

Health, Safety and Nutrition
ECED-1115 501 (#56329)
UNM-Valencia
Spring 2024
Syllabus



(painting by Dave Fadden (Mohawk))

Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu). You must have a UNM net ID to access it.

Class Time: Asynchronous via Canvas

Office: In person Rm. #111, Arts & Sciences building or via Zoom

Office Hours: T, W & Th 11:55am-1:25pm. These times may be subject to change, but I'll let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

Email: jstjoshn@unm.edu

The best way to communicate with me is with a Canvas message. Note: I do not usually respond to messages from Friday evening until Monday morning.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

Course Description

This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and the maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course

examines the scheduling factors important for children's total development, healthy nutrition, physical activity, and rest.

Required Textbook

Marotz L. R. (2020). *Health, Safety and Nutrition for the Young Child (11th ed)*. Boston, MA, Cengage. A student may use the 9th edition if they are a dual credit student. A link to an Archive.org copy of the 9th edition is available by signing up at the website for free and using the link on Canvas.

Credit-Hour Statement

This is a two-credit-hour course delivered in an entirely online modality over 16 weeks during the Spring 2024 semester (Jan 15 to May 11). Please plan for a minimum of 18 hours per week to learn course materials and complete assignments.

Dual Credit

For some, this is a Dual Credit course.

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 Course Catalog.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will also send out emails to the class periodically. Students should check their email at least every couple of days, if not every day.

Attendance Policy

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Friday at midnight to be accepted. You have all week at your own convenience to read or watch the material and complete the assignment, so except for extreme circumstances, there are no late assignments. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Academic Dishonesty (from the UNM Catalog)

"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; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

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, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student 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.

Required Reading Assignments

Throughout the course, you will be provided with required reading assignments. The Textbooks tab has our required text. The assignments are located in each Module and in the Syllabus tab on the course menu. Major Projects has its own tab. 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.

Discussion Boards

Students are required to participate in and post weekly discussions on Canvas. 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 five lines of text. There is no maximum number of words required, but please use good judgment. 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 throughout the week, we will build on one another's ideas. Therefore, post your Initial or 1st Post to the discussion forum no later than Wednesday and your responses by Sunday. Discussion boards posted after 11:59pm on Sunday the week they are due are considered late and will be graded later, these will also open on Sunday at midnight each week.

Projects

Projects are based on particular focus areas of our course including Health, Nutrition and an emphasis upon New Mexican Peoples, diets, and traditions of health, nutrition, and wellness. They will require careful study of self and other while utilizing evidence and relevant sources.

Cumulative Case Study Assignment/Mid-term

Students are required to complete a number of Case Study assignments based on facts, current issues, and real-life situations faced by early childhood professionals. A culminating Case study assignment will be taken from our required textbook. It is intended to help you build a better understanding of what it means to think like a professional and respond appropriately in complicated and potentially compromising situations.

Exams

There will be a mid-term and a final exam on Canvas, each worth 40 points. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit.

Due Dates Policy, Late Work and Revision

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late assignments will be accepted; however, students who turn in late work must write an expanded post for discussion posts, of 2

paragraphs along with 2 responses of equal length and for projects an extra page minimum. Late work is graded also in the order it was received along with other late work, and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this.

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Learning Commons: Tutoring Services

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment. If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need to stay home, please get in touch with me via CANVAS; I can work with

you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

Respectful and Responsible Learning

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure.

Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your work.

UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

Grading and Assignments

Assignments	Grade Percentage
Online Discussion Boards (10 points each, 16 in total) 160	40%
New Mexican Nutrition Project (80 points each) 80	20%
Case Study Analysis (20 points each) 80	20%
Mid-Term Exam (40 points, 1 in total) 40	10%
Final Exam (40 points, 1 in total) 40	10%
Total	100%

Percentages and Grade Equivalent

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

Course Outline

Week 1: Jan 17th

Topic: Children's Well-Being: What It Is and How to Achieve It.

