

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | HEALTH AND WELLNESS
 ECED 1376 | COURSE INFORMATION**

COURSE DESCRIPTION

The relationship between health, safety and nutrition and child development will be examined. Emphasis will be on the strategies needed to implement a safe, healthy, and nutritionally sound program for all children including children with disabilities, developmental delays, language and/or cultural differences. Community agencies and resources that benefit all children and families will be explored.

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	The interrelationships of health; safety; and nutrition for all children including children with chronic illnesses, childhood obesity, disabilities, developmental delays, language and/or cultural differences in an early childhood education environment.	EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b., Standard Two, Building Family and Community Relations 2a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a).
2	Connecticut State Licensing regulations, policies and procedures for Early Care and Education including environmental risks, accident prevention, food safety management, diapering and toileting, sleep procedures, field trips, and emergency preparedness.	OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a; 6b (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3
3	Signs and symptoms of child abuse and neglect. State Statutes for mandatory reporting of suspected child abuse and neglect. How the NAEYC Code of Ethical Conduct guides the teacher’s response.	OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a;6b; (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3
4	The symptoms of communicable illnesses and chronic illnesses in children. Ways to prevent/reduce the spread of communicable illnesses in early care and education settings and at home.	OSEP Intervention and Instruction, Engaging and Communicating with Families; DEC, Family, F1 and F6, Teaming & Collaboration TC2; EI/ECSE Partnering with Families and Collaboration; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family & Community Relationships 2b, (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2b); CKC’s Building Family & Community Relationships 5.A.2

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COURSE OBJECTIVE		ALIGNMENT WITH STANDARDS
5	The impact of stress on children and adults and ways teachers can help reduce stress.	OSEP Supporting Social & Emotional Development, Engaging and Communicating with Families; DEC Family F1 and F6, Interaction INT2, Teaming & Collaboration TC2; EI/EC SE Partnering with Families, Child Development & Early Learning, and Interaction, Intervention, Instruction; NAEYC Promoting Child Development & Early Learning 1b, Building Family & Community Relationships 2a and 2b, Using Developmentally Effective Approaches 4a, 4d (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c; Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC Building Family & Community Relationships 5.A.1 and 5.A.2 and Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2.
6	The need for formal and informal physical and mental health appraisals of all young children and the importance of involving families.	OSEP Working with Children and Families from Diverse backgrounds, Engaging and communicating with families; DEC Family F1; EI/ECSE Partnering with Families, Professionalism & Ethical Practices; NAEYC Standard Two Building Family & Community Relationships 2b., Standard Six Becoming a Professional 6a; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6a); CKC Building Family & Community Relationships 5.A.2
7	First aid practices for common and acute illnesses, injuries, and allergic reactions.	OSEP Collaborating; DEC Teaming and Collaboration TC2; EI/ECSE Professionalism & Ethical Practices, Collaborating and Teaming; NAEYC Standard Six Becoming a Professional 6a. 6b; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6b); CKC Promoting Child Development & Early Learning 1. B.3
8	Nutrition, food groups and ways to address individual nutritional needs for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Working with Children & Families from Diverse Backgrounds; DEC Instruction INS4, Family F1; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; NAEYC Standard One Promoting Child Development and Early Learning 1b., Standard Two, Building Family and Community Relations, 2a, 2b (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b).CKC's Building Family and Community Relations, 5A1, Promoting Child Development & Early Learning 1.B.3
9	Appropriate feeding of infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences and the physical, social, and temporal environment.	OSEP Working with Children & Families from Diverse Backgrounds, Collaborating, Technology; Family F1, Instruction INS 4, Interaction INT 2, Teaming & Collaboration TC2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; Collaboration & Teaming; NAEYC Standard Two, Building Family and Community Relations, 2a, Using Developmentally Effective Approaches 4a. & 4.b. (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4c); CKC's Building Family and Community Relationships, 5A1, Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2., Observing, Documenting & Assessing 4.A.1.

