SYLLABUS
TECA 1318
WELLNESS OF THE YOUNG CHILD

Course Description: 1) A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations; 2) course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; 3) requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; 4) course includes a minimum of 16 hours of field experiences.

Semester Hours: 3

Lecture/Lab Hours: The class meets for three (3) lecture hours and one (1) hour field experience per week. Field experience attendance is required for this course. Student will be dropped after three (3) consecutive absences.


Student Learning Outcomes: 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. *1,2,3,4,5,6,7,8,9,10,11
2. Describe community health problems, universal health precautions, legal implications regarding health, and analyze environmental and personal hygiene.*1,2,3,4,5,7,8,9,10
3. Describe principles of safety as they relate to children; evaluate regulations regarding child safety, safety procedures and children's environments for safety. *1,2,3,4,5,6,7,8,9,10,11
4. Demonstrate skills in computation, record keeping, referrals, and resources as they apply to nutrition, health, and safety. *1,2,3,4,5,6,,7,8,9,10,11

Course Evaluation: Will be based on the following criteria
Daily assignments 30%
Tests and Final 30%
Field experience 20%
Teacher Evaluation 15%
Attendance 5%

A 100-90 Points, B 89-80 Points, C 79-70 Points, D 69-60, F 59 & Below

The course grade is comprised of both lecture and lab. Failure to do lab assignments, including excessive absences from lab, may result in the student being dropped from the course.

Student Contribution: Each student is expected to spend three (3) hours per week preparing for class. Attendance is crucial for the success in this course.

Scans Competencies: The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified 1) reading, 2) writing, 3) mathematics, 4) speaking and listening, 5) thinking skills, 6) personal qualities, 7) resources, 8) interpersonal skills, 9) information, 10) systems, and 11) technology. Asterisk and
Directions: Evaluate the student, using the rating scale below. Check the appropriate number to indicate the degree of readiness rather than the grade given in class.

RATING SCALE:  
4 SKILLED - can work independently with no supervision.  
3 MODERATELY SKILLED - can perform job completely with limited supervision  
2 LIMITED SKILL - requires instruction and close supervision.  
1 NO SKILL - no experience or knowledge in this area.

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>4</td>
<td>1. Analyze principles of nutrition</td>
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<td>3</td>
<td>a. Describe the role of carbohydrates, proteins, fats, vitamins, and minerals in children’s health*1,2,4,5,7,9</td>
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<td>2</td>
<td>b. Describe the Food Guide Pyramid and its application to children’s needs*1,2,4,5,7,9</td>
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<td>1</td>
<td>c. Identify criteria for developmentally appropriate feeding practices with children, 0-12 mos, 13 mos - 2 years; 3-5 years; 6-10 years. *1,2,4,5,7,9</td>
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<td>d. Discuss nutritional needs of children including special dietary or cultural considerations*1,2,4,5,7,9</td>
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<td>e. Describe specific methods for planning nutritious meals and snacks for children*1,2,4,5,7,9</td>
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<td>f. Describe nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher *1,2,4,5,6,7,9</td>
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<td>g. Plan and implement nutrition education activities with children. *1,2,3,4,5,7,9</td>
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<td>2. Evaluate nutrition assessment. *1,2,4,7,9</td>
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<td>a. Discuss the relationship between nutrition and children’s health and well-being. *1,2,4,5,7,9,11</td>
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<td>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. *1,2,4,5,7,9</td>
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<td>c. Observe and analyze a meal/snack time. *1,2,4</td>
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<td>d. Plan a varied, nutritionally balanced diet for children. *1,2,4,5,7,9,11</td>
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<td>e. Propose modifications for special dietary needs. *1,2,4,5,7,9</td>
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<td></td>
<td>f. Participate in meal/snack times with children.*1,2,4,7</td>
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<td>g. Share nutrition information with families.*1,2,4,5,7,9</td>
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Skilled - can work independently with no supervision

Moderately skilled - can perform job completely with limited supervision

Limited skill - requires instruction and close supervision

No Skill - no experience or knowledge in this area
### RATING SCALE:

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### LEARNING OUTCOMES

3. Examine regulatory requirements for nutrition. *1,2,3,5,7,9
   - a. Identify agencies with nutritional regulatory guidelines affecting child care settings.*1,2,4,7,9
   - b. Identify organizations with nutritional guidelines affecting child care settings.*1,2,4,7,9
   - c. Compare nutritional guidelines and regulations. *1,2,4,5,7,9

4. Describe community health problem. *1,2,3,4,5,9
   - a. Describe factors in the local community affecting the health of children and families.*1,2,4,5,7,9
   - b. Describe symptoms of common childhood diseases, how they spread and reporting requirements.*1,2,4,5,7,9
   - c. Conduct health appraisals of children in child care settings. *1,2,4,5,7,9
   - d. Work cooperatively with colleagues and parents to meet individual/special health needs of children. *1,2,3,7,8,9

5. Describe universal health precautions. *1,2,4,5,7,9
   - a. List circumstances requiring the use of universal health precautions. *1,2,4,5,7,9
   - b. Demonstrate appropriate use of universal health precautions. *1,2,4,5,7,9

6. Describe legal implications regarding health. *1,2,4,5,7,9
   - a. Identify agencies with legal or regulatory authority over children’s health issues.*1,2,4,7,9
   - b. Identify city, county, state and federal health regulations which apply to child care settings. *1,2,4,7,9
   - c. Identify organizations with health guidelines affecting child care settings.*1,2,4,7,9
   - d. Compare health guidelines and regulations. *1,2,4,5,7,9
   - e. Adhere to health regulations to ensure the health of all children. *1,2,4,7,9
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<td><strong>LEARNING OUTCOMES</strong></td>
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<tr>
<td>11. Evaluate children’s environments for safety. *1,2,4,5,6,7,9</td>
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<tr>
<td>a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. *1,2,4,5,7,9</td>
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<td>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. *1,2,4,5,6m,7,9</td>
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<td>c. Evaluate indoor and outdoor environments for safety. *1,2,4,5,6,7,9</td>
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<td>12. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health, and safety. *1,2,3,4,5,7,9</td>
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<td>a. Identify community resources for specific types of referrals. *1,2,4,7,9</td>
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<td>b. Complete nutrition, health and/or safety records/reports as needed. *1,2,3,7</td>
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<td>c. Use computation skills in menu planning. *1,2,3,5,7,9</td>
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<td>d. Use appropriate health appraisal procedures with children. *1,2,4,5,7,9</td>
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1. Reading
2. Writing
3. Mathematics
4. Speaking and listening
5. Thinking Skills
6. Personal Qualities
7. Resources
8. Interpersonal Skills
9. Information Systems
10. Systems
11. Technology
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See at: [GL (Legal)](mailto:GL@coastalbend.edu)

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For more information, contact: in Alice at sdalice@coastalbend.edu; Beeville at sdbeeville@coastalbend.edu; Kingsville at sdkingsville@coastalbend.edu; and Pleasanton at sdpleasanton@coastalbend.edu.

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See at: [FLB (Local)](mailto:FLB@coastalbend.edu) and [FM (Local)](mailto:FM@coastalbend.edu).

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*Updated Spring 2014*