HED 351: Health Education in Early Childhood
Tue./Thur. 2:00pm-3:15pm
Pulliam 208

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Office: Pulliam 108
Office Hours: M/W 12:00pm-2:00pm, or by appointment
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Course Description
HED 351: This course is designed to examine the crucial factors of health, nutrition, and safety as they apply to school environments of children from birth to the age of 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 regarding health and safety will also be discussed.

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 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.
**Required Text and Support 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: Posted on LiveText

**Examinations:** Written examinations (two exams and a final exam) will be based on textbook readings and classroom discussions. These exams, including the final, must be taken during scheduled times on the designated dates. Missed exams cannot be made up, except under extenuating circumstances.

- Exam 1 **(100pts)**
- Exam 2 **(100pts)**
- Final **(100pts)**

**Course Assessments:** All HED 351 students must complete:

- Personal Philosophy 1 **(20 points)**
- Standards **(20 points)**
- Web Resources **(20 points)**
- Current Health Issue 1 **(20 points)**
- Personal Health and Wellness Strategies **(50 points)**
- Disease **(20 points)**
- Role Model **(20 points)**
- Personal Nutrition Strategy **(50 points)**
- Observation **(20 points)**
- Philosophy 2 **(20 points)**
- Current Health Issue 2 **(20 points)**
- Personal Safety Strategies **(50 points)**

**Extra Credit Assignments:** Extra credit assignments are at the discretion of the Instructor.

**Attendance Policy:** **10 points TOTAL**, Attendance is required and will be recorded daily. Students will NOT receive extra credit points for attending class. However, final grades will be affected by multiple absences from class. Absent students are responsible for getting class notes and handouts on their own. Students will not be able to “make up” worksheets or activities covered in classes where they are absent.

**Scoring Breakdown (based upon % of class periods attended):**

- 95-100% - 10
- 90-94% - 9
- 85-89% - 8
- 80-84% - 7
- 75-79% - 6
- 70-74% - 5
- Less than 50% - 0
- 65-69% - 4
- 60-64% - 3
- 55-59% - 2
- 50-54% - 1
Class Participation: **10 points TOTAL**, Active participation in classroom activities and discussion is expected from all students. A variety of instructional strategies will be incorporated/evaluated on a regular basis during class. If you are not present in class, you cannot participate. Participation scores will be based on the quantity and quality of class participation. Subjectively, the Instructor will give up to **10 points** for productive class participation.

Grading Scale: **650** final points
- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** Less than 60%

An incomplete (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 a time period designated by the instructor, but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. If the coursework is not completed within the designated time period, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average.

Students registered for a course may not withdraw merely by stopping attendance at class. A student who does not officially withdraw from a class and stops attending will likely receive a WF, which will be calculated as an F in his/her GPA.

### Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
<th>Readings/Assignments (Due Dates)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions; Review of Syllabus Core Concepts</td>
<td>Buy textbook and Log into LiveText</td>
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<tr>
<td>1/20 1/22</td>
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<td>Read Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Coordinated School Health National Health Ed. Standards Personal and Social Skills</td>
<td>Read Chapter 9</td>
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<td>1/27 1/29*</td>
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<td>Personal Philosophy 1 Due*</td>
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<tr>
<td>Week 3</td>
<td>Additional Standards Essential Elements of effective curriculum/lesson planning</td>
<td>Handouts/Weblinks Standards Assignment Due* (in class)</td>
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<td>2/3 2/5*</td>
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<tr>
<td>Week 4</td>
<td>HE-CAT/curriculum analysis Community and Web Resources Parent Involvement</td>
<td>Read Chapter 2</td>
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<td>2/10 2/12*</td>
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<td>Web Resources Due*</td>
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<tr>
<td>Week 5</td>
<td>Health Assessments/Screenings Child Development and Intervention</td>
<td>Read Chapter 10 &amp;12</td>
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<td>2/17 2/19</td>
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<td>Week 6</td>
<td><strong>Exam 1</strong></td>
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<td>2/24** 2/26*</td>
<td>Current Health Issues</td>
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<td>Current Health Issue #1 Due*</td>
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<td>Week 7</td>
<td>3/3 3/5*</td>
<td>Infectious Disease Immunizations</td>
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<td>Week 8</td>
<td>3/10-12</td>
<td><strong>SPRING BREAK – NO CLASSES</strong></td>
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<td>Week 9</td>
<td>3/17 3/19*</td>
<td>Chronic Disease and Obesity Health Promotion</td>
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<td>Week 10</td>
<td>3/24 3/26</td>
<td>Nutrition Core Concepts and Basic Challenges</td>
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<td>Week 11</td>
<td>3/31 4/2*</td>
<td>Nutrition Basics Meal Planning</td>
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<td>Week 12</td>
<td>4/7 4/9*</td>
<td>Snacks and Healthy Environment Infant/Toddler Feeding</td>
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<td>Week 13</td>
<td>4/14** 4/16</td>
<td><strong>Exam 2</strong> Food Safety</td>
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<td>Week 14</td>
<td>4/21 4/23*</td>
<td>Safe Environment/management</td>
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<td>Week 15</td>
<td>4/28 4/30*</td>
<td>Injury/Illness Management Child Abuse and Neglect</td>
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<td>Week 16</td>
<td>5/5* 5/7* ICE</td>
<td>Wrap-up and Special Topics (mental health/emergency)</td>
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<tr>
<td>Week 17</td>
<td>Finals Week 5/12</td>
<td><strong>Exam 3</strong> 2:45pm-4:45pm</td>
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**DISRUPTIVE BEHAVIOR POLICIES**

Use of laptops, iPods, iPads, cell phones, MP3 players, magazines, newspapers, eating/drinking during class, or any other disruptive behavior is unacceptable. The classroom is a shared space where consideration of others is not negotiable. The first time you are caught using these electronic devices or engaging in any other disruptive behavior, you will be asked to discontinue the behavior. If you are using an electronic devise, you will asked to bring it to the front of the room and allowed to pick it up at the end of class. The second time, you will be asked to leave the class and will receive **NO PARTICIPATION POINTS** for that day. View the SIUC Student Conduct Code at: [http://policies.siuc.edu/policies/conduct.html](http://policies.siuc.edu/policies/conduct.html)
ACADEMIC HONESTY POLICY

The mission of the Department of Health Education and Recreation (HER) is to create, discover, and disseminate knowledge through effective teaching, scholarship, and service in the professions of health education and recreation. 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. Review SIUC statement on academic/honesty/plagiarism online (http://libguides.lib.siu.edu/plagiarism)

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 an assignment when not expressly told to do so.


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 instructor or 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. Both the student and the faculty member should sign this. 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.

**STUDENT COMPLAINTS**

Support is given to the belief that in most instances complaints and grievances can be minimized if communication is maintained between students and faculty. If the student, after discussing the complaint with the faculty member or members involved, still wishes redress, the Faculty Adviser should be consulted. If this does not resolve the complaint, the department Chair should then be consulted.

When a student requests an appointment with the Department Chair to voice an academic complaint about an instructor, the student will be asked to provide details on a Request to See Department Chair form. An appointment will be scheduled when the form is returned. Prior to the appointment, the faculty member involved will provide information to the Department Chair on the Information for Student Meeting with Department Chair form. The Department Chair will maintain a record of the discussion/outcome on the Record of Meeting with Department Chair form. If the Department Chair is unable to resolve the complaint to the mutual satisfaction of those concerned, then the formal grievance procedure will be followed.

**SIUC EMAIL POLICY**

Email is a mechanism for official communication within Southern Illinois University Carbondale. The University has the right to expect that such communications will be received and read in a timely fashion. Students are responsible for checking their University email account on a frequent and consistent basis to stay current with University-related communications. Students have the responsibility to recognize that certain communications may
be time-critical. "I didn't check my email", error in forwarding mail, or email returned to the University with "Mailbox Full" messages are not acceptable excuses for missing official University communications via email.

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence.