

Fall 2008 Course Syllabus for EARLYCHD 340/540
Nutrition and Health: Early Childhood
Mondays, 2:15-4:45, Winther

Instructor:	Robin Fox	Contact Information:
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	By appointment on Fridays	

University of Wisconsin-Whitewater College of Education Conceptual Framework:

Our conceptual framework, *The Teacher is a Reflective Facilitator*, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

Course Description:

This course pertains to the needs of the young child of preschool age through the third grade, with emphasis on knowledge of nutrition, safety, and health in homes and community and school settings.
Prereq: Restricted to students with professional education admission

Required Text and Readings:

Maratz, L. R., Cross, M. Z., & Rush, J. M. (2001). *Health, safety, and nutrition*. Delmar Publishing. (available through textbook rental)

Students will review the Wisconsin Standards for Teacher Development and Licensing (<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>) along with the National Association for the Education of Young Children Standards and the Division for Early Childhood Standards. Links to these standards are on the Desire to Learn (D2L) site for this class.

Students should check the D2L site at the beginning of each week for new information (links to websites, information on conferences, and other course information).

Additional Course Information:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetable; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Please refer to the following website for statements regarding academic misconduct and the policy regarding accommodation of religious beliefs:

<http://www.uww.edu/stdhdbk/uwsystem.html>

If a faculty member has evidence that a student has plagiarized information or in any other way acted in a way that is deemed worthy of disciplinary action according to the University of Wisconsin the faculty member will precede following the disciplinary process as detailed on the website <http://www.uww.edu/staffair/slstaff/misconduct.php>

Intended Learner Outcomes:

Students will be able to:

1. identify basic and advanced concepts around health, safety and nutrition concerning young children (WTS #1; NAEYC #1; DEC #2.3, 2.3.1, 2.3.2, 2.3.3)
2. identify strategies for working with families and supporting positive family practices concerning health, safety and nutrition (WTS #9, 10; NAEYC #3; DEC #3.1, 3.1.1)
3. review and critique appropriate health, safety and nutrition curriculum (interactions, activities, and learning materials) for diverse learners (WTS #2, 3; NAEYC #1; DEC #1.2, 1.2.2, 2.1)
4. develop written policies in layperson’s terminology concerning health, safety and nutrition in early childhood programs (WTS #1, 6,10; NAEYC #1, 2, 5; DEC #2.3, 2.3.3, 5.2)
5. develop adaptive strategies for modifying plans, activities, and the environment in order to meet the needs of children who are developing atypically in inclusive early childhood classrooms (WTS #2, 3; NAEYC 4; DEC #1.2, 1.2.2, 2.1)
6. identify the rationale for and methods of interagency and team collaboration (WTS #10; NAEYC #2; DEC #3.2)
7. have opportunities for professional growth through conference attendance, continued use of technology (D2L, Power Point, electronic portfolio artifacts, etc.), responding to guest speakers, and membership in a professional organization (WTS #9; NAEYC #5; DEC #3.2)

Course Assignments:

Assignment:	In Class Reflections
Standards:	Will be determined as situations are discussed (potentially many).
Rationale:	This course is intended to not only supply students with information but also to give them opportunities for using the information in “real-life” care giving opportunities (what would you do if...). These situations are developed, based on the instructor’s work with children and families, and the experiences that students have encountered during fieldwork.
Outline of Requirements:	These are activities that will require students to keep up with the readings but there is not a definitive way in which students can study for these, nor should they try. These activities will integrate what is being learned in class with personal knowledge and experience. If class is missed these can not be made up.
Grading Criteria:	Fifteen points each, each class period for a total of 225 points.

Assignment:	Health Policies, Safety Policies, and Nutrition Policies	
Standards:	WTS 1, 6, 10; NAEYC 1, 2, 5; DEC 2.3, 2.3.3, 5.2	
Rationale:	It is essential that all people in the field of education have the ability to read and interpret policies and be able to articulate those policies to families without using educational jargon. This assignment requires that students research policies and then re-write them in a family-friendly, easy to understand manner.	
Outline of Requirements:	In small groups (3 to 4 people), students will research policies from the Department of Health and Family Services, Birth to Three and DPI along with “best practice” within the field of early childhood (see D2L page for websites) to write health, safety and nutrition policies intended for a family handbook. There will be three separate due dates for the policies (see calendar). Students are encouraged to hand in draft copies at least one week before the due date for feedback. For those who will take Administration of Preschool Programs in Spring of 2009, this assignment will be used as part of the family handbook.	
Grading Criteria:	Policies adhere to the DHFS & NAEYC requirements	20
	Policies are written in a family friendly manner	15
	Policies are grammatically correct and referenced as needed	15
These policies will be incorporated into the handbook that you develop in Administration of Preschool Programs next semester. The handbook is a Phase 3 Portfolio artifact for students in the Early Childhood Program.		

