

## Wellness of the Young Child (CDEC 1318)



**Credit:** 3 semester credit hours (3 hours lecture)

**Prerequisite/Co-requisite:** None

### Course Description

Factors impacting the well-being of young children. Includes healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations.

### Required Textbook and Materials

1. *Health, Safety, and Nutrition for the Young Child* by Lynn R. Marotz, Marie Z. Cross, and Jeanettia M. Rush, 8th Ed. Boston: Delmar Publishers, 2012.
  - a. ISBN number is 978-1-111-29837-1.
2. A package of #882 Scantrons and #2 pencils.

### Course Objectives

Upon completion of this course, the student will be able to:

1. Analyze principles of nutrition, evaluate nutrition assessment, and examine regulatory requirements for nutrition. (SCANS: C1.2, C5.4, C6.4, C7.4, C8.4, F1.3, F2.3, F5.2, F11.2)
2. Describe community health problems, universal health precautions, and legal implications regarding health and analyze environmental and personal hygiene: describe principles of safety as they relate to children. (SCANS: C5.4, C6.4, C7.4, C8.4, C15.3, F6.4, F15.3)
3. Evaluate regulations regarding child safety, safety procedures, and children's environments for safety. (SCANS: C5.4, C6.4, C7.4, C8.4, F7.3, F9.2, F12.3)
4. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health, and safety. (SCANS: C2.2, F3.3, F17.3)

### SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

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**Course Outline**

- A . Promoting Children’s Health
  - 1. Children’s Well-Being
  - 2. Daily Health Observations
  - 3. Assessing Children’s Health
  - 4. Common Chronic Conditions
  - 5. The Infectious Process and Environmental Control
  - 6. Communicable and Acute Illness: ID & Management
- B. Keeping Children Safe
  - 1. Creating Quality Environments
  - 2. Safety Management
  - 3. Management of Injuries & Acute
  - 4. Maltreatment of Children: Abuse & Neglect Illness
  - 5. Planning for Children’s H & Safety Education
- C. Food and Nutrients:Basic Concepts
  - 1. Nutritional Guidelines
  - 2. Nutrients That Provide Energy
  - 3. Nutrients That Promote Growth Of Body Tissues
  - 4.Nutrients That Regulate Body Functions
- D. Nutrition and the Young Child
  - 1. Feeding Infants
  - 2. Feeding Toddlers & Young Children
  - 3.Planning & Serving Nutritious & Economical Meals
  - 4.Food Safety
  - 5. Nutritional Education Concepts
- E. Looking Ahead – Making a Difference

**Grade Scale**

1000 - 900	A
899 - 800	B
799 - 700	C
699 - 600	D
599 - 0	F

**Course Evaluation**

Final grades will be calculated according to the following criteria:

4 Tests	40%
Course Assignments	50%
Medication Administration Test	10%
	100%

**Course Requirements**

- 1. Introductory Assignment
- 2. ‘My Plate’ Assignment
- 3. Nutrition, Health & Safety Media Assignments
- 4. Medication Administration Test

**Course Policies**

- 1. No food, drinks, or use of tobacco products in class.

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2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

**Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

**Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>Reference</b>
Week 1	Course introduction and policies	
Week 2	Chapter 1: Promoting Children's Health Chapter 2: Daily Health Observations <i>Introductory Assignment Due</i>	pp. 2-38 pp. 39-53
Week 3	Chapter 3: Assessing Children's Health Chapter 4: Common Chronic Conditions	pp. 54-82 pp: 84-112
Week 4	Chapter 5: Infectious Process <b><u>Test 1</u></b> Chapter 6: Communicable & Acute Illness	pp. 114-135 pp. 136-170
Week 5	Chapter 7: Creating High-Quality Environments Chapter 8: Safety Management <i>Media Nutrition Assignment Due</i>	pp.172-200 pp. 207-235
Week 6	Chapter 9: Management of Injuries/Acute Illnesses Chapter 10: Maltreatment of Children	pp. 237-265 pp. 267-287

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<b>Week</b>	<b>Topic</b>	<b>Reference</b>
Week 7	Chapter 11: Planning for Children's Health & Safety Education	pp. 290-315
Week 8	Chapter 12: Nutritional Guidelines Chapter 13: Nutrients that Provide Energy <i>Media Health Assignment Due</i> <b><u>Test 2</u></b>	pp. 318-334 pp. 337-352
Week 9	Chapter 14: Nutrients that Promote Growth Of Body Tissues	pp. 353-365
Week 10	Chapter 15: Nutrients that Regulate Body Functions <i>Media Safety Assignment Due</i>	pp. 368-386
Week 11	Chapter 16: Feeding Infants Chapter 17: Feeding Toddlers & Young Children <b>Test</b>	pp. 388-406 pp. 409-428
Week 12	Chapter 18: Planning & Serving Nutritious Meals <b><u>Medication Administration Test</u></b>	pp. 430-454
Week 13	Chapter 19: Food Safety	pp. 457-482
Week 14	Chapter 20: Nutritional Education Concepts & Activities <i>'My Plate' Assignment Due</i>	pp. 484-504
Week 15	Looking Ahead – Making a Difference Begin Review for Final	pp. 507
Week 16	Review for Final	