Introduction to Child Nutrition
HOEC 107 (CRN 78844)
CDEV 107 (CRN 78897)
3 units

FALL 2010
Saturdays, August 21 to December 18

Instructor: Lisa Yamashiro, MEd, RD
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www.ccsf.edu/lyamashi

Office Hours: Available Saturdays, before or after class, other times by appointment. Email is the preferred way to contact me. I will respond within 24 hours. If you do not hear back from me within 24 hours, assume I did not receive your email so please re-send it.

Course Description
Overview of child nutrition issues, with an emphasis on practical skills and approaches to influence positive eating behaviors that promote optimal health and nutrition. Topics include basic nutrition principles, the feeding relationship, breastfeeding and child nutrition, planning healthy meals and snacks, food safety, childhood obesity, physical activity, nutrition education, child nutrition programs and food assistance resources.

Required Text


Other Materials
Supplemental written materials and activity worksheets provided

Method of Grading
<table>
<thead>
<tr>
<th>Assignment Types</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>65</td>
</tr>
<tr>
<td>Presentations</td>
<td>25</td>
</tr>
<tr>
<td>Exams</td>
<td>90</td>
</tr>
<tr>
<td>Class participation &amp; attendance</td>
<td>30</td>
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</tbody>
</table>

TOTAL possible points: 210 *subject to change

Grade Calculation
A = 91-100%
B = 83-90%
C = 75-82%
D = 67-74%
F = <67%
Student Learning Outcomes

Upon completion of this course a student will be able to:

• Evaluate the causes, trends, implications, health disparities, and interventions related to childhood obesity.
• Examine the role of the family, school, and community in addressing childhood obesity.
• Describe the benefits of physical activity and propose ways to encourage active play and active lifestyles.
• Assess other food-related concerns such as iron-deficiency anemia, food allergies and intolerances, choking hazards, lead toxicity, mercury contamination, parent-child feeding relationship, dental health.
• Compare and contrast eating patterns of children to current dietary recommendations and guidelines.
• Evaluate dietary adequacy using appropriate food guidance system (i.e. MyPyramid) and current Dietary Guidelines for Americans to promote/maintain health.
• Compare effective shopping techniques and strategies to purchase quality foods at reasonable prices.
• Plan healthy meals by integrating knowledge of nutrition program standards (i.e. Child Care Food Program), healthy cooking skills, cultural food preferences, food safety and sanitation, and food budgeting.
• Experiment with simple cooking methods and recipes to create simple and healthy meals and snacks.
• Integrate knowledge of foodborne illness, time and temperature control, personal hygiene, prevention of food contamination at all stages of food handling, and procedures for cleaning and sanitizing by applying the principles of Hazard Analysis Critical Control Point (HACCP) system.
• Evaluate how growth and developmental patterns from birth through childhood affect nutritional needs and eating behaviors.
• Explain the relationship between nutrition and the child’s ability to learn.
• Evaluate the effects of breastfeeding on short- and long-term infant and maternal health outcomes.
• Weigh the benefits of breastfeeding versus formula feeding to infant and mother.
• Describe child nutrition programs and other food assistance programs, and local community resources and organizations that work to empower healthier families and communities, and advocate for healthy environmental changes.
• Evaluate effective techniques and resources for providing nutrition education (including gardening and cooking) to pre-K and school-age children.
• Plan and conduct a nutrition education lesson using effective teaching strategies and age-appropriate, experiential learning activities.
• Critique, select, or develop appropriate nutrition education materials for target age group.
Class Participation
This class is a community. We all have the same objective: to learn. Please work together and help each other. Classroom activity sessions will require working individually or in groups. There are times when your group will be assigned to you, and other times are self-selected. You must learn how to work effectively with a team, collaborate, delegate, take personal responsibility, and resolve potential conflict. On occasion, some classroom activities must be completed in class, with points earned for participation. A student absent during any activity session will not earn points for the activity.

Homework Assignments
Students are expected to submit assignments on time. Late assignments will NOT be accepted. All assignments must be completed by the student himself/herself, except for group assignments. No points will be given for work completed by someone else. Since assignments cannot be resubmitted for a better grade, it is important that the student submit his/her best work the first time. All written reports must be typed, double spaced, 1” margins, 12-point font. Please use spell/grammar check.

Attendance and Punctuality
Students are expected to attend class regularly, and be on time. Students should make every effort to arrive to class on time. We start and end our classes on time. Any student who arrives more than 15 minutes late is marked "tardy". Three tardies will be counted as one absence.

This course is taught in such a way that each class builds on information discussed in the previous session. Attendance at all classes is limited to enrolled students only. Others, including children, will not be allowed to attend class sessions. Any student who does not comply with this will be sent home.

Students must report an absence to the instructor via e-mail or phone as promptly as possible.
Students who are absent will be responsible for all materials discussed, activities completed and/or assignments that are due. If you are absent, assignments may be dropped off, faxed, or emailed by the due date. As a rule, NO make-up quizzes, tests, and/or late assignments will be accepted. Only in extenuating circumstances, make-ups may be allowed only at the discretion of the instructor. It is the student’s responsibility, NOT the instructor’s, to take the initiative to make an appointment with the instructor, and/or to find out what he/she missed from fellow classmates.

Students with 3 absences will be dropped from the course.

Add and Withdrawal Deadlines and Policy
The last day to ADD is September 4, 2010.
Last day to DROP for refund is August 31, 2010.
Last day to DROP without a “W” and to receive 50% non-resident refund is September 11, 2010.
Last day to DROP with a “W” is November 20, 2010.

"I" Incomplete. A student may be given a final grade of Incomplete only if illness or other unavoidable circumstances prevent him/her from taking the final examination or satisfying the other requirements in a course. A student must make arrangements for an Incomplete with the instructor for the course. The instructor will file a record of Incomplete with the Office of Admissions & Records and give the student a copy. This record shall note the condition(s) for removal of the Incomplete and the grade to be assigned if the work is not completed.
"W" Withdrawal. If a student withdraws from a class or if an instructor withdraws a student from a class between the last day to drop and the last day for withdrawal, a "W" symbol will appear on the student's Permanent Record. If a student stops attending a class after the last day for a student-initiated or instructor-initiated withdrawal, the instructor must report a grade symbol (consistent with the grading policies) other than "W." The "W" symbol shall not be used in calculating units attempted nor for grade points, but shall be used in calculating units for purposes of evaluating probation and dismissal. If a student drops a class prior to the last day to drop, no notation will appear on the student's permanent record.

Remember, it is the student's responsibility to drop or withdraw from a class if he/she does not want to be assessed fees or avoid a grade notation. It is an instructor's responsibility to clear the class rosters. Note the two different types of responsibilities - instructor is NOT responsible for meeting student deadlines.

All of these course policies are established in an effort to create a fair, equitable learning environment for ALL students.

*All City College of San Francisco students are expected to comply with the college’s rules and regulations regarding student conduct as stated in the College Catalog and website.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Reading/Assignments</th>
</tr>
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<tbody>
<tr>
<td>Saturday, August 21</td>
<td>Introduction to Child Nutrition; How to Eat</td>
<td>Part I (Ch 1-5) “Secrets of Feeding a Healthy Family”</td>
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<tr>
<td>Saturday, August 28</td>
<td>How to Eat</td>
<td>Part I (Ch 1-5) “Secrets of Feeding a Healthy Family”</td>
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<tr>
<td>Saturday, September 4</td>
<td>HOLIDAY – no class</td>
<td>Review Part I; Read Part II</td>
</tr>
<tr>
<td>Saturday, September 11</td>
<td>How to Raise Good Eaters</td>
<td>Part II (Ch 6-7) “Secrets of Feeding a Healthy Family”; Tip Sheet #1 DUE</td>
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<td>Saturday, September 18</td>
<td>Family Mealtime; Meal Planning; Snacking</td>
<td>Part III (Ch 8-13) “Secrets of Feeding a Healthy Family”</td>
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<tr>
<td>Saturday, September 25</td>
<td>Shopping Cooking</td>
<td>Part III (Ch 8-13) “Secrets of Feeding a Healthy Family”; Tip Sheet #2 DUE</td>
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<tr>
<td>Saturday, October 2</td>
<td>Food Safety</td>
<td>Review Part III – food safety</td>
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<tr>
<td>Saturday, October 9</td>
<td>Nutrition Basics: MyPyramid</td>
<td>Ch 1 (Intro) “California Food Guide” Reflection paper DUE</td>
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<td>Saturday, October 16</td>
<td>Nutrition Basics: Whole Grains, Vegs &amp; Fruits</td>
<td>Ch 2 (Fruits &amp; Vegetables) &amp; Ch 3 (Whole Grains) “California Food Guide”</td>
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<tr>
<td>Saturday, October 23</td>
<td>Nutrition Basics: Calcium-Rich Foods, Protein, &amp; Fat</td>
<td>Ch 4 (Milk &amp; Milk Products), Ch 5 (Protein Foods), &amp; Ch 6 (Fats) “California Food Guide”</td>
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<tr>
<td>Saturday, November 6</td>
<td>Life Cycle: 1-3 year olds; 4-8 year olds</td>
<td>Ch 10 &amp; Ch 11 “California Food Guide” Guest: Grace Yee, Asst Health Educator, San Francisco WIC Program 10:15 a.m.</td>
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<td>Saturday, November 13</td>
<td>HOLIDAY – no class</td>
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<td>Saturday, November 20</td>
<td>Life Cycle: 9-18 year olds; Physical Activity</td>
<td>Ch 12 &amp; Ch 15 “California Food Guide” Guest: Katie Helwig, Health &amp; Nutrition Mgr, Children’s Council of San Francisco (Child Care Food Program)</td>
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<td>Saturday, November 27</td>
<td>HOLIDAY – no class</td>
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<tr>
<td>Saturday, December 4</td>
<td>Community Nutrition Programs &amp; Services</td>
<td>EXAM – Life Cycle</td>
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<tr>
<td>Saturday, December 11</td>
<td>Nutrition Education for Children</td>
<td>Group Presentations</td>
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<tr>
<td>Saturday, December 18</td>
<td>Nutrition Education for Children; Evaluations</td>
<td>Group Presentations</td>
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