

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 180**COURSE TITLE:** Nutrition, Health and Safety for Children**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course provides students and child development professionals with a survey of the nutritional, health, and safety needs of children from infant/toddlers through preschool age. Topics may include, but are not limited to, the planning and execution of environments and activities that promote safety, balanced diet, and overall health for children. Students also learn the fundamentals of pediatric first aid and cardiopulmonary resuscitation (CPR). This course also meets the Title XXII, fifteen hour, Health and Safety Training requirement, including signs and symptoms of child abuse.

**REQUISITES:****Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4  
&  
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the interrelationship of health, safety, and nutrition for children; describe the role of the caregiver in providing protection, services, and education to the child while promoting the child's overall good health
2. Apply the principles and tools necessary to perform health appraisals, and assess the health and nutrition of a child as presented through given case studies
3. List the conditions that commonly affect children's health; describe control measures for effectively identifying, controlling, and managing the infectious process of communicable and acute illnesses among children
4. Evaluate a quality childcare setting that includes a safe environment, required licenses, environmental standards, safety management, and a staff appropriately educated in emergency care and first aid
5. Demonstrate the fundamentals of pediatric first aid and cardiopulmonary resuscitation (CPR) in order to manage accidents and children's injuries
6. Distinguish signs and symptoms of child abuse and neglect; explain the teacher's role in identifying

and reporting suspected child abuse

7. Design activity lesson plans to promote health and safety and to introduce nutrition concepts and promote balanced nutrition among preschool children

8. List the nutrients that provide energy, promote growth, and regulate body functions; explain the processes of meeting the nutritional needs of infants, introducing semi-solid foods, and feeding toddlers and preschoolers in ways that promote balanced eating habits

9. Plan nutritious, balanced meals and menus for preschool children while staying within given budget constraints.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Introduction to the interrelationship of health, safety, and nutrition
  - A. Health: Factors that influence health
    1. Heredity
    2. Environment.
  - B. Safety: Factors that affect children's safety
    1. Awareness of children's developmental abilities
    2. Rules and supervision.
  - C. Nutrition: Effects of nutrition on children
    1. Resistance to infection and illness
    2. Malnutrition.
  - D. The role of childhood caregivers
    1. Protection
    2. Services
    3. Education.
- II. Promoting a child's good health
  - A. Growth and development: Infants through early school-age
  - B. Promotion of good health
  - C. Special considerations
    1. Accident prevention
    2. Dental health
    3. Mental health.
- III. Health appraisals
  - A. Assessing a child's health
  - B. Observation as a screening tool
  - C. Health inspections
    1. Method
    2. Recording
    3. Interpretations
    4. Managing health risks.
  - D. Involving parents
    1. Parent's responsibility
    2. Social services
    3. Health education.
- IV. Health assessment tools
  - A. Health records
    1. Child health histories
    2. Medical and dental examinations.
  - B. Screening procedures: Height and weight measurements
  - C. Sensory development
  - D. Vision screening
    1. Methods of assessment
    2. Common disorders

- 3. Management.
- E. Hearing screening
  - 1. Methods of assessment
  - 2. Common disorders
  - 3. Management.
- F. Speech and language evaluation
  - 1. Methods of assessment
  - 2. Common disorders
  - 3. Management.
- G. Nutritional assessment
  - 1. Assessment methods
  - 2. Common disorders
  - 3. Management.
- H. Referrals.
- V. Conditions affecting children's health
  - A. Fatigue
  - B. Posture
  - C. Diabetes
  - D. Seizures
  - E. Allergies
  - F. Asthma
  - G. Eczema
  - H. Attention deficit disorders
  - I. Lead poisoning
  - J. Sickle cell anemia.
- VI. The infectious process and effective control
  - A. Communicable illness
  - B. Stages of illness
  - C. Control measures
    - 1. Observations
    - 2. Policies
    - 3. Administration of medication
    - 4. Immunizations
    - 5. Environmental control
    - 6. Education.
- VII. Communicable and acute illness: Identification and management
  - A. Identifying sick children
  - B. Common communicable illnesses
  - C. Special concerns
    - 1. Acquired immune deficiency syndrome (AIDS)
    - 2. Sudden infant death syndrome (SIDS).
  - D. Common acute illnesses
    - 1. Colds
    - 2. Diaper rash
    - 3. Diarrhea
    - 4. Dizziness
    - 5. Earache
    - 6. Fainting
    - 7. Fever
    - 8. Headaches
    - 9. Lyme disease
    - 10. Reye's syndrome
    - 11. Sore throat
    - 12. Stomach aches
    - 13. Teething
    - 14. Toothache
    - 15. Vomiting.
- VIII. Creating a safe environment
  - A. Quality settings
    - 1. Parent education about child care programs