Discussion Board 1a-Introductions: Tell us about yourself. Give us your name and tell us your motivation to become an early childhood educator.

Discussion Board 1b- Refer to Chapter 1. Describe how teachers can use their knowledge of children's development for health promotion.

Week 2: Jan 24th

Topic: Daily Health Observations

Discussion Board 2- Refer to Chapter 2. Describe the health check joint. What common health problems/conditions should teachers look for?

Week 3: Jan 31st

Topic: Assessing Children's Health.

Discussion Board 3- Refer to Chapter 3-Discuss how teachers might use information in health records to improve learning experiences for children with special sensory needs.

My Nutrition Project 1-Refer to Chapter 3-Read the case study on page 75 about Parker and answer the posted questions. Submit your answers in the assignments tab.

Week 4: Feb 7th

Topic: Caring for Children with Special Medical Conditions

Discussion Board 4- Refer to Chapter 4-Explain how a child's environment may contribute to the development and progression of chronic health conditions.

Week 5: Feb 14th

Topic: The Infectious Process and Environmental Control

Discussion Board 5-Refer to Chapter 5-Discuss when and how universal precautions should be implemented in the classroom.

Week 6: Feb 21st

Topic: Childhood Illness: Identification and Management

Discussion Board 6- Refer to Chapter 6-Discuss what a teacher should be able to do in the following situation: While you were cleaning up the blocks, Sean tells you that his throat is sore, and it hurts to swallow.

Refer to Chapter 6-Read the case study on page 134 about Laura and answer the posted questions. Submit your answers in the assignments tab.

Week 7: Feb 28th

Topic: Creating High-Quality Environments

Discussion Board 7- Refer to Chapter 7-Brainstorm a school that can “go green” and discusses the effect(s) this could potentially have on children’s health.

Week 8: Mar 6th - Midterms

Topic: Safety Management

Discussion Board 8- Discuss why safety policies and guidelines must not be considered a replacement for adult supervision.

Midterm Exam/Cumulative Case Study.

Spring Break from March 11-15th, 2024**Week 9: Mar 20th**

Topic: Management of Injuries and Acute Illness

Discussion Board 9- Explain why a child who has fallen and bumped his head must be closely monitored for the next 48 hours even though he appears to be okay.

Week 10: Mar 27th

Topic: Maltreatment of Children: Abuse and Neglect

Discussion Board 10- Discuss four ways that teachers can help abused and neglected children in the classroom.

Case Study Assignment 3 -Refer to Chapter 10 -Read the case study on page 293 about Casandra and answer the posted questions. Submit your answers in the assignments tab.

Week 11: Apr 3rd

Topic: Planning for Children's Health and Safety Education.

Discussion Board 11-providing health and safety learning experiences are essential experiences during a child’s early years.

Week 12. Apr 10th

Topic: Nutrition Guidelines

Discussion Board 12-Explain what Dietary Reference Intakes (DRIs) are and how they can be used for planning a child’s daily diet.

Case Study 2- Refer to Chapter 12, p. 341. Summer planning retreat at the Learning Tree Early Education Center.

Week 13: Apr 17th

Topic: Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins)

Discussion Board 13-Discuss the cause of lactose intolerance, which groups of children are more likely to experience this condition, and what dietary modifications need to be made.

Week 14: Apr 24th

Topic: Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins,

Minerals, and Water).

Discussion Board 14- Discuss why children are at risk for developing iron deficiency anemia.

Case Study 4 -Refer to Chapter 14 -Read the case study on page 381 about Akecheta and answer the posted questions. Submit your answers in the assignments tab.

Week 15: May 1st

Topic: Feeding Infants

Discussion Board 15-Discuss why it is essential not to feed infants semi-solid foods before 5 to 6 months of age. _____

New Mexican Nutrition Project due

Week 16: May 8th, Finals Week

Topic: Feeding Toddlers and Young Children.

Final Exam due by 05/08

** Instructor reserves the right to make required changes during the course