

**Three Rivers Community College  
ECE K176 Health, Safety and Nutrition  
Course Materials**

**Spring 2017**



**Dr. Jennifer DeFrance**  
[jdefrance@trcc.commnet.edu](mailto:jdefrance@trcc.commnet.edu)

Phone Number: 860-383-5214  
Office Number: C110

Office Hours: Monday, Wednesday and Friday mornings  
or by appointment



**Course Description:**

Prerequisite: ENG\* K101 eligibility; ECE\* K101 and ECE\* K182 recommended. The relationship between health, safety and nutrition and child development will be examined. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that benefit the children through these domains will be explored through community service experiences.

**Required Text(s):**

Robertson, Cathie. (2016). Safety, Nutrition and Health in Early Education. 6<sup>th</sup> Edition. Wadsworth.  
ISBN: 978-1-305-08890-0

Additional readings will be assigned throughout the semester.

**Course Objectives:**

- Acquire knowledge concerning health, safety and nutrition issues in early childhood classroom environments.
- Develop skills necessary to plan and implement health, safety and nutrition experiences and to integrate these experiences into the daily curriculum.
- Become aware of Connecticut State Licensing regulations concerning health and safety in an early childhood center.

**Course Outcomes:**

- Candidates will know and understand children's needs as it relates to health, safety and nutrition. (NAEYC Standard 1.a)
- Candidates will recognize the importance of engaging diverse families to support their role and build relationships. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c)
- Candidates will understand the state licensing regulations and the role each individual plays in meeting these standards. (NAEYC Standard 6.a)

**General Education Goals:**

- Candidates will develop the skills and abilities to communicate effectively in writing.
- Candidates will develop information literacy to assess what information is needed to answer questions and to retrieve, evaluate, and use that information effectively.

**Policies:**

As part of the course, candidates will be required to spend **additional time observing** and/or working with children in actual or simulated child development settings.

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Attendance is taken at the beginning of class. Absences, lateness and / or early departures all count against your attendance grade. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on an individual basis.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

It is assumed that all other assignments will be completed and turned in on time. Ten points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated.

Citations and references must be used to **acknowledge the source and avoid plagiarism.** Violations of academic integrity will be referred to and dealt with in accordance with the college policy.

Academic integrity is essential to a useful education. Failure to act with **academic integrity** severely limits a candidate's ability to succeed in the classroom and beyond. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others.

TRCC has assigned you a college email address. Please familiarize yourself with this as this is the **primary way the college communicates with you** (course schedules, financial aid, etc.). In the past students have found it useful to set up their college emails to be forwarded to another place (email or iphone, etc.).

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests.

Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with documented disabilities are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and / or referral information. Students who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

*"Never under estimate the power of a loving teacher."  
Taken from: Teachers Touch Tomorrow*

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Final Presentation	100		
Portfolio Assignment	100		
CPR / First Aid Certification <i>(has an additional cost associated with this)</i>	50		
Learning Experience Plan	50		
Quizzes and Reflection	50		
Participation and Attendance	50		
<b>Total</b>	<b>400</b>		

**Final Grade:**

To determine your final grade take the total number of points awarded and review the following breakdown.

- A 351 – 400 points
- A- 331 – 350 points
- B+ 301 – 330 points
- B 276 – 300 points
- B- 251 – 275 points
- C+ 226 – 250 points
- C 201 – 225 points
- C- 176 – 200 points
- D anything below 175 points



**ECE K176 Health, Safety and Nutrition  
Course Content and Study Guide**

<b>Week</b>	<b>Activities / Assignments</b>	<b>Reading</b>	<b>Key Concepts</b>	<b>NAEYC</b>
1/20	Welcome and Introductions Developing the course expectations Review Assignments		confidentiality participation	
1/27	Out of Class Activity: Observation	Chapter 1	holistic approach wellness	NAEYC 1.c.
2/3		Chapter 2	safe environments	NAEYC 1.a., 1.c. and 2
2/10		Chapter 3 and 4	indoor and outdoor safety	NAEYC 2.a. and 4.b.
2/24		Chapter 5	emergency response	NAEYC 1.c. and 4.a.
3/3	<b>Quiz</b>	Chapter 6	nutrition	NAEYC 2.a.
3/10		Chapter 7 and 8	wellness diverse nutritional needs	NAEYC 1.b., 1.c., 2.b. and 2.c.
3/24	<b>Quiz</b>	Chapter 9	menu planning food safety	NAEYC 2.c.
3/31	<b>Portfolio Assignment Due</b> Article Review: <u>How mothers in cultural groups...</u>	Chapter 10 and 11	promoting good health infection control	NAEYC 2.c. and 3.d.
4/7		Chapter 12 and 13	supportive health care special health care	NAEYC 2.c. and 3.d.
4/21	<b>Learning Experience Plan Due</b> <i>DCF and Mandated Reporting Presentation</i>	Chapter 14	DCY child maltreatment	NAEYC 4.a. and 6.c.
4/28	<b>Quiz</b>	Chapter 15	mental health	NAEYC 2.b., 2.c., 3.c. and 4.a.
5/5	Out of Class Activity: <b>CPR / First Aid Certification Due</b>			
5/12	<b>Final Presentations</b>			

