



## El Camino College/Compton Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>

*Preparing Childhood Education Professionals and Life-long Learners*

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

### **CDEV 110 - Child Health and Safety**

(formerly CDEV-10)

3 Units (Spring 2010)

Section 2144

Mondays 6:30-9:40pm

Class Location: ARTB 317

**Instructor:** Michelle Moen, M.A.  
**Office:** ARTB 326E  
**Phone:** 310-660-3593 x 3571  
**Email:** mmoen@elcamino.edu or michellemoen@aol.com

**Office Hours:** Mondays 5:00pm -6:00pm  
Tuesdays 11:15am-12:15pm and 4:00-5:00pm  
Wednesdays 12:30pm-1:30pm  
Thursdays 11:15am -12:15pm  
By appointment/before or after class

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#### **Course Description:**

This course is designed to meet the needs of parents, family child care providers and center-based teachers who are interested in increasing their knowledge of health and safety practices for young children. Topics include creating a healthy environment, indoor and outdoor safety, chronic and acute illnesses, accident prevention, health screening, disaster planning, nutrition, contagious diseases, and identifying and working with children with special needs. Students will develop and present health and safety education curriculum appropriate for children, staff and parents.

**Course Objectives:** Upon successful completion of this course, the students will be able to:

1. Describe how environmental and prenatal factors affect the growth and development of the child.
2. Describe policies and procedures required to maintain a healthy and safe environment for children.
3. Recognize common acute illnesses and determine appropriate treatment and referral.
4. Identify signs of child abuse and determine appropriate steps to take in the legal referral process.
5. Identify common chronic health conditions and determine the impact of each on the child, the family, and the school program.
6. Describe the most common childhood accidents in child care programs and utilize safety guidelines for indoor and outdoor safety.
7. Identify characteristic of children with special needs and determine the possibility and procedures for inclusion.
8. Evaluate playgrounds for safety compliance.
9. Develop a comprehensive emergency or earthquake plan for your home or school.
10. Develop and present age-appropriate educational programs relating to health, safety or nutritional issues for young children, staff, and parents.

**Student Learning Outcomes (Overarching learning goals for this course):**

1. Identify health, safety, and environmental risks in children's programs.
2. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

**Required Text and Materials**

1. Marotz, L.R., Cross, M.Z., & Rush, J. M. (2005 **or** 2009). Health, Safety, and Nutrition for the Young Child. (6<sup>th</sup> **or** 7<sup>th</sup> ed). Clifton Park, New York: Thomson Delmar Learning.
2. Additional handouts will be given in class.
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.

**Attendance Policy:**

Regular attendance is expected of every student. Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three (3) absences, you may be excluded from the class or receive a failing grade. If it is past the drop deadline you WILL receive an "F". There are no exceptions to this policy. Please keep a close eye on your attendance. If you miss class, work collaboratively with a classmate to collect handouts and notes regarding the material presented. You are responsible for the content and substance of any missed classes.

Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Contact me so that we can develop some strategies to help you make this a valuable learning experience. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities.

**Drop Policy:**

The College catalog states that regular attendance is expected of every student. You are allowed a maximum of three (3) absences or you may be dropped from the class. If it is past the drop deadline, you will receive an F. It is your responsibility to drop the class. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**Withdrawal and/or Incomplete Policies:**

Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

**My ECC**

[www.elcamino.edu](http://www.elcamino.edu). Click on MYECC. Access MYECC for email, services like adding, dropping and paying for classes, obtaining unofficial transcripts, etc.

**Students with Special Needs:**

Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions or carrying out class assignments.

**Academic Honesty:**

Each student is responsible for their own work, including test answers, in-class exercises, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. Also students found to have engaged in academic dishonesty are subject to review as per college policy.

A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Classroom Rules of Conduct:**

The best policy is to treat others, as you would like to be treated. This includes, but is not limited to:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class period.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off (or put on silent mode) all cell phones, pagers and anything else that rings, beeps, or buzzes during class.

If all observe the above policies, we can create an enjoyable, interesting and respectful learning community.

## Course Projects and Assessment Policies

You will be given a folder file, which is to be turned into the instructor each week, along with any assignments due that day. Please initial your attendance at the beginning of each class meeting (on the sheet inside of the folder/file.)

### Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. **All of the written papers and assignments need to be typed** in a 12 point Times New Roman (or Arial) font, double spaced, and have a 1" margin from all sides. (Exceptions are made ONLY if arrangements are made with me ahead of time). All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. You may also meet with a tutor at the Learning Resource Center in the library. Good writing skills are essential to your success in college. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typographical errors.

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than the final exam which may NOT be submitted late). There are no make up-assignments or extra credit. Also please make copies of your assignment before submitting them and do NOT put assignments in individual plastic covers.

**If you choose to email** me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

All assignments must be turned in on the established due dates and are due at the beginning of class (INCLUDING EMAILED ASSIGNMENTS). If you are late to class, your assignment will be considered late. Students should save all graded assignments for their portfolio and in case grade verification is ever needed. Detailed descriptions of all assignments will be given in class.

The instructor is happy to provide feedback on any assignment to any student who would like to submit a draft in advance of the due date! 😊

### Examinations.

All exams will be given on the dates indicated. Please bring a scantron and # 2 pencil. Questions may be true/false, multiple choice, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. A 10% deduction will be assessed on all texts not taken on the assigned test day. Make-up exams must be taken within 3 business days of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exams.

### Methods of Evaluation and Grading

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Many assignments will also provide the opportunity for the student to

complete a self assessment.

. \*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

### Late Assignments

Ten (10) percent of the assignment's total points (equivalent to one letter grade) will be deducted (per week) for late projects (other than the final exam which may NOT be submitted late). There are no make up-assignments or extra credit.

### Emailed Assignments

If you choose to email me assignments, you must send the assignment embedded in your ECC email (ie: not in an attachment) and provide a hard copy (for me to grade) the following week after it was due. Failing to do so will result in further point deductions. Emailed assignments are still subject to point deductions IF they are emailed past the due date. Email **ATTACHMENTS are NOT ACCEPTED**. Also, technical problems will not be allowed as excuses.

**Course grades** will be based on the number of points you have earned out of 550 possible points in the course. Points will be available as follows:

Assignment	Possible Points	Points Earned
Chapter Assignments	100	
Media Project clippings	50	
Emergency Plan	50	
Playground Safety Checklist	50	
Class Participation & Attendance	50	
Article Search & Paper	50	
Portfolio	50	
Midterm Exam	75	
Final Exam	75	
<b>TOTAL POINTS</b>	<b>550</b>	

At the end of the semester, I will add your scores on the projects and assign grades as follows:

A	90-100% of the possible points	(495 - 550)
B	80-89% of the possible points	(440 - 494)
C	70-79% of the possible points	(385 - 439)
D	60-69% of the possible points	(330 - 384)
F	59% or fewer of the possible points	(329 or less)

### Extra Credit

There will be no make up assignments or extra credit offered in this course.

Also this course does **NOT** use +/- grading. If you would like me to forward your “unofficial” grade, please leave a post card (purchased from the bookstore) or a self-addressed, stamped envelope (SASE) with a card inside.

### College-Level Writing Requirements

Evaluation of student’s work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

<b>El Camino College Support Services:</b>	<b>Main phone number 310-660-3593</b>	
Childhood Education Department Office	ARTB 326	Ext. 6022
Writing Center	Humanities 122	Ext. 3873
Learning Resources Center	Library NW wing- 2 <sup>nd</sup> floor	Ext. 3511
Health Center	Health Center	Ext. 3643
EOPS		<b>660-3464 ?</b>
Career and Technical Education Teacher Pipeline	ARTB 320	Ext. 3589
Tutoring Center	Library West wing- upstairs	Ext. 3511
Teacher Education Program	ARTB 320	Ext. 3573

### Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

### Course Assignments

1. Class participation and attendance: All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

It is the student’s responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

Students will receive partial points (throughout the semester) on their in-class participation. There will be approximately ten (10) different participation exercises and each will be worth 5 points. These may be paper-and-pencil, but are often group discussion and/or activities. Assignment of class participation points is at

the discretion of the instructor based on individual student performance as noted above. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities or presentations.

Due: Ongoing

Points: 50 (maximum points)

2. Chapter Assignments: Each time you read a chapter in the textbook, you must respond to the assigned reflection questions (which will be distributed in a handout). You will need to type the questions and responses on a separate sheet of paper. (They may be neatly handwritten). The reflections will be collected (at the beginning of each class) and graded each week as indicated on the syllabus. We will be discussing the student's reflections during class time.

Due: Ongoing

Points: 100 (10 points per chapter)

3. Media Project Clippings: Students will find five (5) different media clippings (from at least three different sources) related to classroom topics (the health, safety, and nutrition of children). You will be required to write a reaction paper approximately 3 pages in length (plus cover page) regarding the clippings. The assignment must have a cover page and include photo copies of the clippings. Be sure to state the title, author, date of article, title of media resource in your paper (not on the cover page!) Your reaction paper should include 1 paragraph describing each clipping and be approximately three (3) pages in length. **Media project must include 5 reference citations!**

Due: March 22

Points: 50  
(10 points for each clipping)

4. Article Reaction Paper and Presentation: Students will find one substantial (at least 1 page) article regarding a health, safety, or nutrition topic in early childhood education/school age children. The topic selection is up to the individual; with instructor approval. Students will compose a 1-2 page reaction paper regarding the article as well as copy the ARTICLE for their peers. Be sure you include enough articles/handouts for each student (and instructor) in the class. You will also be asked to briefly introduce your chosen topic to the class.

Resource materials can include textbooks, research articles, periodicals, and websites. (Peer reviewed literature, research based or empirical research is preferred.)

**Article Search papers must include reference citations!**

Due: April 26 (article choice due April 19)

Points: 50

5. Playground Safety Checklist and Analysis: Using checklists and articles distributed in class (as well as your textbook), analyze a playground site. Submit the checklist with at least ten (10) anecdotal comments (interesting observations you found that involve at least one child and a specific playground structure or activity) and a written analysis. Your reflection/analysis should be three (3) pages in length and contain a title page, checklists, and reflection/analysis. Be sure to submit a conclusion. A detailed description will be given in class.

Due: May 3

Points: 50

**6. Emergency Plan:** Each student is responsible to visit a school site, interview the director/teacher/office manager, obtain the mission statement for the site, as well as the evacuation plan. Be sure to include procedures necessary for applying first aid, emergency lists of survivor kits for staff and children (contents/food, water, emergency cares, etc.) You will design a plan for a family child care facility preschool or private/public classroom. This may be for Earthquake Preparedness, Lockdown Procedure, or what to do in case of a Bomb Threat. You may design your essay from the following:

\*A plan for what to do when the shaking begins.

\*Recognize and improve existing hazards in the family child care facility, classroom or outdoor facility (with diagram behind essay)

\*An evacuation plan.

\*Procedures to apply first aide.

\*Identify emergency supply/kits for staff and children.

\*Include a plan to reunite the children with their parent/s or families.

In your paper, you will identify the school site and date that you visited as well as include a personal reflection which describes your reactions to this school site.

Due: May 17

Points: 50

**7. Class Portfolio:** This project is a collection from all class handouts, student presentations, and information gleaned by students during the semester. Your portfolio will also include a one page (typed) essay as to the significance of Health, Safety, and Nutrition for children. Specific instructions (regarding content requirements and grading criteria) will be provided in class. Be sure to have the binder divided into "easy to find" sections (complete with tabs) in order to receive full credit. You will have at least three major sections: Health, Nutrition, and Safety. Be as creative as you like. The binders must be three-ring, 1 ½ -2 inches in diameter for full credit. **Late Portfolios will not be accepted.**

Due: May 24

Points: 50

**8. Exams:** All exams will be given on the dates indicated. Questions may be true/false, multiple choice, completion, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. Part of the exams will require you to bring and use a scantron form and # 2 pencil.

Due: Midterm – April 5  
Final - June 7

Points: 75  
Points: 75  
TOTAL: 150

## Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

<b>Week</b>	<b>Date</b>	<b>Major Topics and Class Activities</b>	<b>Assignment Due Dates and Reading Assignments</b> Read Chapters Prior to Class Meeting
1	Feb. 15	<b>Holiday (Campus Closed)</b>	No School
2	Feb. 22	Introductions and Student information sheets Review of course content and syllabus Factors influencing (overview of) children's health, safety, and nutrition	Buy textbook
3	March 1	Read <b>Chapter 1 / Chapter 1 Reflections due</b> Introduction Unintentional injuries  Read <b>Chapter 2 / Chapter 2 Reflections due</b> Characteristics of normal growth and development Sleeping Patterns and Requirements Children's mental health Annotated Book Lists Resiliency	
4	March 8	Dental Care/Oral Health Read <b>Chapter 3 / Chapter 3 Reflections due</b> Health screenings and observations Read <b>Chapter 4 (no reflections for this chapter)</b>	
5	March 15	Read <b>Chapter 5 / Chapter 5 Reflections due</b> Chronic health conditions	
6	March 22	Read <b>Chapter 6 / Chapter 6 Reflections due</b> Communicable diseases for children Preventing diseases and illnesses Read <b>Chapter 7 /Chapter 7 Reflections due</b> Acute illnesses <b>Review guidelines</b> for the Article Assignment in class	<b>Due: Media project</b>
7	March 29	Read <b>Chapter 8 /Chapter 8 Reflections due</b> Licensing requirements Creating quality, safe environments Traffic safety <b>Review for midterm exam</b>	
8	April 5	<b>Midterm Exam #1 (covers chapters 1-5)</b>	<b>Midterm Exam</b>
<b>April 12</b>		<b>SPRING BREAK -- NO CLASS MEETING</b>	

9	April 19	Review Midterm Exam Read <b>Chapter 9 (no reflections for this chapter)</b> Safety Management Supervision Toys and Equipment Read <b>Chapter 10</b> <b>read pages 253-256 (new edition)</b> or pages 245-248 (old) <b>AND read pages 268-280 (new)</b> or pages 260-271 (old) <b>Browse remaining pages</b> <b>(no reflection questions for chapter 10)</b> Preventing injuries Poison prevention	<b>Due: Article topic/selection</b>
10	April 26	<b>Article Presentations</b> <b>Review the guidelines</b> for the Emergency & Playground Safety assignments in class	<b>Due: Article Presentation/Paper</b>
11	May 3	Ready for emergencies and injuries Fire emergencies Video on fire emergencies  Read <b>Chapter 11/Chapter 11 reflections due</b> Child abuse and neglect Sign up to bring food next week	<b>Due: Playground safety checklist</b>
12	May 10	Read <b>Chapter 13</b> <b>(no reflections for chapters 13, 14, &amp; 15)</b> Promoting health with good nutrition  Read <b>Chapter 14</b> <b>read pages 355-358 (new edition)</b> or pages 346-349 (old) <b>AND summary on page 366 (new)</b> or page 356 (old) Nutrients that provide energy (carbohydrates, fats, and proteins)  Read <b>Chapter 15 (read entire short chapter)</b> Nutrients that promote growth of body tissues  Nutritional snacks Food Pyramid <b>Review guidelines</b> for portfolio assignment in class	food☺
13	May 17	Read <b>Chapter 17/Chapter 17 reflections due</b> Infant feeding Read <b>Chapter 18/Chapter 18 reflections due</b> Feeding toddlers and preschoolers Read <b>Chapter 19 (browse)</b> Planning nutritious and economical meals Read <b>Chapter 20 (browse)</b> Food Safety Food Labels	<b>Due: Emergency Plan</b>

14	May 24	<p>Read <b>Chapter 21</b>  <b>read pages 502-511 and 519-520 (new)</b>  or pages 488-498 &amp; 511-512 (old)  <b>(no reflection questions for chapter 21)</b>  Nutritional Education  Curriculum Design  <b>Review</b> for final exam</p>	<p><b>Due: Portfolios</b>  <b>**Late Portfolios will not be accepted.</b></p> <p><b>**Last Day to submit late and emailed assignments**</b></p>
15	May 31	<b>Holiday (Campus Closed)</b>	No School
16	June 7	<p>(Finals Week)  <b>Final Exam # 2 (covers chapters 1-3, 5-11, 13-15, 17-18)</b>  Last Day Discussions and Events</p>	<b>Final Exam</b>