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COURSE OBJECTIVE		ALIGNMENT WITH STANDARDS
10	Planning and integrating into the daily curriculum and routines health, safety, and nutrition experiences focusing on the CT ELDS Domain of Physical and Health and addressing culture and ability.	OSEP Intervention & Instruction and Literacy & STEM; DEC Instruction INS4, Interaction INT2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three Observing, Documenting, & Assessing 3a, Standard 4 Using Developmentally Effective Approaches 4.b, Standard Five Using Content Knowledge to Build Meaningful Curriculum 5c; (PS&C for ECE Standard Three, Child Observation, Documentation, and Assessment, 3a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s Building a Meaningful Planned Program of Learning and Development 3.A.3
11	Various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families, and teachers.	OSEP Collaborating, Engaging and Communicating With Families, DEC Teaming & Collaboration TC2; EI/ECIE Partnering with Families; NAEYC Standard Two Building Family & Community Relationship 2a, 2b; Standard Six Becoming a Professional;6a, 6e (PS&C for ECE, PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC’s Promoting Child Development & Early Learning 1.B.3

Student Outcomes: Upon completion of this course, students will be able to:

STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
1	Discuss the interrelationships of health, safety, and nutrition for all children including children with chronic illnesses, childhood obesity, disabilities, developmental delays, language and/or cultural differences in an early childhood education environment.	EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b., Standard Two, Building Family and Community Relations 2a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a).
2	Use the Connecticut State Licensing regulations, policies and procedures for Early Care and Education including environmental risks, accident prevention, food safety management, diapering and toileting, field trips and emergency preparedness.	OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a; 6b (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3
3	Summarize signs and symptoms of child abuse and neglect and the State Statutes for mandatory reporting of suspected child abuse and neglect. Reference the NAEYC Code of Ethical.	OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a;6b; (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3

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	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
4	Identify the symptoms of chronic and communicable illnesses in children as well as ways to prevent/ reduce the spread of communicable illnesses in early care and education settings and at home.	OSEP Intervention and Instruction, Engaging and Communicating with Families; DEC, Family, F1 and F6, Teaming & Collaboration TC2; EI/ESCE Partnering with Families and Collaboration; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family & Community Relationships 2b, (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2b); CKC's Building Family & Community Relationships 5.A.2
5	Recognize the impact of stress on children and adults and ways teachers can help reduce stress.	OSEP Supporting Social & Emotional Development, Engaging and Communicating with Families; DEC Family F1 and F6, Interaction INT2, Teaming & Collaboration TC2; EI/EC SE Partnering with Families, Child Development & Early Learning, and Interaction, Intervention, Instruction; NAEYC Promoting Child Development & Early Learning 1b, Building Family & Community Relationships 2a and 2b, Using Developmentally Effective Approaches 4a, 4d (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c; Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC Building Family & Community Relationships 5.A.1 and 5.A.2 and Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2.
6	Describe the components of formal and informal physical and mental health appraisals of all young children and how to involve families.	OSEP Working with Children and Families from Diverse backgrounds, Engaging and communicating with families; DEC Family F1; EI/ECSE Partnering with Families, Professionalism & Ethical Practices; NAEYC Standard Two Building Family & Community Relationships 2b., Standard Six Becoming a Professional 6a; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6a); CKC Building Family & Community Relationships 5.A.2
7	Examine first aid practices for common and acute illnesses, injuries, and allergic reactions.	OSEP Collaborating; DEC Teaming and Collaboration TC2; EI/ECSE Professionalism & Ethical Practices, Collaborating and Teaming; NAEYC Standard Six Becoming a Professional 6a. 6b; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6b); CKC Promoting Child Development & Early Learning 1. B.3
8	Plan to meet the nutritional needs of children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Working with Children & Families from Diverse Backgrounds; DEC Instruction INS4, Family F1; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; NAEYC Standard One Promoting Child Development and Early Learning 1b., Standard Two, Building Family and Community Relations, 2a, 2b (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b).CKC's Building Family and Community Relations, 5A1, Promoting Child Development & Early Learning 1.B.3
9	Evaluate the appropriateness of feeding scenarios for infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences and the physical, social, and temporal environment.	OSEP Working with Children & Families from Diverse Backgrounds, Collaborating, Technology; Family F1, Instruction INS 4, Interaction INT 2, Teaming & Collaboration TC2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; Collaboration & Teaming; NAEYC Standard Two, Building Family and Community Relations, 2a, Using Developmentally Effective Approaches 4a. & 4.b. (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4c); CKC's Building Family and Community Relationships, 5A1, Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2., Observing, Documenting & Assessing 4.A.1.

