

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR CDEC 1318  
WELLNESS OF THE YOUNG CHILD**

**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and coincide with the National Certification Pedagogy and Professional Responsibilities standards and coincide with the National practices fro children from birth to age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experiences.
- B. This course is a required course for the AAS Degree and Certificates in the Child Development field.
- C. This course is occupationally related and serves as preparation for careers in Child Development.
- D. Prerequisite(s): None

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Wellness of the Young Child, the student will be able to:

1. Describe the relationship between health, safety and nutrition.
2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children.
3. Analyze principles of nutrition and the application to nutritional assessment.
4. Identify policy and regulatory requirements for nutrition.
5. Describe the role of physical fitness as it contributes to healthy behavior.

6. Evaluate and make recommendations for modifications of regulations safety.
7. Describe how physical, social, and emotional environments influence a child's health.
8. Analyze principles of nutrition
  - a. Describe the role of carbohydrates, proteins, fats, vitamins and minerals in children's health.
  - b. Describe the Food Guide Pyramid and its application to children's needs.
  - c. Identify criteria for developmentally appropriate feeding practices with children, 0-2 months, 13 months - 2 years; 3-5 years; 6-10 years.
  - d. Discuss nutritional needs of children including special dietary or cultural considerations.
  - e. Describe specific methods for planning nutritious meals and snacks for children.
  - f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher.
  - g. Plan and implement nutrition education activities with children.
2. Evaluate nutrition assessment
  - a. Discuss the relationship between nutrition and children's health and well-being.
  - b. Evaluate a menu plan from a child care setting for nutrients, inclusion of cultural foods, use of food guide pyramid, and amounts of foods needed at various ages.
  - c. Observe and analyze a meal/snack time.
  - d. Plan a varied, nutritionally balanced diet for children.
  - e. Propose modifications for special dietary needs.
  - f. Participate in meal/snack time with children.
  - g. Share nutrition information with families.
3. Examine regulatory requirements for nutrition.
  - a. Identify agencies with nutritional regulatory guidelines affecting child care settings.
  - b. Identify organizations with nutritional guidelines affecting child care settings.
  - c. Compare nutritional guidelines and regulations.

4. Evaluate safety procedures
  - a. Explain the relationship between supervision and accident prevention.
  - b. Demonstrate safety procedures and practices in child care settings including specific situation, i.e., transportation, field trips, evacuation, procedures, etc.
  - c. Provide children with opportunity to learn about and apply safety practices.
  - d. Evaluation procedures necessary for the safety of children of various ages and special needs.
  
5. Evaluate children's environments for safety.
  - a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries.
  - b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs.
  - c. Evaluate indoor and outdoor environments for safety.
  
6. Demonstrate skills in computation, record keeping, referrals, and resources as they apply to nutrition, health, and safety.
  - a. Explain the role of the care provider in caring for the terminally ill.
  - b. Identify community resources for specific types of referrals.
  - c. Complete nutrition, health and/or safety records/reports as needed.
  - d. Use computation skills in menu planning.
  - e. Use appropriate health appraisal procedures with children.

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

### **IV. COURSE REQUIREMENTS**

#### **A. General**

1. Participate in class regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.

8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- B. There is a 16 Hour Lab Requirement for this course.

## V. EXAMINATIONS

- A. There will be at least two examinations.
- B. Make-up examinations will be given only with the instructor's permission.
- C. There will be nine lesson quizzes upon completion of each lesson unit.
- D. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

## VI. SEMESTER GRADE COMPUTATIONS

Your point total is determined by adding earned points on each scored assignment (lesson assignments, projects, labs, examinations, participation, exams, quizzes, discussions, other).

Percentage	Grade
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses  
Friday of 4th week for 6-week courses  
Friday of 6th week for 8-week courses  
Friday of 7th week for 10-week courses  
Friday of 9th week for 12-week courses

Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Late work policy:** Essays, discussion questions, and projects are due on the assigned due date indicated on each unit lesson. Failure to turn essay assignments in on time will result in a ten-point deduction for each day assignment and/or project is late after a one-day grace period. Failure to complete discussion questions indicated on each unit lesson will result in a two-point deduction for each day the discussion question is late.
- E. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to

maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- F. **American with Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
  
- G. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.
  
- H. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
  
- I. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating: giving or receiving information on an examination, homework, or projects.

