

**HED 351:Health Education in Early Childhood Course Syllabus- Spring 2014**

Section 002 (T/R 12:35-1:50) meets in Pull. 041; Section 001 (T/R 2:00-3:15) meets in Pull. 039

<b>Instructor:</b> Bethany Kies, MPH
<b>Office:</b> Pulliam Hall, Room 108 (GA office) <b>Mailbox:</b> 307 Pulliam
<b>Office Hours:</b> T/H, 11:30-12:30 p.m.; Friday 9:30-11:30am or email for an appointment at another time
<b>E-mail:</b> <a href="mailto:kies.beth@siu.edu">kies.beth@siu.edu</a>
<b>Phone:</b> (618) 453-5185 GA office

NAME and EMAIL of at least one other student in class to contact in case of absence:

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**I. Course Description:**

HED 351: course is designed to examine the crucial factors of health, nutrition, and safety as they apply to school environments of children from birth to age eight. Emphasis will be placed on childhood acute and chronic illness, social, emotional, and mental health, health routines, health appraisals, safety, hygiene, and first aid. Students will learn to examine the impact of family, school, and community relationships on a child’s health and well-being. Information on program planning, classroom curriculum, current issues, and parent education in regard to health and safety will also be discussed.

**II. Course Objectives:**

At the conclusion of this course, students will be able to:

- demonstrate current knowledge in areas of early childhood health, safety, and nutrition;
- develop skill in conducting daily health appraisals, record keeping, and health referrals;
- demonstrate knowledge of social-emotional and environmental factors that affect young children’s health and well-being;
- access and select valid, reliable, and credible web-based sources of health-related information;
- develop skill in curriculum planning in health, safety, and nutrition;
- evaluate existing health education materials for essential elements of effective curricula;
- demonstrate knowledge of the ways teachers facilitate healthy and safe environments for young children;
- design learning experiences that integrate key concepts in health, safety, and nutrition;
- design learning experiences that integrate parent involvement strategies and parent education related to health, safety, and nutrition;
- demonstrate knowledge of community resources related to health, safety, and nutrition

**III. Course Textbook/ Materials**

1) ***Nutrition, Health and Safety for Young Children: Promoting Wellness*** by Joanne Sorte, 2011. ISBN: 978-0-13-234941-3. It can be purchased in the SIU bookstores or on Amazon.com

2) **Live Text:** Students must purchase a *Live Text* account. Live Text may be purchased at local bookstores and online at [www.livetext.com](http://www.livetext.com). Every student must purchase *Live Text* individually.

3) **Standards:** IELS, NAEYC, NHES, and Day Care Licensing; handout posted on LiveText

**IV. Course Requirements**

## Attendance (10 points)

- 0-3 absences= 10 points, 4-6 absences= 5 points, 6+ absences results in 0 points

## Exams (30 points)

- Personal Health and Wellness, Nutrition, Safety/Final

## Strategies/Lesson Plans (30 points)

- Personal Health and Wellness, Nutrition and Safety

## Participation Assignments (30 points)

- Philosophy I
- Standards (In Class)
- Curriculum Review (In Class)
- Web Resources
- Current Health Issue I
- Disease
- Role Model for Health
- Observation
- Philosophy II
- Current Health Issue II

Extra Credit:

Students may choose to earn up to 10 extra credit points by completing 1 of the 5 optional personal wellness challenges: 5-a Day!, Home-made Goodness, Play 60, Live Substance Free or Sleep it Off (see LiveText and email instructor about options).

Grading Scale (based on 100 total points): If any of the class assignments are unclear, it is the *student's responsibility* to discuss and clarify expectations as soon as possible.

Grading Scale: 100 final points

A	90- 100
B	80-89
C	70-79
D	60-69
F	Less than 60

**V. Class Expectations**

- Attend all classes and arrive to class on time
- Email classmate or talk to instructor during office hours in the case of absence
- Schedule outside appointments around class time
- Treat one another with common courtesy and respect
- Listen to what others have to say even when your opinion differs
- Use laptops or tablets only for following PowerPoint's or taking notes... all other uses result in loss of technology privilege and attendance points
- Do high quality work and turn it in on time
- Contact the instructor *within a week* to make-up work (10% deduction)