Assignment:	Resource Information and Speak Out	
Standards:	WTS 1, 6, 10; NAEYC 1, 2, 5; DEC 2.3, 5.2	
Rationale:	There are a myriad of syndromes, special diets and health concerns that teachers need to be familiar with, both those in “regular” education and those who are in integrated programs. This resource sharing process is intended to supply all class members with a variety of pertinent information and contact information for learning more about a given topic.	
Outline of Requirements:	Each student will be assigned a topic to research. Students should include information that would be helpful to a classroom teacher (either working with a child or information to give to a family). At a minimum, the topic should be defined, explanations of the health, safety and/or nutritional needs related to the topic should be discussed, resources for additional places to find information should be shared (not just all websites please), and any other information that a classroom teacher would need concerning the topic. Each student will be assigned a day to share the information orally (hard copies can also be distributed to class members). The oral presentation is informal but the presenter needs to be well versed on the topic in order to answer questions.	

	<p>For each topic students are to write down the fact or piece of information they learned which they will would want to share with others. After the last presentation – each student will compile the list (word process), submit it to D2L and share it with others during their fieldwork and student teaching placements.</p> <p>A CD will be made for each student with the resource pages on it and will be distributed on the last day of class.</p>										
Grading Criteria: (Resource information)	<table> <tr> <td>Defining the topic</td> <td>5</td> </tr> <tr> <td>Health, safety, nutritional needs related to topic</td> <td>15</td> </tr> <tr> <td>Addressing what a teacher needs to know</td> <td>15</td> </tr> <tr> <td>Offering additional resources</td> <td>5</td> </tr> <tr> <td>Compilation of resource information</td> <td>20</td> </tr> </table>	Defining the topic	5	Health, safety, nutritional needs related to topic	15	Addressing what a teacher needs to know	15	Offering additional resources	5	Compilation of resource information	20
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Assignment:	Responding to Speakers
Standards:	WTS 6, 9, 10; NAEYC 5; DEC 5.2, 5.6, 5.9
Rationale:	An effort has been made to bring in speakers who are experts in the areas that we will be discussing. Rather than think of this as a time to be inactive, this is a time that students should be actively listening and participating. Along with asking thoughtful questions of the speakers, students will be required to respond to the speakers' information via the D2L page for this class.
Outline of Requirements:	After each speaker, the instructor will pose several questions which the students will respond to via the D2L discussion board. Once the instructor has posed a question and a student has responded to it, students can either respond to the instructor's question or other students' responses. The questions will be posed by the instructor the day after class and students will need to respond by the following class period in order to receive credit. If class is missed on the day of a speaker, the student is welcome to participate in the discussion but will not receive points.
Grading Criteria:	Attending class on the day of the speaker and responding by the next class period 10 points

Assignment:	Final Reflection
Rational:	Students will reflect on course content and how community, families and children are connected. Nutrition, health and safety issues affecting the well-being of a child and how those factors are connected will become foundational blocks for future physical and cognitive growth.
Outline of Requirements:	This assignment is open ended. It is intended to offer the student an opportunity to reflect and demonstrate their understanding of issues and their part in the implementation of early childhood programs. This can be done by way of a written reflection about

Health

- children who become ill at school
- immunizations
- children too ill for school
- going outside (sickness & weather)
- distributing medicine
- dressing for school (children)
- physical requirement
- dental exam requirement
- information about allergies (non-food)
- use of sunscreen, bug spray, hand lotions, chapstick
- medical log
- handwashing procedure

Safety

- use of bike helmets
- pick-up/drop-off policies
- first aid at school
- reporting suspected abuse
- background checks on employees
- supervision of children inside
- supervision of children outside
- fieldtrips
- notification of sexual offender released in community
- staff qualifications

Nutrition

- what meals are served
- food allergies
- “special” diets
- treats from home
- sharing of food
- policy on “seconds”
- policy on dessert
- how is food served
- access to food throughout the day
- cost of meals
- feeding children
- physical activity

