they will not complete**
 - Two 10-point activities
 - Two 5-point activities plus one 10-point activity
- All assignments must be turned in via Canvas. No assignments to be submitted via email.

Welcome!
Here because I choose to be here,
Here because I love to be here,
Here because you deserve my very best.
I commit to give you my very best each class!