**IV. Tentative Course Outline**

The week of...	DISCUSSION TOPIC	READINGS (Sorte et al., 2011)	ASSIGNMENTS DUE THURSDAYS
January 14/16	<ul style="list-style-type: none"> <li>Introduction</li> <li>Core Concepts</li> </ul>	CH 1 and 9	Buy textbook and Log into LiveText
January 21/23	<ul style="list-style-type: none"> <li>Coordinated School Health</li> <li>Nat'l Health Ed. Stnds</li> <li>Personal and Social Skills</li> </ul>	CH 1 and 9	<input type="checkbox"/> Personal Philosophy I
January 28/30	<ul style="list-style-type: none"> <li>Additional Standards</li> <li>Essential Elements of effective curriculum/lesson planning</li> </ul>	Standards Handout/ Weblinks	<input type="checkbox"/> Standards (IC)
February 4/6	<ul style="list-style-type: none"> <li>HE-CAT/ curriculum analysis</li> <li>Community and Web Resources</li> <li>Parent Involvement</li> </ul>	CH 2	<input type="checkbox"/> Curriculum Review (IC)
February 11/13	<ul style="list-style-type: none"> <li>Health Assessments/ Screening</li> <li>Child Dvlpmt and Intervention</li> </ul>	CH 10 and 12	<input type="checkbox"/> Web Resources
February 18/20	<ul style="list-style-type: none"> <li>Assessment #1 (Personal Health and Wellness)</li> <li>Current Health Issues</li> </ul>	(current events)	<b>Assessment # 1</b> <input type="checkbox"/> Current Health Issue #1
February 25/27	<ul style="list-style-type: none"> <li>Infectious Disease</li> <li>Immunizations</li> </ul>	CH 11	❖ Personal Health and Wellness Strategies
March 4/6	<ul style="list-style-type: none"> <li>Chronic Disease and obesity</li> <li>Health Promotion</li> </ul>	Review CH 9 Video: Weight of the Nation/childhood obesity	<input type="checkbox"/> Disease
March: 11/13	<b>SPRING BREAK : )</b>		
March 18/20	<ul style="list-style-type: none"> <li>Nutrition Core Concepts and Basic Challenges</li> </ul>	CH 3 and 4	<i>Coming back from break... lots of READING!!</i>
March 25/27	<ul style="list-style-type: none"> <li>Nutrition Basics</li> <li>Meal Planning</li> </ul>	CH 7 and appendix	<input type="checkbox"/> Role Model
April 1/3	<ul style="list-style-type: none"> <li>Snacks and Healthy Envrmt.</li> <li>Infant/Toddler Feeding</li> </ul>	CH 5 and 6	❖ Nutrition Strategies
April 8/10	<ul style="list-style-type: none"> <li>Assessment #2 (Nutrition)</li> <li>Food Safety</li> </ul>	CH 8	<b>Assessment #2</b>
April 15/17	<ul style="list-style-type: none"> <li>Safe Environment/management</li> <li><b><u>NO CLASS 4/18</u></b></li> </ul>	CH 14 and 15	<input type="checkbox"/> Observation
April 22/24	<ul style="list-style-type: none"> <li>Injury/Illness Management</li> <li>Child Abuse and Neglect</li> </ul>	CH 16 and 18	<input type="checkbox"/> Philosophy #2
April 29 May 1	<ul style="list-style-type: none"> <li>Wrap-up and Special Topics (mental health/ emergency)</li> </ul>	CH 13 and 17	<input type="checkbox"/> Current Health Issue #2 ❖ Safety Strategies <input checked="" type="checkbox"/> EC DUE FRIDAY
May 5-9th	FINAL EXAM (Assessment #3 Safety) -002 May 9 <sup>th</sup> @ 10:10am-12:10pm -001 May 7 <sup>th</sup> @ 3:10pm-5:10pm	REVEIW	<b>Assessment #3</b>

DEPARTMENT OF HEALTH EDUCATION AND RECREATION ACADEMIC HONESTY POLICY:

## SYLLABUS

The mission of the Department of Health Education and Recreation (HER) is to improve the quality of human life through promoting healthy living throughout the life span to provide students with the skills needed to be successful and productive citizens. To pursue this mission, the Department of HER believes in the importance of reinforcing academic honesty. An Academic Honesty Code used by students and faculty promotes an atmosphere of integrity and honesty.

The following behaviors are some examples of academic dishonesty:

- I. Taking an exam for another student.
- II. Forging or altering an official document.
- III. Paying someone to write a paper to submit under one's own name.
- IV. Copying (with or without another person's knowledge and claiming it as one's own work).
- V. Including items on a list of references that were not used.
- VI. Doing assignments for someone else.
- VII. Obtain a copy of a test before it is given.
- VIII. Working with other students on a assignment when not expressly told to do so.

Kibler, W. (1993). Academic Dishonesty: A student development dilemma. *NASPA Journal*, 30(4).

Also:

- IX. Cheating, which is intentionally using unauthorized material, information, or study aids in any work submitted for credit.
- X. Fabrication, which is intentional and unauthorized falsification or invention of any information or citation.
- XI. Plagiarism, which is the deliberate use of ideas, words, or statements of another person as one's own without acknowledgment being given.
- XII. Facilitation, which is knowingly helping someone else do any of the above.

Pavela, G. (1978). Judicial review of academic decision-making after Horowitz. *School Law Journal*, 55(8), 55075. See also p. 29 in the 1996 SIUC Student, Faculty, and Staff Information Booklet.

### **The following approach will be used in incidents of academic dishonesty:**

1. An academic "honor board" will consist of five members. The make-up of the board is as follows: the vice-presidents of Eta Sigma Gamma and the Student Recreation Society, one faculty member of the Department of Health Education and Recreation, one Health Education student, and one Recreation student, the latter three to be appointed by the department chair. The function of this board will be to review charges of academic dishonesty, and work with the instructor who has brought the charge to decide upon a sanction or response.
2. The first time a student is found engaging in academic dishonesty, the faculty member involved in the incident has the option of either handling the issue individually or forwarding it to the honor board. If the incident is handled between the student and the faculty member, the faculty member will provide the department chair with a brief description of the infraction and the resolution. This should be signed by both the student and the faculty member. Every effort should be made to review and clarify to the student the reasons why their behavior constitutes academic dishonesty, thus allowing the student to fully understand the ethical basis of the policies, and offer the student the opportunity of integrating these values into his/her own value system.
3. Any student who engages in academic dishonesty twice during his/her academic career will be required to have a hearing with the honor board. This hearing will consist of a review of the incident and an opportunity for the student to respond to the charge. The honor board, in consultation with the instructor, will decide upon the sanction to be imposed. The sanction would be commensurate with the magnitude of the offense.
4. If the student disagrees with the department's decision, he/she may then request a new hearing with the Dean of the College of Education and Human Services, who will, if guilt is determined, decide upon the appropriate sanction. To begin this process, the student should schedule a meeting with the College's Chief Academic Advisor located in Wham 135.

### **Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instruction in evacuating the building or sheltering within the faculty.

*"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives."<sup>1</sup>*

<http://pvcaa.siu.edu/>

#### **IMPORTANT DATES \***

<u>Semester Class Begins</u> .....	<b>01/13/2014</b>
<u>Last day to add a class</u> (without instructor permission): .....	<b>01/24/2014</b>
<u>Last day to withdraw completely and receive a 100% refund:</u> .....	<b>01/26/2014</b>
<u>Last day to drop a course using SalukiNet:</u> .....	<b>03/23/2014</b>
<u>Last day to file diploma application</u> (for name to appear in Commencement program): .....	<b>03/28/2014</b>
<u>Final examinations:</u> .....	<b>5/5 – 5/9/2014</b>

\* Note: For outreach, online, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

#### **SPRING SEMESTER HOLIDAYS**

Martin Luther King, Jr.'s Birthday 01/20/2014

Spring Vacation 03/08—03/16/2014

#### **WITHDRAWAL POLICY ~ Undergraduate only**

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

#### **INCOMPLETE POLICY~ Undergraduate only**

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

#### **REPEAT POLICY**

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

#### **GRADUATE POLICIES**

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

#### **DISABILITY POLICY**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

#### **STUDENT CONDUCT CODE**

[http://policies.siu.edu/other\\_policies/chapter3/conduct.html](http://policies.siu.edu/other_policies/chapter3/conduct.html)

#### **SALUKI CARES**

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu),

<http://salukicare.siu.edu/index.html>

#### **EMERGENCY PROCEDURES**

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#### **INCLUSIVE EXCELLENCE**

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

#### **MORRIS LIBRARY HOURS**

<http://www.lib.siu.edu/about>

#### **LEARNING AND SUPPORT SERVICES**

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

**Tutoring** : <http://tutoring.siu.edu/>

**Math Labs** [http://tutoring.siu.edu/math\\_tutoring/index.html](http://tutoring.siu.edu/math_tutoring/index.html)

#### **WRITING CENTER**

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

#### **AFFIRMATIVE ACTION & EQUAL OPPORTUNITY**

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

#### **Additional Resources Available:**

**SALUKINET:** <https://salukinet.siu.edu/cp/home/displaylogin>

**ADVISEMENT:** <http://advisement.siu.edu/>

**PROVOST & VICE CHANCELLOR:** <http://pvcaa.siu.edu/>

**SIU ONLINE:** <http://online.siu.edu/>