

Children's Health and Well-Being Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Children's physical health and well-being are critical parts of school readiness. Children's health impacts brain development, moods, ability to concentrate, and willingness to take risks. Fundamental areas of health in early childhood are physical, oral, and mental.

This course explores topics related to health and well-being and focuses on teaching practices, classroom activities, partnerships with families, and program policies to ensure that all children are healthy and ready to learn.

Objectives

Participants will be able to:

1. Recognize the components of optimal health in early childhood.
2. Recognize the signs of healthy development and possible concerns.
3. Identify effective strategies to support health and well-being.
4. Plan and enact lessons to support health and well-being.
5. Adapt health plans for children with special needs.
6. Collaborate with families to promote optimal health.

Grading

Participation/Professionalism	20%
Readings	10%
Weekly Assignments	50%
Final Assignment	20%



Expectations

Participation/Professionalism (20%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

Readings (10%: Grading per Instructor)

Before the start of each session that includes a reading, you are expected to complete the reading. You may be expected to answer review questions in writing or in class discussion.

Weekly Assignments (50% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children, teachers, and/or families. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

Final Assignment (20%: Grading per assignment rubric)


The capstone assignment has two parts. The first will be done in class in small groups. The second part participants will do independently and turn in after the session. This assignment gives participants an opportunity to put together what they have learned about key health topics in early childhood programs and develop plans to improve children's health in three areas.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).



The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.



Course Schedule

Session	Topic	Readings and Assignments
1	Course Introduction Introductions, Objectives, and Course Overview	Readings None for this session. Assignments <i>CHW S1 Assignment Self-Introductions Video</i> <i>CHW S1 Assignment Certification Proposal</i>

Session	Topic	Readings and Assignments
2	<p>Overview of Assessment Tools and Strategies</p> <p>Well-Baby and Well-Child Visits</p> <p>Accessing Preventive Care through Medicaid</p> <p>In the Classroom</p> <p>Partnering with Parents</p> <p>Video: <i>Babies with Special Needs</i> and Discussion</p>	<p>Readings</p> <p>Office of Head Start. National Center on Health. (2015). <i>Appendix B: Well-child health care fact sheets</i>. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/Factsheets.pdf</p> <p>Centers for Disease Control and Prevention’s Milestone Moments http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf</p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). <i>Getting started with the Head Start Early Learning Outcomes Framework</i>. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf</p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>, 22-33. http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</p> <p>Assignments</p> <p><i>CHW S2 Assignment Community Map</i></p> <p><i>CHW S2 Assignment Going to the Doctor Video</i></p> <p><i>CHW S2 Assignment Going to the Doctor CORP</i></p>

Session	Topic	Readings and Assignments
3	<p>Oral Health</p> <p>Typical Dental Development</p> <p>Oral Health Concerns</p> <p>Oral Health in the Classroom</p> <p>Partnering with Families to Support Oral Health</p> <p>Oral Health for Children with Disabilities</p>	<p>Readings</p> <p><i>Getting Ready for a Trip to the Doctor.</i> http://d43fweuh3sg51.cloudfront.net/media/media_files/Getting_Ready_for_a_Trip_Doctor_article_1.pdf</p> <p><i>Raising Children in a New Country.</i> http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf</p> <p>Assignments</p> <p><i>CHW S3 Assignment Community Map – Dentists</i> <i>CHW S3 Assignment Oral Health Session Video</i> <i>CHW S3 Assignment Oral Health Session CORP</i></p>
4	<p>Nutrition</p> <p>Impact of Nutrition on Development</p> <p>Obesity</p> <p>Food Insecurity</p> <p>Food Safety</p> <p>Classroom Practices to Support Healthy Nutrition</p> <p>Partnering with Families</p>	<p>Readings</p> <p><i>The State of Little Teeth:</i> http://www.aapd.org/assets/1/7/State_of_Little_Teeth_Final.pdf</p> <p>Assignments</p> <p><i>CHW S4 Assignment Nutrition Resources</i> <i>CHW S4 Assignment Harvest Healthy Kids Video</i> <i>CHW S4 Assignment Harvest Healthy Kids CORP</i></p>

