

EDEC 205

Current CCNS Course Learning Outcomes:

1. Identify the functions of various regulatory agencies at the local, state, and national levels concerning health, safety, and nutrition of young children.
2. Identify purposes of childcare licensing—mandated health, safety, and nutritional trainings designated for Early Childhood (EC) professionals.
3. Identify regulations and effective practices that promote the physical and mental health, safety, and nutrition of young children from birth through age 12.
4. Recognize signs and symptoms of common childhood illnesses and communicable diseases and describe preventative measures that can be taken by families and EC professionals.
5. Assess effectiveness of various health, safety, and nutrition practices for maintaining clean, healthy, and safe learning environments.
6. Analyze the need for emergency preparedness and develop procedures in early care and education settings.
7. Design and promote developmentally appropriate curriculum-based activities for use in early childhood classrooms emphasizing basics of health, nutrition, and safety practices with young children.
8. Identify and analyze age-related nutritional needs of children from birth to age 12.
9. Evaluate meal plans and menus to ensure meals and snacks are nutritionally sound, based on program policies and special needs of children.
10. Explore and share credible resources with colleagues and families on topics related to child wellness, health, safety, and nutrition.

Optional Resources for Expansion

[EPIC-ECE Bank of Resources: ECE101](#)

NAEYC position statements for [Developmentally Appropriate Practices \(4th Ed.\)](#), [Code of Ethical Conduct](#), [Advancing Equity in ECE](#), [Professional Stds and Competencies for EC Educators](#).

[Eastern Connecticut State University CECE videos](#)

Add ECLKC content - <https://eclkc.ohs.acf.hhs.gov/health-services-management/caring-our-children-basics/training-caregiversteachers-administer-medication>

[Libretext: Health, Safety, and Nutrition \(Paris\)](#)

[7.702 Child Care Licensing Rules and Regulations for centers \(<24 hours care\) \(Dec. 2021\)](#)

[CDPHE Rules and regulations governing health and sanitation in child care facilities](#)

Module #1

List the Module Outcomes:

1. Discuss the functions and purposes of local, state, and national regulations and standards for health, safety, and nutrition in ECE settings
2. Outline the differences between credible and non-credible sources of health, safety, and nutrition information
3. Describe local, state, and national agencies that contribute to the health, safety, and nutrition of young children
4. Discuss practices that promote quality care for children birth - age 12

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Module Exploration (Lecture)	
<p>Aronson, S. S., & American Academy of, P. (2014). <i>Model Child Care Health Policies</i>. Elk Grove Village, Illinois: American Academy of Pediatrics.</p> <p>Read: Introduction (Library)</p> <p>American Academy of, P., National Resource Center for Health and Safety in Child Care, (U.S.), American Public Health, A., & United, S. (2011). <i>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Early Education Programs</i>. Elk Grove Village, IL: American Academy of Pediatrics.</p> <p>Read: Chapter 9 (Administration and Governance) (Library)</p> <p>McClennen, J. C., Keys, A. M., & Dugan-Day, M. L. (2016). <i>Social Work and Family Violence, Second Edition: Theories, Assessment, and Intervention</i>. New York: Springer Publishing Company.</p> <p>Read: History of licensing/child welfare law (Introduction to child maltreatment Chapter 2) (Library)</p>	
<p><i>Resources for reference and review</i></p> <p>CCOnline: <i>Learn about Evaluating Sources -</i> https://cconline.libguides.com/EvaluateSources</p> <p>Caring for Our Children : National Health and Safety Performance Standards: Guidelines for Early Care and Early Education Programs. (Library)</p>	

<p>CDPHE Health & Sanitation regulations - https://drive.google.com/file/d/1NaKcxqbtHeY498GiDalFB_ZdBmcbynNU/view</p> <p>Colorado Health Improvement Plan - https://cdphe-lpha.colorado.gov/chaps/guidance-and-tools/phase-6-develop-a-public-health-improvement-plan</p> <p>Colorado Licensing Regulations (7.702) - https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=973</p> <p>Colorado Public Health Act of 2008 - (Library)</p>	
<i>Insert EPIC</i>	
Total Module Time on Task	

Module #2

List the Module Outcomes:

1. Identify signs and symptoms of communicable illness
2. Define inclusion, diversity, equity / identify risk factors
3. Describe the teacher's role in promoting the health of young children
4. Identify risk factors that promote health disparities in children

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Module Exploration (lecture)	
(Video) InBrief: The Foundations of Lifelong Health - https://youtu.be/o_mCNW4kb6M Colorado Health Improvement Plan Read the section <i>Health Equity, Environmental Justice and the Social Determinants of Health</i> (pp. 2-3 of the publication, p. 11 of the PDF) (Library)	1, 3, 4
(Video) Update on Danielle's Horrific Story of Child Neglect Where Are They Now Oprah Winfrey Network - https://youtu.be/P_IBGS1FQw4	1,3,4

<p>The Feral Child Nicknamed Genie - https://www.psychologytoday.com/us/blog/the-superhuman-mind/201707/the-feral-child-nicknamed-genie</p> <p>Unnatural Causes Episode 5: Place Matters (Overview) - https://unnaturalcauses.org/episode_descriptions.php?page=5</p> <p>(Video) Living in Disadvantaged Neighborhoods is Bad for Your Health - https://youtu.be/e48K4RN2nrl</p> <p>(Video) Richmond California Struggles for Clean Air - https://youtu.be/1l_YZPfNUac</p> <p>(Video) Youth Empowerment Strategies YES! Anti Violence Program in Richmond, California - https://youtu.be/K2wcSKQN9kA</p> <p>Smeeding, T. M., Ziliak, J. P., Bartfeld, J., & Gundersen, C. (2016). <i>SNAP Matters : How Food Stamps Affect Health and Well-Being</i>. Stanford, California: Stanford University Press.</p> <p>Read: Introduction (Library)</p>	
<p>American Academy of P., National Resource Center for Health and Safety in Child Care, (U.S.), American Public Health, A., & United, S. (2011). <i>Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Early Education Programs</i>. Elk Grove Village, IL: American Academy of Pediatrics.</p> <p>Read: Standard 3.6.1 Inclusion/Exclusion Due to Illness - (Library)</p> <p>NAEYC Position Statement: Early Childhood Inclusion</p> <p>CDPHE, Infectious Diseases in Child Care and School Settings: Guidelines for Child Care Providers, School Nurses and Other Personnel</p> <p>Review -- (Library)</p> <p>California Child Care Health Program, Health and Safety in the Child Care Setting: Prevention of Infectious Disease</p> <p>Review - (Library)</p> <p>North Carolina Division of Child Development: A Daily Health Check Poster</p> <p>Used in module assignment.</p> <p>Notice of Exposure to Communicable Diseases form</p> <p>Resource - https://cchp.ucsf.edu/sites/g/files/tkssra181/f/idc2book.pdf</p>	2, 3
<p>Include EPIC</p>	
<p>Total Module Time on Task</p>	

Module #3

List the Module Outcomes:

1. Analyze the need for emergency preparedness and develop procedures in early care and education settings - 6
2. Describe the teacher's role in keeping children safe – 1,2,3,5,7
3. Evaluate safety policies and procedures- 1,2,3,6
4. Communicate with parents about safety-6

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Module Exploration (lecture)	
<p>McClennen, J. C., Keys, A. M., & Dugan-Day, M. L. (2016). <i>Social Work and Family Violence, Second Edition: Theories, Assessment, and Intervention</i>. New York: Springer Publishing Company.</p> <p>Read Chapter 2: Introduction to Child Maltreatment - (Library)</p> <p>Be Prepared for an Emergency. Be Red Cross Ready! - https://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies.html</p> <p>Aronson, S. S., & American Academy of, P. (2014). <i>Model Child Care Health Policies</i>. Elk Grove Village, Illinois: American Academy of Pediatrics.</p> <p>Read Section 13: Emergencies and Disasters - (Library)</p> <p>KidsHealth: Staying Safe - https://kidshealth.org/en/kids/watch/How-Safe-Is-Your-Classroom-Identifying-Hazards-Before-Accidents-Happen</p> <p>Used in module discussion - (Library)</p> <p>(Video) Review & Update Your Emergency Plan</p> <p>Used in module discussion - https://youtu.be/FNJ4nMCmcWw</p> <p>(Video) Beyond the Data -- Addressing Preparedness Challenges for Children in Public Health Emergencies</p> <p>Used in module discussion - https://youtu.be/vReujmutOXY</p> <p>(Video) Options for Consideration Active Shooter Training Video</p> <p>Used in module discussion - https://youtu.be/pY-CSX4NPtg</p>	1, 2, 3, 4,
<p>Colorado Licensing Regulations (7.702)</p> <p>CDPHE Health & Sanitation regulations</p> <p>Colorado Quality Standards: Section I - Health and Safety - (Library)</p>	1,2,3,4

<p>Colorado Child Fatality Prevention - http://www.cochildfatalityprevention.com/p/safe-sleep.html</p> <p>California Childcare Health Program Health and Safety Checklist for Early Care and Education Programs - https://cchp.ucsf.edu/sites/g/files/tkssra181/f/HS_Checklist.pdf</p> <p>U.S. Consumer Product Safety Commission: Public Playground Safety Handbook - http://media.ccoonline.org/ccco/2018Master/ECEFiles/Federal/CPSC_PublicPlaygroundSafetyHandbook.pdf Public Playground Safety Checklist - https://www.cpsc.gov/safety-education/safety-guides/playgrounds/public-playground-safety-checklist</p>	
Include EPIC	
Total Module Time on Task	

Module #4

List the Module Outcomes:

1. Evaluate menus for ECE using food guides and standards – 3,5,8,9
2. Identify common food additives- 8,9
3. Describe nutrition and fitness requirements for each stage of development – 7,8
4. Discuss ways to collaborate with families to meet diverse nutritional and cultural needs including food allergies – 7,8,9

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Module Exploration (lecture)	
USDA Building Blocks for Fun and Healthy Meals, Chapter 1: Planning to Meet Children’s Food Needs - (Library) USDA Building Blocks for Fun and Healthy Meals, Chapter 4: ABC’s of Successful Menu Planning in Building Blocks for Fun and Healthy Meals - (Library)	1,2,3,4

<p>USDA Building Blocks for Fun and Healthy Meals, Chapter 7: Feeding Children Responsively - (Library)</p> <p>West Virginia Department of Education: Nutrition Definitions - https://wvde.us/wp-content/uploads/2018/01/Leap-of-Taste-Nutrition-Standards.pdf</p> <p>USDA Nutrition and Wellness Tips for Young Children, Supplement B: Care for Children with Food Allergies - (Library)</p> <p>Center for Science in the Public Interest: Food Additive Resources - https://www.cspinet.org/page/chemical-cuisine-ratings</p> <p>Medline Plus: Food Additives - https://medlineplus.gov/ency/article/002435.htm</p> <p>USDA: Infant Meal Pattern - (Library)</p> <p>USDA: Child Meal Pattern - (Library)</p> <p>(Video) NFSMI: Lesson for Meal Pattern Requirements - https://youtu.be/6fwiFsbxRnc</p> <p>PeanutAllergy.com: The Pros and Cons to Banning Allergens from Schools</p> <p>Used in Module Discussion. - http://www.peanutallergy.com/articles/school/the-pros-and-cons-to-banning-allergens-from-schools</p> <p>Used in Module Exploration.</p>	
<p>CDC: Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs - (Library)</p> <p>Brain Food Interactive - (Library)</p> <p>Flashcards: Nutrition Definitions - (Library)</p> <p>Allergy Training: Keeping Student Safe - https://www.foodallergy.org/our-initiatives/education-programs-training/fare-training/keeping-students-safe-and-included</p>	1,2,3,4
<p>Total Module Time on Task</p>	

Module #5

List the Module Outcomes:

1. Evaluate program health, nutrition, and safety policies for effectiveness – 3,5,7
2. Describe ways of involving families and the community in promoting health, safety, and nutrition for young children – 7,8,9,10
3. Develop activities and strategies into curriculum to promote health, safety, and nutrition – 5,7
4. Create learning activities that teach children about health, safety, and nutrition - 7

Learning Materials	Module Learning Outcome(s) Alignment <i>(use numbers from list above)</i>
Module Exploration (lecture)	
<p>Bright Futures Obesity Prevention, Module 2: Promoting Children's Physical Activity in Child Care Programs Complete the content of the module - https://www.brightfutures.org/one-step/module-2/index.html</p> <p>Bright Futures Obesity Prevention, Module 3: Working with Parents to Promote Children's Physical Activity - Complete the content of the module - https://www.brightfutures.org/one-step/module-3/index.html</p> <p>Florida Department of Health Preschool Lesson Plans Use this as a resource for lesson plan creation - https://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/preschool-lesson-plans.html</p> <p>CDE, Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture Affective Cultural Competence, Part I, p. 9 Myths About Cultures, Part II, p. 42 Health, Part IV, pp. 91-92 - https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf</p> <p>(Video) Child Care Exchange: Developing Respectful Partnerships -- (Library)</p> <p>Stoltz, D., Wilson, C., & Czarnecki, E. M. (2012). <i>Every Child Ready for School: Helping Adults Inspire Young Children to Learn</i>. Chicago: ALA Editions. Chapter 6: The Power of Workshops (Library)</p>	1,2,3,4
Colorado Licensing Regulations (7.702) - (Library)	1,2,3,4

CDPHE Health & Sanitation regulations - [\(Library\)](#)

SMART Goals

Used in Module Assignment -

<https://www.teachervision.com/blog/morning-announcements/an-interactive-lesson-plan-for-teaching-students-how-to-set-smart-goals>