Possible Resource Information Subjects

- | | |
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| <input type="checkbox"/> Alstrom Syndrome | <input type="checkbox"/> Down Syndrome |
| <input type="checkbox"/> Asperger Syndrome | <input type="checkbox"/> Duchenne & Beck Muscular Dystrophy |
| <input type="checkbox"/> Auditory Health | <input type="checkbox"/> Epilepsy |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Food Allergies (not dairy) |
| <input type="checkbox"/> Childhood Obesity | <input type="checkbox"/> Gastrostomy Feeding Tubes |
| <input type="checkbox"/> Cleft Lip and/or Cleft Palate | <input type="checkbox"/> GERD (gastroesophageal reflux syndrome) |
| <input type="checkbox"/> Cohen Syndrome | <input type="checkbox"/> Hydrocephalus |
| <input type="checkbox"/> Colostomies and children | <input type="checkbox"/> Ketogenic Diet |
| <input type="checkbox"/> Congenital Heart Disease | <input type="checkbox"/> Kosher Diet |
| <input type="checkbox"/> Cushing Syndrome | <input type="checkbox"/> Lactose Intolerance |
| <input type="checkbox"/> Cystic Fibrosis | <input type="checkbox"/> Lead Poisoning |
| <input type="checkbox"/> Dental Health | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Malnutrition |

- | | |
|--|--|
| <input type="checkbox"/> Nasogastric Feeding Tubes | <input type="checkbox"/> Reyes Syndrome |
| <input type="checkbox"/> Pica | <input type="checkbox"/> Rumination |
| <input type="checkbox"/> Pierre Robin Sequence | <input type="checkbox"/> Sickle Cell Anemia |
| <input type="checkbox"/> PKU (phenylketonuria) | <input type="checkbox"/> SIDS (sudden infant death syndrome) |
| <input type="checkbox"/> Prader-Willi Syndrome | <input type="checkbox"/> Vegetarian Diets (vegan, lacto-ovo, etc.) |
| <input type="checkbox"/> Rett Syndrome | <input type="checkbox"/> Visual Health |

Course Success Notes:

- **All written assignments will be turned in via D2L.** Comments will be written into the text and returned to students via D2L.
- Word process all materials submitted using APA writing style for citations and references. All written assignments should be free of grammatical errors.
- Use people-first language. Avoid using terms such as “handicapped children”, instead use “people-first” language, for example “child with a disability”. Use this language in speaking and in written work.
- Keep copies of everything submitted.
- All assignments for this class are intended to be possible portions of a portfolio and thus should be saved on disk for future use.
- All students should take responsibility for her or his own learning. Please ask questions and seek assistance from the instructor as needed.

Course Calendar:

Date	Topic	Reading(s)*	Assignment/Speaker
9.8	Introduction to course, each other and current issues pertaining to health, safety and nutrition		
9.15	Making Connections between Health, Safety and Nutrition	Chapter 1	Assign Resource Information Topics in Class
9.22	Health – Promoting “Good” Health and Communicable Diseases	Chapters 2, 3, 6 & 7	
9.29	Health – Assessing Children’s Health and Common Childhood Illnesses	Chapters 4 & 5	**Resource Information Presentations Begin <i>30 minutes to work in class on policies</i>
10.6	Safety – Indoor and Outdoor Safety, Safety Management	Chapters 8 & 9, YC Article (playground)*	<i>This class will be on-line. Activities will “open” on Monday and will remain open for a week (2:15 pm on 10/6 until 2:15 10/13)</i>
10.13	Safety – Keeping Children Safe, Bullying	Chapter 10	
10.20	Safety – Child Abuse	Chapter 11, YC Article (abuse)*	**Health Polices Due
10.27	Nutrition – Introduction to Nutrition – Challenging Our Beliefs and Ideas	Chapter 13 (quick review Ch.14, 15, 16)	<i>30 minutes to work in class on policies</i>
11.3	Nutrition – Serving Children Food in Programs	Chapters 18, 19 & 20	<i>This class will be on-line. Activities will “open” on Monday and will remain open for a week (see note above).</i> **Safety Polices Due
11.10	Nutrition – Children with Special Nutritional Needs	Reading posted to D2L*	
11.17	Catch up day (this day will be used to catch up with any content we have not completed)		**Nutrition Polices Due
11.24	Developing activities for children regarding H/S/N	Chapter 12	**Final Reflection Paper Due
12.1	Developing activities for families regarding H/S/N	Chapter 21	<i>This class will be on-line. Activities will “open” on Monday and will remain open for a week (see note above).</i>
12.8	Wrap-up, Continuing to Make Connections between Health, Safety and Nutrition		Culmination of Resource Information Due
12.15	Final: Monday, 1:00-3:00		

*These readings will be made available via D2L

Students should check D2L weekly as additional readings will be posted. These additional readings should be considered supplemental reading not required. Speakers will be added to the calendar—based on their availability.