

**ECED 1115.501**  
**Health, Safety and Nutrition**  
**CRN 56329**  
**University of New Mexico-Valencia Online**  
**Spring 2022**  
**January 18 through March 13**

Instructor: Teresa Goodhue, MA Education  
Class Time: Arranged Online  
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Office: A 142D  
Office Hours: Monday through Thursday 3:00 to 4:00 and by arrangement

**Textbook Required**

Marotz, L. R. (2015). *Health, Safety, and Nutrition for the Young Child* (9th ed.). Stamford, CT: Cenage Learning.

**Course Description**

ECED 1115: 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.

## **Online Participation**

### **Required Reading**

Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. I recommend you begin reading on Sunday to post by Thursday.

### **Discussion Board Expectations**

**There are 2 discussion boards per week.** Participants are required to participate in and post to weekly discussions in Blackboard Learn. This will enable us to learn and interact with each other as a community of learners.

Discussion postings must be a complete thought and have at least three lines of text. There is no maximum number of words required, but please use good judgment. Do not overwhelm your colleagues with a dissertation, please! Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly through the week, we will build on one another's ideas. Therefore, post your initial response to the discussion forum no later than Day 4 (Thursday) and reply to three classmates no later than Day 7 (Sunday 11:59 pm.) Discussion boards open on Sunday at midnight. Stagger your posts throughout the week (three separate days) to show your active participation in the discussion throughout the week. **Points will be deducted for waiting until Sunday to post your original thread. In other words, do not do all of your online work Sunday. If you have not posted your original thread by Thursday, I will contact you.**

### Netiquette Policy

Your participation is expected to be collegial, academic, and constructive. Please recognize that each of us may have a different point of view. It is acceptable to debate a topic using facts and citations to support your stance or view point. Inquiry is highly encouraged.

### Late Work and Exemptions

**You can miss 2 discussion boards over the course of the semester.** They will appear as exempt in your grades. You can also miss 3 discussion boards and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within 1 week of the original due date. **See “Due Dates and Assignments” below.**

### **Due Dates and 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. **No late postings on the Discussion Board are permitted.** See “Late Work and Exemptions” above.

**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, Equal Access Services will provide me with a letter.

### **Academic Support**

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

### **Grading**

• Online Participation /Discussion Board	30%
• Power Point or Prezy Presentation	30%
Due by midnight on 3/13. See Course Materials for instructions.	
• Final Quiz	40%
Due by midnight on 3/13	
<b>Total</b>	<b>100%</b>

### 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 the 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.

### COVID Precautions

- UNM requires COVID-19 vaccination and a booster for all students, faculty, and staff, or an approved exemption (see: UNM Administrative Mandate on Required Vaccinations). Proof of vaccination and booster, or a medical, religious, or online remote exemption, must be uploaded to the UNM vaccination verification site. Failure to provide this proof may result in a registration hold and/or disenrollment for students and disciplinary action for UNM employees.
- **Booster Requirement: Individuals who received their second dose of a Pfizer or Moderna vaccine on or before June 15, 2021, or their single dose of a Johnson & Johnson vaccine on or before October 15, 2021, must provide documentation of receipt of a booster dose no later than January 17, 2022**
- Individuals who received their second dose of a Pfizer or Moderna vaccine after June 15, 2021 or who received their single dose of Johnson & Johnson after November 15, 2021 must provide documentation of receipt of a booster within four weeks of eligibility, according to the criteria provided by the FDA (6 months after completing an initial two-dose Moderna vaccine, 5 months after completing the Pfizer sequence, and 2 months after receiving a one-dose Johnson and Johnson vaccine).
- International students: Consult with the Global Education Office.
- Exemptions: Individuals who cannot yet obtain a booster due to illness should request a medical, religious, or online remote exemption (which may have an end date) and upload this to the vaccination verification site.

- Medical and religious exemptions validated in Fall 2021 (see your email confirmation) are also valid for Spring 2022 unless an end date was specified in the granting of a limited medical exemption. Students must apply for a remote online exemption every semester.
- All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see the masking requirement. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. Students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions. **Medical/health grade masks are the best protection against the omicron variant and these masks should be used, rather than cloth.**
- Please do not come to a UNM campus if you are experiencing symptoms of illness, or have received a positive COVID-19 test (even if you have no symptoms). Contact your instructors and let them know that you should not come to class due to symptoms or diagnosis. Students who need support addressing a health or personal event or crisis can find it at the Lobo Respect Advocacy Center.

## Course Outline

### Week One:

#### 1/18-1/23: Chapters 1 and 4

(DB 1a) After reading chapter 1 (Marotz) 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.

