

College Name: Middlesex Community College

Title: Course Syllabus

Semester: Fall 2017

Course Number: ECE 176

Course Title: Health, Safety and Nutrition for the Young Child

CRN: 3385

Course Duration: Tuesday August 29, 2017-Monday December 11, 2017

Credit Hours: 3 credits

Department: Social Science

Instructor: Dr. Ijeko Nwachuku

Course Location: Online – Blackboard Learn

Course Prerequisites: None

Meeting Time (days/hours): This is a distance learning course and students are required to log on weekly to complete class assignments. **Always check General Course Q & A, "Announcement" and "Mail" first each time you log on to the course.**

Course Description: The relationship between health, safety and nutrition and child development will be explored. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that support children and families' safety, health, and nutrition will be explored.

Course Textbook

Robertson, C. (2016), Safety, Nutrition and Health in Early Education (6th Edition). Cengage Learning.

Other Required Resources Posted on Course Blackboard:

1. CSDE: Action Guide for Child Care Nutrition and Physical Activity Policies. June 2010. (Free copies from CSDE office).
2. CHDI's 2009 publication, "*A Framework for Child Health Services Supporting the Healthy Development and School Readiness of Connecticut's Children*". www.chdi.org or use Google
3. **CTELDS and/or** Connecticut State Department Preschool Guide; Preschool Curriculum Framework; Preschool Assessment Framework, and Flipchart. All available at: <http://www.sde.ct.gov/sde>. (Early Childhood link).
4. NAEYC Standards for Early Childhood Professional Preparation Programs (2009). Available at: <http://www.naeyc.org/positionstatements>

Online Textbook Companion Web Site:

Phone: (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any "text" messages.

Email: Always use Blackboard internal mail, labeled as "Mails" in Course Menu. Use my official email (inwachuku@mxcc.commnet.edu) only when Blackboard mail site is inaccessible

College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at <http://mxcc.edu/distance/student-technology-resources> (scroll down to College Email section)

Course Objectives

Students will be able to:

- Discuss the interrelationship of health, safety and nutrition in an early childhood education environment and develop skills necessary to plan and implement health, safety, and nutrition experiences and to integrate these experiences into daily curriculum.
- Explore various agencies, organizations and websites that can be utilized as resources and referrals for health, safety and nutrition issues for children, families and teachers.
- Practice teacher health appraisals of young children, identify, and discuss first aid practices for common and acute illnesses and injuries.

- Plan and analyze nutritionally balanced menu for young children (appropriate feeding of infants, toddlers and preschoolers) using the CACFP guidelines
- Examine all developmental areas (physical, personal/social, cognitive and creativity) and discuss skills that can be enhanced in each area of development during snack and lunch time.
- Conduct/practice Health Inspection in an early childhood education center using CT- guidelines.

Course Outcomes

At the end of this course students will be able to:

- Discuss how health, safety and nutrition are interrelated.
- Discuss ways that teachers can be proactive in promoting children’s wellness in the areas of injury prevention, dental health, physical activity and mental health.
- Perform a daily children’s health check
- Name and describe the symptoms and management strategies for common medical conditions that children experience
- Describe at least ten ways to make children’s indoor and outdoor environments safe
- Describe safety practices that teachers should implement in the classroom and outdoors to safeguard children
- Identify two forms of negligence and discuss steps teachers can take to protect themselves from such charges.
- Know and observe management of childhood injuries and acute illnesses
- Know and explain the significance of Public Law 93-247
- Understand the Food Guide Pyramid, Know the Dietary Guidelines for Americans
- Discuss the major role that each food group plays in promoting healthy growth, development and learning
- Review Connecticut Child Care Nutrition Standards.
- Describe guidelines for feeding infants, toddlers and preschoolers
- Plan snacks for toddlers, preschoolers and school –aged children that meet their nutritional requirements and review CSDE Action Guide for Child Care Nutrition Policies.