## VIII. COURSE OUTLINE

- A. **Lesson One**: Wellness in Children (Chapter 1)
  1. **Lesson Outcomes**: Upon successful completion of this unit, the student will be able to:

- a. Define wellness and describe how nutrition, health, and safety contribute to children's health and well-being.
- b. Identify and discuss factors that influence children's wellness.
- c. Describe how children learn and discuss the strategies used to develop a wellness curriculum.
- d. Explain why it is beneficial to partner with families and community member to promote children's wellness.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

Videos

5. **Lesson Outline:**

- a. Define wellness and describe nutrition, health, and safety and how they are connected to the health and well-being of young children.
- b. Research current trends that affect nutrition, health, and safety for young children.
- c. Understand how children learn
- d. Establishing partnerships that promote wellness initiatives in an early childhood setting.

**B. Lesson Two: Promoting Good Nutrition and Healthful Practices**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Discuss nutritional issues that impact children and how they relate to the changing food environment.
- b. Define malnutrition and discuss nutrition issues that lead to under- and over nutrition.

- c. Discuss the recommended guidelines that promote healthful eating how to use them in the early childhood education settings.
- d. Describe diverse ethnic educational resources that contribute to healthful diets in the early childhood setting.
- e. Define nutrition science.
- f. Identify the steps in the process of digestion.
- g. Identify how nutrients are absorbed and how teachers can help children with common digestion conditions such as constipation and lactose intolerance.
- h. Explain how nutrients are absorbed and identify the accessory organs involved in absorption.
- i. Describe the function of macronutrients (carbohydrates, proteins, and fats) and the food groups in which they are found.
- j. Define the role of micronutrients (vitamins and minerals) and their interactions in supporting growth, development and health of infants and children.
- k. Summarize how the knowledge of nutrients can be used to plan healthful diets for young children and teach them nutrition concepts.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Student homework study and lab assignments

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector Overhead Head
- c. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

- a. Videos

3. **Lesson Outline:**

- a. Nutritional Guidelines
- b. Nutrients that Provide Energy
- c. Nutrients that Promote Growth of Body Tissues
- d. Nutrients that Regulate Body Functions

C. **Lesson Three:** Promoting Good Nutrition: Feeding Infants, Toddlers, Preschoolers, and School-Age Children

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:



- a. Describe the importance of balancing a nurturing and supportive feed relationship while optimizing infants' nutrient needs.
- b. Describe how to feed infants from birth to 6 months of age.
- c. Describe how to feed infants ages 6 months to 1 year and facilitate the progression of solid foods.
- d. Discuss how development milestones for infants ages 6 months to 1 years guide decision making about the progression of offering solid foods.
- e. Describe concerns and methods for feeding infants with special needs.
- f. Reinforce cultural influences on feeding practices for infants through the first year.
- g. Define the nutritional needs of toddlers and discuss how to manage eating issues typical of this age group.
- h. Describe characteristics of preschool children's diets and factors that enhance how preschoolers learn about food and nutrition.
- i. Explain how to create a quality nutritional environment for school-age children that supports the dietary guidelines and enhances the goals of school lunch program.

**2. Learning Activities:**

- a. Class lecture/discussion
- b. Film strip
- c. Student homework study and lab assignments

**3. Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

**4. Audio-Visual Aids:**

- a. videos

**5. Lesson Outline:**

- a. Infant Feeding
- b. Feeding the Toddler, Preschool Child, and the Elderly
- c. Planning and Serving Nutritious Meals
- d. Food Safety and Economy
- e. Nutrition Education Concepts and Activities

- f. Federal Food Programs

D. **Lesson Four:** Promoting Good Nutrition: Menu Planning and Food Safety

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Explain how to plan healthful meals using nutrition goals, evidence-based practices, and food budgeting.
- b. Describe menu planning requirements and resources for child care settings.
- c. Explain the procedure for building a menu.
- d. Discuss strategies for managing young children's special dietary considerations.
- e. Identify the hazards responsible for foodborne illness.
- f. Define the role of federal, state, and county food safety regulation and guidelines that impact food service in the early childhood setting.
- g. Explain how to minimize food contamination in the early childhood setting using the principles of the Hazard Analysis and Critical Control Point (HACCP) system and standard operating procedures.
- h. Explain food safety precautions that need to be considered during an emergency and define strategies for managing food defense.
- i. Learn how to teach concepts of food safety to young children.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Student homework study and lab assignments

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

- a. Videos

5. **Lesson Outline:**

- a. Promoting Good Health
- b. Health Appraisals
- c. Health Assessment Tools
- d. Conditions Affecting Children's and Older Adults Health
- e. The Infectious Process and Effective Control
- f. Communicable and Acute Illness: Identification and Management
- g. Classroom activities for young children that promote good health practices and personal hygiene.

