

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

**ECHD 121 - WELLNESS IN YOUNG CHILDREN:
PROMOTING HEALTH, SAFETY, NUTRITION**

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**SCHOOL OF BUSINESS & LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT - EARLY CHILDHOOD
2003
Fall 2018**

A. **TITLE:** Wellness in Young Children: Promoting Health, Safety & Nutrition

B. **COURSE NUMBER:** ECHD 121

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**

In this course, students will develop the knowledge and skills necessary for ensuring the well-being of the young child. The course focuses on the role of the teacher in creating and incorporating health, safety, and nutrition programs and activities in early childhood settings to support children's development, healthy lifestyle practices, and learning.

H. **PRE-REQUISITE:** None

CO-REQUISITE: None

I. **STUDENT LEARNING OUTCOMES:**

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

SLO	PLO	GER	ISLO
a. Understand and apply state regulations and policies regarding health and safety issues in-group childcare settings.	[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.	N/A	5 Industry Professional Skills
b. Define and apply the components of wellness and understand the early childhood educator's role for ensuring the well-being of children.	[7] Apply principles of developmentally appropriate curriculum design that is culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.		1 Communication [O] Oral
c. Understand the importance of health and safety in the Early Childhood Environment, for children, teachers, and families' well-being.	[1] Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives.		4 Social Responsibility [T] Teamwork
d. Gain knowledge of various agencies and resources available for promoting health, safety, and nutrition in the ECE classroom.	[8] Identify and apply ways to advocate on behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience.		5 Industry Professional Skills

J. **APPLIED LEARNING COMPONENT:** Yes
Classroom/Lab

K. **TEXT:**
Marotz, L.R.. (2015). *Health, safety and nutrition for the young child* (9th Ed.).
Stamford, CT: Cengage

L. **REFERENCE:**
NY State Office of Children & Family Services Day Care Regulations
access at: http://www.ocfs.state.ny.us/main/beccs/daycare_regs.asp

M. **EQUIPMENT:** University Supplied Equipment

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Various Assignments
- Article and Website Reviews
- Curriculum Projects
- Quizzes
- Final Exam

P. **DETAILED TOPICAL OUTLINE:**

I. Interrelationship of Health, Safety & Nutrition

- a. Implications for teachers
- b. Importance of family involvement
- c. Creating healthy lifestyle habits in young children
- d. Teacher's role and responsibilities
- e. Bronfenbrenner's Ecological Systems Theory

II. Health of the Young Child

- a. Promotion
- b. Assessment tools
- c. Conditions affecting children's health
- d. The infectious process
- e. Communicable and acute illness
- f. Management and identification of illness/disease
- g. The Health Care Policy
- h. The Health Care Consultant

III. Safety for the Young Child

- a. Creating quality environments
- b. Safety management
- c. State rules and regulations
- d. Health inspections
- e. Recalls

- f. Child abuse, maltreatment, and neglect
- g. Planning for health and safety education

IV. Nutrition for the Young Child

- a. Nutritional guidelines
- b. The Food Pyramid
- c. Nutrients for energy
- d. Nutrients for growth of body tissues
- e. Nutrients for regulation
- f. Infant, Toddler, Preschool Feeding
- g. Planning & Serving Nutritional meals and snacks
- h. Food safety
- i. Nutrition education