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
10	<p>Plan and integrate health, safety, and nutrition experiences into the daily curriculum including daily routines focusing on the CT ELDS Domain of Physical and Health and addressing culture and ability. Discuss the importance of planning opportunities to move.</p> <p>https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil</p>	<p>OSEP Intervention & Instruction and Literacy & STEM; DEC Instruction INS4, Interaction INT2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three Observing, Documenting, & Assessing 3a, Standard 4 Using Developmentally Effective Approaches 4.b, Standard Five Using Content Knowledge to Build Meaningful Curriculum 5c; (PS&C for ECE Standard Three, Child Observation, Documentation, and Assessment, 3a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s Building a Meaningful Planned Program of Learning and Development 3.A.3</p>
11	<p>Create a list of various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families, and teachers.</p>	<p>OSEP Collaborating, Engaging and Communicating With Families, DEC Teaming & Collaboration TC2; EI/ECIE Partnering with Families; NAEYC Standard Two Building Family & Community Relationship 2a, 2b; Standard Six Becoming a Professional;6a, 6e (PS&C for ECE, PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC’s Promoting Child Development & Early Learning 1.B.3</p>

Course Content:

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
1	<p>The interrelationships of physical, mental and oral health, safety, and nutrition for all children including children with chronic illnesses, childhood obesity, disabilities, developmental delays, language and/or cultural differences in an early childhood education environment.</p>	<p>EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Learning, 1a, 1b., Standard Two, Building Family and Community Relations 2a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a).</p>
2	<p>The Connecticut State Licensing regulations, policies and procedures for Early Care and Education including but not limited to: environmental risks, accident prevention, food safety management, diapering and toileting, sleep procedures, field trips, and emergency preparedness.</p>	<p>OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a; 6b (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3</p>
3	<p>Signs and symptoms of child abuse and neglect and the State Statutes for mandatory reporting of suspected child abuse and neglect. Include the NAEYC Code of Ethical Conduct teacher responsibilities.</p>	<p>OSEP Collaboration; DEC TC2 Teaming and Collaboration; EI/ECSE Professionalism & Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a;6b; (PS&C for ECE, Professionalism as an Early Childhood Educator, 6a,6b); CKC’s Promoting Child Development & Early Learning 1.B.3</p>

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	COURSE CONTENT	ALIGNMENT WITH STANDARDS
4	The symptoms of chronic and communicable illnesses in children as well as ways to prevent/reduce the spread of communicable illnesses in early care and education settings and at home.	OSEP Intervention and Instruction, Engaging and Communicating with Families; DEC, Family, F1 and F6, Teaming & Collaboration TC2; EI/ESCE Partnering with Families and Collaboration; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family & Community Relationships 2b, (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2b); CKC’s Building Family & Community Relationships 5.A.2
5	The impact of stress on children and adults and ways teachers can help reduce stress.	OSEP Supporting Social & Emotional Development, Engaging and Communicating with Families; DEC Family F1 and F6, Interaction INT2, Teaming & Collaboration TC2; EI/EC SE Partnering with Families, Child Development & Early Learning, and Interaction, Intervention, Instruction; NAEYC Promoting Child Development & Early Learning 1b, Building Family & Community Relationships 2a and 2b, Using Developmentally Effective Approaches 4a, 4d (PS&C for ECE Standard One, Child Development and Learning in Context, 1c, and Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c; Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC Building Family & Community Relationships 5.A.1 and 5.A.2 and Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2.
6	The components of formal and informal physical and mental health appraisals of all young children and family involvement in the process.	OSEP Working with Children and Families from Diverse backgrounds, Engaging and communicating with families; DEC Family F1; EI/ECSE Partnering with Families, Professionalism & Ethical Practices; NAEYC Standard Two Building Family & Community Relationships 2b., Standard Six Becoming a Professional 6a; (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6a); CKC Building Family & Community Relationships 5.A.2
7	First aid practices for common and acute illnesses, injuries and allergic reactions. https://www.foodallergy.org/resources/food-allergies-early-childhood	OSEP Collaborating; DEC Teaming and Collaboration TC2; EI/ECSE Professionalism & Ethical Practices, Collaborating and Teaming; NAEYC Standard Six Becoming a Professional 6a. 6b; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6b); CKC Promoting Child Development & Early Learning 1. B.3
8	Meeting the nutritional needs of children including children with disabilities, developmental delays, language and/or cultural differences. (Food allergies, sensitivities, assistive devices, other accommodations).	OSEP Working with Children & Families from Diverse Backgrounds; DEC Instruction INS4, Family F1; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; NAEYC Standard One Promoting Child Development and Early Learning 1b., Standard Two, Building Family and Community Relations, 2a, 2b (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a, 1c; Standard Two, Family, Teacher Partnerships and Community Connections, 2a, 2b).CKC’s Building Family and Community Relations, 5A1, Promoting Child Development & Early Learning 1.B.3
9	The appropriateness of feeding scenarios for infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences and the physical, social, and temporal environment. (Non-skid placemat, adaptive spoons, textured, spoons, flexi drinking cups, chewy tool necklace, and octopus fidget toothbrush, etc.)	OSEP Working with Children & Families from Diverse Backgrounds, Collaborating, Technology; Family F1, Instruction INS 4, Interaction INT 2, Teaming & Collaboration TC2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Partnering with Families; Collaboration & Teaming; NAEYC Standard Two, Building Family and Community Relations, 2a, Using Developmentally Effective Approaches 4a. & 4.b. (PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4c); CKC’s Building Family and Community Relationships, 5A1, Using Developmentally Effective Approaches for Facilitating Experiences 2.A.2., Observing, Documenting & Assessing 4.A.1.

