

## **COURSE OUTLINE**

### **Child Nutrition and Health**

#### **Course Description**

CD 125. Child Nutrition and Health. 3 hours credit. This course will enable the student to demonstrate an understanding of the basic factors that affect child health, safety, and nutrition. The student will be able to design and implement educational experiences, and identify and apply the nutritional guidelines appropriate for young children. The student will focus on the provision of a healthy and safe environment, practical information on the Food Guide Pyramid, and meal planning for young children.

#### **Course Relevance**

It is necessary to educate caregivers of young children how to respond to current and emerging preventive and health promotion needs of children and the families they serve. Basic nutrition information will enable the student to identify appropriate nutrient needs of young children and how to best meet these through menu planning and food practices.

#### **Required Materials**

Marotz, L. R., Cross, M. Z. & Rush, J.M. (2001). *Health, safety, and nutrition* (7<sup>th</sup> ed.) Albany, New York: Delmar Thomson Learning.

#### **Learning Outcomes**

The intention is for the student to be able to:

1. Design and implement educational experiences which demonstrate principles of health, safety, and nutrition for young children.
2. Identify and apply the nutritional guidelines appropriate for young children, in reference to selecting nutritional food and practicing food safety.

#### **Learning PACT skills that will be DEVELOPED and/or documented in this course:**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

##### **Analytical Thinking Skills**

1. Critical thinking
  - Through the analysis of health, safety, and nutritional needs of young children.

#### **Major Summative Assessment Task(s)**

These learning outcome(s) and Learning PACT skill(s) will be demonstrated by:

1. Preparation of a children's food experience book using principles of nutritional needs, health and safety requirements learned in class.

## **Course Content**

- I. Skills/Competencies - Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

### **Content Area V: Health, Safety, and Nutrition Knowledge of Regulations**

#### Level 1

C. Follows regulations regarding health and safety.

#### Level 3

A. Verbalizes and adheres to emergency, illness, and injury procedures.

### **Environmental Safety**

#### Level 2

- A. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
- B. Adapts the indoor and outdoor environments to maximize the independence of children with special needs.
- C. Teaches simple safety precautions and rules to children and enforces rules consistently.

#### Level 3

A. Designs and assesses safe environments inside and outside.

### **Responding to Health Needs of Children**

#### Level 1

- A. Practices appropriate hand-washing techniques.
- B. Helps children practice appropriate hand-washing techniques.
- D. Implements practices to avoid/control blood-borne pathogens to ensure safety of adults and children.

#### Level 2

- A. Promotes good health and provides an environment that contributes to the prevention of illness.
- B. Seeks information on and demonstrates good practice for children with health care needs.
- C. Plans and guides self-help activities.

#### Level 3

- A. Designs and assesses sanitary environments inside and outside.
- B. Models and provides direction on sanitation.

### **Nutrition**

#### Level 1

- A. Practices safe food handling and observes general sanitation practices.
- B. Maintains sanitary environments.
- C. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.
- D. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.

#### Level 2

- C. Plans and guides cooking experiences with children.
- D. Teaches children about nutrition.

#### Level 3

- A. Recognizes nutritional concerns.
- B. Plans and evaluates menus.
- C. Includes foods from diverse cultures.
- D. Plans activities in which children learn to make healthy food choices.

### **Learning Units**

- I. Health of the young child
  - A. Promoting good health
  - B. Health appraisals and health assessment tools
  - C. Conditions affecting children's health
  - D. The infectious process and effective control
  - E. Identification and management of communicable and acute illnesses
  
- II. Safety for the young child
  - A. Creating quality environments
  - B. Safety management
  - C. Management of accidents and injuries
  - D. Child abuse and neglect
  
- III. Basic concepts of foods and nutrients
  - A. Nutritional Guidelines
  - B. Nutrients that provide energy
  - C. Nutrients that promote growth and body tissues
  - D. Nutrients that regulate body functions
  
- IV. Nutrition of the young child
  - A. Infant feeding
  - B. Feeding the toddler and preschool child
  - C. Food safety and sanitation
  
- V. Educational experiences for young children
  - A. Health and safety educational concepts and activities
  - B. Nutrition education concepts and activities
  - C. Writing behavioral objectives

### **Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcome(s) through lecture, instructor-led class discussion, guest speakers, group activities, and other activities at the discretion of the instructor.

### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, projects, presentations, class participation, and other methods of evaluation employed at the discretion of the instructor