- 2. Resource and referral services
    - 3. Professional accreditation.
  - B. Licensing
    - 1. Obtaining a license
    - 2. Federal regulations.
  - C. Environmental standards
    - 1. Building facilities
    - 2. Indoor air quality
    - 3. Outdoor play areas.
  - D. Staff qualifications
  - E. Group size and composition
  - F. Program content
  - G. Health services
  - H. Transportation.
- IX. Safety management
  - A. What constitutes and accident
  - B. Accident prevention
    - 1. Advanced planning
    - 2. Establishing rules
    - 3. Careful supervision.
  - C. Implementing safety practices
    - 1. Toys and equipment
    - 2. Classroom activities
    - 3. Field trips.
  - D. Legal implications.
- X. Management of accidents and injuries
  - A. Emergency care versus first aid
  - B. Fundamentals of CPR
  - C. Life-threatening conditions
    - 1. Absence of breathing
    - 2. Airway obstruction
    - 3. Asthma
    - 4. Bleeding
    - 5. Diabetes
    - 6. Drowning
    - 7. Electric shock
    - 8. Head injuries
    - 9. Poisoning.
  - D. Non-life-threatening conditions
    - 1. Abrasions, cuts, and other minor skin wounds
    - 2. Blisters
    - 3. Bruises
    - 4. Burns
    - 5. Eye injuries
    - 6. Fractures
    - 7. Frostbite
    - 8. Heat exhaustion and heat stroke
    - 9. Nosebleeds
    - 10. Seizures
    - 11. Sprains.
- XI. Child abuse and neglect
  - A. Discipline versus punishment
  - B. Abuse and neglect: signs and symptoms
  - C. Reporting laws
  - D. Factors contributing to neglect and abuse
    - 1. Characteristics of abusive/neglectful adults
    - 2. Presence of a "special" child
    - 3. Family and environmental stresses.
  - E. The role of the teacher
    - 1. Helping abused or neglected children

- 2. Helping parents
  - 3. Inservice training.
- XII. Educational experiences for young children
- A. The role of parents in health and safety education
  - B. The role of teacher inservice programs in health and safety education
  - C. Principles of instruction
    - 1. Topic selection
    - 2. Objectives
    - 3. Curriculum presentation
    - 4. Evaluation.
  - D. Activity plans
    - 1. Germs and prevention of illness
    - 2. Hand washing
    - 3. Dressing appropriately for weather
    - 4. Dental health and tooth brushing
    - 5. Understanding feelings
    - 6. Pedestrian safety
    - 7. Poisonous substances: poison prevention.
- XIII. Nutritional guidelines
- A. The basic food groups and the food pyramid
    - 1. Basic organizational patterns
    - 2. Milk, yogurt, and cheese group
    - 3. Meat, poultry, fish, eggs, dry beans, and nuts group
    - 4. Fruit group and vegetable group
    - 5. Bread, cereal, rice, and pasta group.
  - B. Reducing excessive fats, oils, refined sugars and sweets
  - C. Recommended daily dietary allowances
  - D. United States recommended daily allowances (U.S. RDA)
  - E. U.S. dietary guidelines
  - F. Nutritional labeling
  - G. Nutrient density
  - H. Percent of calories from fat.
- XIV. Nutrients that provide energy: carbohydrates, fats, and proteins
- A. Carbohydrates as energy
    - 1. Monosaccharides
    - 2. Disaccharides
    - 3. Polysaccharides.
  - B. Proteins as energy sources.
- XV. Nutrients that promote growth of body tissues
- A. Proteins requirements
  - B. Minerals
    - 1. Building bones and teeth
    - 2. Building blood: iron.
  - C. The role of water
  - D. The role of vitamins.
- XVI. Nutrients that regulate body functions: proteins, minerals, water, and vitamins
- A. Vitamins as regulators
    - 1. Vitamins in energy metabolism
    - 2. Vitamins in cellular reproduction and growth
    - 3. Vitamins that regulate bone growth
    - 4. Vitamins that regulate neuromuscular function
    - 5. Vitamins that regulate blood formation.
  - B. Minerals as regulators
    - 1. Minerals in energy metabolism
    - 2. Minerals in cellular reproduction and growth
    - 3. Minerals that regulate neuromuscular function.
  - C. Proteins as regulators
    - 1. Proteins in energy metabolism
    - 2. Proteins in growth regulation.
  - D. Water as a regulator.

## XVII. Infant feeding

- A. Meeting nutritional needs of the infant
  1. The first six months
  2. The caregiver and the breast-feeding mother
  3. The caregiver and the formula fed infant
  4. Preparation of formula.
- B. Feeding time for the infant
- C. Introducing semi-solid (pureed) foods
  1. Developmental readiness
  2. Physiological readiness.
- D. Some common infant feeding concerns
  1. Allergies
  2. Vomiting and diarrhea
  3. Anemia
  4. Bottle-mouth syndrome
  5. Ear infection
  6. Obesity
  7. Choking
  8. Teething
  9. Constipation.