E. **Lesson Five:** Promoting Healthful Practices: Creating a Climate of Health and Wellness and Health Screening and Assessment

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Define the components of health and wellness, and identify the determinants that impact health and illness.
- b. Identify resources for creating the development of health policies in children's program and schools, and describe the components of a written health policy.
- c. Describe health disparities, and discuss strategies that teachers can use to acceptance and tolerance in the early childhood setting.
- d. Describe the components of a comprehensive health history.
- e. Explain how to gather and manage confidential health history information.
- f. Discuss the teacher's role in reviewing immunization records and medical home status in early childhood.
- g. Provide examples of health evaluations commonly administered in early childhood setting.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

Videos

5. **Lesson Outline:**

F. **Lesson Six:** Promoting Healthful Practices: Managing Infectious Disease and Teaching Children with Special Health Care Needs

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Describe the infectious disease process, including how germs are spread.
- b. Describe common symptoms of illness seen in children and how classroom practice can prevent or minimize the spread of infections.
- c. Identify some of the more common infectious diseases and describe when children be excluded from school because of them.
- d. Describe how infectious diseases can present unique challenges to internationally adopted children.
- e. Define and discuss special health needs and how those needs impact children's health, functional, status, and education.
- f. Identify ways to plan inclusive classrooms that provide a least restrictive environment and meet the goals of inclusion.
- g. Explain common health conditions in early childhood and discuss applicable classroom management strategies for these conditions.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

Videos

5. **Lesson Outline:**

G. **Lesson Seven:** Promoting Healthful Practices: Children's Mental Health

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:
  - a. Define mental health and discuss the biological, environment, and development factors that influence mental health in young children.
  - b. Describe what skills are important for healthy social and emotional development and how early childhood programs can promote these skills.
  - c. Explain the prevalence, consequences, and academic characteristics of childhood mental health problems.
  - d. Discuss mental health disorders in children and identify teaching strategies for these children.

2. **Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

3. **Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

4. **Audio-Visual Aids:**

Videos

5. **Lesson Outline:**

H. **Lesson Eight:** Enhancing Safety through Appropriate Environments and Promoting Safe Practices through Effective Classroom Management

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:
  - a. Identify how safety impacts children's physical and emotional development and list the most frequent cases of unintentional injury.

- b. Describe the purpose of regulations and licensing and discuss how program administrators and teachers use those regulations in planning.
- c. Identify the factors that guide planning and development of the aspects of a safe facility for young children.
- d. Discuss ways teacher create safe indoor classroom environments for young children.
- e. Explain the characteristics of toys that are safe and appropriate for early childhood settings.
- f. Describe the considerations that are important when creating safe outdoor environments for young children.
- g. Name and describe classroom routines that teachers use to enhance safety in the early childhood classroom.
- h. Discuss safe supervision strategies and identify situations that require special attention to safety.
- i. Compare the unique safety needs of children of different age groups and describe ways to teach children to be safe.

**2. Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

**3. Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

**4. Audio-Visual Aids:**

Videos

**5. Lesson Outline:**

I. **Lesson Nine:** Promoting Safety: Child Abuse and Neglect and Managing Emergencies

**1. Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:

- a. Define child maltreatment and describe the four most common types.
- b. Describe some of the physical and behavioral signs that suggest a child may have been abused or neglected.

- c. Explain the term mandated reporter and describe the steps in reporting suspected child maltreatment.
- d. Identify some of the strategies that teachers can use to support children's recovery from abusive or violent experiences and take steps to prevent child maltreatment.
- e. Define emergencies and describe the components that are part of the emergency management planning.
- f. Explain the goals of first aid and describe the use of universal precautions and steps take to assess injuries.
- g. Discuss basic first aid approaches used when caring for a variety of common injuries in early childhood settings.
- h. Identify appropriate responses to various types of disasters and describe ways that teachers help children cope with effects of disaster events.

**2. Learning Activities:**

- a. Class lecture/discussion
- b. Film strips
- c. Lab assignments and student homework study

**3. Equipment and Materials:**

- a. TV/VCR
- b. Elmo Projector
- c. Overhead Head
- d. Instructor Prepared Handouts

**4. Audio-Visual Aids:**

Videos

**5. Lesson Outline:**