

**MINNESOTA WEST COMMUNITY & TECHNICAL  
COLLEGE  
COURSE OUTLINE**

**DEPT. EDUC**

**COURSE NUMBER: 1267**

**NUMBER OF CREDITS: 3**

**Lecture: 2 Lab: 1 OJT 0**

**Course Title:**

Health, Wellness, and Nutrition

**Catalog Description:**

Health, Wellness, and Nutrition examines how to provide a healthy and safe environment and provide proper nutrition to young children. It sets high-quality expectations regarding policies, procedures, healthful environments, sanitation standards, and preventative care. The emphasis is on application of theory in a variety of early childhood settings. Students will learn how to promote good health, physical fitness and nutrition and to provide a safe environment for children. Topics include motor development, methods of teaching health and safety to children, recognizing symptoms of abuse, neglect, and common children's illnesses. This course also examines the responsibilities of a mandated reporter of child abuse and neglect. Includes 15 hours of lab.

**Prerequisites or Necessary Entry Skills/Knowledge:**

STSK 0090 or placement by multiple measures.

**FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)**

Goal 1: Communication: \_\_\_\_ by meeting the following competencies:

Goal 2: Critical Thinking: \_\_\_\_ by meeting the following competencies:

Goal 3: Natural Sciences: \_\_\_\_ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: \_\_\_\_ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: \_\_\_\_ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: \_\_\_\_ by meeting the following competencies:

Goal 7: Human Diversity: \_\_\_\_ by meeting the following competencies:

Goal 8: Global Perspective: \_\_\_\_ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: \_\_\_\_ by meeting the following competencies:

Goal 10: People and the Environment: \_\_\_\_ by meeting the following competencies:

**Topics to be Covered**

Setting up and managing a safe indoor and outdoor environment

Creating and implementing safety checklists

Management of accidents and injuries

Menu planning and food safety in early childhood and childcare settings
Promoting good nutrition in early childhood and childcare settings
Food safety
Health care in early childhood and childcare settings
Infection control in early childhood and childcare setting
Child abuse and neglect

<b>Student Learning Outcomes</b>
Demonstrate the skills of establishing and maintaining a safe and healthy environment for children.
Identify age appropriate materials and activities for healthy development of children.
Recite the physical and psychological health, wellness, and nutritional needs of young children.
Recite the interrelationship of health, safety, and nutrition.
Define basic child nutrition.
Identify ways to work with children with health issues.
Demonstrate the skills necessary for providing primary care for children, including those who have medical/health needs.
Demonstrate the ability to work effectively with parents from a variety of socioeconomical backgrounds.
Promote good health, physical fitness, and nutritional habits with children, parents, and caregivers.
Interpret responsibilities as a mandated reporter of suspected child abuse and neglect.

<b>Is this course part of a transfer pathway: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b>
<b>*If yes, please list the competencies below</b>
1. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for developing an appropriate learning environment that: meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including: health and safety procedures and universal precautions to limit the spread of infectious diseases symptoms of common illness and environmental hazards; how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers (TECE 3.B.5.A.i, 3.B.5.A.ii, 3.B.5.A.iii, 3.B.5.A.iv)
2. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that: acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning; acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships; acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease; use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary; and recognize signs of emotional distress, child abuse, and neglect young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (TECE 3.C.a, 3.C.b, 3.C.c, 3.C.d, 3.C.e)

3. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that: facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety (TECE 3.C.7.e)

4. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that: acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships. acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases; and recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities. (TECE 3.D.2.b, 3.D.2.c, 3.D.2.d)

5. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must: understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations. (SEP 10.L)

Revised Date: 3/2023