This syllabus is subject to change. Any changes will be announced in class.

**ECE K176 Health, Safety and Nutrition  
Resource List  
Dr. Jennifer DeFrance**

- \_\_\_\_\_. (1997). *FYI. Safety for child passengers*. Young Children. NAEYC.
- \_\_\_\_\_. (2000). *Protecting children from infections: A guide for day-care providers*. National Association of Child Care Professionals.
- \_\_\_\_\_. (2006). *Healthy and Balanced Living Curriculum Framework: Comprehensive School Health Education and Physical Education*. State of Connecticut Department of Education.
- \_\_\_\_\_. (2007). *A Guide to Early Childhood Program Development*. State of Connecticut State Board of Education.
- \_\_\_\_\_. (2008). *Fact Sheet: Universal Precautions*. Washtenaw County Public Health, CDC.
- \_\_\_\_\_. (2010). *Preventing Childhood Obesity in Early Care and Education Programs*. AAP, APHA & NRC.
- \_\_\_\_\_. (2010). *Use of World Health Organization and CDC Growth Charts aged 0-59 months*. CDC.
- \_\_\_\_\_. (2011). *Brain Development in Children*. Buzzle.com.
- \_\_\_\_\_. (2011). *Caring for Our Children*. National Health and Safety Performance Standards Guidelines for Early Care and Education Programs. AAP, APHA & NRC.
- \_\_\_\_\_. (2011). *Nutrition Resources*. State of Connecticut Department of Education.
- \_\_\_\_\_. (2011). *What mandated reporters need to know*. Connecticut Department of Children and Families.
- \_\_\_\_\_. (2012). *Checklist for Safety in the Preschool Classroom*. EHow.
- Aronson, S. (2002). *Healthy Young Children: A Manual for Programs*. NAEYC.
- Blake, J.S. (2008). *Nutrition and You*. Pearson.
- Bruton, S. (1998). *Every little bit counts: Supporting young children with special needs at mealtime*. Sacramento: California Department of Education.



Chrisman, K. & Couchenour, D. (2002). *Healthy Sexuality Development: A Guide for Early Childhood Educators and Families*. NAEYC.

Dickstein, S. & Martin, S. (2002). *What's for dinner? Family functioning, maternal depression, and early childhood outcomes*. Zero to Three.

Kalich, K., Bauer, D. & McPartlin, D. (2009). *Early Sprouts: Establishing Healthy Choices for Young Children*. Young Children. NAEYC.

Lucarelli, P. (2002). *Raising the bar for health and safety in child care*. Pediatric Nursing 22 (3) 239-241.

Marcon, R.A. (2003). Research in Review: *Growing children the physical side of development*. Young Children. NAEYC.

Martini, M. (2002). *How mothers in four American cultural groups shape infant learning during mealtime*. Zero to Three.

Novotni, Michele. (2010). *ADHD Toddlers: Signs and Symptoms of Attention Deficit in Young Children*. New Hope Media, NY.

Pica, R. (2006). *Moving and learning across the curriculum*. 2<sup>nd</sup> ed. Delmar Learning.

Robertson, C. (2010). *Safety, Nutrition and Health in Early Education*. 5<sup>th</sup> edition. Wadsworth.

Sanders, S.W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. NAEYC.

Schenkleberg, E. (2003). *Teachers on Teaching: In a child's kitchen*. Young Children. NAEYC.

U.S. Department of Health and Human Services. *Growing up Healthy*. National Children's Study.

Weiner, E. (1999). *Taking food allergies to school*. JayJo Books, MO.