(DB 1b)

After reading chapter 4 (Marotz) respond to the following Case Study from page 109. Post your response on the Discussion Board.

Mr. Lui arranged to take his first grade class on a field trip to a nearby nature park after they had spent several weeks learning about small mammals living in the wild. The day was warm and sunny, and the children were bubbling with excitement as they completed a short hike around the beaver ponds. As they headed back to the picnic shelter for lunch, one of the children who had run ahead let out a sudden shriek and fell to the ground. The teacher quickly ran to the child and observed that she was unconscious and her arms and legs were jerking violently. Mr. Lui sent one of the other children to get the park ranger, calmed the rest of the children down, and then used his cell phone to call 911 for emergency medical assistance. Within minutes, the seizure ended and the child

regained consciousness. When the paramedics arrived, they checked the child over carefully and were satisfied that she required no additional treatment at the time. Mr. Lui contacted the child's family and learned that her doctor had recently prescribed a new seizure medication.

1. What type of seizure was this child probably experiencing?
  2. What signs, in addition to the jerky movements, might you expect to observe during and immediately after this type of seizure?
  3. Should Mr. Lui have called for emergency assistance? Would you expect his response to be different if he had known that the child was being treated for a seizure disorder?
  4. What steps should Mr. Lui take when the child's seizure ends?
  5. How can Mr. Lui turn this event into a learning experience for the other children?
- (DB 1a and DB 1b are due by midnight on Sunday 1/23.)**

### **Week Two:**

#### **1/23-1/30: Chapters 5 and 6**

(DB 2a) After reading Chapter 5 (Marotz) Respond to the following questions.

1. What three factors are required for an infection to be communicable?
2. What practices can a teacher use in their classroom to limit the spread of illnesses transmitted via:
  - a. the respiratory tract
  - b. the fecal-oral route
  - c. skin conditions
  - d. contaminated objects, e.g., toys, towels, changing mats

(DB 2b) The teacher noticed that Carrie seemed quite restless today and was having difficulty concentrating on any task that she started. She continuously squirmed, whether in her chair or sitting on the floor. On a number of occasions the teacher also observed Carrie tugging at her underwear and scratching her bottom. She recalled that Carrie's mother had mentioned something about getting her younger brother tested for pinworms and wondered if this might be what she was observing.

1. What action should the teacher take in this situation?
2. What control measures should be implemented? At school? At home?
3. When can Carrie return to school?
4. If Carrie does have pinworms, for what length of time must the teacher carefully observe the other children for similar problems?
5. What special personal health measures should be emphasized with the other children?

**(DB 2a and DB 2b are due by midnight on Sunday 1/30.)**

**Week Three**                      **Chapters 7 and 8**  
**1/30-2/6**

After Reading chapter 7 "Creating High-Quality Environments," it's time to start planning and creating your presentation. You can use Power Point or prezi.com--prezi is a free online site that breaks away from a linear design. There is no discussion board associated with this assignment. Your presentation is due on 3/13.

In your Power Point represent the following features of high-quality programs:

- Teacher Qualifications
- Staffing Ratios
- Group Size and Composition
- Program Curriculum
- Health Services
- Safety
- Nutrition

(DB 3) After reading chapter 8 "Safety Management" respond to the following Case Study.

Teachers at the Wee Ones Child Care Center, located in an inner-city neighborhood, know that field trips can be an important part of the curriculum. They have discussed organizing a trip to the local city zoo as part of a learning unit on animals. However, the teachers also realize the challenges involved in taking a group of twenty 3-and 4-year olds on such an excursion, but believe the experience is especially valuable for these children. Since the zoo is located on the other side of town, the teachers have made arrangements to ride the city bus.

1. What types of planning are necessary to ensure a safe and successful field trip?
2. What are the advantages/disadvantages of using public transportation?
3. What safety precautions must teachers take before leaving the premises?
4. How might visiting a site ahead of time help teachers better plan for a field trip?
5. What problems should teachers anticipate when taking children on field trips?
6. What information should families be given?

**(DB 3 is due by midnight on Sunday 2/6.)**

**Week Four****Chapter 10****2/6-2/13**

DB 4a When it was time for snacks, 4-year-old Jimmy said he wasn't hungry and refused to come over and sit down. At the teacher's gentle insistence, Jimmy reluctantly joined the other children at the table. Tears began to roll down his cheeks as he tried to sit in his chair. Jimmy's teacher watched for a few moments and then walked over to talk with him. Initially, he denied that anything was wrong, but later told the teacher that he "had fallen the night before and hurt his bottom."

The teacher took Jimmy aside and confronted him. She asked Jimmy if he would show her where he had been hurt. When Jimmy loosened his jeans, the teacher observed what appeared to be a large burn with some blistering approximately 2 inches in length by 2 inch in width on his left buttock. Several small bruises were also evident along one side of the burn. Again, the teacher asked Jimmy how he had been hurt, and again he replied that he "had fallen."

1. What actions should Jimmy's teacher take? Should she tell anyone else?
2. Would you recommend that Jimmy's teacher report the incident right away or wait until she had gathered more evidence? Why?
3. To whom should the teacher report what she has observed?
4. If you were Jimmy's teacher, would your feelings and responses be any different if this was a first-time versus a repeated occurrence?
5. Is it necessary for the teacher to notify Jimmy's family before making a report?
6. In what ways can the teacher be of immediate help to Jimmy?
7. What should the teacher do if this happens again?

DB 4b: Using the information from Week Four: Case Study Pt. 1, write up a complete description of Jimmy's injuries. Remember to keep your description objective: **Do not include your feelings.**

**(DB 4a and DB 4b are due by midnight on Sunday 2/13.)**

**Week Five****Chapters 12 and 13**



**2/13-2/20**

DB 5a: After reading chapter 12 "Nutritional Guidelines," go to the discussion board and respond to the following questions:

1. Betsy age 3, drinks milk to the exclusion of adequate amounts of foods from other food groups. What nutrient is Betsy receiving in excess? What two nutrients are more likely to be deficient?
2. Jason, age 4, refuses to eat fruit. He will occasionally accept a small serving of applesauce and a few bites of banana but little else. What two nutrients are probably deficient in Jason's diet?
3. Tommy, age 2, by choice will only eat high carbohydrate foods, preferably those that are sweet. He rejects high protein, high-fat foods such as meats and cheese. How would you change his diet to provide adequate protein and fat for normal growth and nerve development without increasing his carbohydrate intake with high-fat pastries, cakes and so on?
4. Jeremy, age 3, is allergic to milk and dairy products. How would you adjust his diet to ensure that he meets his calcium requirement?

DB 5b: After reading chapter 13 "Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins) post your comments on the discussion board for the following:

The media tell us almost daily that we are fat and getting fatter. Depending upon the source, the story will be that "30-50 percent of all Americans are obese," or 20 percent above their normal body weight. The message will then proceed to tell us that obesity increases our risk for several diseases.

Further, consider the movement to decrease recess in schools and the dismissive attitude of many policy makers toward play and address the following topics as if the policy makers are your audience:

- Discuss the importance of including physical activity as routine programming in early childhood and school-based programs.
- How much attention is or should be given to helping children balance energy input with energy output so they will not be as likely to experience an obesity problem? Keep in mind that you have the statistics on obesity to convince the policy makers that activity not only decreases obesity but increases the child's ability to learn. Consider the role of play in preschool and pre-K and the elimination of recess in k-3.

**(DB 5a and DB 5b are due by midnight on Sunday 2/20.)**

**Week Six                      Chapters 14**  
**2/20-2/27**

DB 6: After reading Chapter 14, go to the Discussion Board and respond to the following:

- Describe how growth occurs.
- Identify food sources that are complete and incomplete proteins.

- Describe the essential roles that minerals play in the growth process.
- Explain why children's need for water is greater than an adult's.
- Name the primary functions that vitamins serve in the body. (For example: One primary function that vitamins serve is energy metabolism.) (p.373)
- Discuss the major roles that minerals play in maintaining normal body functions. (For example: Phosphorous, magnesium, iodine and iron play an important role in the steady, efficient release of energy.) (p.375)
- Explain water's role as a regulator.

**(DB 6 is due by midnight on Sunday 2/27.)**

## **Week Seven                      Chapter 15**

**2/27-3/6**

DB 7: After reading chapter 15 *Feeding Infants*, respond to the following:

1. Provide a rationale for why an infant's bottle should not be propped up during a feeding.
2. In what order and age should the following foods be introduced? Pureed peas, pureed meat products, crisp toast, pureed peaches, iron-fortified cereal.
3. Describe three social factors that make feeding time more enjoyable for an infant.
4. Explain why unmodified cow's or goat's milk should not be given to an infant before 1 year of age.
5. Why should caregivers hold and talk to an infant while he/she is being fed?

**(DB 7 is due by midnight on Sunday 3/6.)**

**Week Eight Due:** *Quiz opens at midnight on 3/6*

**3/6-3/13**

- No Discussion Boards. Finalize presentation and study for the final quiz.

**Due 3/13:**

- **Power Point or Prezy, "Creating a High Quality Environment"**
- **The Final Quiz, first or final attempt must be made by 3/13 at midnight.**