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

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

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

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


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

<table>
<thead>
<tr>
<th>The week of...</th>
<th>DISCUSSION TOPIC</th>
<th>READINGS (Sorte et al., 2011)</th>
<th>ASSIGNMENTS DUE THURSDAYS</th>
</tr>
</thead>
</table>
| January 14/16  | • Introduction  
                  • Core Concepts | CH 1 and 9                    | Buy textbook and Log into LiveText |
| January 21/23  | • Coordinated School Health  
                  • Nat’l Health Ed. Stnds  
                  • Personal and Social Skills | CH 1 and 9                    | Personal Philosophy I |
| January 28/30  | • Additional Standards  
                  • Essential Elements of effective curriculum/lesson planning | Standards Handout/Weblinks | Standards (IC) |
| February 4/6   | • HE-CAT/curriculum analysis  
                  • Community and Web Resources  
                  • Parent Involvement | CH 2                          | Curriculum Review (IC) |
| February 11/13 | • Health Assessments/ Screening  
                  • Child Dvlpmt and Intervention | CH 10 and 12                  | Web Resources |
| February 18/20 | • Assessment #1 (Personal Health and Wellness)  
                  • Current Health Issues | (current events)               | Assessment #1 |
| February 25/27 | • Infectious Disease  
                  • Immunizations | CH 11                          | Personal Health and Wellness Strategies |
| March 4/6      | • Chronic Disease and obesity  
                  • Health Promotion | Review CH 9  
                                                                              Video: Weight of the Nation/childhood obesity | Disease |
| March: 11/13   | SPRING BREAK :) |                               |                            |
| March 18/20    | • Nutrition Core Concepts and Basic Challenges | CH 3 and 4                    | Coming back from break... lots of READING!! |
| March 25/27    | • Nutrition Basics  
                  • Meal Planning | CH 7 and appendix              | Role Model |
| April 1/3      | • Snacks and Healthy Envrmt.  
                  • Infant/Toddler Feeding | CH 5 and 6                    | Nutrition Strategies |
| April 8/10     | • Assessment #2 (Nutrition)  
                  • Food Safety | CH 8                          | Assessment #2 |
| April 15/17    | • Safe Environment/management  
                  • NO CLASS 4/18 | CH 14 and 15                  | Observation |
| April 22/24    | • Injury/Illness Management  
                  • Child Abuse and Neglect | CH 16 and 18                  | Philosophy #2 |
| April 29 May 1 | • Wrap-up and Special Topics (mental health/ emergency) | CH 13 and 17                  | Current Health Issue #2 |
| May 5-9th      | FINAL EXAM (Assessment #3 Safety)  
-002 May 9th @ 10:10am-12:10pm  
-001 May 7th @ 3:10pm-5:10pm | REVIW                          | Safety Strategies  
                                                                              EC DUE FRIDAY |

DEPARTMENT OF HEALTH EDUCATION AND RECREATION ACADEMIC HONESTY POLICY:
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.


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.


The following approach will be used in incidents of academic dishonest:
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, Department of Public Safety’s website 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.”

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

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, http://salukicares.siu.edu/index.html

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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 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

WRITING CENTER
The Writing Center offers free tutoring on campus and math labs. To find more information 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/