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COURSE CONTENT	ALIGNMENT WITH STANDARDS
10 How to plan and integrate health, safety, and nutrition experiences into the daily curriculum including daily routines focusing on the CT ELDS Domain of Physical and Health and addressing culture and ability.	OSEP Intervention & Instruction and Literacy & STEM; DEC Instruction INS4, Interaction INT2, Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three Observing, Documenting, & Assessing 3a, Standard 4 Using Developmentally Effective Approaches 4.b, Standard Five Using Content Knowledge to Build Meaningful Curriculum 5c; (PS&C for ECE Standard Three, Child Observation, Documentation, and Assessment, 3a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a,4b and 4c; Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC’s Building a Meaningful Planned Program of Learning and Development 3.A.3
11 Various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families, and teachers.	OSEP Collaborating, Engaging and Communicating With Families, DEC Teaming & Collaboration TC2; EI/ECIE Partnering with Families; NAEYC Standard Two Building Family & Community Relationship 2a, 2b; Standard Six Becoming a Professional;6a, 6e (PS&C for ECE, PS&C for ECE Standard Two, Family-Teacher Partnerships and Community Connections, 2a, 2b and 2c, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC’s Promoting Child Development & Early Learning 1.B.3

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

- (C.O.1) Small group discussions of health, safety, and nutrition for all children including children with disabilities, developmental delays, language and/or cultural differences.in an early childhood education environment.
- (C.O. 2) Review the Connecticut State Licensing regulations, policies and procedures for Early Care and Education to find appropriate responses to environmental regulations to a variety of scenarios including accident prevention, food safety management, diapering and toileting, field trips, and emergency preparedness.
- (C.O. 2, 4) Compare and contrast center policies including: health, safety (including emergency preparedness), and nutrition.

- (C.O. 3) After taking the Mandated Reporter training students will apply NAEYC Code of Ethical Conduct and State Statutes for mandatory reporting for suspected child abuse and/or neglect to various scenarios.
- (C.O. 5) View a video on Adverse Child Experiences (A.C.E.) and have students take the Adverse Child Experiences (A.C.E.) questionnaire. Reflect on the impact of stress on children and adults and ways teachers can help reduce stress.
- (C.O. 4, 6) Identify the components of formal and informal physical and mental health appraisals including the symptoms of chronic and communicable illnesses and ways to reduce the spread of communicable illnesses in early childhood settings and at home.
- (C.O. 7) Differentiate which first aid practices are used for common and acute illnesses, injuries, and allergic reactions.
- (C.O. 8,10) Plan a week of nutritional snacks addressing culture and potential accommodations for children with disabilities using the CACFP guidelines.
- (C.O. 9) Review a variety of feeding scenarios for infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences. Examine the physical, social, and temporal environment for appropriateness. Identify any technology that was used or could have been used to support individual needs as well as any collaborations with professionals that may be beneficial.
- (C.O. 1, 10) Identify the routines throughout the day that relate to health, safety, and nutrition. Plan and present an experience using the CT ELDS domain of Physical Development and Health and addressing culture and ability.
- (C.O. 11) Create a list of various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families, and teachers for issues such as food insecurity, homelessness, mental health, etc. Include a summary of the agencies' services and specify their connection to health, safety, and nutrition.

