ECED 1120: Child Health, Wellness, and Nutrition

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: 0
OJT Hours/Week: 0
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course guides the student in obtaining skills needed to establish and maintain a physically and psychologically safe and healthy learning environment for young children. Topics include preventing illness and accidents; handling emergencies; providing health, safety, and nutrition educational experiences; meeting children's basic nutritional needs; child abuse prevention, safe sleep practices, and current health-related issues. The importance of collaboration with families and allied health professionals is addressed. This course does not include CPR or first aid certification.

B. COURSE EFFECTIVE DATES: 01/10/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Identify the characteristics of an early childhood program that support healthy physical and psychological development of young children. (TECE 3.B, 3.C, 3.D)
2. Plan, design, and demonstrate developmentally appropriate (DAP) health, wellness, and nutrition learning experiences for the young child. (TECE 3.C.7)
3. Analyze health requirements, symptoms of common illnesses, environmental hazards, and practices to limit the spread of disease and incident of injury. (TECE 3.B.5)
4. Identify and examine practices that support healthy infant and toddler care, including safe sleep, prevention of abusive head trauma, and infection control. (TECE 3.B)
5. Identify and examine the developmental consequences of stress and trauma on children, including research related to protective factors, resilience, development of mental health, and the importance of supportive relationships. (TECE 3. C.3b, 3.D.2.d.)
6. Describe the signs of emotional distress, child abuse, and neglect; and identify responsibilities and procedures for mandated reporting. (TECE 3.C.a, 3.C.b, 3.C.c, 3.C.d, 3.C.e)
7. Examine the educator's role as a professional including reflective practice, professional growth, and professional duties and qualifications. (TECE 3.D.10)

D. LEARNING OUTCOMES (General)

1. (3.B.) A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (5) strategies for developing an appropriate learning environment that:
   a) meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:
   i) health and safety procedures and universal precautions to limit the spread of infectious diseases;
   ii) symptoms of common illness and environmental hazards;
2. (Outcome 1 con’t:)
   iii) how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and
   iv) how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers (TECE 3. B.5. A.i, 3. B.5.A.ii, 3.B.5.A.iii, 3.B.5.A.iv)

3. 2. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (3) how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
   (a) acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;

4. (Outcome 2 con’t)
   (b) acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships;
   (c) acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease;
   (d) use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary; and

5. (Outcome 2 con’t)
   (e) recognize signs of emotional distress, child abuse, and neglect in young children and know the responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (TECE 3.C.a, 3.C.b, 3.C.c, 3.C.d, 3.C.e)

6. (Outcome 2 con’t)
   strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:
   (e) facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety (TECE 3.C.7.e)

7. 3. (3.D.) A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:
   (b) acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships;

8. (Outcome 3 con’t)
   acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases; and
   (d) recognize signs of emotional distress, child abuse, and neglect in young children and know the responsibilities and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (TECE 3.D.2.b, 3.D.2.c, 3.D.2.d)

9. 4. (10) A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
   (L) understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations. (SEP 10.L)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted