

ECME 103
Health, Safety and Nutrition
ECME 103.550
Dual Credit
UNM-Valencia
Fall 2015: August 17-December 4

Instructor: Teresa Goodhue, MA Education
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Office: LRC 107
Office Hours: Monday through Thursday 2:15-4:15pm or by appointment

Textbook Required

Marotz, Lynn R. *Health, Safety, and Nutrition for the Young Child*. 8th ed. Belmont: Wadsworth: Cengage Learning, 2012. Print.

Course Description

ECME 103: Health Safety and Nutrition (2 credit hours) provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for the prevention of childhood illnesses and communicable diseases. The course examines the many nutritional factors that are important for children's total development, healthy eating habits, physical activity and rest. Students gain knowledge necessary for creating safe teaming environments for decreasing risk and preventing childhood injury.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
- Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2
- Use appropriate health appraisal and management procedures and make referrals when necessary. B.3
- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussion

- with families, referring to appropriate professionals and in cases of suspected abuse or neglect, reporting to designated authorities. B.4.
- Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote nutrition and physical and psychological well-being. B.5
 - Provide a consistent daily schedule for rest/sleep as developmentally appropriate. B.6
 - Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7
 - Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late Assignments will be accepted; however, 5 points will be deducted for every day that it is late.

Dual Credit

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information please see the UNM-Valencia 2014-2016 Course Catalog (4).

Students with Disabilities and Special Learning Needs: Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

- Student/Instructor Meetings (4) 20%
- Reading Reflection Journal 1 20%
- Reading Reflection Journal 2 20%
- Reading Reflection Journal 3 20%
- Reading Reflection Journal 4 20%

Total 100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	58-0 F

Dishonesty in Academic Matters

As stated in 2014-2016 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

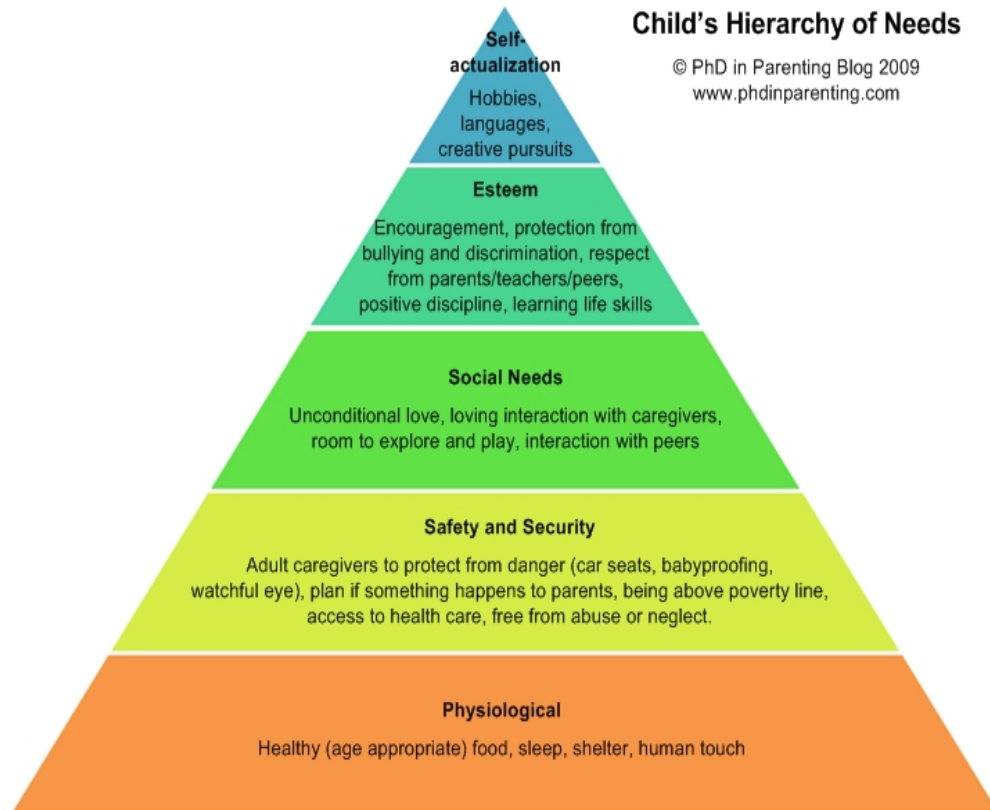
Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University (11)

Course Outline

Week 1: 8/17-8/21

Chapter 1: Children's Well-Being: What It Is and How to Achieve It

Reading Reflection Journal 1: After reading chapter 1 reflect on Abraham Maslow's *Hierarchy of Needs*. Maslow places physiological needs and safety as the basis of motivation on a conscious or unconscious level. Children must depend upon adults to provide these basic necessities. Considering these basic needs, explain why children living in poverty may experience lower self-esteem and describe several ways that families and educators can help children build resilience.