RESOURCES

Websites

- Benchmarks for Nutrition in Child Care
<https://www.eatrightpro.org/-/media/eatrightpro-files/practice/position-and-practice-papers/position-papers/benchmarksfornutritionprogramsinchildcaresettings.pdf>
- Caring for Our Children (CFOC), Special Collection, Preventing Childhood Obesity in Early Care and Education Programs
https://nrckids.org/CFOC/Childhood_Obesity
- Head Start
<https://eclkc.ohs.acf.hhs.gov/nutrition>
- Tips for Keeping Children Safe: A Developmental Guide
<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide> (English)
<https://eclkc.ohs.acf.hhs.gov/es/practicas-de-seguridad/articulo/consejos-para-proteger-los-ninos-una-guia-de-desarrollo> (Spanish)
- Child Care Aware
<https://www.childcareaware.org/our-issues/health-nutrition/health-resources-and-links/>
- Frank Porter Graham website of websites about health safety and nutrition
https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/SCRIPT-NC_EDU-153_Health_Safety_Nutrition.pdf

- Extension Alliance with the USDA Institute of Food and Agriculture, multiple links about health, safety and nutrition.
<https://childcare.extension.org/health-and-safety-in-child-care/>
<https://childcare.extension.org/toy-safety-in-child-care/>
- NPR Article and ACES questionnaire
<https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>
- CT State Regulations
https://www.ctoec.org/wp-content/uploads/2019/03/centers_statsreqs.pdf
- State of CT. Child Health Assessment Record
https://portal.ct.gov/-/media/SDE/School-Nursing/Forms/EC_HAR.pdf
- My Plate (Nutritional Information and activities)
<https://www.myplate.gov>
- Zero to Three: multiple links regarding infant toddler mental health
<https://www.zerotothree.org/espanol/infant-and-early-childhood-mental-health>
- HealthyChildren.org: Health and Nutrition information such as the 2 articles listed below and much more. Is Your Baby Hungry or Full? Responsive Feeding Explained
<https://www.healthychildren.org/English/ages-stages/baby/feeding-nutrition/Pages/Is-Your-Baby-Hungry-or-Full-Responsive-Feeding-Explained.aspx>
- Toddler Nutrition articles
<https://www.healthychildren.org/English/ages-stages/toddler/nutrition/Pages/default.aspx>
- Rehab Mart (where you can buy assistive devices for feeding)
https://www.rehabmart.com/category/pediatric_eating_aids.htm
- Assistive Devices for Feeding
https://www.cpri.ca/files/3014/5019/0886/ot_assistive_devices_for_feeding.pdf
- Adaptive Feeding Devices
<https://swallowingdisorderfoundation.com/adaptive-feeding-devices/>
- Adaptive Toothbrushes
<https://www.dentalcare.com/en-us/professional-education/ce-courses/ce402/adaptiveamppower-brushes>
- Multiple links to a huge variety of screening tools
<https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html>
- Head Start: I am Moving, I am Learning
<https://eclkc.ohs.acf.hhs.gov/physical-health/article/i-am-moving-i-am-learning-imil>
- A Parent's Guide to Child Safety
https://sklarimer.files.wordpress.com/2020/07/a_parents_guide_to_child_safety-3.pdf

- Information on Safety in Home and Community for Parents with Infants, Toddlers, and Young Children
[https://www.cdc.gov/parents/infants/ \(infants and toddlers\)](https://www.cdc.gov/parents/infants/(infants%20and%20toddlers))
<https://www.cdc.gov/parents/children/>
- The Centers for Disease Control and Prevention has a comprehensive site with resources that are organized by the age of the children and by topic. The Infants & Toddlers (0-3) site is and the Children (4-11) site is CT Shares
<https://www.ctshares.org/successful-program-management/nutrition-health-safety/>
- A Pinterest page with healthy, safety and nutrition links...some DAP, some not.
<https://www.pinterest.com/acappellagirl3/health-safety-and-nutrition-preschool/>
- Keeping Children with Disabilities Safe
<https://www.cdc.gov/ncbddd/disabilityandsafety/child-safety.html> (English)
<https://www.cdc.gov/ncbddd/spanish/disabilityandsafety/child-safety.html> (Spanish)
- Finding the right information and learning about the kinds of risks children might face at different ages is often not easy for parents of children with disabilities. Each child is different – and the general recommendations that are available to keep children safe should be tailored to fit your child’s skills and abilities. This site offers steps and suggestions that may be helpful for families and caregivers.
Essentials for Childhood: Violence Prevention
https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fchildabuseandneglect%2Fessentials.html
- Faces of Child Abuse
<http://facesofchildabuse.org/child-abuse-cases.html>
- The Child and Adult Care Food Program page of the Institute of Child Nutrition
This is a very dense website but well worth exploring as it has a lot of resources for instructors as well as students and parents.
<https://theicn.org/cacfp>
- Child and Adult Care Food Program
Child and Adult Meal Patterns
https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf
- The Food and Allergy Organization
<https://www.foodallergy.org/resources/food-allergies-early-childhood>

Videos

- Information from the CDC on violence prevention with a corresponding video
<https://www.cdc.gov/violenceprevention/aces/index.html>
- Head Start: Safety Practices
<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/create-culture-safety>
- UNICEF How to Feed Your Child With Care. (9 min.)
This video can be watched with the sound off to ask students what strategies they see for “feeding with care.”
<https://www.youtube.com/watch?v=kPK3Q9BbJv8>
- Lunch at the Nursery | Laser Learning (6 min) (also can be viewed with the sound off)
https://www.youtube.com/watch?v=uXYk8_KsY
- TED TALK by Dr. Nadine Burke Harris
https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en
- Resilience The Biology of Stress and the Science of Hope. (Fabulous film for purchase.)
<https://www.rocoeducational.com/resilience>
- Includes and ACES graphic and
<https://safekidnc.org/resilience-initiative/>

Articles

- Feeding a Child With Special Needs, Golisano Children’s Hospital
<https://www.urmc.rochester.edu/childrens-hospital/nutrition/special-needs.aspx>
- Keeping Safe From Injury for Children with Special Needs, Children’s Hospital and Research Center Oakland
http://www.childrenshospitaloakland.org/Uploads/Public/Documents/PDF/keep_safe_injury_special_needs_2012_eng.pdf
- Scenarios for Child Abuse and Neglect: Some scenarios have older ages but can be adapted to the age group you work with.
https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf
<https://www.unitedwaygmwc.org/UnitedWay/CID-Publications-Not-in-Toolkit/PhysicalNeglectScenarios.pdf>
https://static.virtuallabschool.org/atmt/abuse-reporting/MG.AbuseReport_3.Reporting_A2.RolePlays.pdf

Audio

- Feed To Succeed Podcasts
<https://feedtosucceed.com/feed-succeed-podcast/>
- Multiple Health Podcasts
https://blog.feedspot.com/childrens_health_podcasts/

- Webinar
Let's Eat Together: Responsive Feeding Practices in Early Intervention (90 minutes)
https://www.youtube.com/watch?v=9D_osZ8ifxY

Children's Books

- An annotated list of Picture Books about health, safety and nutrition
<https://bookriot.com/childrens-books-about-health/>
- An annotated list of Body Safety Books
<https://www.mymotherhoodstudio.com/2018/05/top-10-books-to-teach-safety-to-children.html>
- A video of Grow Strong: A Book of Healthy Habits
<https://www.youtube.com/watch?v=Hg2dJqENCCU>

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS HEALTH AND WELLNESS ECED 1376				
DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Introductions and Syllabus Review <i>*Small group discussions of current trends in health, safety, and nutrition for all children including children with disabilities, developmental delays, language and/or cultural differences in an early childhood education environment.</i>	C.O. 1		S.O. 1
2	Laws, policies and procedures <i>*Review the Connecticut State Licensing regulations, policies and procedures for Early Care and Education to find appropriate responses to environmental regulations to a variety of scenarios including accident prevention, food safety management, diapering and toileting, and field trips.</i>	C.O. 2	Have students bring center policies from their jobs, local centers, or from online sources. (Family or Staff handbooks).	
3	Laws, policies and procedures, cont.		<i>*Compare and contrast center policies including: health, safety and nutrition State requirements.</i>	S.O.2, 4

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
4	Mandated Reporting	C.O. 3	<p><i>*After taking the Mandated Reporter training students will apply NAEYC Code of Ethical Conduct and State Statutes for mandatory reporting for suspected child abuse and/or neglect to various scenarios:</i></p> <p>Scenarios for Child Abuse and Neglect: Some scenarios have older ages but can be adapted to the age group you work with.</p> <p>https://static.virtuallabschool.org/atmt/abuse-reporting/TC.AbuseReport_2.Signs_A2.ScenarioCards9.12.14.pdf</p> <p>https://www.unitedwaygmwc.org/UnitedWay/CID-Publications-Not-in-Toolkit/PhysicalNeglectScenarios.pdf</p> <p>https://static.virtuallabschool.org/atmt/abuse-reporting/MG.AbuseReport_3.Reporting_A2.RolePlays.pdf</p>	S.O. 3
5	Chronic and communicable illnesses	C.O. 4	Differentiate between chronic and communicable illnesses.	S.O. 4
6	Stress *View a video on Adverse Child Experiences (A.C.E.)	C.O. 5	<i>*Have students take the Adverse Child Experiences (A.C.E.) questionnaire. Reflect on the impact of stress on children and adults and ways teachers can help reduce stress.</i>	S.O. 5
7	Physical and mental health appraisals	C.O. 6	<i>*Identify the components of formal and informal physical and mental health appraisals including the symptoms of chronic and communicable illnesses.</i>	S.O. 4, 6
8	First aid practices for common and acute illnesses, injuries. and allergic reactions.	C.O. 7	<i>*Differentiate which first aid practices are used for common and acute illnesses, injuries. and allergic reactions.</i>	S.O. 7
9	Physical and nutritional health needs of children including children with disabilities, developmental delays, language and/or cultural differences.	C.O. 8	<i>*Plan a week of nutritional snacks addressing culture and potential accommodations for children with disabilities using the CACFP guidelines. Child and Adult Meal Patterns</i> https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf	S.O. 8, 10
10	The appropriateness of feeding scenarios for infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences and the physical, social, and temporal environment. (Introduce assistive devices such as: Non-skid placemat, adaptive spoons, textured, spoons, flexi drinking cups, chewy tool necklace, and octopus fidget toothbrush.)	C.O. 9	<i>*Review a variety of feeding scenarios for infants, toddlers, and preschoolers, including children with disabilities, developmental delays, language and/or cultural differences. Examine the physical, social, and temporal environment for appropriateness. Identify any technology that was used or could have been used to support individual needs as well as any collaborations with professionals that may be beneficial.</i>	S.O. 9

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
11	<p>Planning and integrate health, safety, and nutrition experiences into the daily curriculum.</p> <p>Consider topics such as snack, teeth brushing, hand washing; stranger danger; fire drill safety, good touch bad touch, toileting, dressing etc.</p>	C.O. 1, 10	<p><i>*Identify the routines throughout the day that relate to health, safety, and nutrition. Plan and present an experience using the CT ELDS domain of Physical Development and Health and addressing culture and ability.</i></p>	S.O. 1, 10
12	<p>Experience planning continued.</p> <p><i>*Presentations</i></p>	C.O. 1,10		S.O. 1, 10
13	<i>*Presentations</i>			S.O. 1, 10
14	Community Resources and referrals	C.O. 11	<p><i>*Create a list of various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families, and teachers for issues such as food insecurity, homelessness, mental health, etc. Include a summary of the agencies' services and specify their connection to health, safety, and nutrition.</i></p>	S.O. 11
15	Finals			

**Key Experience*