



**SCHOOL OF EDUCATION
VIRTUAL CAMPUS**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course: ECHD 2302 VC01

Title: Health, Safety, and Nutrition for the Young Child

Instructor: Suzanne Kimball

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Term and dates: Spring Term: January 11, 2021 – March 6, 2021

MLK Holiday: January 18, 2021

Online: <https://wbu.blackboard.com/>

Office hours: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone 8 am – 9 pm CST.

Catalog description This course addresses health, safety, and nutritional needs of infant through school age children. Emphasis is placed on the powerful relationship between these factors and the role of both caregivers and families play in helping children establish healthy lifestyles.

Prerequisite None

Course Outline

Unit I: PROMOTING CHILDREN'S HEALTH: HEALTHY LIFESTYLES AND HEALTH CONCERNS.

1. Children's Well-Being: What It Is and How to Achieve It.
 2. Daily Health Observations.
 3. Assessing Children's Health.
 4. Caring for Children with Special Medical Conditions.
 5. The Infectious Process and Environmental Control.
 6. Childhood Illness: Identification and Management.
- Unit II: KEEPING CHILDREN SAFE.
7. Creating High-Quality Environments.
 8. Safety Management.
 9. Management of Injuries and Acute Illness.
 10. Maltreatment of Children: Abuse and Neglect.
 11. Planning for Children's Health and Safety Education.

Unit III: FOODS AND NUTRIENTS: BASIC CONCEPTS.

12. Nutrition Guidelines.
13. Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins).
14. Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water).

Unit IV: NUTRITION AND THE YOUNG CHILD.

15. Feeding Infants.
16. Feeding Toddlers and Young Children.

17. Planning and Serving Nutritious and Economical Meals.
18. Food Safety.
19. Nutrition Education: Rationale, Concepts, and Lessons.

Resources

Marotz, L. (2015). *Health, Safety, and Nutrition for the Young Child*. (9th ed) Belmont, CA: Wadsworth Cengage Learning. ISBN: 978-1-285-42733-1
E textbook is available

Access to WBU Learning Resources www.wbu.edu/lrc

Course Competencies

Upon completion of this course, the student should be able to:

- Describe how health, safety, and nutrition are interrelated.
- Identify the signs and symptoms of common, chronic medical conditions and communicable illnesses.
- Discuss the adult's role and responsibilities in the prevention of unintentional injury.
- Recognize the behavioral and physical indicators of child maltreatment and know what steps a teacher is obligated to take.
- Plan health, safety, and nutrition learning experiences that foster children's knowledge and skills.
- Describe children's nutrient needs and common eating challenges at different stages.
- Plan nutritionally balanced meals.

Course Competencies Assessments

- Completion of chapter review questions. Due on Mondays, midnight CST.
- Completion of tests that will be administered on Blackboard. Tests will be open book and timed and not proctored.
- Complete project.
- Participation in Discussion Board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; Responses to others due on Mondays, midnight, CST.

EVALUATION: University Grading System (see Catalog)

A	90-100	Cr for Credit
B	80-89	NCR No Credit
C	70-70	I Incomplete*
D	60-69	W for withdrawal
F	below 60	
WP	Withdrawal	Passing
WF	Withdrawal	Failing
IP	In Progress	
X	No grade given	

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded. *A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Evaluation

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Assignments (19)	190 points (10 points each)
Midterm exam	100 points
Final exam	100 points
Project	110 points

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

Grade Appeal Statement

"Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."

Attendance Policy

Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.

Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.

Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11- week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.

Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Instructor's Additional Policies

All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced. Discussion Boards are not accepted late.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, class time is at the student's convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

Academic Honesty

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism

The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness." - Source:

<http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Disabled Persons

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

Coursework at a Glance

	Date	Assignments to do this Week Discussion Board(DB) Chapter Review Questions (RQ)	Textbook Reading for the Week	Assignments due this Week Mondays, midnight CST Original post on Discussion Board are due on Fridays, midnight CST Responses to others due on Mondays midnight CST (except 1-18-20)
1	1-11-21	Read the Syllabus, DB #1, RQ #1, RQ #2 , RQ #3	Chapters 1, 2, 3	
	1-18-21	MLK Holiday		
2	1-19-21	DB #2, RQ#4 , RQ#5, RQ #6	Chapters 4,5,6	DB#1 , RQ#1, RQ #2, RQ#3
3	1-25-21	RQ#7, RQ#8 RQ#9, RQ#10 Begin Project	Chapters 7,8,9,10	DB #2, RQ#4, RQ#5, RQ#6
4	2-1-21	RQ#11, RQ#12, RQ#13 Midterm	Chapters 11, 12, 13	RQ#7, RQ #8, RQ#9, RQ#10
5	2-8-21	DB#3 RQ#14, RQ#15, RQ #16	Chapters 14,15,16	RQ#11, RQ#12, RQ#13 Midterm
6	2-15-21	DB#4 RQ#17, RQ#18. RQ#19	Chapters 17,18,19	DB#3 RQ#14, RQ#15, RQ#16
7	2-22-21	DB#5 Final Exam		DB#4 RQ #17, RQ #18. RQ#19 Project
8	3-1-21	Smile		DB #5 Final Exam