## XVIII. Feeding the toddler and preschool child

- A. The challenge of feeding a toddler
  1. What foods should be served and how much
  2. When to serve food
  3. How to make eating time comfortable, pleasant, and safe.
- B. Guidelines for feeding the preschooler
- C. Good eating habits
- D. Health problems related to eating habits
  1. Consuming excessive amounts of milk
  2. Child's refusal to eat
  3. Dawdling and messiness
  4. Food jags
  5. Inconsistencies in adult approaches to feeding problems
  6. Food additives and hyperactivity
  7. Fast food consumption
  8. Effect of television on food preferences and choices.

## XIX. Planning and serving nutritious meals

- A. Meal planning
  1. Meeting nutritional needs
  2. Meeting funding or licensing requirements
  3. Making a menu appealing
  4. Including familiar and new foods.
- B. Steps in menu planning
- C. Writing menus
- D. Nutritious snacks
- E. Serving meals.

## XX. Food safety and economy

- A. Food safety and sanitation
  1. Personal cleanliness and food safety
  2. Safe food handling
  3. Sanitation of food preparation areas and equipment
  4. Sanitation of food service areas.
- B. Food-borne illnesses
- C. Keeping menus within a budget
  1. Menu planning
  2. Food purchasing
  3. Food preparation
  4. Food service
  5. Record keeping.

## XXI. Nutrition education: concepts and activities

- A. Responsibility for nutrition education
- B. Parental involvement in nutrition education
- C. Rationale for nutrition education in the early years
- D. Planning a nutrition education program
- E. Guidelines for nutrition activities
- F. Safety considerations
  - 1. Basic guidelines
  - 2. Food safety
  - 3. Cooking safety.
- G. Developing activity plans for nutrition activities
  - 1. Weighing and measuring children
  - 2. Making bread
  - 3. Having a tasting party
  - 4. Taking a trip to the grocery store.

**B. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following: Students are expected to read, understand and critique college level texts and supplementary materials which include the textbook, reading assignments and professional journals in areas of child development, psychology, sociology and related medical fields.

- I. 1. Assigned textbook
- II. 2. Articles related to the health, safety, and nutrition of children published in professional journals such as the following:
- III. a. Young Children
- IV. b. Child Development.
- V. 3. Internet sites such as the following:
- VI. a. [www.ffcd.org](http://www.ffcd.org)
- VII. b. [www.cdasandiego.com](http://www.cdasandiego.com)
- VIII. c. [www.naccp.org](http://www.naccp.org).

**C. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Assess the health and nutrition of a variety of children as presented through case studies
- II. 2. Apply the principles of balanced nutrition, the four basic food groups, and the U. S. RDA of vitamins and minerals to plan daily meals and snacks for preschool children
- III. 3. Evaluate the current state of child development theories, philosophies, and research studies as they relate to child health, safety, and nutrition.

**D. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments related to the principles of childhood health safety and nutrition and their application in the preschool environment
- II. 2. Library and/or Internet research related to the development of health, safety, and nutrition lesson plans
- III. 3. Field trips to educational programs.

**E. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following: All written work requires application, critical thinking, and critical writing skills. Students must demonstrate their ability to understand the subject matter through the use of appropriate vocabulary in written and oral assignments.

- I. 1. Nutrition education lesson plan for preschool children
- II. 2. Activity plans that promote good health, safety, and nutrition habits among preschool children
- III. 3. Reviews of articles related to child health, safety, and nutrition found in professional journals and/or current periodicals.

## **2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on in-class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data related to safety, health, and nutrition
- Performance on out-of-class writing assignments that test the student's ability to assess and evaluate the principles of infant and child health, safety, and nutrition as well as their application in child care settings
- Performance on field research projects to child care facilities
- Class participation.

## **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Lecture
- \* Other (Specify)
- \* Distance Education
- \* 1. Field trips and projects at various school and educational programs
- \* 2. Guest speakers.

## **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. Marotz, Lynn, et al.. Health, Safety and Nutrition for the Young Child, 5th ed. Delmar, 2000, ISBN: 0766809463
2. Robertson, Catherine. Safety, Nutrition and Health in Child Care, 1st ed. Delmar Thomson Learning, 2001, ISBN: 0766838455

### **MANUALS:**

### **PERIODICALS:**

### **SOFTWARE:**

### **SUPPLIES:**

**ORIGINATOR:** Peter Elias

**CO-CONTRIBUTOR(S)**

**DATE:** 04/01/2002