

10-307-167 ECE: Health, Safety, and Nutrition

Course Outcome Summary

Course Information

Description This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum.

Total Credits 3.00

Program Outcomes

1. ECE 1. Apply child development theory to practice
2. ECE 2. Cultivate relationships with children, family, and the community
3. ECE 3. Assess child growth and development
4. ECE 4. Use best practices in teaching and learning
5. ECE 5. Demonstrate professionalism
6. ECE 6. Integrate health, safety, and nutrition practices

External Standards

Title 2014 WI Core Competencies for Professionals Working with Young Children and their Families

Version/Date July 2014

Sponsoring Organization Wisconsin Early Childhood Collaborating Partners

Target Standards

1. Child Development (DEV): apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs, and potential; while nurturing relationships, starting with healthy infant-parent attachment
2. Family Systems and Dynamics (FAM): understand the complexity and diversity of family relationships, dynamics, and systems while working in partnership with families for the best interest of children
3. Diversity (DIV): respect the unique nature of every individual and family including, but not limited to, culture, national origin, language, family structure, disability, religious beliefs, economic status, and child-rearing practices

4. Special Needs, Disabilities, and Inclusive Practices (INC): embody the values, policies, and practices that support the right of every child and family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society
5. Learning Experiences, Strategies, and Curriculum (LRN): establish an environment that provides learning experiences and adaptive strategies that support families and meet each child’s needs, capabilities, and interests
6. Health, Safety, and Nutrition (SAF): establish and maintain environments and supports that promote children’s health, safety, nutrition, physical activity, and adaptations for special needs in partnership with families
7. Guidance and Nurturing (GUI): understand supportive strategies for encouraging social/ emotional development and addressing challenging behaviors, and recognize the influence of temperament and emotional regulation capacity on children’s behavior
9. Family and Community Relationships (COM): understand the value of partnership and collaboration between families and agencies/organizations to meet child and family needs
10. Professionalism (PRO): work with children and families in a professional, reflective manner; participate as a collaborative partner with other professionals; and utilize strategies to evaluate program outcomes
11. Planning, Reflection, and Evaluation (PRE): examine one’s own thoughts, attitudes, feelings, actions, strengths, and challenges, and apply increased knowledge, skills, and dispositions when providing high-quality programs and services

Title	NAEYC - National Association for the Education of Young Children 2010
Version/Date	2010
Sponsoring Organization	National Association for the Education of Young Children

Target Standards

- STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
- STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
- STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
- STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
- STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
- STANDARD 6. BECOMING A PROFESSIONAL

Title	Wisconsin Educator Standards - Teachers
Version/Date	7/25/2017 (website)
Sponsoring Organization	Wisconsin Department of Public Instruction

Target Standards

- WI Teacher Standard 1: Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- WI Teacher Standard 2: Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- WI Teacher Standard 3: Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

WI Teacher Standard 5: Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

WI Teacher Standard 7: Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

WI Teacher Standard 10: Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Course Competencies

1. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives.

Assessment Strategies

- 1.1. using a written or oral activity as provided by the instructor
- 1.2. in a classroom setting or simulated environment
- 1.3. individually or in groups

Criteria

Performance will be satisfactory when you:

- 1.1. follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar anti-bias resource
- 1.2. recognize that health, safety and nutrition practices are based in your own cultural traditions and values
- 1.3. compare and contrast variations in health, safety and nutrition practices among different cultures

2. Examine governmental regulations and professional standards as they apply to health, safety, and nutrition.

Assessment Strategies

- 2.1. in written or oral presentations
- 2.2. individually or in small groups
- 2.3. in the classroom or in simulated settings

Criteria

Performance will be satisfactory when you:

- 2.1. summarize the interrelationships among health, safety, and nutrition
- 2.2. explain documentation and reporting procedures for health, safety and nutrition issues
- 2.3. articulate the rationale underlying government regulations and professional standards

3. Plan a safe early childhood environment

Assessment Strategies

- 3.1. in written or oral presentations
- 3.2. individually or in small groups
- 3.3. in the classroom or in simulated settings

Criteria

Performance will be satisfactory when you:

- 3.1. assess environments for safety standards
- 3.2. demonstrate emergency procedures
- 3.3. employ established sanitary procedures
- 3.4. apply standard precautions for routine care activities

4. Plan a healthy early childhood environment

Assessment Strategies

- 4.1. in written or oral presentations
- 4.2. individually or in small groups

- 4.3. in the classroom or in simulated settings

Criteria

Performance will be satisfactory when you:

- 4.1. investigate health issues affecting children and adults
- 4.2. investigate mental health issues affecting children and adults
- 4.3. follow required sanitary procedures
- 4.4. conduct health assessments of children following established guidelines
- 4.5. follow standard first aid procedures
- 4.6. adhere to state and facility policies for sick or injured children and adults
- 4.7. follow universal precaution procedures

5. Plan nutritionally sound menus.

Assessment Strategies

- 5.1. in written or oral presentations
- 5.2. individually or in small groups
- 5.3. in the classroom or in simulated settings
- 5.4. by creating a week-long menu for children

Criteria

Performance will be satisfactory when:

- 5.1. you analyze a week-long menu based on the nutritional needs of children
- 5.2. menu meets menu-planning guidelines
- 5.3. plan includes the importance of the social, cultural and emotional aspects of feeding and eating
- 5.4. plan includes modifications for children with special dietary needs and restrictions
- 5.5. plan includes safety modifications of food choices for children of different ages and abilities
- 5.6. plan includes procedures for food safety, storage, preparation and handling

6. Examine child abuse and neglect issues and mandates

Assessment Strategies

- 6.1. in written or oral presentations
- 6.2. individually or in small groups
- 6.3. in the classroom or in simulated settings

Criteria

Performance will be satisfactory when you:

- 6.1. articulate mandated reporter regulations for child abuse and neglect
- 6.2. document all data pertinent to reporting requirements
- 6.3. assess the dynamics of child abuse and neglect.
- 6.4. differentiate between the types and indicators of child abuse and neglect.
- 6.5. identify community resources for family intervention and support
- 6.6. complete Darkness to Light training or current training for child abuse and neglect required by the state

7. Describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies.

Assessment Strategies

- 7.1. in written or oral presentations
- 7.2. individually or in small groups
- 7.3. in the classroom or in simulated settings

Criteria

Performance will be satisfactory when you:

- 7.1. describe safe sleep positioning
- 7.2. identify SIDS risk factors and prevention strategies
- 7.3. successfully complete SIDS training

8. Describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS).

Assessment Strategies

8.1. by completing a class on SBS

Criteria

Performance will be satisfactory when you:

8.1. successfully complete the WI state mandated SBS Training

9. Incorporate health, safety, and nutrition concepts into the children's curriculum.

Assessment Strategies

9.1. in written or oral presentations

9.2. individually or in small groups

9.3. in the classroom or in simulated settings

Criteria

Your performance will be successful when you create a plan to guide children in developing:

9.1. create learning experiences to guide children in developing concepts, skills, and attitudes related to health

9.2. create learning experiences to guide children in developing concepts, skills, and attitudes related to safety

9.3. create learning experiences to guide children in developing concepts, skills and attitudes related to daily physical activity (indoor and outdoor)

9.4. create learning experiences to guide children in developing concepts, skills and attitudes related to healthy food habits