Course Content:

The following areas with different topics will be covered:

- An Introduction: A Holistic Environmental Approach to Healthy Development in Early Childhood Education
- Safety in Early Childhood Education
- Nutrition in Early Childhood Education
- Health in Early Childhood Education Environments
- Current Issues in Early Childhood Education Safety, Nutrition & Health

COURSE REQUIREMENTS/EVALUATIONS TABLES

My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Introduction Discussion	1.0%	10	
SmarterMeasure Test	1.0%	10	
Chapter Pause for Reflections (100/4 = 25 points each)	10%	100	
Chapter Section Summary (165/5 = 33 points each)	16.5%	165	
“Reality Check” Discussions (165/5 = 33 points each)	16.5%	165	
Case Studies Discussions (100/4 = 25 points each)	10%	100	
Resource File	5%	50	
Nutrition Activity – Menu Planning	10%	100	
Watch Saturday morning children's television	10%	100	

Mid-Term Exam	10%	100	
Final Exam	10%	100	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000
A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000
B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

Course Requirements/Description

Chapter Reflections on “What Would You Do”? In all assigned chapters of the week, students will choose just one *“What Would You Do”?* Write down the question(s) of your choice from any chapter and respond to the questions. Each reflection assignment for a chapter is worth **25 points**. The length of your reflection in a chapter is about 300 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references](#). Refer to the reflection rubrics file in Blackboard for how your discussion assignment is evaluated. Make sure you proof read your work as grammatical errors and typos will result in point deduction. **The reflection only initial message responding to chapter is due midnight, Wednesday of the week. You are free to read through other students’ reflections but not to respond to them.**

Example:

What Would You Do? Page 14: - You have decided to open a family day care for infants and toddlers. What measures would you take to establish an environment that was as risk free as possible?

Chapter Section Summary

The purpose of this assignment is to help you better understand basic concepts in health, safety and nutrition in Early Childhood. In each learning unit chapter, you will select an area and write a summary for the chapters assigned each week. The summary includes what you have learned as well as how the learning relates to your personal experience based on the chapter and the selected section such as Chapter 1 Section 1-1 pages 4-5 or Chapter 1 Section 1-2 pages 6-13 or Chapter 1 Section 1-4 pages 17-37. Students should follow the same pattern until all chapter 1 sections has been selected. You are responsible for every area of the section you selected. You will choose **one Section in a chapter to summarize** in a well elaborated form and then discuss how the learning relates to your personal experience. Please be aware that you should not directly copy the summary from the textbook.

You will write in your own words on what you have learned and how the learning relates to your experiences. The summary will be posted on the Discussion Forum, on a unit summary board each week. You are also required to comment another student’s summary who responded to a **different Section** from your choice. The length of the summary for each chapter Section is about 500 words and your response to a student can be 250 words (Time New Roman, 12, double-spaced). Use APA Style Guide for in-text citation and the list of references. Make sure you proof read your summary as grammatical errors and typos will result in points deduction. Refer to the Chapter

Summary Rubrics file in Blackboard for how your summary assignment is evaluated. A chapter summary is worth 33 points. **The chapter summary is due midnight, Saturday of the week when the learning unit is assigned. The response to another student is due midnight, Sunday of the week. This should be under the student work not yours.**

“Reality Check” Discussions

In each chapter you will see **“Reality Check”** article and the set of questions relating to the **“Reality Check”**. In each of the chapter(s) assigned for the week, choose one **“Reality Check”** with its set of questions in the textbook. Write the **“Reality Check”** article title, the questions, the chapter number and page numbers.

Give an overview of the article and answer the questions at the bottom of the article of your choice in each chapter assigned for the week. Then respond to at least ONE student’s answer (different **“Reality Check”** article from your choice). Each discussion assignment for the week is worth 33 points. The length of your responses to this discussion **for each chapter** is about 500 words and your response to a student is about 250 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references](#). Refer to the discussion rubrics file in Blackboard for how your discussion assignment is evaluated. Make sure you proof read your work as grammatical errors and typos will result in points deduction. **Your initial message responding to chapter(s) “Reality Check” is due midnight, Saturday of the week. The response to another student’s initial message is due midnight, Sunday of the week. This should be under the student work not yours.**