Week 2: 8/24-8/28

Chapter 2: Daily Health Observations

Reading Reflection Journal 1: After reading chapter 2, explain the benefits that daily health checks have for the child. Also, describe some of the ways to get families more involved in their child's preventive health care.

Week 3: 8/31-9/4

Chapter 3: Assessing Children's Health

Reading Reflection Journal 1: After reading chapter 3, identify and describe the vision disorders that are most common among young children. What behavioral indicators might a teacher observe? How are each typically treated?

Week 4: 9/8-9/11

Student/Instructor Meeting. Reading Reflection Journal 1 Due (Chapters 1-3)

Chapter 4: Common Chronic Medical Conditions Affecting Children's Health

Reading reflection Journal 2: After reading chapter 4, explain why some chronic health conditions may be difficult to recognize?

Week 5: 9/14-9/18**Chapter 5: The Infectious Process and Environmental Control**

Reading Reflection Journal 2: After reading chapter 5, discuss specific practices that teachers can use in their classrooms to limit the spread of illnesses transmitted through the respiratory tract and the fecal-oral route.

Week 6: 9/21-9/25**Chapter 6: Communicable and Acute Illness: Identification and Management**

Reading Reflection Journal 2: After reading chapter 6, describe the causes and management of Sudden Infant Death Syndrome (SIDS).

Week 7: 9/28-10/2**Student/Instructor Meeting: Reading Reflection Journal 2 Due (Chapters 4-6)****Chapter 7: Creating High-Quality Environments**

Reading Reflection Journal 3: After reading chapter 7, identify and describe eight (8) features of a high-quality early childhood program.

Week 8: 10/5-10/9**Chapter 8: Safety Management**

Reading Reflection Journal 3: After reading chapter 8, define and describe the term “unintentional injury” and explain why infants and toddlers experience the highest rate of unintentional injury.

Week 9: 10/12-10/16**Chapter 9: Management of Injuries and Acute Illness**

Reading Reflection Journal 3: After reading chapter 9, explain how to use the ABCs to assess an emergency situation and describe the difference between Emergency Care and First Aid.

Week 10: 10/19-10/23**Student/Instructor Meeting: Reading Reflection Journal 3 Due (Chapters 7-9)****Chapter 10: Maltreatment of Children: Abuse and Neglect**

Reading Reflection Journal 4: After reading chapter 10, briefly describe and explain the 5 types of child abuse and neglect.

Week 11: 10/26-10/30 *Please note: We are skipping Chapter 11***Chapter 12: Nutritional Guidelines**

Reading Reflection Journal 4: After reading chapter 12, describe and explain the vitamins, minerals and nutrients found in the 6 categories of The Food Guide Pyramid.

Week 12: 11/2-11/6**Chapter 13: Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins)**

Reading Reflection Journal 4: After reading chapter 13, explain why fat intake must not be restricted for children younger than 2 years. Next discuss the factors that determine how many calories an individual requires.

Week 13: 11/9-11/13**Chapter 14: Nutrients that Promote Growth of Body Tissues (Proteins, Minerals, and Water)**

Reading Reflection Journal 4: After reading chapter 14, explain why an infant’s and toddler’s protein need is greater than that of an adult’s. Next explain why children are at-risk for developing iron deficiency anemia.

Week 14: 11/16-11/20

Chapter 15: Nutrients That Regulate Body Functions (Vitamins, Minerals, Protein, and Water)

Reading Reflection Journal 4: After reading chapter 15, explain how minerals, protein and water regulate body functions.

Week 15: 11/23-11/27

Chapter 16: Feeding Infants

Reading Reflection Journal 4: After reading chapter 16, explain why it is important not to feed infants semi-solid foods before 5 to 6 months of age. Next, explain the advantages and disadvantages of breastfeeding versus formula feeding.

Week 16: 11/30-12/4

Student/Instructor Meeting: Reading Reflection Journal 4 Due (Chapters 10-16 excluding chapter 11)