Session	Topic	Readings and Assignments
5	<p>Caring for Children’s Bodies</p> <p>Movement</p> <p>Toilet Training and Diapering</p> <p>Sleep</p> <p>Caring for Children’s Bodies in the Classroom</p> <p>Partnering with Families to Care for Children’s Bodies</p>	<p>Readings</p> <p><i>Pass the Peas, Please: The Benefits of Family-Style Meals.</i> Retrieved from http://altarum.org/health-policy-blog/pass-the-peas-please-the-benefits-of-family-style-meals</p> <p><i>Rise and Shine: What Kids Around the World Eat for Breakfast.</i> Retrieved from http://www.nytimes.com/interactive/2014/10/08/magazine/eaters-all-over.html?_r=0</p> <p>Assignments</p> <p><i>CHW S5 Assignment Observation</i></p> <p><i>CHW S5 Assignment Movement Activity Video</i></p> <p><i>CHW S5 Assignment Movement Activity CORP</i></p>
6	<p>Strategies to Support and Encourage Healthy Active Living</p>	<p>Class will not be held during this session.</p> <p>Instead, you will take the <i>Strategies to Support and Encourage Healthy Active Living</i> online learning designed by the National Center on Health.</p> <p>The online learning is available here: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living/story.html</p> <p>At the completion of the course, you will be able to download a certificate of completion. Bring the certificate of completion to the next class session to receive credit. You may also choose to present this to your place of employment to count as professional development hours.</p>

Session	Topic	Readings and Assignments
7	Mental Health Foundations Importance In the Classroom Partnering with Families Cultural Competence	Readings None for this session. Assignments <i>CHW S7 Assignment Observing Teacher Child Interactions</i> <i>CHW S7 Assignment Teaching Emotions Video</i> <i>CHW S7 Assignment Teaching Emotions CORP</i>
8	Trauma and Adverse Childhood Experiences Response to Stress Intervention Taking Care of Yourself	Readings Robert Wood Johnson Foundation. <i>New Research: Children with Strong Social Skills in Kindergarten More Likely to Thrive as Adults</i> . (July 2015). http://www.rwjf.org/en/library/articles-and-news/2015/07/new-research--children-with-strong-social-skills-in-kindergarten.html Assignments <i>CHW S8 Assignment Observation of Environment</i> <i>CHW S8 Assignment ACEs Quiz Reflection</i>

Session	Topic	Readings and Assignments
9	Child Abuse and Neglect Types of Abuse Action Steps Risk and Protective Factors	Readings If More Teachers Were Like Her, We Could End Child Abuse: http://www.huffingtonpost.com/2014/06/10/child-abuse-teachers-reporting_n_5480739.html Assignments <i>CHW S9 Assignment Program Policies</i>
10	Injury Prevention Injury Triangle Health and Safety Checklist Active Supervision	Readings None for this session. Assignments <i>CHW S10 Assignment Planning for Transitions</i>
11	Management of Infectious Disease Understanding Infectious Disease Preventing Infectious Diseases Recognizing and Managing Infectious Disease Partnering with Families	Readings None for this session. Assignments <i>CHW S11 Assignment Infectious Disease Policy</i> <i>CHW S11 Assignment Handwashing Steps</i>

Session	Topic	Readings and Assignments
12	Managing Medications Medications: The Basics Giving Medication Medication Errors and Incidents	Readings None for this session. Assignments <i>CHW S12 Assignment Medication Policy Research</i>
13	Certification	Class will not be held during this session. Participants will use this session to complete a relevant health certification course of their choice. Certificate forms are due by Session 14. Information about this coursework is distributed in the first session.
14	Health and Family Engagement Family Engagement Three Ways to Support Strengthening Families	Readings None for this session. Assignments <i>CHW S14 Assignment Program Self-Assessment</i>
15	Bringing It All Together Building a Culture of Health Health Approaches, Supplemental Curricula Explanation of Final Assignment; Group work for first plan; Presentations	Readings Bloch, J. <i>What Do I Say to Parents When I am Worried About Their Child?</i> http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=208 Assignments <i>CHW S15 Assignment Making A Plan</i>

