

**EDU 153**  
**CHILD HEALTH, SAFETY AND NUTRITION**

Prerequisites: High school diploma or GED

Corequisite: None

This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

**LEARNING OUTCOMES:**

At the completion of the course, the student will be able to:

- a. Identify techniques of role modeling healthy practices and safe behaviors.
- b. Review current licensing and regulation manuals regarding health, safety and nutrition for child care facilities.
- c. Evaluate a child care program's compliance with health and safety requirements.
- d. Perform supervision techniques to prevent accidents and serious injuries of young children.
- e. Plan and demonstrate activities that teach children about safety.
- f. Describe techniques that provide for children's physical needs.
- g. Demonstrate techniques and activities that reduce stress in children.
- h. Plan and demonstrate activities that promote healthy practices.
- i. Identify symptoms of illness and procedures for responding.
- j. Identify the nutritional needs of children in a child care program.
- k. Describe proper standards of food preparation.
- l. Describe methods that help children develop positive attitudes toward food.
- m. Recognize the symptoms of child abuse and neglect.
- n. Outline and discuss the procedures for reporting child abuse and neglect.
- o. Describe techniques for sharing health and safety information with parents.
- p. Identify and discuss the utilization of community health resources.

**OUTLINE OF INSTRUCTION:**

- I. Role modeling for health and safety
  - A. Teaching techniques
  - B. Exhibiting healthy practices
  - C. Exhibiting safe behavior
- II. Health, safety, and nutrition regulations
  - A. Familiarity with current regulations
  - B. Following health and safety regulations
  - C. Maintaining health records
  - D. Ensuring safe equipment and facilities
- III. Safety supervision
  - A. The caregiver's role

- B. Supervision techniques with preschool children
    - 1) Developmental levels of children
    - 2) Typical safety hazards encountered with preschool children
  - C. Preventing accidents
    - 1) In the classroom
    - 2) On the playground
    - 3) On fieldtrips
- IV. Teaching safety and emergency procedures
- A. Involvement of children in identifying rules
  - B. Explaining safety rules to children
  - C. Activities that teach safety rules
  - D. Explaining and practicing emergency procedures
- V. Meeting children's physical needs
- A. Toileting
    - 1) Healthy environment
    - 2) Encouraging independence
  - B. Resting
    - 1) Healthy environment
    - 2) Techniques that promote resting and napping
  - C. Ventilation, lighting and temperature
  - D. Clothing
    - 1) Protection against the elements
    - 2) Appropriateness for active participation
  - E. Keeping children clean
- VI. Minimizing stress in the environment
- A. Stress in young children
  - B. Children's response to stress
  - C. Techniques and activities to reduce stress
- VII. Teaching healthy practices
- A. Techniques that promote healthy practices
  - B. Activities that promote health practices
- VIII. Childhood illnesses
- A. Symptoms of illness
    - 1) Common illnesses
    - 2) Communicable illnesses
  - B. Responding to illness
    - 1) Informal observation of children
    - 2) Routine health checks
    - 3) Notifying parents and record-keeping
- IX. Nutritional needs
- A. Children (infants - preschool)
  - B. Children with special dietary concerns
  - C. Children with special needs

- X. Proper standards of food preparation
  - A. Regulations for food preparation
    - 1) Nutritional requirements
    - 2) Menu planning
  - B. Planning meals that appeal to children
  
- XI. Developing positive attitudes toward food
  - A. The caregiver's attitude
  - B. Using meal and snack times to develop positive attitudes
  - C. Integrating children's cultures in food-related activities
  
- XII. Recognizing signs of abuse and neglect
  - A. Observing children
  - B. Symptoms of abuse and neglect
    - 1) Physical abuse
    - 2) Physical neglect
    - 3) Sexual abuse
    - 4) Emotional abuse
  - C. Communicating with and talking to children
    - 1) Talking to children
    - 2) Play therapy techniques
    - 3) Observing the child's spontaneous activity
  - D. Helping the abused and neglected child
    - 1) Techniques for helping the child
    - 2) Activities that help the child
  
- XIII. Encouraging health and safety practices at home
  - A. Educating parents regarding health, safety and nutrition issues
  - B. Techniques for sharing health, safety and nutrition information
  - C. Utilizing community resources

**REQUIRED TEXTBOOKS AND MATERIALS:**

To be announced by the instructor.

**STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.