Case Studies

In each chapter, you will see Case Studies with set of questions relating to the assigned chapters each week located at the end of each chapter. You are to choose/select one Case Study form each chapter for the week, write it down, discuss it and answer the question(s). Then respond to at least ONE student’s answer (different Case Study questions from your choice). Each discussion assignment for the week is worth 25 points. The length of your answer to a set of discussion questions in a chapter is about 400 words and your response to a student can be 200 words (Time New Roman, 12, double-spaced). [Use APA Style Guide for in-text citation and the list of references](#). Refer to the discussion rubrics file in Blackboard for how your discussion assignment is evaluated. Make sure you proof read your summary as grammatical errors and typos will result in point deduction. **The initial message responding to chapter questions is due midnight, Saturday of the week. The response to another student’s initial message is due midnight, Sunday of the week. This should be under the student’s work not yours.**

Resource File

Each student should creatively gather articles from 5 sources for each section of the text: Safety, Nutrition, Health and Special Topics. Each of these sources must cover a different topic. Each article must have a short one paragraph synopsis. These 20 articles placed together act as a resource file for the student. This assignment starts after about the first 2 weeks of semester. It can also be broken up into section by safety, nutrition, health and special topics and be submitted in the appropriate link on the Course Menu on due date.

Nutrition Activity: (Menu Planning)

- Individuals will prepare an appropriate menu for children. Using CSDE Action Guide for Child Care Nutrition Policies, the CACFP guidelines in chapter 9 (p.336-354) and the menu planning checklist (p.347), plan 5 days (M-F) preschool menu for **breakfast** (morning snack), **lunch**, and **afternoon** snack.
- You will be graded on meeting the correct nutritional guidelines for each meal as well as variety, texture, color, and creative presentation of the menu plan.
- You are also required to separately list the serving sizes of the foods included in the menu depending on the age of children you planned for. Your creativity is very important and final project must be typed and laminated.
- Menu should come with the serving sizes.

Watch one hour of Saturday morning children's television:

- Name the show(s) you watched and write down the food products that were advertised during this time.

- What percentage of advertisements was for healthy foods and what percentage was for junk foods?
- What "hooks" or incentives did these advertisements give children to want to purchase the foods?
- Now compare your findings with the Saturday Morning Food Pyramid found in chapter six.
- How does this compare to the new "My Pyramid" or Color Your Diet?
- How can you get children to eat healthy nutritious snacks?
- Compare and contrast the Food Pyramid in your course textbook with the current suggested Food Pyramid (Please research for it if you do not know it). Include both pictures.

Exams:

There will be two exams throughout the course. Each of the exams has 50 multiple choice questions. The schedule of the exams is listed in the Course Outline. All exams are open book and you are given 5 hours to complete after you have started the exam, although in an average, you only need 2 hours. Each exam is worth 100 points. When you take an exam, be sure to **ALWAYS** click on Save Answer button under **EVERY** question you have answered.

SmarterMeasure Assessment:

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at <http://mxcc.edu/distance/take-a-smartermeasure-test>. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and challenges/weaknesses (yellow or red on the bar chart). Especially, in the weak/challenge areas, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Wednesday, June 7th. This assignment is worth 25 points.**

Attention for Mobile Users:

You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. in your device and download it for free. Open the app and search for "Connecticut Community Colleges" log in page. You will log in with your 8-digit ID and password. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

➤ **Fall 2017 ECE 176 Course Outline Readings and Assignment**

Weeks/Dates	Reading Assignments	Assignments
Blackboard opens 8/22-28	Preparation and Orientation	Preparation and Orientation
Week1, 8/29-9/3	Familiarize yourself with NAEYC Standards., CTELDs & CT. Childcare Licensing Requirements. Discussions on - Self-Introduction - SmarterMeasure Test	Discussions - Self-Introduction due 9/3 - SmarterMeasure Test due 9/3
Wk2: 9/4-10 Wk3: 9/11-17 Wk4: 9/18-24	A Holistic Environmental Approach To Wellness in Early Childhood Education Environments Ch1 Creating Safe Environments. Ch2 Indoor Safety Ch3 Outdoor Safety Ch4	Section Summary Chapters1, 2, 3 & 4 due 9/10 LABOR DAY – 9/4 Discussions "Reality Check" Chapters1, 2,3 & 4 due 9/17 Chapter 1, 2, 3 or 4 Reflection due 9/20 Discussions Case Studies Chapters1, 2, 3 & 4 due 9/24

