NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>PREFIX NO.</th>
<th>EFFECTIVE DATE</th>
<th>NEXT REVIEW DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD</td>
<td>135</td>
<td>SUMMER 2014</td>
<td>SUMMER 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>CREDITS</th>
<th>CONTACTS</th>
<th>CLASS - LAB - TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Safety and Nutrition</td>
<td>3</td>
<td>3</td>
<td>0</td>
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**PREREQUISITES:** Acceptable Placement Test Score

**DESCRIPTION:** This course covers a review of health/safety practices recommended for child care and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and first aid. Guidelines and information on nutrition and developmentally appropriate activities are also studied in the course.

**TEXTBOOK(S) OR ALTERNATIVE:** Marotz. Health, Safety and Nutrition for the Young Child, Ninth edition. Cengage. 2015

**MATERIALS (specifying those to be purchased by student):**

**COLLATERAL READING:**

**CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):**

**Academic Dishonesty:** Academic dishonesty includes using another’s work or words without giving proper credit to the source, cheating on tests or other assignments, violating the confidentiality of instructor’s or other student’s work (folders, grade books), falsifying timesheets, sharing information from tests/quizzes, or any other forms of unethical or unprofessional behavior.

**Attendance:** Students are expected to attend all scheduled classes. According to the attendance policy of the college, students must attend 80% of the hours assigned the class. Students will sign in on their attendance sheet with their signature and the time of their arrival. When any student is absent from a class more than 20%, he/she will be withdrawn from the course. The grade given will be a “W” before midterm and an “F” after midterm. Day classes students may miss 6 days, dropped on 7th.

Students are responsible for all material covered and for all assignments made in all classes. Students should realize the direct relationship that exists between good grades and class attendance.

**Tests and Assignments:** If a student misses an announced test, 10 points will be deducted from their grade for each day that is missed until it is made up. After 5 days, a student will receive a 0. If a student misses the day of a presentation or assignment is due, then 10 points will be deducted for each day the student is late. If an assignment or presentation is not turned in within one week of the due date, a grade of 0 will be earned.

**Tardy Policy:** Realizing that regular attendance is a contributing factor toward academic success, it is also important that students
arrive promptly for classes. Arriving late for a class not only disrupts a class in progress but interrupts the learning process. Three tardies will constitute one absence. Students are to contact their instructor as soon as they know they will not be able to attend class. Email is preferred.

Student ID: It is mandatory that every student wear his or her student ID at all times.

During the first week of classes, the instructor will issue a reminder to wear the ID. This reminder is a warning.

Then instructors are required to dismiss students without ID from class. The student may get his/her ID (or a new one from Student Services for $3.00) and return to class before the midpoint of the class. If the student cannot get an ID and return to class by the midpoint, the instructor will record the absence.

Disabilities Statement: Students with disabilities are encouraged to contact the Dean of Student Services to discuss needs or concerns as they pursue an academic program and participate in campus life. The Dean of Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs. (See College Catalog)

RESOURCES (A-V, persons, tools/equipment):
Guest lecturers
Films/Videos
Peer Teachers
Audiovisual Equipment

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar of approximate length of time devoted to topic.

<table>
<thead>
<tr>
<th>TENTATIVE COURSE OUTLINE</th>
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<tbody>
<tr>
<td>TOPIC</td>
</tr>
<tr>
<td>Chapter 1: Children’s Well-being: What It Is and How to Achieve It</td>
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<tr>
<td>Chapter 2: Daily Health Observations</td>
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<td>Chapter 3: Assessing Children’s Health</td>
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<td>Chapter 4: Caring for Children with Special Medical Conditions</td>
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<td>Chapter 5: The Infectious Process and Environmental Control</td>
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<td>Chapter 6: Childhood Illness: Identification and Management</td>
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<tr>
<td>Chapter 7: Creating High-Quality Environments</td>
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<tr>
<td>Chapter 8: Safety Management</td>
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OBJECTIVES OF COURSE: Upon completion of this course, the student will be able to:

1. Describe the interrelationship of health and nutrition.
2. List 3 environmental factors that have a negative effect on health.
3. List 3 environmental factors that have a positive effect on health.
5. Differentiate between over-nutrition and under-nutrition.
6. Define preventive health.
7. Identify growth and developmental characteristics of the infant and preschool child.
8. List 2 areas of special concern regarding children's health.
10. State why it is important for teachers and care providers to make health observations.
11. State the relationship between good dental health and learning.
12. Explain the relationship between health and learning.
14. Identify 5 health specialists who may be called upon to evaluate children's status.
15. State how to perform a health inspection.
16. Discuss the value of parent contacts.
17. List 7 screening procedures that can be used to assess a child's health status.
18. List 3 uses for children's health records.
19. Name 3 vision defects which can be detected through vision screening.
20. Match the recommended screening test to the condition/behavior indicated.
21. Describe 5 chronic conditions that affect children's health.
22. List the symptoms of 5 chronic health conditions.
23. State the factors that make identifying chronic health problems difficult in children.
24. Describe good body mechanics for sitting, standing, and lifting.
25. Identify the care provider's role in dealing with chronic health problems.

**INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:** Lectures, classroom activities, guest lecturers, and discussion will be used for instruction. Materials from the textbook and outside resources will supplement course information. Films will be used to present and clarify information. Other support audiovisuals may be available.

**EVALUATIVE METHODS TO APPRAISE OBJECTIVES:**

A. **Tests** - A total of four (4) tests, each worth 100 points will be given. Each test will cover information from the textbook, course lectures, discussions, and films. The tests will check the student’s understanding of the information covered. The test dates are on the course timeline given by instructor.

B. **Nutrition/Health/Safety activities** - Students will create a total of 12 activities. A total of four activities will be created in each area of nutrition, health, and safety. Format for each activity will be attached to the syllabus. This project will be worth 200 points.

C. **Research Paper** - Students will research and write a 2-page typed, double spaced paper concerning childhood illness or disease. It must have a bibliography page at the end and include at least 3 different sources. MLA format must be used. These papers will be presented to the class. The student will be teaching that section of the course. This project is worth 150 points. The topics will be attached to the syllabus.

D. **Observation/Lesson** - Each student will complete an on-site lesson and observation at Cheraw Intermediate School. This lesson will be presented in class the class period before our field trip to Cheraw Intermediate School. This lesson will be 1 of the 12 lessons/activities from your prior mentioned project. A checklist will be completed during your observation. All of this will be submitted for a total of 200 points.

E. **Sample Menu** - Each student will develop two-week sample menu using the “Menu Evaluation for Compliance with the South Carolina Menu Planning Guidelines”. Menus should be done in chart form and separated by breakfast, snack and lunch (Monday - Friday). This project will be worth 150 points.

F. **Newsletter** - Each student will develop a two column newsletter, two pages (front and back) for parents detailing some information on health, safety and nutrition. This newsletter should help parents to be better parents. This newsletter is worth 100 points.

**GRADING:** ECD 135 is designed for completion in one semester. A final grade of “C” must be obtained for successful completion of this course. All assignments carry a specified point value. Your final grade is computed by totaling your points for the different assignments. For each assignment you will be given a point grade.
Failure to accumulate enough points for a letter grade of “C” would mean that competencies for the course have not been adequately met. Therefore, if your final grade is lower than a “C”, the course must be repeated.

**Basis for Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Tests (4 @100 points)</td>
<td>400</td>
</tr>
<tr>
<td>Nutrition/Health/Safety Activities</td>
<td>200</td>
</tr>
<tr>
<td>Observation/Lesson</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper</td>
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</tr>
<tr>
<td>Sample Menu</td>
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</tr>
<tr>
<td>Newsletter</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,200</td>
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</tbody>
</table>

**GRADING SCALE:**

1080 - 1200 = A  
960 - 1079 = B  
840 - 959 = C  
720 - 839 = D  
719 - BELOW = F

**NORTHEASTERN TECHNICAL COLLEGE**

**ECD 135 – HEALTH, SAFETY AND NUTRITION COMPETENCIES/OUTCOMES**

Upon successful completion of this course, each student should be able to perform the following. Instructors may use a variety of methods to assess student knowledge, such as written assignments, posters, test questions, etc.

1. Plan menu and shopping guide, as well as preparation directions, for a minimum of five nutritionally balanced meals according to age appropriateness.
2. * Design a minimum of two activities for promoting good nutrition and health practices, one for two different developmental stages. Assessment example: Presentation of a lesson plan or activity guide.
3. Name the practices necessary to maintain a healthy and safe environment for indoor and outdoor activities for various developmental stages.
4. Identify symptoms and treatments or preferred actions of major childhood diseases and illnesses.
5. Recognize the requirements for first aid and CPR certification and renewal.
6. Design a minimum of two activities for promoting safety practices, one for two different developmental stages.