Wk5: 9/25-10/1 Wk6: 10/2-8 Wk7: 10/9-15	Emergency Response Procedures for ECE Environ Ch5 Basic Nutrition in ECE Environments Ch6 Protecting Good Nutrition & Wellness Ch7 Providing Good Nutrition for Diverse Children Ch8	Section Summary Chapters 5, 6, 7 & 8 due 10/1 Discussions "Reality Check" Chapters 5,6,7 & 8 due 10/8 Chapters 5, 6, 7 or 8 Reflection due 10/14 Discussions Case Studies Chapters 5, 6,7 & 8 due 10/15
Wk8: 10/16-22	Mid-Term Exam	Midterm Exam – (Chapters 1-8) available from Thursday 10/19 to 10/22. Saturday morning children's television due 1/22
Wk9: 10/23-29 Wk10:10/30-11/5 Wk11: 11/6-12	Menu Planning and Food Safety. Ch9 Tools for Promoting Good Health in Children Ch10 Prevention of Illness through Infection Control Ch11	Section Summary Chapters 9, 10 & 11 due 10/29 Discussions "Reality Check" Chapters 9, 10 & 11 due 11/5 Chapter 9, 10 or 11 Reflection due 11/8 Discussions Case Studies Chapters 9, 10, 11 & 12 due 11/12
Wk12: 11/13-19 Wk13: 11/20-26 Wk14: 11/27-12/3	Promoting Wellness through Supportive HealthCare. Ch12 THANKSGIVING RECESS – 11/23 Providing for Special Health Care Needs. Ch13 Child Maltreatment Ch14	Section Summary Chapters12, 13 & 14 due 11/19 Nutrition Activity – Menu Planning due 11/21 Chapters 12, 13 or 14 Reflection due 11/29 Discussions "Reality Check" Chapters13 & 14 due 12/3
Wk15: 12/4-10 Wk16: 12/11	Fostering Good Mental Health & Emotional Well-being in Children Ch15 Final Grade will be available in Student Self-Service via MyCommNet.	Section Summary Chapter 15 due 12/10 Discussions "Reality Check" Chapter 15 due 12/10 Discussions Case Studies Chapter 15 due 12/10 Resource File due 12/11 FINAL EXAM (Chapters 9 -15) Final Exam will be available 12/8 and due 12/13

- All assignments must be typed with 12-size font double-spaced and must be submitted on due dates. No hand written and scanned assignments will be accepted.
- Assignment Schedule and Assignments are subject to Change as a result of some unpreventable situation such as blackboard breakdown. Instructor will inform students of changes in advance. Students are responsible for reading and completing all assignments. Please take note of assignment **DUE Dates**.
- All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list.

WRITTEN COMMUNICATION STANDARDS

Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

MINIMUM STUDY TIME

This class is an online class which means it meets every day of the week at the comfort of your own home. It is very imperative that you study in order to learn the material. A general "rule of thumb" is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. This means that you should spend at least six hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes as well as what is covered in course. Research shows that the more time a college student spends studying, the more the student learns.

ADA Accommodations Statement:

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Use of Computing Resources:

All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement:

At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

Middlesex Community College

Core Competencies

- 1. Communication Skills:** Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.
- 2. Conceptual Skills / Critical Thinking Skills:** Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.
- 3. Quantitative Reasoning:** Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual

representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4. Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5. Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6. Aesthetic Perspective: The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7. Understanding of Diversity: Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8. Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at <http://mxcc.edu/catalog/syllabus-policies>

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following

website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please

become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123 |
- Secondary Title IX Coordinator Ms. Queen Fordham Coordinator of the Meriden Center Welcome Desk qfordham@mxcc.edu; 203-608-3011

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